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A bad day

My day was a nightmare! I had a job interview this morning but I forgot to set the alarm clock. I overslept and couldn't have a shower or breakfast. I went to the garage putting on my shoes and setting my hair at the same time.

The car wouldn't start, and I was only able to make it work at the third time I tried. The traffic was awful and I arrived at the parking garage 5 minutes before the interview. Luckily I found a spot, but a guy in a red Mercedes tried to take it. I cut him off and managed to put my car there and - of course - he didn't like it, he complained not in a nice way and I had to tell him what I think of people like him.

I was quarreling with the jerk when I slammed my finger in the car door, and I was so nervous that I didn't notice the keys were still in the car and locked it.

I didn't have time to deal with it at that moment, so I rushed to arrive for the interview on time and guess who the interviewer was: the guy I met at the parking garage!

I wish I hadn't gotten up today.



Explain the title.

Do you believe bad things always happen together? Why do you think so?

Have you ever had a day like that? Tell how it was.

Have you heard about "Murphy's laws"? What are they about?

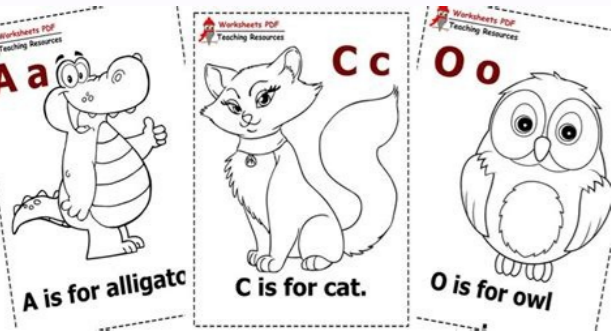
Number the bad things that happened to the woman:

What would you do if you were in the woman's place?

What would you have done differently? Why?

How would you feel after a day like that?

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Reading Comprehension

Complete with was or were:

My name is Ann. Last summer I was/were in Gran Canaria. The weather was/were sunny, the palm trees was/were very beautiful. I was/were with my two brothers: Mark and Harry. We was/were camping at the beach. I was/were twelve years, my brother Mark was/were ten and Harry was/were ten too because they are twins. It was/were fantastic to swim in the beach and make sandcastles in the sand. My friends was/were very sad because the holidays was/were ending.

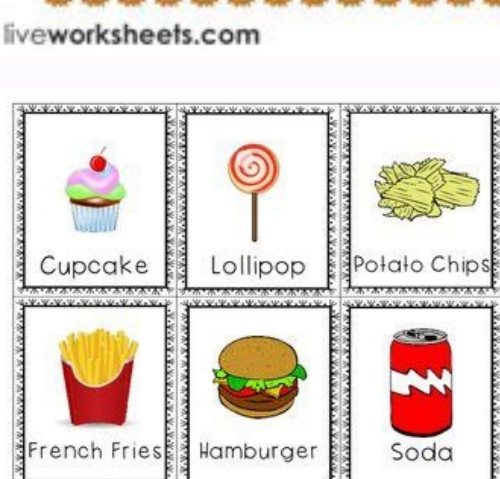
One day we went to the city, there was/were many places to visit. The supermarket was/were very big and there was/were a school opposite the park. The children was/were there. They was/were in the park playing. The teacher was/were looking at them and we was/were happy because we weren't at school.

We was/were in the museum, there was/were some pictures and sculptures from Gran Canaria. They was/were very nice. At eight o'clock we was/were in the camp again and the next day we was/were at home. I was/were very sad and my brothers was/were too. My mother was/were in the airport and my father was/were in the car waiting for us. They was/were very happy because we was/were at home again.



Match the questions with the answers:

- | | |
|--|-------------------------------------|
| 1 Where was Ann last summer? | a They were ten years old. |
| 2 What was the weather like? | b In the airport. |
| 3 How old were her brothers? | c Ann was in Gran Canaria. |
| 4 Where was the school? | d The school was opposite the park. |
| 5 Who was looking at the children? | e At eight o'clock. |
| 6 Where was her mother? | f It was sunny. |
| 7 What time were they in the camp again? | g The teacher. |



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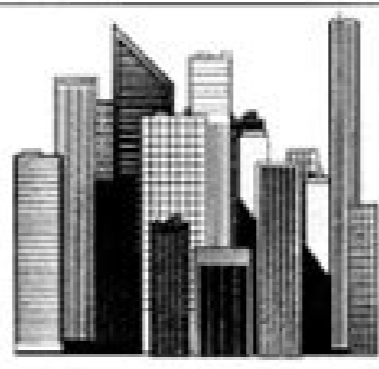
Test 4--All about Steel

Directions: Read the passage to answer questions 1-5.

Iron is only one chemical element. Steel, on the other hand, is a mixture of at least 2 elements--iron and carbon. Steel may have as much as 1.5 percent carbon in it. But the steel we use most often has only 0.2 percent carbon in it. Besides carbon, steel may have small amounts of other metals that have been put into the "melt" on purpose.

Metals like manganese, found in some forms of iron, can improve the quality of steel. But there are also some elements found in steel which do not belong. An element such as sulfur can ruin steel. Steel makers try their best to get rid of it.

Without the use of steel, the face of the world today would look a lot like the way it did in the middle 1800's. We would not have tall skyscrapers, huge steamships, cars, planes, and large machines to make life easier.



1. The manganese found in iron ore _____.
 - a. is removed before steel is made
 - b. improves the quality of steel
 - c. can ruin the "melt"
 - d. is sometimes as high as 2 percent
2. The writer points out that _____.
 - a. steel is made mostly of sulfur and iron ore
 - b. manganese melts at very low temperatures
 - c. tin is found in some iron ore
 - d. steel is a mixture of several metals
3. The invention of steel _____.
 - a. has brought progress to the world
 - b. has helped put colonies on Mars
 - c. has allowed some countries to become too powerful
 - d. has lengthened the lifespan of man
4. The difference between iron and steel is that _____.
 - a. iron is only one chemical element
 - b. steel is only one chemical element
 - c. steel is stronger and sturdier
 - d. iron is stronger and sturdier
5. An element sometimes found in steel that does NOT belong is _____.
 - a. carbon
 - b. manganese
 - c. iron
 - d. sulfur

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In modern teaching, educators must ensure that their students have excellent reading comprehension skills. Because academics today are predominantly interdisciplinary, a student cannot master core content with anything less than excellent reading comprehension. This is a tall order for teachers. Sometimes, teachers feel so overwhelmed by checkpoints that must be reached in core content areas that reading falls by the wayside. Don't let this happen. Instead, since reading goes hand-in-hand with every other topic of study, utilize resources for practicing reading comprehension within other subject areas so that your students get used to multitasking. Exercises like the ones found on these free reading comprehension worksheets—complete with multiple-choice and essay questions—are perfect for growing reading comprehension skills. Before long, your students will be prepared for any standardized testing (like the SAT, PSAT, and GRE) or real-world reading scenario. These worksheets can stand in for homework, in-class handouts, or extended practice. However you choose to use them, get ready to see results in your students' reading. The following worksheets focus specifically on finding the main idea, an important aspect of reading comprehension. You'll find worksheets filled with multiple-choice questions, where students will need to eliminate distractors to find the correct main idea, and open-ended questions, where students will need to compose the main idea themselves. Each of the worksheets in this link features a story or nonfiction snippet that is followed by multiple-choice questions asking students to determine the meaning of a vocabulary word using context clues. Students must be able to discern the meaning of unfamiliar words to have strong comprehension. Match these exercises to your students based on their current ability levels until they are ready for more of a challenge. These inference-based worksheets will target your students' ability to read between the lines and reason with what they've read. When completing these exercises, students will study pictures and makes inferences about their meaning using evidence to support their conclusions. This crucial skill takes time to master, so have your students start practicing it now. These worksheets present paragraphs followed by author's purpose questions similar to those on standardized tests. For each paragraph, students will need to select the choice that best represents the author's purpose for writing the passage, thinking beyond what is stated in the text to why the text was written. Determining an author's purpose for writing something is a very different concept from identifying the main idea of a piece because it requires much more abstract thinking. Have your students use author's tone to guide their thinking. Author's Purpose Worksheet 1 Author's Purpose Worksheet 2 This link will take you to a slew of reading comprehension worksheets that are centered around nonfiction passages. The passages range from 500 to over 2,000 words and content includes famous speeches, biographies, art, so you'll definitely be able to find what you need. Use the worksheets and accompanying multiple-choice questions to test your students' overall comprehension, including their ability to find the main idea, assess the author's purpose, make inferences, understand vocabulary in context, and more!

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