

初中英语  
**考点透视**  
与专项训练

**English**

丛书主编

陈占勇 李保卫 余英陆

本册主编

卢向华 郑军

**阅读理解**

Difficulties

Analysis & Special Practice for Junior  
High School English—Reading Comprehension

江西高校出版社



初中英语考点透视与专项训练

# 阅 读 理 解

丛书主编 陈占勇 李保卫 余英陆  
本册主编 卢向华 郑 军

江西高校出版社

图书在版编目(CIP)数据

初中英语考点透视与专项训练·阅读理解/陈占勇,李保卫,余英陆主编;卢向华,郑军分册主编. —南昌:江西高校出版社,2003

ISBN 7-81075-381-9

I. 初… II. ①陈…②李…③余…④卢…⑤郑…  
III. 英语-阅读教学-初中-教学参考资料  
IV. G634.413

中国版本图书馆 CIP 数据核字(2003)第 002229 号

江西高校出版社出版发行

(江西省南昌市洪都北大道 96 号)

邮编:330046 电话:(0791)8512093,8504319

江西恒达科贸有限公司照排部照排

南昌市光华印刷厂印刷

各地新华书店经销

\*

2003 年 1 月第 1 版 2003 年 1 月第 1 次印刷

850mm × 1168mm 1/32 7.875 印张 251 千字

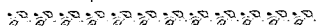
印数:1~11000 册

定价:10.00 元

(江西高校版图书如有印刷、装订错误,请随时向承印厂调换)

# 初中英语考点透视与专项训练丛书

## 编委会



主 编:	陈占勇	李保卫	余英陆	
副主编:	杨高锋	解其正	陈旭庚	
编 委:	蔡淑娟	曹 倩	陈永霞	陈兵华
	崔富中	崔振杰	邓 华	董祖龙
	侯红利	黄洪冠	黄晓琴	康匡伟
	李雪丽	李芯瑞	梁 媛	刘新奇
	卢松华	卢尚华	裴陈瑞	彭海燕
	乔粉红	乔俊杰	任冬云	申娜娜
	申秀东	田冬玲	王栏良	王匡栋
	王正华	魏岳国	许冠军	许登阁
	杨玉勇	杨 欣	袁春义	袁俊伟
	张军平	张尚伟	张文瑞	张 晓
	张致付	赵淑华	郑 军	郑美丽
	周海涛	宋玉娟		

## 丛书说明

随着素质教育的全面推进、中考形式及命题的逐步发展和完善,为了迎合素质教育的召唤和培养学生创新能力的要求,正确把握新的中考走向,我们组织了工作在教学一线的中学名师,对新大纲、新教材,反复探索研究,并经过多次实践验证,隆重推出了这套最新教辅用书——《初中英语考点透视与专项训练》丛书。丛书分《词汇》、《语法》、《阅读理解》、《完形填空》、《书面表达》和《听力》6个分册。

本丛书紧扣历年中考试题,分析了试题的特点、题型的变化,并力求预测来年中考试题的最新走向。丛书各分册均由三个板块构成:篇章导读、典型试题点评和强化训练:

**篇章导读** 意在让学生对中考各知识点、各种题型的解题规律方法有一个理性认识,交给学生解决实际问题的金钥匙;

**典型试题点评** 选用全国各省市中考试题,详尽解析,从而达到“解剖麻雀”、探求规律之目的;

**强化训练** 精心编制和选用了足量的科学性强、训练价值高的练习题,对中考各知识点进行专项强化训练,实现由知识到能力的转变。

总之,丛书中的每个分册都融知识讲练与学法,以及应试技巧于一体,精讲精练,各个击破。

本丛书的出版有助于广大教师及时了解中考改革的最新动态,从而在中考复习指导中“有的放矢”,有效把握命题方向;有助于广大学生掌握学习、复习的方法,把握答题要点、考试热点,学会知识的拓展与迁移,在中考中“金榜题名”。

在本丛书的编写过程中,参考了国内外一些优秀的英语参考书,在此一并表示感谢。

丛书编委会

## 本书导读

“阅读理解”重点检测考生对书面语篇的整体领悟能力和接受具体信息的能力,是中学考试大纲的集中体现。为了帮助广大考生培养并提高此能力,我们编写了《初中英语考点透视与专项训练——阅读理解》。

本书具有选材新颖,文字规范,涉及面广,难度适中等特点,有很强的针对性和实用性。另外,在本书的编写过程中,我们全面回顾近几年全国各省市中考试题,深研究《教学大纲》和《考试说明》,准确把握中考的热点冷点,真正做到了**重点强攻,难点详析,弱点密补**这一宗旨。

本书分:**篇章导读、典型试题点评、强化训练**三大部分:

I **篇章导读**:本部分分析了 2002 年全国各省市中考阅读理解试题的命题规律;阐述了阅读理解试题对考生的具体要求;指出了阅读理解试题的解题技巧及提高阅读能力的具体方法。

II **典型试题点评**:本部分对 2002 年全国各省市中考英语试卷的阅读理解进行详尽分析,指出了解题思路。

III **强化训练**:本部分旨在通过分析、学习 2002 年全国各省市中考试题后,有的放矢的进行强化训练及自测,实现由知识到能力的转变,从而提高阅读理解能力。并且后附有参考答案及讲析。

本着对考生认真负责的态度,我们尽力做到篇篇推敲、题题把关,力求能够帮助考生提高应试能力及解题技巧。各篇章的每篇文章都给予了详尽的点拨与分析,相信对提高学生的阅读兴趣,开阔视野、丰富和积累英语词汇,提高阅读能力都将起到良好的作用。

总之,我们想把最理想、最优化的创意奉献出来,使学生在熟悉各考点的基础上,构建知识,把握重点,突出难点,形成能力。

此书编写过程中,得到了许多英语教师的大力支持和无私的帮助,他们所提出的许多宝贵意见对此书的形成起到极其重要的作用,编者在此向他们表示衷心的感谢。

编者

2003 年 1 月

# 目 录

篇章导读 .....	(1)
一 阅读理解题的命题特点及规律 .....	(1)
二 阅读理解题的考查内容 .....	(1)
三 阅读理解题的试题类型 .....	(2)
四 阅读理解题的设题方式及解答策略 .....	(3)
五 阅读理解题的解题步骤 .....	(18)
六 提高阅读技巧的途径 .....	(19)
典型试题点评 .....	(22)
强化训练 .....	(74)
强化训练答案 .....	(191)



## 篇章导读

### § 一 阅读理解题的命题特点及规律

英语阅读理解是中考必考部分,主要考查学生英语阅读速度及理解能力。要求学生在 20 分钟阅读 2~3 篇简短文章,并根据内容对所给试题做出正确判断或选出正确选项。全国大部分省市中考的阅读理解部分的题型只有两种,一种为**多项选择填空**,即在一篇简短文后设置 4~5 道题,每道提供 3~4 个选项,要求考生从中选出正确选项。另一种题型是**正误判断**,要求考生阅读一段短文,然后根据短文内容及其所提供的信息对所给的 4~5 道题做出正确判断。

由于这种题型只有两种可能,猜的因素就占了两种,因此测试的科学性和准确性不太强,但对初中学生来说,只要材料用得好,正误句子设计巧,亦不失为一种有效可行的测试方法。

初中毕业生英语阅读能力测试的基本要求是,读懂较长的文章,抓住文章大意;理解文章内容的联系;既理解句段意义,又理解全篇的逻辑关系;能通过内容与相关信息进行基本推理,得出结论、做出判断。近两年来,多数省市均按此要求进行命题。

阅读理解的取材广泛,从题材上分三类:科普知识、风土人情和生活记实。科普文章能传授知识,使学生开阔眼界,开发智力,挖掘潜能;风土人情和生活记实文章可引起学生的学习兴趣,有利于开展口语,创造实用情景,提高综合运用英语的能力。从体裁上看大多是记叙文和说明文,但也有少部分的议论文、应用文和小小说。它既可测定考生英语单科水平,又可考查考生运用各种知识的横向联系能力。

### § 二 阅读理解题的考查内容

阅读理解主要考查考生综合运用语言的能力。综合运用语言的能力在阅



理解解题中怎样体现?其考查内容又侧重哪些方面?我们大体可以将其归纳为以下几个方面:

(1)是否有足够的词汇量,对于大纲及教材所要求的词语,不仅仅是能辨认,而且是要灵活运用,了解其词义、词类和不同用法。

(2)是否有比较扎实的语言基本知识,如:掌握了在初中阶段所学习的语法知识,理解一些必要的句型和习惯用语。

(3)是否有良好的阅读习惯和合适的阅读速度,是否能连贯地阅读文段,能独立默读,而不是读出声音或用手指指点文字。

(4)能否掌握所阅读材料的主旨大意和用以说明主旨大意的事实及细节。

(5)是否能做到:既能了解具体的细节,也能理解抽象概念;既能理解文段的字面意思,也能理解文段的深层含义。如:作者的态度、意图等。

(6)能否理解某句或某段的意义,并能把握全篇的脉络,弄清句与句、段与段之间的关系,能进行推理和判断。

(7)能否根据阅读材料所提供的信息,结合中学生所应有的常识,正确判断个别生词和短语的含义。

(8)是否了解一些讲英语国家人民的风俗习惯和文化背景,及相关国家的历史知识,这对于阅读理解是十分重要的。

### § 三 阅读理解题的试题类型

中考英语的阅读理解题的试题较为灵活。但大多数以正误判断或选择题的形式出现。不管以何种形式出现,我们归纳总结起来,具体可分为以下几种类型:

(1)归纳概括:抓取文章大意。这类题型目的在于考查学生对整篇文章或其中段落的理解能力,常常对文章的主题、作者的写作意图、文章或其中段落的中心思想进行提问。

(2)具体细节:提取文章细节。这类题型主要测试学生对文章中说明中心思想和大意的事实的理解能力,主要针对文章提供的事实细节作出是非判断,或运用特殊疑问句就 wh-问题提问,或主要事实排序和填空等。

(3)词语释义:利用上下文推测词义。这类题型的目的在于检查学生通过上下文对词、词组以及句子的辨别能力,要求对短文中某些词、词组或句子作出正确判断或解释。

(4) **推理判断**: 利用文章信息推论。这类题型主要检测学生在文章提供的信息基础上, 排除干扰, 透过文字的表层含义理解其深层含义的能力, 要求学生领会字里行间的含义, 理解其中包含的言外之意, 从而作出正确的推理和判断。

#### § 四 阅读理解题的设题方式及解答策略

从以上所述可知, 阅读理解题可分为: ①归纳概括; ②具体细节; ③词语释义; ④推理判断四种题型。接下来分述一下四种题型的设题方式及解答策略。

##### → 1. 归纳概括题的设题方式及解答策略

###### 设题方式

这类题型目的在于测试学生对整篇文章或其中段落的理解能力, 它常常针对文章的主题、作者的写作意图、文章或段落的中心思想进行提问。归纳概括题的题型多以正误判断题和多项选择题为主。其主要的设题方式有:

(1) The first paragraph is mainly about \_\_\_\_\_.

文章第一段的中心思想是……。

(2) The passage is mainly about \_\_\_\_\_.

文章主要是关于……。

(3) The main point of this passage is \_\_\_\_\_.

文章的中心思想是……。

(4) The main idea of this passage is \_\_\_\_\_.

文章的中心思想是……。

(5) The best title for this passage is \_\_\_\_\_.

文章最合适的标题是……。

(6) The subject/topic of the passage is \_\_\_\_\_.

文章的主题/话题是……。

(7) From the passage we know that \_\_\_\_\_.

我们从文章中知道……。

###### 解答策略

归纳概括题的答题策略主要有:

(1) **留心关键词, 抓住文章要旨**。所谓关键词语, 即文章中反复出现的、与主题有关的诸如名词、动词等实义词。冠词或介词等功能词均不在关键词之列。需要注意的是, 为了避免同一词语的过多重复, 文章有时会使用这个词的

同义词、近义词,或用代词指代

(2) **注意段落主题句,归纳文章大意。**我们知道,文章的第一个段落都是为中心思想服务的,所以阐明段落大意的主题句是解读文章中心思想的关键。英语说明文的写作方法一般遵循演绎和归纳两种方法。演绎法从一般事物到特殊事物,段落的第一句通常就是段落主题句;归纳法从个别描写到一般描写,段落的结尾,即段落的最后一句通常是段落主题句。把每个段落的主题句汇总,我们就不难归纳出文章的中心思想了。

(3) **串联主要细节,推断文章中心思想。**我们知道,并不是所有文章都包含明确的主题句,比如大多数记叙文。记叙文的中心思想多隐藏在具体的细节中,作者通过众多的细节事实对一个中心点进行论述。因此,我们必须善于串联主要细节,从中归纳文章的中心思想。

#### 实例分析 1

A friend of mine named Paul received an expensive car from his brother as a Christmas present. On Christmas Eve when Paul came out of his office, a street urchin(顽童) was walking around the shining car. "Is this your car, Paul?" he asked.

Paul answered, "Yes, my brother gave it to me for Christmas." The boy was surprised. "You mean your brother gave it to you and it didn't cost you anything? Boy, I wish..." he hesitated(犹豫).

Of course Paul knew what he was going to wish for. He was going to wish he had a brother like that. But what the boy said surprised Paul greatly.

"I wish," the boy went on, "that I could be a brother like that." Paul looked at the boy in surprise, then he said again, "would you like to take a ride in my car?"

"Oh, yes. I'd like that."

After a short ride, the boy turned and with his eyes shining, said, "Paul! Would you mind driving in front of my house?"

Paul smiled a little. He thought he knew what the boy wanted. He wanted to show his neighbours that he could ride home in a big car. But Paul was wrong again. "Will you stop where those two steps are?" the boy asked.

He ran up to the steps. Then in a short while Paul heard him coming back, but he was not coming fast. He was carrying his little crippled(残疾) brother. He sat him down on the step and pointed to the car.

"There she is, Buddy, just like I told you upstairs. His brother gave it to him for Christmas and it didn't cost him a cent. And some day I'm going to give you one just like it... then you can see for yourself all the nice things in the Christmas window that I've been trying to tell you about."

Paul got out and lifted the boy to the front seat of his car. The shining-eyed older brother climbed in beside him and the three of them began an unforgettable holiday ride.

**From the story we can see the urchin \_\_\_\_\_.**

- A. wished to give his brother a car
- B. wanted Paul's brother to give him a car
- C. wished he could have a brother like Paul's
- D. wished Paul could be a brother like that

**【分析设题要求】** 该题要求我们在阅读短文之后,分析故事中的另一主人公——一个街头的顽童真正想要做什么。本题所给的四个选项分别是:A.街头顽童想要为他的弟弟买一辆车;B.街头顽童想要 Paul 的哥哥给他一辆车;C.街头顽童希望自己能有一个像 Paul 的哥哥那样的兄弟;D.街头顽童希望 Paul 能成为一个那样的兄弟

**【搜集解答信息】** 这篇短文主要涉及了三个人物:主人公 Paul(保罗)、街头顽童以及他的残疾弟弟 Buddy(巴迪)。通过对全文的阅读,我们发现,这个所谓街头顽童实际上内心世界十分美好。请注意短文 6、7、8、9 自然段的描写

**【解题途径指导】** 重温了短文第 6、7、8、9 自然段的描写,就会发现,为什么在故事的开头街头顽童缠着 Paul 不放,原来他是想到了自己那残疾的弟弟巴迪!只不过情节有些曲折的故事在开头并未直截了当地告诉我们而已。随着主人公 Paul 消除了对他的误解,我们也了解了这不知名的街头顽童对他的患有残疾的弟弟巴迪怀有很深的爱。这样,我们就很容易排除 B、C、D 三个选项,而确定 A 为答案

**【解后归纳总结】** 通过本篇短文的练习,我们要注意,有些叙述事体的文段中包含有较为复杂的情节,需要我们了解和比较,然后再去判断。在阅读时,不要先用自己主观的一些想法左右自己。例如,在读到本文中... a street urchin was walking around the shining car... 这一部分时,就先对这个 street urchin 有自己的偏见,应当先耐心地读下去,把握故事最主要的情节,同时通过一些细节描写,来深刻体会故事中人物的内心世界。

## 实例分析 2

"You're just in time, Joe. We're going to play cowboys(牛仔) and Indians, and you can be the Indians," one of cousins(堂兄弟) said.

"How many Indians?" I asked.

"Oh, about a thousand," he answered, and before I could say no, I was pushed out into the night and became a thousand Indians. Two minutes later I was running in the fields with a group of cowboys behind. The shouts of "After them. Let's catch the killers!" and other such TV-play language came into my ears as I ran round a corner and hurried into my Grandpa's car.

"We've got him, boys. Let's go and catch him!"

But no one wanted to come to get me. All of my cousins except one were always very friendly with me. It was quiet outside. And I went out of the car to have a look.

Just then I heard a shout, "Bring the rope(绳子), and we can burn him."

"Only Indians burn people. Cowboys..." I stopped just in time. I had almost said, "Cowboys hang(绞死) people."

I was tied to a tree, and the cowboys were looking for some wood when my dear mother called, "We're leaving now."

"Untie me," I shouted, "We're going."

"Why did Bobby want matches(火柴)?" Mum asked me when we were in the car.

"He was asking Dad whether he had any."

"Oh, he was just going to—— matches? MATCHES? Are you sure he wanted matches?"

Mother was quite sure, and I didn't say any more.

**The title of the passage should be \_\_\_\_\_.**

- A. Joe and his cousins.
- B. Who knows what danger is waiting there?
- C. Cowboys-and-Indians is a favourite children's game.
- D. How cowboys and Indians fought in the past.

**【分析设题要求】** 该题要求我们在通读全文后,根据所提供的四个选项,来确定本文的最佳标题

**【搜集解答信息】** 我们首先来看一下这四个选项,分别是 A: Joe 和他



的堂兄弟们;B:谁能知道潜在的危險?C:“牛仔和印第安人”是孩子们喜爱的游戏;D:牛仔和印第安人在过去是如何打仗的。在我们通读本文后,发现上面四个选项所谈及的内容,前三个在短文中都涉及到了。即便是D项,我们也可以从本文字里行间看到一丝痕迹。在这种情况下,应该再次阅读本文,并注意作者着力描写的有关部分。这样我们就会对以下情节重点揣摩:

I was tied to a tree, and the cowboys were looking for some wood when my dear mother called, "We're leaving now."

"Unite me," I shouted. "We're going."

"Why did Bobby want matches?" Mum asked me when we were in the car. "He was asking Dad whether he had any."

"Oh, he was just going to——matches? MATCHES? Are you sure he wanted matches?"

**【解题途径指导】** 既然我们面对的题目是要我们来确定本文的最佳标题,我们就应该寻找本文作者着力描写的故事主要情节,然后逐一四个选项进行分析。我们先看A项:Joe和他的堂兄弟们。通过对比我们可以看到,这个题目太空泛了。本文并未着力描写Joe和他的堂兄弟们之间的关系,以此句作为标题,显然不合适。C项的“牛仔和印第安人”是孩子们喜爱的游戏,又显然没有把故事中的矛盾冲突表达出来。D项的牛仔和印第安人在过去是如何打仗的。然而,通观全文,并未涉及有关这方面的内容。B项:谁能知道潜在的危險?确是本文用了许多笔墨来描述的。如何仔细阅读我们在**【搜集解答信息】**中所重点研究的文段内容,不难发现,作者使用了非常含蓄的手法,向我们讲述了一个后果很可怕的故事。文中的“我”已经被绑在树下,而绑人的小孩子真的去寻找火柴,若不是大人出于巧合去制止,谁又能知道会发生什么?因此,选项B是答案。

**【解后归纳总结】** 有关确定标题类的题目,在我们选定后,完全可以将文章再通读一遍,来确定我们刚才的分析是否正确。再从另一个角度来考虑:一篇文段的标题,应该是本文所表达的中心意思,让人一目了然。这篇故事所要表达的,正是为我们提供了一个可以想象的空间,读毕,仍让人感到后怕。因此,我们可以断定,我们的选择是正确的。

实例分析 3

Swimming is very popular. People like swimming because water makes people feel



cool. If you like swimming and swim in a wrong place, it may not be safe. These years, a lot of people died when they were enjoying themselves in the water, and most of them were students. But some people are not careful in swimming. They often think that they swim so well that nothing will happen to them in water. They died because they were not careful, not because they could not swim. So don't get into water when you are alone. If there is "No swimming" sign, still don't get into water. If you remember these, swimming will be safe.

The writer wants to tell us \_\_\_\_\_.

- A. swimming is a good sport
- B. that we should go swimming in summer
- C. that we must be careful in swimming
- D. that it's dangerous for students to go swimming

【分析设题要求】 该题要求我们说出作者通过这篇短文要告诉我们什么？也就是说，我们在通读全文后，要对作者想说明的问题做一个总结。

【搜集解答信息】 在弄清题目要求后，我们应对短文内容进行简单回顾，尤其要重视短文结尾部分的信息。因为往往是在这个地方我们可以找到一些总结性的归纳。但这篇短文与众不同的是我们在搜集相关信息时，不仅要重视结尾部分，还要对整个短文内容仔细分析。

【解题途径指导】 本文作者首先介绍了游泳是一个大众所喜爱的运动。但是马上一转笔锋，描述人们在非游泳区游泳的危险。虽然本文并不长，但是短文中大部分内容都是关于某些粗心人在游泳时溺水的情况和原因。这样我们就可以很快排除 A、B 两项。D 项说学生去游泳是很危险的。但是本文中并没有特意强调这一点，文中所谈的对象是泛指的去游泳的群体，当然也包括学生。而在出事的人中，学生占了很大比例。但如果我们因此得出学生去游泳是很危险的结论，是不符合作者意图的。作者在文中说道：But some people are not careful in swimming. They often think that they swim so well that nothing will happen to them in water. They died because they were not careful, not because they could not swim. 可见，D 项不应是本文的结论。C 项意为人们在游泳时一定要小心，符合本文的中心思想。因此，C 是答案。

【解后归纳总结】 我们不妨可以将短文再读一遍，就可以更强烈地感受到本文作者要通过描述某些粗心人在非游泳区游泳的危险以及那些自以为游泳技术不错而放松警惕以致溺水死亡的事实，来提醒广大的游泳爱好者在游

泳时一定要多加小心

## ►2. 具体细节题的设题方式及解答策略

### 设题方式

具体细节题在阅读理解考查中所占比例较大。它常常针对文章中的事实和细节进行提问,即针对 wh-问题如 when, where, why, how, who, which, what 等进行提问,目的在于测试学生对说明文章中心思想的支撑事实和细节的理解能力。具体细节题的题型主要分为是非判断题、填充题和多项选择题。具体细节题多项选择题型的主要设题方式有:

(1) Which of the following is TRUE?

下面哪一个选项是正确的?

(2) Which of the following is NOT true?

下面哪一个选项是不正确的?

(3) Which of the following is NOT included/discussed/mentioned in the passage?

文章中没有包括/讨论/提到下面哪一个选项?

(4) Which of the following is true in the passage?

下面哪一个选项在文章中是正确的?

(5) Which of the following is true/false/according to passage?

根据文章,下面哪个选项是正确/错误的?

(6) The writer mentions all the following except \_\_\_\_\_.

作者提问除了……所有的选项

(7) All of the following are true except \_\_\_\_\_.

除了……所有选项都是正确的。

### 解答策略

具体细节题的解题技巧主要有:

(1) 在提问问题中寻找线索词。即名词、动词或形容词等实义词。带着词阅读文章,并标出线索词的出处,为快速、准确地选择具体细节题的答案打下基础。

(2) 忠实于阅读材料。具体细节题源自阅读材料,紧扣阅读材料,因此解答具体细节题时,不能脱离原文,不能想当然地依赖自己的文化背景知识,而应该在文章中找出相应出处,并根据相应出处的信息作选择。

(3) 注意句子逻辑关系。英语中有许多功能词,它们均表示一定的逻辑关系。例如: because, since, for, as 等表示因果关系; after, first, next, later, mean time 等表示时间先后关系; above, below, behind, in front of 等表示方位关系; the first, the



next, the second, finally 等表示次序关系; but, on the contrary, on the other hand 等表示转折或相对关系; further more, and 等表示递进关系; for instance, for example, such as, according to, like 等则表示例证关系

(4) 注意识别指代词语。为避免重复, 文章中对多次提及的事物或现象会使用不同的词语, 如同义词、近义词、代词等

### 实例分析 1

Bill was fourteen years old and in the ninth grade. He had a part-time job which got him up at five o'clock. He was a newspaper boy.

Each morning, Bill left the house at five fifteen to go to the corner. The newspapers had been sent to the corner by truck at midnight. He always rode a bike to carry them.

In the winter it was still dark when he got up, but during the rest of the year it was bright. Bill had to send the newspapers to the houses of the people in all kinds of weather. He tried to put each paper in the box when it would be kept from wind and rain or snow. His customers (顾客) thought he did a good job. Sometimes they gave him tips (小费).

Bill made about \$ 70 each month, and he was saving some of the money to go to college (大学). He spent the rest on tapes and clothes. Once a month he had to get the money from his customers together. Since many of them worked during the day, Bill had to get the money at night. Sometimes when Bill was ill, his elder brother had to send the newspapers. Once Bill's father had to help him.

Bill had 70 customers now, but he hoped to get more soon. Some day, if he got many more customers, perhaps Bill could win a prize (奖赏) for being a very good newspaper boy. He wanted to win a visit to Europe, but he would be happy if he won a new bike.

**Bill couldn't do his part-time job when \_\_\_\_\_ .**

- A. he was very busy with his study
- B. he was badly ill
- C. he was very tired
- D. it was raining heavily and blowing strongly

**【分析设题要求】** 本题是一个典型的考查短文中某一具体事实的题目。做这种题目时要先通读全文, 对本篇故事有个大体了解; 再仔细阅读题干, 明确题目要求。通过阅读题干知道该题要求我们找出 Bill 何时不能去做它的 part-time job。而实际上, 从文段中我们已经知道 Bill 的 part-time job 就是送报纸