

AN ENGLISH READING COURSE FOR COMPREHENSION & SPEED

高等学校教材



北京师范学院 韩志先 贺慧声 刘北利 主编

2

英语阅读教程



Higher Education Press

**An English Reading Course
for Comprehension & Speed 2**

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北京师范学院

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高等教育出版社

内 容 提 要

《英语阅读教程》(An English Reading Course for Comprehension and Speed)是一套有指导的、循序渐进的阅读课本,供高等学校英语专科及本科一、二年级学生的泛读课使用,也可供高等院校其他各专业、教育学院、职大、业大、电大的英语泛读课选用。本书为卫星电视英语专业的泛读课教材。

全书共分四册,供两学年使用。本书旨在使学生通过较大量的阅读实践、系统的阅读技能培养和词汇知识扩展,逐步提高理解能力和阅读速度。书中所选文章题材广泛,内容生动有趣,练习设计精巧,利于激发学习者的兴趣,增加对西方文化的了解。

第二册共有课文40篇,分10个单元。每单元内容包括:1)课文4篇,每篇附有阅读指导及检查理解、扩大词汇的练习;2)阅读技能和扩展构词知识的讲解和练习;3)检查阅读理解和速度的测试。与第一册相比,课文长度增加到750—950词(第一册为550—750词);词汇难度控制在3000基本词汇之内(第一册在2000基本词汇之内)。

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编者说明

《英语阅读教程》(*An English Reading Course for Comprehension and Speed*)是一套有指导的、循序渐进的阅读课本,供高等学校英语专科及本科一、二年级学生的泛读课使用,也可供高等院校其他各专业、教育学院、职工大学、业余大学、电视大学英语泛读选用。本书为1988年开播的卫星电视英语专业的泛读课教材。

本书的编写目的是使学生通过大量的阅读实践、阅读技能的培养和词汇知识的扩展,逐步提高理解能力和阅读速度,以便在增强语感的基础上,提高实际运用语言的能力。因此,本书在内容的选取和练习的选择方面都是围绕提高学生阅读能力和阅读速度进行设计编排的。本书大部分课文选自美国 Science Research Association 所出版的 *Reading Laboratory* 丛书(原文有些改动);根据教学需要,还选编了一些不同题材和体裁的文章。课文选材力求体现科学性、知识性、趣味性相结合及循序渐进的原则。全书共分四册,可供两学年使用。每册10个单元,共计40篇课文,扩大词汇约720字,其中复用词约400个。

使用说明:

本书以单元(Unit)为教学单位。每单元供两周使用,包括三项内容:

A. 理解和速度阅读(Reading for Comprehension and Speed):课文4篇及各种练习。

1. 阅读指导(Reading Guide):

(a) 词汇:为扫除阅读中部分词汇障碍,对一些词汇加以注释,不要求掌握。

(b) 思考题:要求学生结合思考题粗读一遍课文,试领会课文的要点。(不记录阅读时间)

2. 阅读课文(Text):在粗读之后,学生应再细读一遍课文,要求连贯阅读,不应因个别生词而停顿。目的在于培养学生连贯阅读的习惯和通过上下文理解词义的能力。要求记录阅读时间。

3. 理解(Comprehension):细读课文后,做选择题时不应来回翻阅课文,以锻炼阅读能力。如阅读时间缩短而理解正确率提高,即说明阅读理解力和速度都有所提高。

4. 填空(Cloze Test):两小段文章都取自课文,但要求却有所不同:

A:结合课文内容填入相应的词,作为词汇练习。

B:结合课文内容填入适当的结构词,作为培养造句能力的练习。

两个练习的目的都是为了加深对课文的理解。

5. 词汇(Vocabulary):各册中词汇练习的形式有所变化,但目的都是为扩大词汇量,掌握词义和用法。

B. 阅读技能和词汇知识(Learning about Skills and Words):通过各种练习,培养阅读技能和技巧,提高阅读速度;通过词汇知识的讲解,提高构词和理解能力。

C. 测试题(Testing Your Reading Comprehension and Speed):试题上建议的时间是指完成阅读和选择题的时间。阅读时间是指实际阅读短文的时间。如100字的短文在3分钟内读完,阅读速度为33wpm(word per minute);在2分钟内读完速度则为50wpm。使用中应结合答题的正确率检查对比阅读能力和速度的变化。

本分册为《英语阅读教程》第二册。与第一册相比,练习形式基本机同,只有词汇练习稍有变化;生词注释中,除国名、地名外,一般不再作中文注释;课文长度增加到750—950词(第一册为550—750词);

词汇难度控制在 3000 基本词汇之内(第一册在 2000 基本词汇之内)。

参加本册编写工作的还有:庄良源、陈洪、吴京汨等同志。本院英语系专家谢德夫妇对本册进行了审校。

书后附有答案,供教师和学生参考。

编 者

1988 年 8 月

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Unit I Texts 1—4

1A READING FOR COMPREHENSION AND SPEED

1.1 READING GUIDE TO TEXT 1

(a) Learn the following words before reading. They will help you understand the text.

1) coward (1)	n.	person who lacks courage
2) howl (2)	v.	make a long, sad cry
3) warpath (3)	n.	fighting
on the warpath		engaged in a fight
4) tribe (4)	n.	racial group of people united by language and customs
tribal	adj.	of a tribe
5) ceremony (4)	n.	service marking a special occasion
6) record (4)	n.	facts known about the past of a person
7) noteworthy (7)	adj.	worthy of notice
8) generation (9)	n.	the people born in the same period

Proper Nouns:

1) Blackfoot (2)	北美印第安人的一族
2) Ptolemy (9)	埃及托勒密王朝(323-30B.C. 其帝王有战功者,亦以此命名)
3) Alberta (9)	a Canadian province

(b) Glance over the text quickly ONCE and see if you can answer the following questions.

- 1) What does an Indian's name tell the world?
- 2) Which of the names seemed most important to the Indians?
- 3) Why couldn't the Indians give up their names at their own will?

1.2 TEXT

WHAT'S IN AN INDIAN'S NAME

DIRECTIONS: Read the text well enough so that you can answer questions about it. When you finish reading, write down your reading time on the SCOREBOARD.

- 1 In the world in which we live today, a man may be one thing but appear to be another. This was impossible in Indian society. An Indian's name told the world what he was — a coward, a liar, a thief, or a hero.
- 2 When I was young, every Indian had at least three names during his lifetime. His first name was given to him at birth. It described something that had happened at that time. For example, when one man among the Blackfoot was born, the woman who was helping his mother went down



to the river to get some water with which to wash him. When she returned to the house, she remarked that she had heard a wolf howling across the river. "Then," said the baby's mother, "I shall call my son Howling-in-the-Middle-of-the-Night."

3 Each Indian was supposed to keep his birth name until he was old enough to earn one for himself. But his playmates would always give him a name of their own. No matter what his parents called him, his childhood friends would use the name they had chosen. Often it was not flattering. Bow legs, Crazy Dog, Crooked Nose, Bad Boy, or Wolf Tail were not good names. But sometimes a name fit so well that the youngster found it difficult to shake it off. If he could not earn a better one on the warpath later, he could be stuck with a name like Bow Legs for the rest of his life.

4 The Indian earned his real name when he was old enough for his first fight against the enemy. His life name depended on how he acted during this first battle. When he returned from the warpath, the whole tribe would gather. They would witness the ceremony in which he would be given his tribal name by the chief. If he had done well, he would be given a good name. He might be called Uses-Both-Arms or Six Killer or Heavy Lance or Many Chiefs. But if he had done poorly, he might be called Crazy Wolf, Man-Afraid-of-a-Horse, or Smoking-Old-Woman. And so an Indian's name told his record or described the kind of man he was.

5 A man was given many chances to improve his name, however. If in a later battle he was very brave in fighting against the enemy, he was given a better name. Some of our great warriors had as many as twelve names — all good and each better than the last.

6 All names given to an Indian belonged to him for the rest of his life. No one else could use them. Even he himself could not give them away. This was because names were assigned by the tribe, not the family. And so no man could pass on his name unless the chief and the tribe asked him to do so.

7 Sometimes an Indian would be asked to give his name to a son who had performed a noteworthy deed. I know of only three or four times when this happened. It is the rarest honor that could be given to a person — the honor of assuming his father's name. In my day every son had to earn his own name.

8 For this reason no old Indian would ever tell you his own name. Instead, he would turn to some third person and nod for him to tell you. He was too modest to mention his own success on the warpath. His names were like medals in the white man's army. No Indian liked to advertise his bravery by saying his own name in public.

9 There were certain "Chief Names" among the Indians that the tribe never allowed to be forgot-

ten. The original owners made these names so outstanding that they were well remembered from generation to generation. So they became dynastic names, as Ptolemy was for the ancient Egyptian rulers. One of my names, Chief Buffalo Child, is a dynastic name and title. It belonged to the Blood Band of the Blackfoot of southern Alberta in Canada. The original Chief Buffalo Child was killed in battle more than a century ago. Years ago, when I became a chief of this band, his name was given to me.

- 10 I have four other names: Night Traveler, Spotted Calf, Holds Fire, and Long Lance. Of these, I value Spotted Calf the most. It was given to me by my adopted mother, Spotted Calf. She was a wonderful and courageous woman. I think her name ranks with those of the great warriors. That is why I value both it and her motherhood.

(781 words)

Now, enter your reading time and reading speed (words per minute) on the SCOREBOARD.

SCOREBOARD

		Number Correct
Reading Time _____	Comprehension _____	
Minutes Seconds	Cloze Test A _____	
Reading Speed _____	Cloze Test B _____	
Words per Minute	Vocabulary _____	

1.3 COMPREHENSION

DIRECTIONS: Answer these questions without looking back at the text. Choose the best answer to each question. Work carefully; try to earn a score of 8 correct.

- 1) The writer says that Indian names were important because they
 - ☒ A. described the character of a man.
 - ☐ B. told what a man did for a living.
 - ☐ C. were never used by more than one person.
- 2) The second name given an Indian was
 - ☐ A. chosen when he was born.
 - ☐ B. decided by the chief and the tribe.
 - ☒ C. given by his childhood friends.
- 3) The name an Indian earned in battle was called his
 - ☐ A. first name.
 - ☐ B. nickname.
 - ☒ C. life name.
- 4) Great warriors were honored by being
 - ☐ A. given more than twelve names.
 - ☐ B. allowed to choose their own names.
 - ☒ C. assigned more than one name.
- 5) The greatest honor an Indian could earn was the
 - ☒ A. right to use his father's name.
 - ☐ B. Dynasty Medal.
 - ☒ C. choice of his own name.
- 6) Old Indians would never tell strangers their names because they
 - ☒ A. would appear to be too proud.
 - ☐ B. took vows of silence after their first battle.
 - ☐ C. paid others to do it for them.

- 7) Chief, or dynastic, names
 A. came from Egyptian times.
 B. were used only by the Blackfoot.
 C. Neither A nor B.

- 8) Since the writer had five names, he was most likely
 A. a bad person.
 B. a great warrior.
 C. adopted by five families.

Now, correct your answers and count the number you got right. Enter the number on the SCOREBOARD.

1.4 CLOZE TEST A

DIRECTIONS: The sentences below are about the subject matter of the text you have just read. Fill in each of the following blanks with a word from the text in its proper form. A score of 6 correct is good.

An Indian's name _____ 1 _____ the kind of man he was. Each Indian had at _____ 2 _____ three names. Besides the name he got at birth, his playmates would give him one of their _____ 3 _____, which was often not flattering. But he _____ 4 _____ his life name when he was old enough for his first fight against the enemy. After the battle, he would receive a tribal name _____ 5 _____ on how he acted during the fight. All names given to an Indian _____ 6 _____ to him for the rest of his life. He was only _____ 7 _____ to pass on this name with the permission from the tribe. If so, that would be the greatest _____ 8 _____ for the son.

CLOZE TEST B

DIRECTIONS: These sentences are from the text you have just read. This time you must fill in the same word as in the text. A score of 8 correct is good.

There were certain "Chief Names" among the Indians _____ 1 _____ the tribe never allowed to be forgotten. The original owners made these names _____ 2 _____ outstanding that they were well remembered _____ 3 _____ generation _____ 4 _____ generation. So they became dynastic names, _____ 5 _____ Ptolemy was _____ 6 _____ the ancient Egyptian rulers. One of my names, Chief Buffalo Child, is a dynastic name and title. It belonged to the Blood Band of the Blackfoot of southern Alberta in Canada. The original Chief Buffalo Child _____ 7 _____ killed in battle more _____ 8 _____ a century ago. Years ago, _____ 9 _____ I became _____ 10 _____ chief of this band, his name was given to me.

Now, check your answers and see how many words you filled in correctly. Count the number of correct answers for Test A and the number for Test B. Enter both numbers on the SCOREBOARD.

1.5 VOCABULARY

(a) Often you can tell the meaning of a word from other words and ideas in the story.

DIRECTIONS: In the paragraph (with the number given) find the word that best fits the meaning below. Write the word.

- 1) said; spoke (2) _____
- 2) praising beyond the truth (3) _____
- 3) see; look at (4) _____
- 4) most unusual (7) _____
- 5) not thinking too highly of oneself (8) _____

(b) One good way to learn words is to use them.

DIRECTIONS: Read each sentence. Look back at the paragraph and find the word that best fits. Write the word.

- 6) She was _____ to a leading post for her noteworthy deed. (6)
- 7) He was given the honor of _____ his father's title for his bravery in the battle. (7)
- 8) This new plan is much better than the _____ one. (9)
- 9) We saw the ruins of an _____ temple built several thousand years ago. (9)
- 10) I can recognize the book from its cover, but I forget what its _____ is. (9)

Now, check your answers and see how many you got right. Count the number of correct answers and enter it on the SCOREBOARD.

2.1 READING GUIDE TO TEXT 2

(a) Learn the following words before reading. They will help you understand the text.

- | | | |
|-----------------|------|---|
| 1) inhabit (3) | v. | live in |
| inhabitant (4) | n. | person living in a place |
| 2) sacred (5) | adj. | holy, worthy of great respect |
| 3) splendor (5) | n. | magnificent show |
| 4) slippery (6) | adj. | smooth, wet, difficult to move on |
| 5) slope (8) | n. | area of rising or falling ground |
| 6) volcanic (8) | adj. | of a volcano |
| volcano | n. | mountain having an opening through which gases, ashes and lava come up from below the earth's crust |
| 7) tropical (8) | adj. | very hot |
| the tropics | | 热带 |
| 8) blast (9) | n. | strong sudden rush of wind |
| 9) ladder (11) | n. | two lengths of wood with crosspieces, used for climbing up |

Proper Nouns:

- | | | |
|-----------------|--|-----|
| 1) Mexico (1) | a country in North America, south of the U.S. | 墨西哥 |
| 2) Spaniard (3) | native of Spain | |
| 3) Aztecs (3) | the Indian people who ruled Mexico before 1519 | |

(b) Glance over the text quickly ONCE and see if you can answer the following questions.

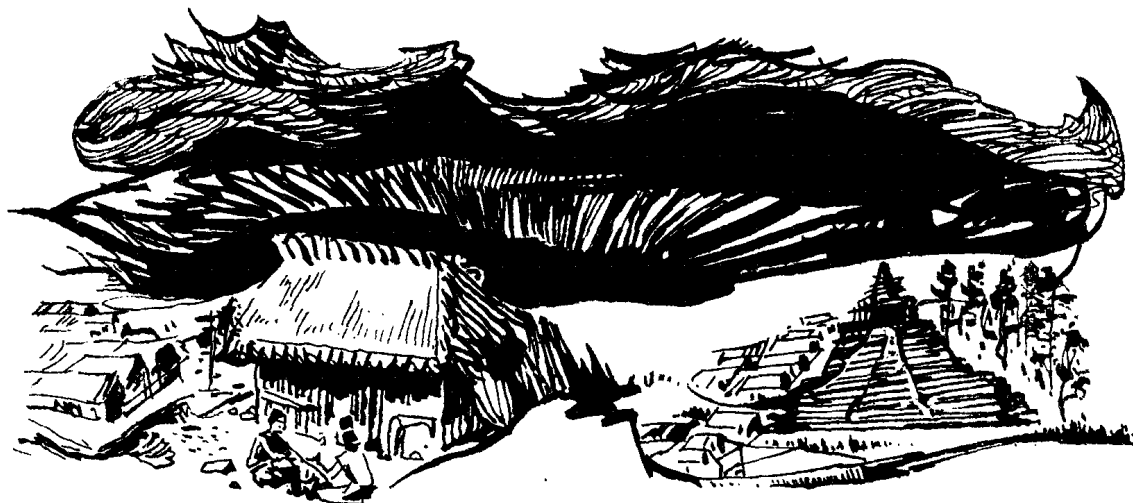
- 1) Why does the writer suggest that only good climbers with strong hearts and lungs should try Popo?
- 2) Why is it necessary to start the climb before dawn?
- 3) How does the writer feel when he reaches the opening of the volcano?

2.2 TEXT

LET'S CLIMB POPO

DIRECTIONS: Read the text well enough so that you can answer questions about it. When you finish reading, write down your reading time on the SCOREBOARD.

- 1 Many people have asked me, "Which is the most beautiful country you have ever seen?" They are always surprised when I say Mexico. But they would not be surprised if they had been there.
- 2 Mexico has beautiful people, beautiful flowers and forests, towns and villages. Above all, it has the most beautiful mountains in the world.
- 3 In 1519, when Cortez led the Spaniards into Mexico, he found it inhabited by a race of Indians. These were the Aztecs. We think of Indians as backward people living in huts and hunting with bows and arrows. But not the Aztecs. In some ways, they were more civilized than the Spaniards who conquered them.
- 4 The Aztecs lived in great stone cities. Their capital city, built where Mexico City now stands, had more inhabitants than the capital of Spain. The Aztecs had built huge stone temples and pyramids. Their chief lived in a splendid palace. They were among the best stoneworkers, goldsmiths,



and weavers in history. The ruins of their empire are still among the great wonders of history.

5 The great sacred city of the Aztecs was called Cholula. Indians went there to worship. And surely the scene filled them with great wonder. To the west, in all their white splendor, rose Popo and Ixtacihuatle. To the east lay Orizaba. Then, as now, they were beautiful. But it was Popo that the Aztecs held most sacred, for it alone smoked and roared.

6 Come with me and we shall climb Popo. We shall start our climb about three o'clock in the morning. We must get as high up as we can before dawn, for the sun will burn our faces terribly at this high altitude. The snow, too, will begin to melt and become slippery.

7 Remember, we're going to climb almost eighteen thousand feet. No one but good climbers with strong hearts and lungs should try Popo. Still want to try? Very well then — don't forget your climbing staff and sunglasses. Here we go to the peak, and no surrender!

8 Our trail, straight up the steep slope, is deep in volcanic ash. We sink ankle-deep in the ash as we climb. Our progress is very slow. Our hearts pound quickly. More and more frequently we stop to rest and get our breath. We can see our goal nearly two miles above, for the peak is flooded now with the light of a million tropical stars.

9 Dawn begins to break, and the sky grows red behind the peak of Orizaba, a hundred miles away. As we go higher, the wind becomes stronger. Up and up we crawl. The horizon is bursting into flame. The rising sun burns our eyes, despite our smoked glasses. The icy blasts try to tear us from the slope.

10 We sink into the snow to rest. The height has caused sharp pains in our heads. We are seventeen thousand feet above the sea, and the air is so thin that we gasp for breath. Taking three steps in the snow, then three minutes rest, we struggle on.

11 When we have only eight hundred feet to go, a blast of wild wind sweeps down from above. We are completely blown over by it. We dig our fingers into the slope to keep from being thrown down the mountainside. Recovering, we move slowly toward the top. It seems as if we were climbing to the moon on a ladder made of ice. We feel a drowsiness as our heavy legs sink down into the snow. The earth floats far below.

12 Suddenly a black hole appears before us. The opening of the volcano! We have reached the top and are staring into the opening of Popo.

13 One clear look about us, and we forget the struggle up the mountain. We feel as if we were on the roof of the world. We are eighteen thousand feet up. Winds rage about the opening, and the

cold cuts through us. But we can stand it, for now we are warmed by the joy of a battle won.

14 We must not stay too long, or we'll be frozen by the cold blasts. We take a picture of the smoking mouth of Popo. Then we slip ourselves down the icy slopes, racing away from the mountaintop as if chased by devils.

15 Now that it's all over, are you half dead? Is your face cooked? Is your nose frozen? Perhaps your muscles will be so stiff tomorrow that you won't even be able to walk. I couldn't, after my first Popo climb.

(755 words)

Now, enter your reading time and reading speed (words per minute) on the SCOREBOARD.

SCOREBOARD

Reading Time _____	Number Correct _____
Minutes Seconds	Comprehension _____
Reading Speed _____	Cloze Test A _____
Words per Minute	Cloze Test B _____
	Vocabulary _____

2.3 COMPREHENSION

DIRECTIONS: Answer these questions without looking back at the text. Choose the best answer to each question. Work carefully; try to earn a score of 8 correct.

- | | |
|--|---|
| <p>1) There is evidence in the story that the author</p> <p>A. grew up in Mexico.</p> <p>B. has visited many countries.</p> <p>C. lives outside the United States.</p> | <p>B. sunlight is needed for the downward trip.</p> <p>C. the peak is more beautiful by starlight.</p> |
| <p>2) The Aztecs considered Popo sacred because it was the</p> <p>A. highest mountain.</p> <p>B. most active volcano.</p> <p>C. most beautiful sight.</p> | <p>5) The main reason the climbers were gasping for breath was</p> <p>A. they were climbing rapidly.</p> <p>B. the wind was blowing hard.</p> <p>C. they were at a high altitude.</p> |
| <p>3) Mexico City stands on the place where</p> <p>A. Cortez landed.</p> <p>B. Orizaba was.</p> <p>C. Cholula stood.</p> | <p>6) The writer compared the push to the top to</p> <p>A. moving in a dream.</p> <p>B. balancing on a high wire.</p> <p>C. climbing a ladder of ice.</p> |
| <p>4) The climb up Popo should be started early in the morning because</p> <p>A. it is best to climb as far as possible before sunrise.</p> | <p>7) The writer described the climb as though the reader were</p> <p>A. acting as the guide.</p> <p>B. as good a climber as he.</p> <p>C. making the trip a second time.</p> |

- 8) The writer leaves us with the feeling that mountain climbing is
 A. not worth the energy it demands. B. hard but very worthwhile.
 C. impossible to imagine.

Now, correct your answers and count the number you got right. Enter the number on the SCOREBOARD.

2.4 CLOZE TEST A

DIRECTIONS: The sentences below are about the subject matter of the text you have just read. Fill in each of the following blanks with a word from the text in its proper form. A score of 6 correct is good.

To 1 Popo is not an easy task. You have to 2 before dawn. Your path is 3 in volcanic ash and the air is 4. Frequently you have to stop to 5 and get your breath. When a wild wind starts, you have to dig your fingers into the slope to avoid being 6 down. When you reach the smoking mouth of Popo, you 7 as if you were on the roof of the world. Your face may be burnt and your muscles stiff, but it is a splendid 8 worth seeing.

CLOZE TEST B

DIRECTIONS: These sentences are from the text you have just read. This time you must fill in the same word as in the text. A score of 8 correct is good.

The great sacred city 1 the Aztecs 2 called Cholula. Indians went there 3 worship. And surely the scene filled them 4 great wonder. 5 the west, in all their white splendor, rose Popo and Ixtacihuatle. 6 the east lay Orizaba. Then, 7 now, they were beautiful. But it was Popo 8 the Aztecs held most sacred, 9 it alone smoked 10 roared.

Now, check your answers and see how many words you filled in correctly. Count the number of correct answers for Test A and the number for Test B. Enter both numbers on the SCOREBOARD.

2.5 VOCABULARY

- (a) Often you can tell the meaning of a word from other words and ideas in the story.

DIRECTIONS: In the paragraph (with the number given) find the word that best fits the meaning below. Write the word.