Activity 1

Finish the Poem

Directions: Type each poem again, filling in each blank line with ONE word, and ending with the word given. Name your poem something that applies to what you wrote.

1. TITLE

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ shine,

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ fine,

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ walk,

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ rock.

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ song,

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ long,

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ like

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ strike.

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ sing

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ thing

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ love

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ of.

2. TITLE

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ Joe

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ go

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ air

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ there

And said “ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_.”

3. TITLE

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ wrong

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ song

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ relax

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ tax

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ ring

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ thing

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ said

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ dead.

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ hide

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ wide

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ embrace

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ in case.

4. TITLE

\_\_\_\_\_

\_\_\_\_\_ing, \_\_\_\_\_ing, \_\_\_\_\_ing

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

\_\_\_\_\_ (same word as on line 1)

5. TITLE

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ life

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ win

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ strife

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ sin

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ take

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ run

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ make

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ sun

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ tale

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ shine

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ fail

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ sign.

6. TITLE

\_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ sad

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ song

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ see

\_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_love

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ever

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_sing

\_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_sound

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_wonder

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_forever

\_\_\_\_\_

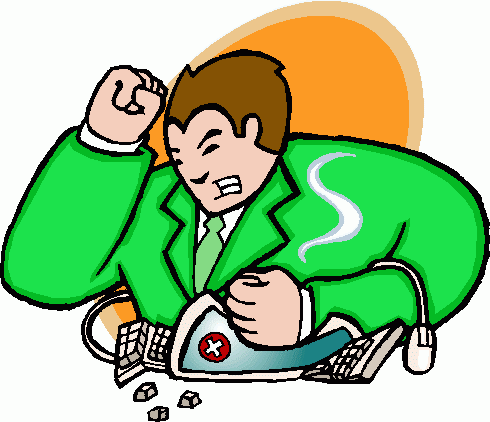
Activity 2



**Directions**: Below are listed some famous first lines from novels. First, take the first line given and type it, then add to the story. You must type at least 1/2 page for each story. At the end of your writing, type the book and author of the line. You may use the internet to find out.

1. “It was a bright cold day in April, and the clocks were striking thirteen.”
2. “Renowned curator Jacques Sauniere staggered through the vaulted archway of the museum Grand Gallery.”
3. “Far out in the uncharted backwaters of the unfashionable end of the western spiral of the Galaxy lies a small unregarded yellow sun.”
4. “Mr. and Mrs. Dursley, of number four Privet Drive, were proud to say that they were perfectly normal, thank you very much.”
5. “Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, `and what is the use of a book,” thought Alice `without pictures or conversation?’”
6. “Last night I dreamt I went to Manderley again.”
7. “In my younger and more vulnerable years my father gave me some advice that I’ve been turning over in my mind ever since. “Whenever you feel like criticizing anyone,” he told me, “just remember that all the people in this world haven’t had the advantages that you’ve had.”
8. “Once there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air-raids.”
9. “You will rejoice to hear that no disaster has accompanied the commencement of an enterprise which you have regarded with such evil forebodings.”

“The year 1866 was signalized by a remarkable incident, a mysterious and inexplicable phenomenon, which doubtless no one has yet forgotten.”

Activity 3

Typing with Accuracy – Vocabulary

Directions: Listed below are some large words. You are to type each word out, and then look up the definition at Dictionary.com. If the word has more than one definition, you must type them all. Note: Some words may not be recognized by Word and will be underlined in red. However, all words listed will be recognized by Dictionary.com.

Conundrum

Animadversion

Colloquialism

Clandestine

Bibliomania

Cadaverous

Circumlocution

Antidisestablishmentarianism

Ethylenediaminetetraacetate

Abstemiousness

Acanthocephalan

Calcification

Campylotropous

Dimenhydrinates

Horticultural

Carboxymethylcellulose

Ignominious

Obsequious

Transcendentalism

Lackadaisical

Planimentrically

Deinstitutionalization

Posthumous

Autochthonous

Eudaemonic

Chimerical

Pandemonium

Chiaroscurist

Diplococcus

Antediluvian

Schematic

Halitosis

Milieu

Sycophant

Rhabdomancer

Glomerulonephritis

Rhinoplasty

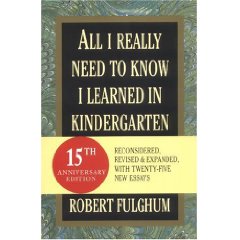
Syndesmoses

Buckminsterfullerenes

Activity 4

Accurate Copy

The following is an excerpt from the book “All I Need To Know I Learned in Kindergarten” by Robert Fulghum. Copy the entire excerpt, and reformat it to make it look pleasing. Change the font to something readable, as well as the title font.



Excerpts from “All I Need to Know I Learned in Kindergarten” By Robert Fulghum

To begin with, did I really learn everything I need to know in kindergarten? Do I still believe that? Here is the original essay, followed by my editorial reaction.  
 Each spring, for many years, I have set myself the task of writing a personal statement of belief: a Credo. When I was younger, the statement ran for many pages, trying to cover every base, with no loose ends. It sounded like a Supreme Court brief, as if words could resolve all conflicts about the meaning of existence.  
 The Credo has grown shorter in recent years—sometimes cynical, sometimes comical, and sometimes bland—but I keep working at it. Recently I set out to get the statement of personal belief down to one page in simple terms, fully understanding the naïve idealism that implied.  
 The inspiration for brevity came to me at a gasoline station. I managed to fill my old car’s tank with super deluxe high-octane go-juice. My old hoopy couldn’t handle it and got the willies—kept sputtering out at intersections and belching going downhill. I understood. My mind and my spirit get like that from time to time. Too much high-content information, and I get the existential willies. I keep sputtering out at intersections where life choices must be made and I either know too much or not enough. The examined life is no picnic.  
 I realized then that I already know most of what’s necessary to live a meaningful life—that it isn’t all that complicated. I know it. And have known it for a long, long time. Living it—well, that’s another matter, yes? Here’s my Credo:  
 ALL I REALLY NEED TO KNOW about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile at Sunday School. These are the things I learned:

* Share everything.
* Play fair.
* Don’t hit people.
* Put things back where you found them.
* Clean up your own mess.
* Don’t take things that aren’t yours.
* Say you’re sorry when you hurt somebody.
* Wash your hands before you eat.
* Flush.
* Warm cookies and cold milk are good for you.
* Live a balanced life—learn some and think some and draw and paint and sing and dance and play and work every day some.
* Take a nap every afternoon.
* When you go out into the world, watch out for traffic, hold hands, and stick together.
* Wonder. Remember the little seed in the Styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.
* Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup—they all die. So do we.
* And then remember the Dick-and-Jane books and the first word you learned—the biggest word of all—LOOK.

Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living. Take any one of those items and extrapolate it into sophisticated adult terms and apply it to your family life or your work or your government or your world and it holds true and clear and firm. Think what a better world it would be if we all—the whole world—had cookies and milk about three o’clock every afternoon and then lay down with our blankies for a nap. Or if all governments had as a basic policy to always put things back where they found them and to clean up their own mess.  
 And it is still true, no matter how old you are—when you go out into the world, it is best to hold hands and stick together.  
 As I write this I am sixty-five years old. Not so old, really, but I have been around awhile. Kindergarten is a long way back there. What do I know now?  
 The Kindergarten Credo is not kid stuff.  
 It is not simple. It is elemental.  
 The essay answers the questions asked sooner or later by every one of us who once stared out a classroom window wondering: Why am I here? Why do I have to go to school?  
 We are sent to school to be civilized—to be introduced to the essential machinery of human society. Early on in our lives we are sent out of the home into the world. To school. We have no choice in this. Society judges it so important that we be educated that we must go. It is the law. And when we get to school we are taught the fundamentals on which civilization rests. These are first explained in language a small child understands.  
 For example, it would do no good to tell a six-year-old that “Studies have shown that human society cannot function without an equitable distribution of the resources of the earth.” While this statement is profoundly and painfully true, a child cannot comprehend this vocabulary. So a child is told that there are twenty children and five balls to play with; likewise four easels, three sets of blocks, two guinea pigs, and one bathroom. To be fair, we must share.  
 Likewise a six-year-old will not understand that “By and large it has been demonstrated that violence is counterproductive to the constructive interaction of persons and societies.” True. But a child can better understand that the rule out in the world and in the school is the same: Don’t hit people. Bad things happen. The child must understand this rule is connected to the first rule: People won’t share or play fair if you hit them.  
 It’s hard to explain the cost and consequences of environmental pollution and destruction to a six year old. But we are paying a desperate price even now because adults did not heed the instructions of kindergarten: Clean up your own mess; put things back where you found them; don’t take what’s not yours.  
 “The history of society is more defined by its understanding of disease than its formulation of philosophy and political theory.” True. Basic sanitation. Keeping excrement off our hands as well as out of our minds is important. But it’s enough to teach a child to use the toilet, flush, and wash his hands regularly.  
 And so on. From the first day we are told in words we can handle what has come to be prized as the foundation of community and culture. Though the teacher may call these first lessons “simple rules,” they are in fact the distillation of all the hard-won, field-tested working standards of the human enterprise.  
 Once we are told about these things, we soon discover we are taking a lab course. We are going to be asked to try and practice these precepts every day. Knowledge is meaningful only if it is reflected in action. The human race has found out the hard way that we are what we do, not just what we think. This is true for kids and adults—for schoolrooms and nations.  
 I am sometimes amazed at what we did not fully grasp in kindergarten. In the years I was a parish minister I was always taken aback when someone came to me and said. “I’ve just come from the doctor and he told me I have a only a limited time to live.”  
 I was tempted to shout, “What? You didn’t know? You had to pay a doctor to tell you—at your age? Where were you the week in kindergarten when you got the little cup with the cotton and water and seed? Life happened—remember? A plant grew up and the roots grew down. A miracle. And then a few days later the plant was dead. DEAD. Life is short. Were you asleep that week or home sick or what?”  
 I never said all that. But I thought it. And it’s true. The idea was for us to have the whole picture right from the beginning. Life-and-death. Lifedeath. One event. One short event. Don’t forget.  
 There’s another thing not everyone figures out right away: It’s almost impossible to go through life all alone. We need to find our support group—family, friends, companion, therapy gatherings, team, church or whatever. The kindergarten admonition applies as long as we live: “When you go out into the world, hold hands and stick together.” It’s dangerous out there—lonely, too. Everyone needs someone. Some assembly is always required.  
 What we learn in kindergarten comes up again and again in our lives as long as we live. In far more complex, polysyllabic forms, to be sure. In lectures, encyclopedias, bibles, company rules, courts of law, sermons, and handbooks. Life will examine us continually to see if we have understood and have practiced what we were taught that first year of school.

Activity 5

Timed Name Game

Directions: You will need to open a blank page in Microsoft Word, and also open MicroType Pro so you can time yourself. In Word, create a table that looks like the one below. Then go into MicroType Pro. Set the timer for one minute. Begin with the letter A, and type as many first names (you can do male or female, but not both) as you can before the minute is up. Then copy and paste all the names you listed into the box provided. Count them up and enter the amount in the appropriate space.

Do this with 10 different letters. You may choose the letters you would like to do. When you have finished, save the document with the others as Activity 10.

|  |  |  |
| --- | --- | --- |
| **Letter** | **Names** | **# of Times** |
| A |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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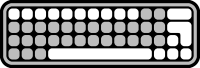
Activity 6

Internet Scavenger Hunt

Using the internet, type the answers to the following questions. Arrange your paper in Word so that the question shows, as well as your answer. Also, include the URL where the answer was found. This means you need to go into an actual website, and not rely solely on the pages that come up when you first search. Make it look like the example below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Question | Answer | URL |
| 1 | What is the longest word in the dictionary? |  |  |

Keyboarding Trivia

1. What is the longest word in the dictionary?
2. What year was the typewriter invented, and by whom?
3. What is the first book to be written on a typewriter, and who was the author?
4. Find a picture of the Dvorak Keyboard and place it in your document.
5. What is the longest word typed with the left hand?
6. What is Arttu Harkki famous for?
7. Who is Henry Mill?
8. What is significant about the sentence “The quick brown fox jumped over the lazy dog?”
9. What do the words month, orange, silver, and purple have in common?
10. What is an ergonomic keyboard? Find a picture.

General Trivia

1. How many books has Jane Austen written? List them all.
2. What is the latest movie that Kiera Knightly is working on?
3. What is Woody Allen’s first wife’s name?
4. What is the name of former President Clinton’s dog?
5. Who was quoted to have said, “How can it be that mathematics, being after all a product of human thought independent of experience, is so admirably adapted to the objects of reality?”
6. What day was *Harry Potter and the Order of the Phoenix* released?
7. Who does the voice for Nemo in *Finding Nemo*?
8. What is a Popple? Find a picture.
9. What size is a baby fetus at 13 weeks?
10. Who is the only President of the United States to be unmarried?

Activity 7

Using the Thesaurus

Have you ever used the thesaurus in Word? Below is a story. Type the story completely first. Some of the words are bolded—make sure you bold them when you type the story. After the story is typed, highlight the first bolded word and go to Tools, Language, Thesaurus. Find another word that means the same thing.

The Princess and the Pea

Once upon a **time** there was a prince who wanted to **marry** a princess; but she would have to be a **real** princess. He **traveled** all over the **world** to find one, but nowhere could he get what he wanted. There were princesses enough, but it was **difficult** to find out whether they were real ones. There was always something about them that was not as it should be. So he came **home** again and was **sad**, for he would have **liked** very much to have a real princess.   
 One evening a **terrible** storm came on; there was thunder and lightning, and the **rain** poured down in **torrents**. Suddenly a **knocking** was heard at the city gate, and the **old** king went to open it.   
 It was a princess standing out there in front of the gate. But, good **gracious**! what a **sight** the rain and the wind had made her **look**. The water ran down from her hair and clothes; it ran down into the toes of her **shoes** and out again at the heels. And yet she said that she was a real princess.   
 Well, we’ll soon **find** that out, thought the **old** queen. But she **said** nothing, went into the bed-room, took all the bedding off the **bedstead**, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down **beds** on top of the mattresses.   
 On this the princess had to **lie** all **night**. In the morning she was asked how she had **slept**.   
 “Oh, very **badly**!” said she. “I have **scarcely** closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something **hard**, so that I am black and blue all over my **body**. It’s **horrible**!”   
 Now they knew that she was a real princess because she had **felt** the pea right through the twenty mattresses and the twenty eider-down beds.   
 Nobody but a real princess could be as **sensitive** as that.   
 So the prince took her for his **wife**, for now he knew that he had a real princess; and the **pea** was put in the **museum**, where it may still be seen, if no one has **stolen** it.   
 There, that is a **true** story.

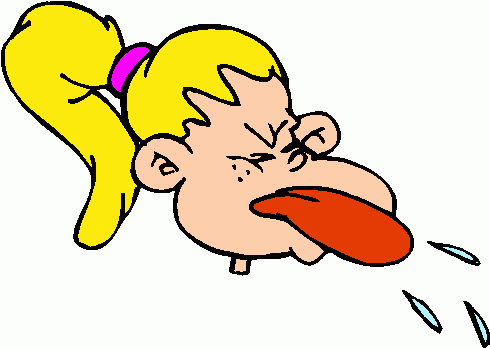


Activity 8

Typing Tongue Twisters

Forget about *saying it* five times, what about typing it five times? Type each tongue twister five times as fast as you can. Don’t worry too much about errors—though still try to type correctly.

1. A big black bug bit a big black bear, made the big black bear bleed blood.
2. The sixth sick sheik’s sixth sheep’s sick.
3. I slit the sheet, the sheet I slit, and on the slitted sheet I sit.
4. She sells sea shells by the sea shore. The shells she sells are surely seashells. So if she sells shells on the seashore, I’m sure she sells seashore shells.
5. A Tudor who tooted a flute tried to tutor two tooters to toot. Said the two to their tutor,  
   “Is it harder to toot or to tutor two tooters to toot?”
6. I am not the pheasant plucker, I’m the pheasant plucker’s mate. I am only plucking pheasants  
   ‘cause the pheasant plucker’s running late.
7. Sam’s shop stocks short spotted socks.
8. Lesser leather never weathered wetter weather better.
9. A bitter biting bittern Bit a better brother bittern, And the bitter better bittern Bit the bitter biter back. And the bitter bittern, bitten, By the better bitten bittern, Said: “I’m a bitter biter bit, alack!”
10. Friendly Frank flips fine flapjacks.



Activity 9

Word Play

In this exercise, you will take the word given to you and create another word with it—for example, if the word is “Play” you would add another word “ground” to make “Playground.” Then you would take the word you added, “ground” and make a new word—“groundhog,” and so on. With each word given, try to list as many words as possible. Type it on your paper like the example below. Go as far as you can before trying the next word. *Hint:* When choosing your word, make sure you choose a full word, not a word ending like “ing” or “ed.”

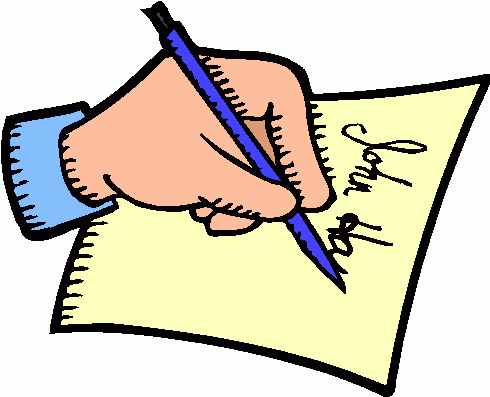
*Example:*

Play Play=ground Ground=hog Hog=wild Wild=card Total New Words: 4

1. Snow
2. Wood
3. Fall
4. Jay
5. Call
6. Boy
7. Water
8. Sweat
9. Flower
10. Black

Activity 10

Chapter One Story Starters

 You are going to write the first chapter of a novel! But you can’t decide what your story will be about. You’ve got a great first line—but where should the story go? Begin by typing *Chapter One* at the top of your page. Then, create a story from one of the story beginnings given. Type at least ½ a page. Then, begin again *with the same story beg nning*. This time, write *another* story with the same beginning, Where else can you take it? Write another half page. Then write a third story with the same beginning.

After you have written three beginnings, pick the one you like best. Now finish the chapter. It has to be at least three full pages to count! You may change genders and names if you like.

If there is time, you are welcome to try it again with another story beginning.

It had been a long time since I had come to Newland. All the faces were different now, and I looked carefully for a face I recognized. Especially that one face—the face that had changed my life…

I really hated math. I stared at Mr. Finch with a sort of glazed look that is probably familiar to all math teachers. I tapped my pencil, I shuffled my feet. Mr. Finch didn’t even notice. He never did. Just then, a note was slipped onto my desk from the girl next to me that I did not know.

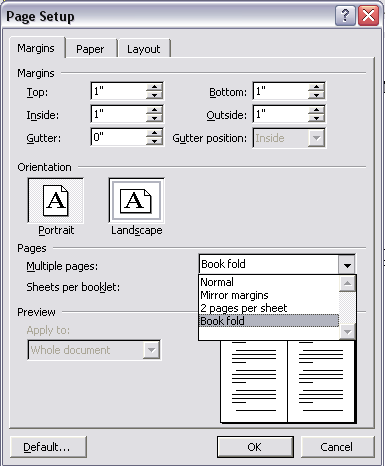
The thunder clap overhead brought Jenny White out of her reverie. Looking up at the sky, she saw only thick grey clouds misted over with the smell of coming rain. Again a thunder clap sounded, followed almost immediately by the parting of the skies in a terrifying bolt of lightening. All her thoughts were forgotten as realization and fear seized her.

There was fire in the air tonight. Asran saw that easily—perhaps the great wizard was stirring in his mountain, after years of slumber. At least, that’s what everyone would believe. But Asran didn’t believe there *was* a wizard. He had lived fifteen years in Larmouth, and no one had ever seen the man who, supposedly, had defeated the dragon Gorlin.

Activity 11

Creating a Booklet

You are going to create your own poetry book! You will need to follow instructions very carefully in order for this to work. Make sure when you are ready to print (this is one assignment you *will* print) you must let me know. I will help one student at a time print them so that they are front to back on the paper.

1. Get a new blank page in Word.
   1. Go to File, Page Setup.
   2. On the Multiple Pages section, pull down the arrow and choose Book Fold from the list.
   3. Change the margins on Top, Inside, Bottom and Outside to .5.
   4. On the Sheets per booklet section, choose 12. Then press ok.
2. Now you have a booklet all set up. You just need to fill it up with whatever you wish!
3. Go to Insert, Page Numbers, and create insert page numbers in the bottom middle of each page.
4. Go to Format, Borders and Shading, Page Border. Put a border around each page. (This is optional.)
5. Page 1 is your cover page. Use borders, pictures, photos, whatever you have learned to decorate it. Create a title for your work, and include your name. (You may want to do this last, after you have already finished the other pages.)
6. Page 12 is the last page. You do not have to put anything on this page, as it’s the last page of your booklet. But you can if you want.
7. On the next seven pages, *its up to you*. You can write your life story. You can put in poetry (though if you do it must be typed and not copied and pasted.) Insert pictures of family and friends. (Not too much space devoted to pictures, as this is a *typing* assignment.)
8. You will be graded according to how well-thought out your booklet is. If it’s rushed, you won’t get a good grade!
9. When you are finished creating your booklet, you are ready to print.
   1. Go to File, Print. Check the box that says Manual Duplex.
   2. Change the printer to the color printer.
   3. Do NOT print until you have me helping you—only one student can print at a time.
10. When your booklet is printed, fold it correctly and turn it in to the basket.

Activity 12

Advice Letter

 You are going to play two roles in this assignment. You will be writing two letters. First, you will play either yourself or an fictitious student. Make up a name, or use your own name.

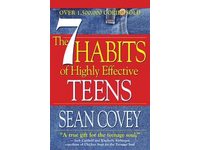
Write a letter for an advice column in a teen magazine or the newspaper. Think of an issue that you would need help resolving. It does not have to be a real problem you are facing, but you can use your own problem, think of something someone else in your life might be facing, or just make it up. Write the letter in proper letter format. You may choose which format to use. You will include the following information:

New York Tim es | Miss Gabby Call | 229 West 43rd Street New York, NY 10036 | Dear Gabby |

After you have written your letter and saved it, you will now answer the letter as Dear Gabby. (If you are male, you are welcome to change it to Dear Joe or something.) Answer the letter fairly, in as real a way as possible. Write it in proper letter format.

If your letter is silly or ridiculous, and your answer sloppy and not well thought out, you will not get a very high grade on this assignment!

Activity 13

Accurate Copy

*Type the following excerpt exactly as shown. Use the bolding, italics, bullets, etc.*

Welcome! My name is Sean and I wrote this book, I don't know how you got it. Maybe your mom gave it to you to shape you up. Or maybe you bought it with your own money because the title caught your eye. Regardless of how it landed in your hands, I'm really glad it did. Now you just need to read it.

A lot of teens read books, but I wasn't one of them. (I did read several Cliffs Notes book summaries, however.) So if you're like me, you may be ready to shelve this book. But before you do that, hear me out. If you promise to read this book, I'll promise to make it an adventure. In fact, to keep it fun, I've stuffed it full of cartoons, clever ideas, great quotes, and incredible stories about real teens from all over the world...along with a few other surprises. So will you give it a try?

Okay? Okay!

Now, back to the book. This book is based on another book that my dad, Stephen R. Covey, wrote several years ago entitled *The 7 Habits of Highly Effective People.* Surprisingly, that book has become one of the bestselling books of all time. He owes a lot of the credit for its success to me and my brothers and sisters, however. You see, we were his guinea pigs. He tried out all of his psycho experiments on us, and that's why my brothers and sisters have major emotional problems (just kidding, siblings). Luckily, I escaped uninjured.

So why did I write this book? I wrote it because life for teens is no longer a playground. It's a jungle out there. And if I've done my job right, this book can be like a compass to help you navigate through it. In addition, unlike my dad's book, which was written for old people (and can get really boring at times), this book was written especially for teens and is always interesting.

Although I'm a retired teenager, I remember what it was like to be one. I could have sworn I was riding an emotional roller coaster most of the time. Looking back, I'm actually amazed that I survived. Barely. I'll never forget the time in seventh grade when I first fell in love with a girl named Nicole. I told my friend Clar to tell her that I liked her (I was too scared to speak directly to girls so I used interpreters). Clar completed his mission and returned and reported.

"Hey, Sean, I told Nicole that you liked her."

"What'd she say!?" I giggled.

"She said, 'Ooohhh, Sean. He's fat!'"

Clar laughed. I was devastated. I felt like crawling into a hole and never coming out again. I vowed to hate girls for life. Luckily my hormones prevailed and I began liking girls again.

I suspect that some of the struggles that teens have shared with me are also familiar to you:

*"There's too much to do and not enough time. I've got school, homework, job, friends, parties, and family on top of everything else. I'm totally stressed out. Help!"*

*"How can I feel good about myself when I don't match up? Everywhere I look I am reminded that someone else is smarter or prettier, or more popular I can't help but think, 'If I only had her hair, her clothes, her personality, her boyfriend, then I'd be happy.'"*

*"I feel as if my life is out of control."*

*"My family is a disaster. If I could only get my parents off my back I might be able to live my life. It seems they're constantly nagging, and I can't ever seem to satisfy them."*

*"I know I'm not living the way I should. I'm into everything -- drugs, drinking, sex, you name it. But when I'm with my friends, I give in and just do what everyone else is doing."*

*"I've started another diet. I think it's my fifth one this year I really do want to change, but I just don't have the discipline to stick with it. Each time I start a new diet I have hope. But it's usually only a short time before I blow it. And then I feel awful."*

*"I'm not doing too well in school right now. If I don't get my grades up I'll never get into college."*

*"I'm moody and get depressed often and I don't know what to do about it."*

These problems are real, and you can't turn off real life. So I won't try. Instead, I'll give you a set of tools to help you deal with real life. What are they? The 7 Habits of Highly Effective Teens or, said another way, the seven characteristics that happy and successful teens the world over have in common.

By now, you're probably wondering what these habits are so I might as well end the suspense. Here they are, followed by a brief explanation:

Habit 1: **Be Proactive** *Take responsibility for your life.*

Habit 2: **Begin with the End in Mind** *Define your mission and goals in life.*

Habit 3: **Put First Things First** *Prioritize, and do the most important things first.*

Habit 4: **Think Win-Win** *Have an everyone-can-win attitude.*

Habit 5: **Seek First to Understand, Then to Be Understood** *Listen to people sincerely.*

Habit 6: **Synergize** *Work together to achieve more.*

Habit 7: **Sharpen the Saw** *Renew yourself regularly.*

As the above diagram shows, the habits build upon each other. Habits 1, 2, and 3 deal with self-mastery. We call it the "private victory." Habits 4, 5, and 6 deal with relationships and teamwork. We call it the "public victory." You've got to get your personal act together before you can be a good team player. That's why the private victory comes before the public victory. The last habit, Habit 7, is the habit of renewal. It feeds all of the other six habits.

The habits seem rather simple, don't they? But just wait till you see how powerful they can be! One great way to understand what the 7 Habits are is to understand what they are not. So here are the opposites, or:

**The 7 Habits of Highly Defective Teens**

Habit 1: *React* Blame all of your problems on your parents, your stupid teachers or professors, your lousy neighborhood, your boy- or girlfriend, the government, or something or somebody else. Be a victim. Take no responsibility for your life. Act like an animal. If you're hungry, eat. If someone yells at you, yell back. If you feel like doing something you know is wrong, just do it.

Habit 2: *Begin with No End in Mind* Don't have a plan. Avoid goals at all costs. And never think about tomorrow. Why worry about the consequences of your actions? Live for the moment. Sleep around, get wasted, and party on, for tomorrow we die.

Habit 3: *Put First Things Last* Whatever is most important in your life, don't do it until you have spent sufficient time watching reruns, talking endlessly on the phone, surfing the Net, and lounging around. Always put off your homework until tomorrow. Make sure that things that don't matter always come before things that do.

Habit 4: *Think Win-Lose* See life as a vicious competition. Your classmate is out to get you, so you'd better get him or her first. Don't let anyone else succeed at anything because, remember, if they win, you lose. If it looks like you're going to lose, however, make sure you drag that sucker down with you.

Habit 5: *Seek First to Talk, Then Pretend to Listen* You were born with a mouth, so use it. Make sure you talk a lot. Always express your side of the story first. Once you're sure everyone understands your views, then pretend to listen by nodding and saying "uh-huh." Or, if you really want their opinion, give it to them.

Habit 6: *Don't Cooperate* Let's face it, other people are weird because they're different from you. So why try to get along with them? Teamwork is for the dogs. Since you always have the best ideas, you are better off doing everything by yourself. Be your own island.

Habit 7: *Wear Yourself Out* Be so busy with life that you never take time to renew or improve yourself. Never study. Don't learn anything new. Avoid exercise like the plague. And, for heaven's sake, stay away from good books, nature, or anything else that may inspire you.

As you can see, the habits listed above are recipes for disaster. Yet many of us indulge in them...regularly (me included). And, given this, it's no wonder that life can really stink at times.

**WHAT EXACTLY ARE HABITS?**

Habits are things we do repeatedly. But most of the time we are hardly aware that we have them. They're on autopilot.

Some habits are good, such as:

* Exercising regularly
* Planning ahead
* Showing respect for others

Some are bad, like:

* Thinking negatively
* Feeling inferior
* Blaming others

And some don't really matter, including:

* Taking showers at night
* Eating yogurt with a fork
* Reading magazines from back to front

Depending on what they are, our habits will either make us or break us. We become what we repeatedly do. As writer Samuel Smiles put it:

*Sow a thought, and you reap an act; Sow an act, and you reap a habit; Sow a habit, and you reap a character; Sow a character, and you reap a destiny.*

Luckily, you are stronger than your habits. Therefore, you can change them. For example, try folding your arms. Now try folding them in the opposite way. How does this feel? Pretty strange, doesn't it? But if you folded them in the opposite way for thirty days in a row, it wouldn't feel so strange. You wouldn't even have to think about it. You'd get in the habit.

At any time you can look yourself in the mirror and say, "Hey, I don't like that about myself," and you can exchange a bad habit for a better one. It's not always easy, but it's always possible.

Not every idea in this book will work for you. But you don't have to be perfect to see results, either. Just living some of the habits some of the time can help you experience changes in your life you never thought possible.

**The 7 Habits can help you:**

* Get control of your life
* Improve your relationships with your friends
* Make smarter decisions
* Get along with your parents
* Overcome addiction
* Define your values and what matters most to you
* Get more done in less time
* Increase your self-confidence
* Be happy
* Find balance between school work, friends, and everything else

One final point. It's your book, so use it. Get out a pencil, pen, or highlighter and mark it up. Don't be afraid to underline, highlight, or circle your favorite ideas. Take notes in the margins. Scribble. Reread the stories that inspire you. Memorize the quotes that give you hope. Try doing the "baby steps" at the end of each chapter, which were designed to help you start living the habits immediately. You'll get a lot more out of the book if you do.

You may also want to call or visit some of the hotlines and Web sites I have listed at the back of the book for additional help or information.

If you're the kind of reader who likes to skip around looking for cartoons and other interesting tidbits, that's just fine. But at some point you ought to read the book from start to finish, because the 7 Habits are sequential. They all build on each other. Habit 1 comes before Habit 2 (and so on) for a reason.

From: *7 Habits of Highly Effective Teens*, by Sean Covey

Activity 14

Brush Up Your Shakespeare

Below are famous speeches from various Shakespeare plays. Read over the scene, and then re-write it in modern day terms. You may not use foul language, but you may use slang and modern terms not known at the time it was written. Read very carefully what is written, to make sure you are interpreting what Shakespeare is trying to say.



*From: Hamlet*

**HAMLET**

To be, or not to be: that is the question:  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or to take arms against a sea of troubles,  
And by opposing end them? To die: to sleep;  
No more; and by a sleep to say we end  
The heart-ache and the thousand natural shocks  
That flesh is heir to, 'tis a consummation  
Devoutly to be wish'd. To die, to sleep;  
To sleep: perchance to dream: ay, there's the rub;  
For in that sleep of death what dreams may come  
When we have shuffled off this mortal coil,  
Must give us pause: there's the respect  
That makes calamity of so long life;  
For who would bear the whips and scorns of time,  
The oppressor's wrong, the proud man's contumely,  
The pangs of despised love, the law's delay,  
The insolence of office and the spurns  
That patient merit of the unworthy takes,  
When he himself might his quietus make  
With a bare bodkin? who would fardels bear,  
To grunt and sweat under a weary life,  
But that the dread of something after death,  
The undiscover'd country from whose bourn  
No traveller returns, puzzles the will  
And makes us rather bear those ills we have  
Than fly to others that we know not of?  
Thus conscience does make cowards of us all;  
And thus the native hue of resolution  
Is sicklied o'er with the pale cast of thought,  
And enterprises of great pith and moment  
With this regard their currents turn awry,  
And lose the name of action.--Soft you now!  
The fair Ophelia! Nymph, in thy orisons  
Be all my sins remember'd.

*From: A Midsummer Night’s Dream*

**EGEUS**:

Full of vexation come I, with complaint  
Against my child, my daughter Hermia.  
Stand forth, Demetrius. My noble lord,  
This man hath my consent to marry her.  
Stand forth, Lysander: and my gracious duke,  
This man hath bewitch'd the bosom of my child;  
Thou, thou, Lysander, thou hast given her rhymes,  
And interchanged love-tokens with my child:  
Thou hast by moonlight at her window sung,  
With feigning voice verses of feigning love,  
And stolen the impression of her fantasy  
With bracelets of thy hair, rings, gawds, conceits,  
Knacks, trifles, nosegays, sweetmeats, messengers  
Of strong prevailment in unharden'd youth:  
With cunning hast thou filch'd my daughter's heart,  
Turn'd her obedience, which is due to me,  
To stubborn harshness: and, my gracious duke,  
Be it so she; will not here before your grace  
Consent to marry with Demetrius,  
I beg the ancient privilege of Athens,  
As she is mine, I may dispose of her:  
Which shall be either to this gentleman  
Or to her death, according to our law  
Immediately provided in that case.

**THESEUS**

What say you, Hermia? be advised fair maid:  
To you your father should be as a god;   
One that composed your beauties, yea, and one  
To whom you are but as a form in wax  
By him imprinted and within his power  
To leave the figure or disfigure it.  
Demetrius is a worthy gentleman.

**HERMIA**

So is Lysander.

**THESEUS**

In himself he is;  
But in this kind, wanting your father's voice,  
The other must be held the worthier.

**HERMIA**

I would my father look'd but with my eyes.

**THESEUS**

Rather your eyes must with his judgment look.

**HERMIA**

I do entreat your grace to pardon me.  
I know not by what power I am made bold,  
Nor how it may concern my modesty,  
In such a presence here to plead my thoughts;  
But I beseech your grace that I may know  
The worst that may befall me in this case,  
If I refuse to wed Demetrius.

**THESEUS**

Either to die the death or to abjure  
For ever the society of men.  
Therefore, fair Hermia, question your desires;  
Know of your youth, examine well your blood,  
Whether, if you yield not to your father's choice,  
You can endure the livery of a nun,  
For aye to be in shady cloister mew'd,  
To live a barren sister all your life,  
Chanting faint hymns to the cold fruitless moon.  
Thrice-blessed they that master so their blood,  
To undergo such maiden pilgrimage;  
But earthlier happy is the rose distill'd,  
Than that which withering on the virgin thorn  
Grows, lives and dies in single blessedness.

**HERMIA**

So will I grow, so live, so die, my lord,  
Ere I will my virgin patent up  
Unto his lordship, whose unwished yoke  
My soul consents not to give sovereignty.

**THESEUS**

Take time to pause; and, by the nest new moon--  
The sealing-day betwixt my love and me,  
For everlasting bond of fellowship--  
Upon that day either prepare to die  
For disobedience to your father's will,  
Or else to wed Demetrius, as he would;  
Or on Diana's altar to protest  
For aye austerity and single life.

**DEMETRIUS**

Relent, sweet Hermia: and, Lysander, yield  
Thy crazed title to my certain right.

**LYSANDER**

You have her father's love, Demetrius;  
Let me have Hermia's: do you marry him.

**EGEUS**

Scornful Lysander! true, he hath my love,  
And what is mine my love shall render him.  
And she is mine, and all my right of her  
I do estate unto Demetrius.

**LYSANDER**

I am, my lord, as well derived as he,  
As well possess'd; my love is more than his;  
My fortunes every way as fairly rank'd,  
If not with vantage, as Demetrius';  
And, which is more than all these boasts can be,  
I am beloved of beauteous Hermia:  
Why should not I then prosecute my right?  
Demetrius, I'll avouch it to his head,  
Made love to Nedar's daughter, Helena,  
And won her soul; and she, sweet lady, dotes,  
Devoutly dotes, dotes in idolatry,  
Upon this spotted and inconstant man.

**THESEUS**

I must confess that I have heard so much,  
And with Demetrius thought to have spoke thereof;  
But, being over-full of self-affairs,  
My mind did lose it. But, Demetrius, come;  
And come, Egeus; you shall go with me,  
I have some private schooling for you both.  
For you, fair Hermia, look you arm yourself  
To fit your fancies to your father's will;  
Or else the law of Athens yields you up--  
Which by no means we may extenuate--  
To death, or to a vow of single life.  
Come, my Hippolyta: what cheer, my love?  
Demetrius and Egeus, go along:  
I must employ you in some business  
Against our nuptial and confer with you  
Of something nearly that concerns yourselves.

**EGEUS**

With duty and desire we follow you.

*From: Romeo & Juliet*

**JULIET:** Shall I speak ill of him that is my husband?

Ah, poor my lord, what tongue shall smooth thy name

When I, thy three-hours wife, have mangled it?

But wherefore, villain, didst thou kill my cousin?

That villain cousin would have killed my husband.

Back, foolish tears, back to your native spring!

Your tributary drops belong to woe,

Which you, m istaking, offer up to joy.

My husband lives, that Tybalt would have slain;

And Tybalt's dead, that would have slain my husband.

All this is comfort; wherefore weep I then?

Some word there was, worser than Tybalt's death,

That murd'red me. I would forget it fain;

But O, it presses to my memory

Like damnèd guilty deeds to sinners' minds!

'Tybalt is dead, and Romeo--banishèd!'

That 'banishèd,' that one word 'banishèd,'

Hath slain ten thousand Tybalts. Tybalt's death

Was woe enough, if it had ended there;

Or, if sour woe delights in fellowship

And needly will be ranked with other griefs,

Why followèd not, when she said 'Tybalt's dead,'

Thy father, or thy mother, nay, or both,

Which modern lamentation might have moved?

But with a rearward following Tybalt's death,

'Romeo is banishèd'--to speak that word

Is father, mother, Tybalt, Romeo, Juliet,

All slain, all dead. 'Romeo is banishèd'--

There is no end, no limit, measure, bound,

In that word's death; no words can that woe sound.

Activity 15

Movie Reviews

You will be writing three movie reviews, similar to the actual given below as an example. (though yours needn’t be as long or as in-depth!) You will write ***3*** movie reviews only for movies you have seen.

* A new movie that you liked
* An older move that you like (or just love)

You may go on the internet to get information on actor’s names, the director, etc. But you may not copy anything you see on the internet. Doing so will result in losing credit. (I’m sure none of you can write like a real critic—believe me, I will be able to tell…

* A movie that you do not like

Your movie review must have the following elements to receive full credit:

* State the movie you are reviewing
* Determine what was good about it and what was bad about it.
* Give a VERY brief synopsis of the story
* Discuss the performances of particular actors in the movie—if they were good or bad or noteworthy.
* A conclusion stating whether it’s worth reviewers time or not.
* Each review must be at least ½ a page long, single spaced, 12-pt font.



Johnny Depp is Captain Jack Sparrow, a pirate without a ship. We meet him when he is trying to commandeer a vessel, and, though he is cunning and crafty, he is not enough to overcome a whole town set against him. He is put in jail to await his hanging party, but, before that can happen, the town is attacked by pirates. The governor's daughter, Elizabeth (Keira Knightly), is kidnapped, and Will Turner (Orlando Bloom), the lowly blacksmith who loves her from afar, springs Captain Jack in the hopes that he will know the best way to overtake the pirates and rescue his love. Will hates pirates in general, but he needs this one, specifically, to aid him in his quest.  
 As luck would have it, Captain Jack is familiar with Elizabeth's captors, as they are the same men whose mutiny left him for dead on an uncharted isle. His former first mate is now Captain Barbossa (Geoffrey Rush), and his former crew is now cursed, having stolen the Cortez gold. It seems these boys chose the wrong booty to boost, and, until they are able to return it, along with blood penance, they are cursed to live without truly living. Only in the moonlight can their true nature be seen; they are skeletons -- always starving but never allowed to eat, always thirsty with no way to drink. It is a sort of poetic justice.  
 This is only where the story begins. Fortunes shift and change, battles are hard fought, and Will, the pirate disliker, becomes Will, the guy with some good pirate skills. The whole is an adventure of a grand and vivacious nature, full of swordplay and skill, sharp wit and true love. While rapturous about the life of a pirate, Captain Jack tells Will that it isn't about the gold or the glory. His choice in life is about freedom, as broad as the vast horizon. And, that is what this movie gives you, the adventurer in the audience, a sense of freedom, that anything can happen at any time and all of it will be glorious, good fun.  
 Johnny Depp is the personification of freedom in this role. He sets loose and doesn't slow down one bit. He is hilarious and sexy, and he is clearly living out some sort of childhood dream, with the using of ropes as transportation and the manning of the giant wheel of a magnificent vessel. He so glories in the whole of it that we are enraptured to do the same. He wears the beads and bluster well, but he also gives Captain Jack the sort of quirks we have come to expect, from the drunken delirium to the still slightly off-kilter near-sobriety. The gold teeth add gleam to his already devilishly playful grin.  
 Depp and Orlando Bloom make a remarkable and dynamic duo. Bloom plays the romantic hero, willing to do what needs to be done to save his fair-haired maiden. He does the role justice to that end, but he also gets to come out and play a bit, doing as well with a sword as he does with a bow and arrow. He learns that pirates have a code, and the honor they give to it (at times) is something in itself to admire. Keira Knightly is more beautiful than any one person deserves to be, and the fact that she is also talented seems slightly unfair. She takes joy in playing with the boys, and she also gets to show how a woman's ingenuity is sometimes the best way to save the day. Geoffrey Rush, as head skeleton with a monkey, is wonderful as always. He almost noticeably licks his lips as he devours this juicy part. These people are a delight to watch, because they are clearly having so much fun.  
 Director Gore Verbinski ties all of the elements of the adventure together seamlessly. The action is well choreographed and done with a real sense of humor and grace. The music generates the appropriate swell in the pit of the stomach at appropriate times. The special effects are amazing, particularly with respect to the skeletal pirates, who manage to still be recognizable as their individual characters. There also are enormous, gorgeously done ships with giant billowing sails and subtle, remarkable details. Though slick summer fare, this movie rises above the expectations and leaves the audience with something to really savor. It's well worth seeing, at least once, but I certainly intend to return for another look.

Activity 16

Typing Baseball

Select one of the following paragraphs. If you make over three errors on the paragraph or you do not finish the paragraph in the time allotted, you strike out.

Single

A starfish can grow new limbs; no man can do that. If a billion flakes of snow fall, all will have six sides and yet no two will be the same; a man could not design a thousand such patterns. Man is still way behind nature’s marvels.

Double

One thing that animal life needs is space in which to find food and to grow. Someone once put a few rabbits in a small, green island. This was an excellent place for rabbits; they quickly grew in size and in number. In a year or two they ate up all the grass and sprouts and leaves.

Triple

When you hear someone say that it is raining cats and dogs, you know rain is falling hard. No one knows quite how the expression was begun, but it is old. Jonathan Swift, who wrote those tales about Gulliver, used the term in a book more than two hundred years ago. Well, it never had rained cats and dogs, of course; but do you realize that it has rained, of all things, frogs?

Home Run

j0215227 The tale is told, too, of an island on which there were so many mice that they just about took over the place. The island was one of some value because a rare bush grew there, one whose bark is used in medicine. The owner brought in some cats to get rid of the mice. The cats did the job too well. When all the mice were gone, the cats grew so wild and fierce that even men had to move out, leaving the whole island to a horde of wild cats.