

**ACTIVITY & TEST PREP WORKBOOK**  
with LIFESKILLS

**Ideal for  
Self-Study!**

# SIDE *by* SIDE



THIRD EDITION

4



Steven J. Molinsky  
Bill Bliss

with  
Carolyn Graham



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*Contributing Authors*

Jennifer Bixby • Dorothy Lynde • Elizabeth Handley

*Illustrated by*

Richard E. Hill



## TO THE TEACHER

This enhanced edition of *Side by Side Activity Workbook 4* provides all-skills activities, lifeskills lessons, and achievement tests to reinforce, expand, and assess the learning objectives in the *Side by Side 4* and *Side by Side Plus 4* Student Books. It includes two audio CDs and an answer key, providing students with the resources they need to extend their language learning through self-study outside the classroom. The audio CDs contain all workbook listening activities and GrammarRaps that motivate learners and promote language mastery through entertaining practice with rhythm, stress, and intonation.

The achievement tests in the second section of the workbook (pages T1–T60) provide intensified coverage of lifeskill competencies, assess student progress, and prepare students for the types of standardized tests and performance assessments used by many instructional programs. The tests include: multiple-choice questions that assess vocabulary, grammar, reading, listening skills, lifeskill competencies, document literacy tasks (such as reading classified ads, schedules, and news articles), and academic reading tasks; writing assessments that can be evaluated using a standardized scoring rubric and collected in portfolios of students' work; and speaking performance assessments designed to stimulate face-to-face interactions between students, for evaluation by the teacher using a standardized scoring rubric, or for self-evaluation by students. Test pages are perforated so that completed tests can be handed in and can serve as a record of students' participation and progress in the instructional program.

Listening scripts and answer keys for the tests are provided in *Side by Side Plus* Teacher's Guide 4. Test preparation strategies, scoring rubrics, and resources for documenting students' progress are provided in *Side by Side Plus* Multilevel Activity & Achievement Test Book 4 and its accompanying CD-ROM.

Side by Side, 3rd edition  
Activity & Test Prep Workbook 4

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Associate art director: Elizabeth Carlson  
Interior design: Elizabeth Carlson, Wendy Wolf  
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\*Listening scripts and answer keys for the achievement tests are provided in *Side by Side Plus Teacher's Guide 4*.

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_



**A HOME FIRE SAFETY AND EMERGENCY PROCEDURES**

*Example:*

Every family should have and should \_\_\_\_\_ an emergency route.

- (A) replace
- (B) practice
- (C) lock up
- (D) shut off

1. The \_\_\_\_\_ in smoke detectors should be replaced every six months.

- (A) batteries
- (B) electricity
- (C) fire extinguishers
- (D) utilities

2. Newspapers, clothing, and furniture are all \_\_\_\_\_ materials.

- (A) soft
- (B) resistant
- (C) inflammable
- (D) flammable

3. Space heaters should be at least \_\_\_\_\_ away from walls and furniture.

- (A) one inch
- (B) three inches
- (C) three feet
- (D) three yards

4. Your family should have \_\_\_\_\_ in case of a fire in your home.

- (A) an inside meeting place
- (B) an outside meeting place
- (C) a special door
- (D) a neighbor's phone number

5. Don't put a \_\_\_\_\_ in the kitchen. Install a \_\_\_\_\_ instead.

- (A) fire extinguisher . . . smoke detector
- (B) smoke detector . . . heat detector
- (C) fire extinguisher . . . utility shutoff
- (D) smoke detector . . . first-aid kit

6. Smoke detectors should be installed outside each \_\_\_\_\_.

- (A) sleeping area
- (B) bathroom
- (C) hallway
- (D) house

7. If a person is \_\_\_\_\_, you must act very quickly.

- (A) breathing
- (B) coughing
- (C) blocking
- (D) choking

8. If a person's airway is blocked, the person can die \_\_\_\_\_.

- (A) slowly
- (B) in a few seconds
- (C) in a few minutes
- (D) in several hours

9. For the Heimlich maneuver, stand \_\_\_\_\_ the person, make a fist, and use your arms to thrust.

- (A) next to
- (B) over
- (C) in front of
- (D) behind



1 (A) (B) (C) (D)

4 (A) (B) (C) (D)

7 (A) (B) (C) (D)

2 (A) (B) (C) (D)

5 (A) (B) (C) (D)

8 (A) (B) (C) (D)

3 (A) (B) (C) (D)

6 (A) (B) (C) (D)

9 (A) (B) (C) (D)

Go to the next page

**B GRAMMAR IN CONTEXT: Home Safety; Reporting an Emergency**

*Example:*

What \_\_\_\_\_ you buy at the hardware store?

- (A) are
- (B) did
- (C) was
- (D) does

11. Why? We \_\_\_\_\_ two detectors last year.

- (A) install
- (B) installed
- (C) installing
- (D) have installed

13. You're right. If there were a fire at night, we probably \_\_\_\_\_ the detector in the hallway.

- (A) will hear
- (B) won't hear
- (C) didn't hear
- (D) wouldn't hear



10. I \_\_\_\_\_ three new smoke detectors.

- (A) buy
- (B) was buying
- (C) bought
- (D) would buy

12. Yes, but we should \_\_\_\_\_ a detector outside each bedroom, too.

- (A) had
- (B) to have
- (C) have
- (D) will have

14. I hope we don't ever \_\_\_\_\_ a fire in the house.

- (A) have
- (B) had
- (C) having
- (D) would have

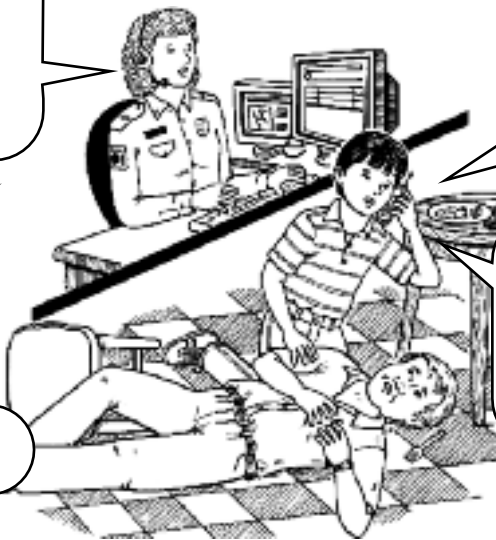
15. Emergency Operator. \_\_\_\_\_ your emergency?

- (A) What is
- (B) How is
- (C) What was
- (D) Why is

17. Is he \_\_\_\_\_?

- (A) breathe
- (B) breathing
- (C) breathed
- (D) breathes

I'll send an ambulance right away.



16. My grandfather \_\_\_\_\_ and suddenly he fell from his chair.

- (A) eat
- (B) eating
- (C) is eating
- (D) was eating

18. Yes. And his eyes \_\_\_\_\_ open.

- (A) is
- (B) are
- (C) will be
- (D) weren't

10 (A) (B) (C) (D)

11 (A) (B) (C) (D)

12 (A) (B) (C) (D)

13 (A) (B) (C) (D)

14 (A) (B) (C) (D)

15 (A) (B) (C) (D)

16 (A) (B) (C) (D)

17 (A) (B) (C) (D)

18 (A) (B) (C) (D)

Read the news article. Then do Numbers 19 through 22.

## Boy saves mother's life with Heimlich maneuver

**HARWOOD** – A Harwood boy is being called an amazing nine-year-old for saving his mother’s life after she choked on a grape. Jason Clark performed the Heimlich maneuver on his mother, Terry Clark, at their home on Wednesday afternoon.

Terry Clark said she choked on a grape while she was eating. She started hitting the kitchen table to get the attention of her son, who was in the living room.

“All of a sudden, he came behind me, grabbed me, and then he started squeezing me hard. He did several thrusts. At first it didn’t work,” she said Thursday.

“Then he grabbed me again, gave a big thrust, and suddenly the grape flew out of my mouth.”

When the mother could breathe, she told her son that he had saved her life.

Where did Jason learn the Heimlich maneuver? The boy said he saw a safety demonstration at school. Later, he looked up the procedure on the Internet and



9-year-old Jason Clark performed the Heimlich maneuver on his mother.

learned it on his own.

After the emergency, Jason said, “I’m so happy that I knew how to do the Heimlich maneuver. She might have died.”

On Friday night, the Clark family enjoyed a special dinner at a local restaurant.

19. The mother was \_\_\_\_\_.  
 (A) breathing hard  
 (B) swallowing a grape  
 (C) choking on a grape  
 (D) calling her son
20. Jason learned the Heimlich maneuver \_\_\_\_\_.  
 (A) from the Internet  
 (B) in a safety class  
 (C) from his mother  
 (D) at a local restaurant
21. When the boy did the Heimlich maneuver, the grape came out \_\_\_\_\_.  
 (A) after one thrust  
 (B) after several thrusts  
 (C) after three minutes  
 (D) after he hit the kitchen table
22. Jason’s mother must be very \_\_\_\_\_ him.  
 (A) exhausted by  
 (B) concerned about  
 (C) afraid of  
 (D) proud of

19 (A) (B) (C) (D)

20 (A) (B) (C) (D)

21 (A) (B) (C) (D)

22 (A) (B) (C) (D)

**D READING: A Fire Safety Notice**

Read the announcement. Then do Numbers 23 through 28.



**WESTVIEW  
APARTMENTS**



TO: All Residents of Westview Apartments  
FROM: Ron Manning, Building Manager  
RE: Smoke Detectors and Fire Safety

**Change your clocks!  
Change your batteries!**

This Sunday, we change our clocks to Standard Time. Please remember to **replace** the batteries in your smoke detectors. Please also review our fire safety procedures below. All residents should have a fire emergency plan and map. Practice your escape route. If you have any questions, please call me at 499-1222.

**Fire Safety Procedures**

If the fire alarm sounds, all residents must immediately leave the building. Follow these instructions:

1. Put on a coat and hard-soled shoes.
2. Take a towel with you so that you don't breathe smoke.
3. Close windows.
4. Check your doorknob and door. If they are hot, do *not* open your door. Exit through a window (if you are on the first floor) or wait for help.
5. Stay low to the floor.
6. Leave the building through the nearest exit. Always know an additional emergency exit in case your first exit is blocked.
7. **Never** use the elevators! Use the stairways to leave the building.
8. Go to the emergency meeting area 100 feet away from the building.
9. Do not re-enter the building.

**Important!** If you can't get out because of smoke or fire in the hallway, call 9-1-1 to report your exact location. Wait in a room with a window. Close the door and seal it with tape or towels. Stay by the window and signal to firefighters with a flashlight or cloth. *Sometimes the safest thing you can do in a tall building fire is to stay in your apartment and wait for the firefighters.*

23. This announcement tells residents to change smoke detector batteries and to \_\_\_\_\_.  
(A) review fire safety procedures  
(B) check their heat detectors  
(C) participate in a fire drill  
(D) listen for the fire alarm
24. All residents should practice their \_\_\_\_\_ routes.  
(A) fire  
(B) escape  
(C) building  
(D) stairway
28. To not breathe smoke, residents should \_\_\_\_\_.  
(A) drink water  
(B) open a window  
(C) take a towel  
(D) use the stairway
26. If the apartment door is very hot, \_\_\_\_\_.  
(A) throw water on it  
(B) you should not use the elevator  
(C) you should not open the door  
(D) open the door slowly
27. In a tall apartment building, if you can't get out, \_\_\_\_\_.  
(A) stay in a room with a window  
(B) climb out a window  
(C) take the elevator  
(D) call the building manager
28. You can *infer* from the notice that the apartment building \_\_\_\_\_.  
(A) doesn't have elevators  
(B) has many floors  
(C) has one floor  
(D) has many older residents

23 (A) (B) (C) (D)

25 (A) (B) (C) (D)

27 (A) (B) (C) (D)

24 (A) (B) (C) (D)

26 (A) (B) (C) (D)

28 (A) (B) (C) (D)



**E CLOZE READING: A Workplace Fire Safety Memo**

Choose the correct answers to complete the memo.

To: All Employees  
 From: Sam Thomas, Human Resources Manager  
 Date: December 1  
 Subject: Emergency Preparedness



Next Tuesday, December 7, we will practice prevent escape our company safety

detectors procedures kits<sup>29</sup>. When the fire alarm sounds, the fire department will come and

watch as we leave the building. They will tell us how to improve our fire escape plans. Please remember:

1. When the alarm sounds, all employees must enter return leave<sup>30</sup> the building quickly.

2. Do not use the elevators. During a fire choking emergency airway<sup>31</sup>, you must use the

storage room elevators stairways<sup>32</sup>.

3. Know the first-aid escape test<sup>33</sup> route for your office area.

4. If an exit is blocked open free<sup>34</sup>, use a different exit.

5. When you leave the building, go to the emergency life inside meeting<sup>35</sup> place.

6. Follow the instructions flames plans<sup>36</sup> of the fire department.

Before December 7, please review these fire detector extinguisher safety<sup>37</sup> procedures with other employees in your department.

**F LISTENING ASSESSMENT: Reporting an Emergency**

Read and listen to the questions. Then listen to the conversation and answer the questions.

- |  |  |   |
|--|--|---|
| <p><b>38.</b> Why is the person calling 9-1-1?</p> <p>(A) For a fire emergency.<br/>             (B) For a weather emergency.<br/>             (C) For a car accident.<br/>             (D) For a medical emergency.</p> | <p><b>39.</b> What happened to the caller's husband?</p> <p>(A) He cut his arm.<br/>             (B) He broke his ankle.<br/>             (C) He cut his thumb.<br/>             (D) He was choking.</p> | <p><b>40.</b> What does the operator tell the caller to do?</p> <p>(A) Call an ambulance.<br/>             (B) Press on the cut with a towel.<br/>             (C) Wash the arm.<br/>             (D) Put medicine on it.</p> |
|--|--|---|

- |                           |                           |                           |                           |
|---------------------------|---------------------------|---------------------------|---------------------------|
| <b>29</b> (A) (B) (C) (D) | <b>32</b> (A) (B) (C) (D) | <b>35</b> (A) (B) (C) (D) | <b>38</b> (A) (B) (C) (D) |
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| <b>31</b> (A) (B) (C) (D) | <b>34</b> (A) (B) (C) (D) | <b>37</b> (A) (B) (C) (D) | <b>40</b> (A) (B) (C) (D) |

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## G WRITING ASSESSMENT: A Fire Escape Plan

Draw an escape plan for your classroom. Show the classroom and the floor it is on in your school building. Show the emergency exits and the escape route. Include labels such as *window*, *door*, *stairway*, and *hallway*. Then write the instructions students should follow to use the escape route if there is a fire or other emergency. (Number the instructions.)

Classroom Escape Plan and Map	
Map	
Escape Route Instructions	

## H SPEAKING ASSESSMENT

I can ask and answer these questions:

Ask Answer

- Have you ever had an emergency at home? What happened? What did you do?
- Who would you call to report an emergency at home?
- How many smoke detectors are there in your home?
- Do you have any fire extinguishers in your home? Where are they?
- How can you improve fire safety in your home?
- If there were a fire in your living room, how would you escape?
- Do you have an escape plan for your family?
- Do you know how to perform CPR? the Heimlich maneuver?

