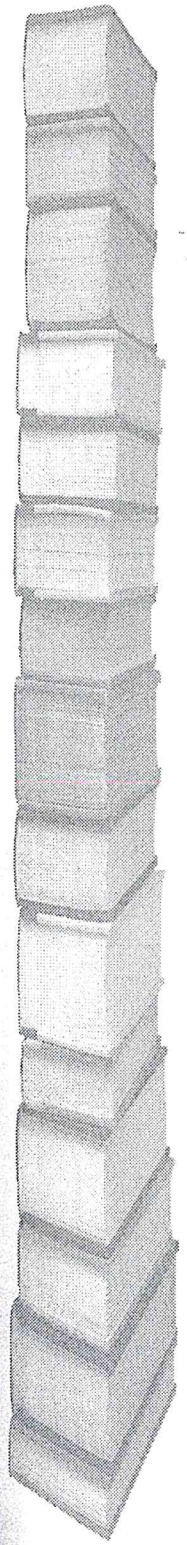
English Day 1
pg 1

Introduction



When you judge the *relevance* of information, you try to decide whether specific facts or knowledge will be helpful in solving a problem. Let's assume, for example, that the heat has been turned off in your neighbor's home, and you are trying to get into the house to rescue your neighbor's parakeet. A little girl tells you that she knows where the key to the back door is kept. This is *relevant* information because it helps you solve the problem. If, on the other hand, the little girl tells you that the parakeet's name is Fluff, this is *not relevant* information because it does not help you rescue the bird.

If your brother is trying to earn money, and the man next door tells you that the car wash is employing young people, this is *relevant* information. Even if your brother applies for the job and doesn't get it, the information is still *relevant* because it might have helped him with his problem—earning money. *Relevant* information doesn't automatically solve the problem, but it is clearly related to finding a solution.

Read each of the situations listed below and decide whether the information provided is *relevant* to the solution of the problem. Write YES in the blank if it is *relevant* or NO if it is *not relevant.*

_____ 1. Chuck Thompson is trying to build a model of a castle on a large table in his basement. Jerry, his best friend, offers to show Chuck pictures of knights that he has collected. Is the pictorial information Jerry offers *relevant?*

_____ 2. Andy Chang is making posters for a Fourth of July celebration. Kim Mandarin offers to show Andy how to write the posters in Chinese. Is the information Kim offers *relevant* information?

_____ 3. Ralph Rigley is trying to patch his football before his friends come to practice. They can't use it because it is too soft. Jimmy Black offers to bring his football to the practice so the boys won't be disappointed. Is Jimmy's offer *relevant* to the solution of the problem?

English - Day 1
Pg 2

_____ 4. Randy Jacobs broke his finger and can't play basketball. His little cousin next door offers to show Randy how he can revive a person who has stopped breathing. Is the information offered by his cousin *relevant*?

_____ 5. You are trying to buy a small TV set for your sister for her birthday, and you don't have much money. Your mother gives you an advertisement from an electronic-equipment store that is offering all kinds of items at reduced cost. Is the information your mother offers *relevant*?

_____ 6. Your aunt is trying to find a safe place to teach swimming and aquatic skills. Her husband mentions that Lake Omega is listed as one of the most beautiful bodies of water in the region. Is the information her husband offers *relevant*?

_____ 7. Art Thompson is looking for something to do after school on Wednesdays. Tom Radcliffe tells him that the navy is looking for new recruits. Is the information Tom offers *relevant*?

In the following exercises, you will be asked a series of questions related to a short article. You must determine which information in the article is relevant to each question, and which information is not relevant.

English - Day 2
pg 1

The Statue of Liberty

In 1865, a writer, Edouard de Laboulaye, and a sculptor, Frederic Bartholdi, met at a banquet near Versailles (ver sī′), France. They discussed the possibility of having the French make a statue to present to the American people on the 100th birthday of American independence, if the United States would provide the statue's pedestal.

Nothing was settled then, but in 1871, Bartholdi made a trip to the United States. He presented letters of introduction to many important people, including President Grant, leading industrialists, literary figures, and religious leaders in his effort to persuade them to support his idea for a united French-American effort in this project. He noticed that Bedloe's Island, a 12-acre tract southwest of the tip of Manhattan, would be an excellent place for the proposed statue. Unfortunately, Bartholdi received word from Washington that the French would have to take the first step in beginning the structure.

Although Bartholdi's plans were delayed by this decision, his enthusiasm was not dampened. Bartholdi and de Laboulaye worked in France for the next five years gaining support for their idea and planning the work. The Statue of Liberty was to be 152 feet high and weigh 225 tons. Her robes were to be fashioned from flowing sheets of copper.

The two men raised $400,000 in France. On May 6, 1876, Bartholdi left Paris with a French delegation to attend the Philadelphia Centennial Exhibition. The Statue of Liberty's torch arm was shown at the centennial celebration. Bartholdi and his statue gained much attention in American newspapers and magazines. Bartholdi returned to France and continued work on the statue. Many fund-raisers in France kept the project moving.

The United States' progress for the statue was not as successful, however. In this country, the publisher Joseph Pulitzer headed a drive to fund the pedestal. Pulitzer used editorials in his newspaper to persuade Americans, especially rich ones, to financially support the building of a pedestal. He emphasized that refusing to support the project would be refusing a gift of sentiment and generosity from a friendly nation. Pulitzer also announced that any donor's name, rich or poor, would be printed on the pedestal as a public recognition. He eventually collected $270,000.

In 1884, the statue's interior and exterior were taken apart piece by piece and packed into 200 mammoth crates. In May 1885, the Statue of Liberty sailed to America aboard the ship *Isere.*

When President Cleveland presided over the inauguration of the statue on October 28, 1886, the famous verse welcoming immigrants to our country was not yet in place. It was finally added in 1905.

In 1976, the Statue of Liberty was given a complete overhaul for the 200th anniversary of America's independence. Fittingly, French workers helped in making the Statue of Liberty almost new once again.

English - Day 2
pg 2

Read each question. Then circle the letter of the best answer to each question.

1. On his first trip to the United States, Bartholdi presented his idea to many influential people. Suppose you had to choose the people with whom Bartholdi should speak. What information would be LEAST important in your decision?

   a. Information concerning the accomplishments of the person

   b. Information concerning the popularity of this person within the country

   c. Information concerning the authority this person has in making decisions that could affect the project

   d. Information concerning the number of American people this person can influence

2. You must decide what part of the statue should be displayed at the Philadelphia Centennial Exhibition. This exhibition will be an opportunity for the statue to gain publicity, and you want to select a part that will remain in the minds of those who see it. What information would be MOST important to consider?

   a. Information concerning the cost of shipping the part to the exhibition

   b. Information concerning the eye appeal of the part you will send

   c. Information concerning the materials needed to build the part

3. Joseph Pulitzer's initial campaign to raise funds for the Statue of Liberty's pedestal was not successful, but as his newspaper grew, he decided to try again. He published more articles informing people of the pedestal's progress and the need for funding. Which of the following information would have been LEAST relevant to Pulitzer's decision to try again?

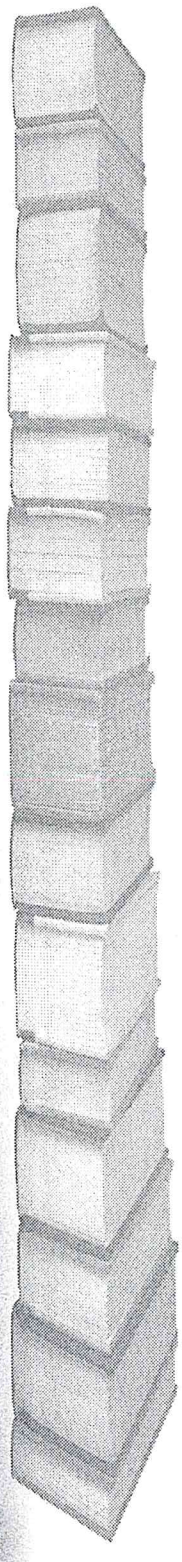
   a. Because of an ultimatum stating that the pedestal would be built in another city if funds were not raised, people's interest in the project was renewed.

   b. Pulitzer's newspaper had gained many more readers since its coverage of the presidential election.

   c. The newspaper was two pages longer than it had been during the first fund-raising attempt.

English - Day 3
pg 1

As Warm as Ice



Many people automatically think of the dome-shaped igloo when Eskimos are mentioned. Actually, only eight percent of the total Eskimo population—those who live in the central Arctic region—use igloos as a regular winter dwelling.

Igloos are architecturally sound structures that require considerable skill to build. The biggest problem facing an igloo builder is finding the right kind of snow. The snow must be firm and tightly packed together. It should not be too icy, and it must come from one storm, since snow that has fallen on separate occasions will not hold together well. In the central Arctic region, weather conditions are just right for producing good igloo-building snow. The strong, persistent winds and low temperatures of this region produce the hard, wind-packed snow necessary for igloos. Nowhere else in the world is this type of snow available.

In the past, Eskimos built igloos not only as permanent homes, but also as shelters on hunting trips. An experienced builder could make a warm igloo for two people in 45 minutes.

To make an igloo, the builder cuts snow into blocks and then arranges the blocks in a circle. He works from the inside and makes each circle a little smaller until a dome forms. The builder fills the gaps with snow, cuts a door, then places a block in the doorway to keep out the wind.

Now the house must be "iced." The builder lights a seal-oil lamp. The walls draw the moisture to the outside, where it freezes. Instead of melting the igloo, a small fire or a seal-oil lamp insulates and strengthens it. The builder cuts a hole in the roof and removes the block in the door. As the warm air rushes up, cold air comes in, forming a thin coat of ice on the walls. The structure is now so well insulated that a person can sit inside without wearing a coat, even if the temperature outside drops to –50°F.

Read each question. Then circle the letter of the best answer to each question.

1. You want to learn how to build an igloo. What experience would be MOST helpful in developing this skill?

   a. Learning to fit bricks together in making a brick wall

   b. Going with an Eskimo from the southwestern region of the Arctic to find housing

   c. Visiting a central Arctic Eskimo family while they are moving to a new location during the winter months and therefore planning to prepare appropriate shelter

English - Day 3
pg 2

2. During the process of your igloo training, you must keep a diary of notes so you will be able to recall what you have learned. What information would be MOST relevant for writing in your diary?

   a. The wind conditions on the day you sealed the igloo

   b. The physical characteristics of the snow chosen to make the snow blocks

   c. The date and time of day each step was completed

3. Rather than build igloos, the Eskimos of southwest Alaska dug underground homes, lined them with timber, and covered them with sod. Which information would be relevant in explaining why the Eskimos of the central Arctic did not build structures like these?

   a. The underground structures were unaffected by strong winds.

   b. Timber is impossible to find in the central Arctic region.

   c. Igloos melt each summer, and therefore the Eskimos had to build a new one each year.

4. Even though igloos are used by only eight percent of the total Eskimo population, we often associate the igloo with all Eskimos. Which statement would NOT help explain why this is true?

   a. Homes built underground are not as easily recognized by observers.

   b. Igloos melt each summer, leaving no trace behind.

   c. Architects recognize and often feature igloos as structural masterpieces because they do not have supporting beams.

5. In the central Arctic region, seals are the main source of food for the Eskimos. In addition to using seals for food, Eskimos use seal oil to ice and heat their igloos. Which statement MOST appropriately explains why igloos do not melt when these lamps are used?

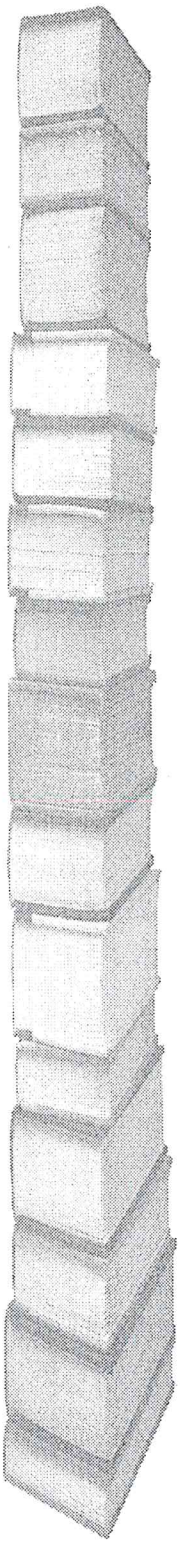
   a. Seal-oil lamps are not hot enough to melt an igloo.

   b. The moisture formed on the inside of the walls is drawn outside and refreezes.

   c. Persistent winds keep blowing new snow onto the igloo, thereby replacing the melted areas.

English - Day 4
pg 1

Message in a Bottle



Ake was a sailor on a Swedish ship in 1956. He found the long hours at sea boring, and he longed for a wife and a chance to settle down. In desperation, he wrote a message, sealed it in a bottle, and dropped it into the ocean. The message asked any pretty girl who found the bottle to write to him. Two years later, Ake received a reply.

A Sicilian fisherman had found Ake's bottle and given the message to his daughter, Paulina. She, in turn, had sent greetings to Ake. A short time later, Ake visited Sicily. The friendship grew, and he and Paulina were married in the fall of 1958. Ake didn't have a computer, but he still found a wife half a world away.

Even though bottles seem fragile, they can last for many years at sea. One of the most unusual cases was that of Chinosuke Matsuyama, a Japanese seaman. He and his companions were shipwrecked on a Pacific coral reef. Before he died of starvation, he carved a brief report of their ordeal in 1784 on a piece of wood, sealed it in a bottle, and threw it into the sea. The bottle washed ashore 150 years later, next to the village where Matsuyama had been born.

A group of German scientists are probably the champions in the race for the longest bottle voyage on record. These oceanographers (scientists who study the ocean) were part of an expedition to the Indian Ocean in 1929. They designed a bottle with a message that could be read without opening or breaking the bottle. The message asked the finder to report where he or she had found it and to throw it back into the sea. The bottle floated eastward to South America, where people all along the west coast reported it. It then made its way back to the Indian Ocean and southward to Australia. Six years elapsed, and during that period, winds and ocean currents had carried the bottle more than 16,000 miles. That is more than six miles a day.

Bottles have also been used to carry secret messages. In 1875, the crew of the small Canadian ship *Lennie* mutinied in the English Channel and killed the ship's officers. The steward who served the food aboard the *Lennie* was spared because he knew how to navigate (steer) the ship. The steward sailed the ship secretly toward the French coast and dropped several bottles overboard that contained messages describing what had happened. French police found one of the bottles, read the message, boarded the ship, and arrested the astonished crew.

Benjamin Franklin was among the first to recognize the usefulness of bottles in charting ocean currents. He knew that Colonial whaling ships crossed the Atlantic much more rapidly than British mail carriers. So when he became postmaster general for the colonies, he interviewed the whaling captains and began dropping bottles into the Gulf Stream. He asked those who found the bottles to notify him. His technique for charting ocean currents is still used today to predict the movements of oil slicks, sea mines, and even schools of fish.

English – Day 4
pg 2

Read each question. Then circle the best answer to each question below.

1. You are interested in knowing how far a bottle has traveled. What would be the MOST relevant information to secure?

   a. The date on which the bottle was released

   b. The place at which the bottle was released

   c. The size of the bottle that was released

2. You are interested in knowing why the bottle was released. What would be the MOST relevant information to secure?

   a. The date on which the bottle was released

   b. The place at which the bottle was released

   c. The information requested on the note inside the bottle

3. You are interested in knowing where a bottle was released. What is the MOST relevant information to secure?

   a. The type of glass that was used in making the bottle

   b. Information on the winds and tide during the two-week voyage of the bottle

   c. The information requested on the note inside the bottle

4. If you hope to receive a response from a note you will send in a bottle, what would be the MOST relevant information to send?

   a. Information on the type of work you do

   b. Your address and phone number

   c. A description of your family

5. You have found a bottle with U.S. government markings on it but no address. What would be the MOST relevant information for you to have?

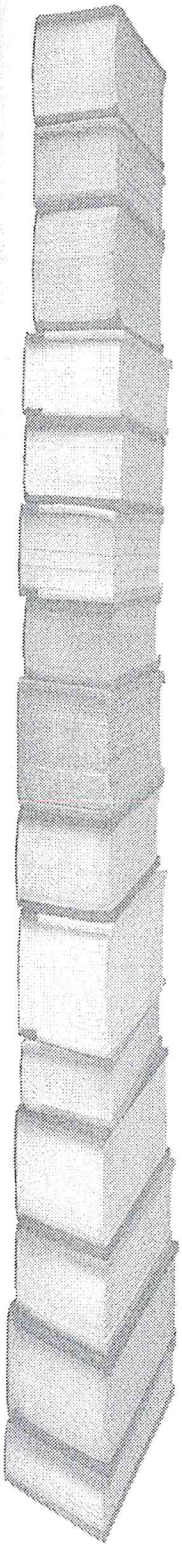
   a. Information about governmental agencies that help the fishing industry

   b. Information about governmental agencies that use bottles to collect information

   c. A chart showing the location of lighthouses

English - Day 5
pg 4

The Amazing Dolphins



Dolphins are small, toothed whales that belong to the mammal classification of animals. This means that dolphins have mammary glands that produce milk for their young. Mammals also have lungs, breathe oxygen, and are warm-blooded.

Dolphins have many interesting characteristics. They use blowholes on the top of their heads to breathe. Dolphins can rest for several hours on the top of the water using their top fins for balance and their blowholes for breathing. While under the water, dolphins cover their blowholes. When a dolphin is born, its mother must push it to the surface of the water for its first breath.

Although the blowhole is a characteristic similar to a human nose, it does not have the ability to smell. Dolphins have no sense of smell and very little sense of taste. This may be why they swallow their food whole. Dolphins have a keen sense of hearing, however. They locate objects in the water by making clicking noises and listening for those sounds to reflect, or echo, off the object.

Dolphins swim together in groups called pods, enabling them to hunt together and protect each other from danger. One way dolphins protect each other is by slapping their tail fins, or flukes, against the surface of the water to warn the pod of a nearby enemy. Common enemies of a pod of dolphins are tiger sharks and killer whales.

Another problem for dolphins is shallow waters. When a dolphin finds itself in water that is not deep enough, it may become stranded on the shore. The dolphin's skin may then dry out, causing the animal to overheat and die.

In December 1983, two people at a beach in Provincetown, Massachusetts, heard a high-pitched whistle, then saw a lone dolphin stranded in shallow water. They rushed to call the Center for Coastal Studies a few miles away. The Northeast Stranding Network went quickly into action. These rescuers slipped a tarp under the struggling animal. The outlook for saving the dolphin was slim. No deep-sea dolphin had ever been successfully restored to its native waters.

By 6 P.M., the Mystic Marinelife Aquarium had a van equipped with a stretcher, water sprayers, insulated ice containers, and Crisco (to keep the dolphin's delicate skin from tearing) at the Provincetown beach. When the dolphin arrived at the aquarium, the staff was ready for 24-hour watches. The 6-foot, 280-pound, male black-and-white dolphin was offered a herring laced with antibiotic and also live trout. He was not interested, so staff members opened his mouth and put the herring in.

On the second night of the around-the-clock vigil, the dolphin made a dash for the side of the pool and rammed into the concrete, breaking his jaw. Now the jaw had to be wedged open in order to heal. He was dubbed "Harvey Wallbanger."

English - Day 5
pg 2

By the end of the month, Harvey was improving. He was gulping 14 pounds of herring a day. He became playful, darting around staffers and stopping for hugs. Near the end of March, a fishing captain called to say he had sighted a pod of white-siders (like Harvey).

On April 11, Harvey was loaded up and taken to sea. The pod was located, and Harvey was slid into the ocean. At first the pod circled. Then one dolphin broke away and came to Harvey, and soon others followed. Harvey had made it!

Read each question. Then circle the letter of the best answer to each question.

1. You must attempt to rescue a stranded dolphin. Which information would be the LEAST helpful in determining the first steps to take?

   a. The condition of the dolphin's skin

   b. Rescue methods that have been successful in the past

   c. The age of the stranded dolphin

2. This selection considers the slim chances of saving a stranded dolphin. What information would be the LEAST useful in determining the chances of a dolphin's successful return to the sea?

   a. Information concerning previous attempts to return a stranded dolphin to its natural habitat

   b. Information about a dolphin's normal behavior and eating habits

   c. Information concerning the dolphin's general health

   d. Information concerning the migration of dolphin pods

3. Which event is the MOST relevant to Harvey's final return to native waters?

   a. A fishing captain had sighted a pod of white-siders.

   b. The pod of dolphins circled around Harvey.

   c. One dolphin broke away from the pod to join Harvey.