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How to create an effective staffing plan is one of the most complex problems small businesses face. Blueprint explains the steps you need to take to create an effective staffing plan. Salary vs. hour: Which salary scheme is better for your employees? A successful employee compensation plan keeps employees happy. Blueprint discusses the difference between hourly and salary payments. Airtable vs Trello: Apples and oranges? If you are stuck on airtable vs. Trello to manage your projects, The Blueprint provides a thorough comparison between these two popular software options. Product lifecycle: The critical path to maintaining business success A product lifecycle analysis allows small business owners to take steps to optimize decision-making and maximize earnings. Blueprint takes an in-depth look. Top 5 Employee performance metrics to track performance metrics help employers measure how well their employees meet their goals. Blueprint shares what are the best performance metrics to track. This art spreadsheet is a template for creating your own Mondrian painting. Photo © 2004 Marion Boddy-Evans. Licensed to About.com, Inc. Color exists only through a different color, the dimension is defined by another dimension, there is no position except unlike another position. - Mondrian Create your own version of a Mondrian geometric painting, using this numbered diagram as a template. Think Piet Mondrian and you think of large paintings with asymmetric rectangles of primary colors on a grid of strong black lines. It is hard to imagine that he began as a landscape painter and was influenced by Fauvism, symbolism and cubism on his way to his characteristic abstractions. To survive, Mondrian had been a painter of flowers on porcelain for practically his entire life. Perhaps this explains his hatred of ... [Mondrian] suppressed curves and all greens because they reminded him of trees, which he loathed. ... In 1924, the artist from Theo van Doesburg, who ... claimed that the slope at a 45-degree slope better corresponded to the dynamics of modern man. (The Art of our century, ed Jean-Louis Ferrier, page 429.) You will need:• A printout of the template • Paint in the following colors: black, white, red, blue. • A brush. It may be easier to use a large and small brush for the large/small areas marked 1 to 3. Or a separate brush for colors 1 to 3. What to do:• Print the template and paint it directly, or use it as a guide to highlight lines on a larger sheet or canvas. • Determine which colors to use for numbers 1 through 3. Black should be reserved for the areas marked 4. • Paint in each area in its specified color, making sure that your lines are straight and that the colors are not inserted into the wrong areas. Tip:• To get perfectly straight lines, use masking tape to ensure that the paint does not drift over where it is not desired. • Instead of painting in the black stripes, buy some black duct tape and put this down instead. Be sure to buy it in the right width, as it is difficult to cut a length of tape in half evenly. To become very good at reading understanding (understanding vocabulary in context, making inferences, determining the author's purpose, etc.), you need to practice. That's where a read understanding spreadsheet like this comes in handy. If you need even more practice, check out more read understanding spreadsheets here. Directions: The passage below is followed by questions based on the content. answer the questions on the basis of what is stated or implied in the passage. Printable PDFs: Escape Youth Reading Understanding Spreadsheets | Escaping Youth Reading Understanding Spreadsheet Answers Key Copyright © 2009 by Joseph Allen and Claudia Worrell Allen. When 15-year-old Perry shuffled into my office, with his parents following tentatively behind, he looked at me with a strained neutral expression that I had usually found masked either great anger or great distress; In Perry's case, it was both. Although anorexia is a disorder most often associated with girls, Perry was the third in a line of anorexic boys I had recently seen. When he came to see me, Perry's weight had dropped to within 10 pounds of the threshold requiring forced hospitalization, but he denied there was any problem. He just doesn't want to eat, his mother began. When she turned to Perry as if to show me the routine they had acted, she asked with tears in her eyes: Perry, why can't you at least have a simple dinner with us? Perry refused to eat with his family, always claiming that he was not hungry at the time and that he preferred to eat later in his room, except that it rarely happened. New menus, gentle encouragement, veiled threats, nagging and direct bribery had all been tried, to no avail. Why would an otherwise healthy 15-year-old boy starve himself? The question hung quickly in the air as we all let's be clear from the beginning. Perry was a smart, good boy; shy, modest, and generally unlikely to cause trouble. He got high A's in a challenging and competitive public school honoring the curriculum that spring. And he later told me that he hadn't received a B on his report card since fourth grade. In some ways, he was every parent's dream child. But during his academic success, Perry faced a world of problems, and while he was getting to know him, the problems eventually came out. The problems weren't what I expected, though. Perry was not abused, he did not do drugs, and his family was not driven by conflict. Rather, at first glance, his problems would seem more like typical youth complaints. And they were, in a way. But it was only when I got to understand him that I realized that the young problems Perry experienced not only occasional annoyances, as they had been for me and my cohort as teenagers, but rather had grown to the point where they cast a great shadow over much of his daily world. I had later realized that Perry was not alone in that regard. A big problem was that while Perry was a strong accomplishment, he wasn't at all a happy one. I hate waking up in the morning because that's all I have to do, he said. I just keep making lists of things to do and check them off every day. Not just schoolwork, but leisure activities, so I can get into a good college. As he got started, Perry's displeasure spilled into a frustrated monologue. There is so much to do and I really have to work to get motivated because I feel like none of it really matters... but it's very important that I do it anyway. At the end of it all, I stay up late, I get all my homework done and I study very hard for all my tests and what do I get to show for everything? A single sheet with five or six letters on it. It's just stupid! Perry was gifted enough to jump through the academic hoops that had been set for him, but it felt like little more than hoop-jumping, and this ate at him. But that wasn't his only problem. Perry was well loved by his parents, who are most of the young people we see. But in their efforts to nurture and support him, his parents inadvertently increased their mental strain. Over time, they had taken on all his household chores, to give him more time for schoolwork and activities. That's his highest priority, they almost said in unison when I asked about this. Although removing the tasks from Perry's plate gave him a little more time, it eventually made him feel even more useless and excited. He never really did anything for anyone other than to soak up their time and money, and he knew it. And if he was thinking of retiring from school... Look how much his parents poured into making it all right. Perry was sandwiched between rage and guilt, and had literally begun to sense. 1. This paragraph is told (A) a college professor studying bulimia on young men. (B) a young man named Perry, struggling with the effects of anorexia. (C) a concerned therapist who works with young adults who are struggling. (D) a physician who treats eating, obsessive compulsive disorder and sleep disorders. (E) a student working on a thesis on eating disorders in young men. Answer with explanation 2. According to the passage, Perry's two biggest problems (A) were being an unhappy attainment and his parents' increase in his mental strain. (B) his poor attitude to school and his consumption of everyone's time and money. (C) his rage and guilt. (D) drug abuse and conflict in the family. (E) his inability to prioritize and anorexia. Answer with explanation 3. The main purpose of the passage is to describe a young man's struggle with anorexia and thus give possible reasons why a young person can resort to an eating disorder. (B) advocate for young men struggling with an eating disorder and the decisions they have made that have brought them to that fight. (C) compare a young person's struggle against his parents and the eating disorder that ruins his life to the life of a typical teenager. (D) relate an emotional reaction to the shock of an eating disorder, such as perry's, a typical young adult. (E) explain how today's youth often develop eating disorders and other terrible problems in their overactive lives. Answer with explanation 4. The author uses which of the following in the sentence starts paragraph 4: But during his academic success, Perry faced a world of problems, and while he took a while to get to know, eventually the problems came pouring out? (A) personification (B) simile (C) anecdote (D) irony (E) metaphor Answer with explanation 5. In the second sentence of the last paragraph, the word inadvertently means almost (A) evenly (B) monumental (C) step by step (D) incorrectly (E) surreptitiously Answer with explanation

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