

## READING PASSAGE 3

You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.

### Child's Play in Medieval England

*Professor Nicholas Orme investigates childhood in the Middle Ages*

- A** 'Play up! Play up! And play the game!' The ringing chorus of Sir Henry Newbolt's celebrated cricket poem 'Vitai Lampada' (1908) sums up views about play in 19th- and early 20th-century Britain. Children's play was important, and adults should regulate and direct it. Games promoted endurance, self-discipline and team spirit – qualities needed for the health of society and government. Newbolt was one in a long line of people who thought in this way. The notion that children's play should be used for educational and social purposes goes back at least to the ancient Greeks and the toys and games of medieval England tell us much about how adults then saw childhood. But they also reveal a good deal about children themselves, and cast light on what has recently become a controversial issue.
- B** Forty years ago, the French historian Philippe Aries argued, in *Centuries of Childhood*, that childhood in the Middle Ages did not exist in its modern sense. Children were regarded by adults with relatively little affection and followed a way of life not very different from that of their elders. More recent historians have disputed this, pointing to plentiful signs of parental affection and arguing that childhood, by its very nature, must always have been much the same.
- C** In this debate play is crucial. Did adults encourage it? If so, did they see it as recreational (by providing toys, for example) or as educational (making children play in particular ways)? Did children play as their elders told them, or did they invent their own games, away from adults and even against their wishes? These questions can be answered from a rich body of evidence including actual toys of the period, pictures of children's activities in contemporary manuscripts and literary sources such as religious works and dictionaries. We know not only how medieval English children played but what their elders thought on the subject.
- D** We know, for example, that adults gave children toys from infancy onwards. In 1398 the writer John Trevisa describes babies playing with 'a child's brooch', an object similar in function to the bright plastic toys given to babies today to bite and handle. William Horman, 16th-century author of a Latin textbook, talks of buying a rattle to stop a baby crying. Indeed, by 1300 it appears there was a toy industry in England. Boys' toys often took military forms, such as the two metal soldiers of that date, found in London, and made from a mould. Girls had dolls, known before the 17th century as 'poppets' or puppets, commercially manufactured, imported and, in 1582, taxed at a halfpenny each.

Not that children were by any means dependent on things that were bought for them. Gerald of Wales recalls how he and his brothers built towns, palaces, churches and monasteries from sand at Manorbier Castle in about 1150 (perhaps on the nearby beach).

- E** Active games were universal. In his English-to-Latin dictionary of 1440, a mysterious recluse known as Geoffrey mentions children playing 'tennis' and swinging on what he calls a 'totter' or 'merrytotter'. Children chased each other, swam and played ball games. Boys in the later Middle Ages shot arrows with bows, and archery is an example of a sport encouraged by adults, who wanted boys to grow up to play their part in what was, for most men, a warrior society.
- F** However, by no means all children's military activity was directed by adults. In 1400, six months after King Richard II had been overthrown by Henry IV, the children of London gathered together and chose themselves kings. Adam of Usk tells us they congregated 'in thousands ... and made war upon each other ... whereby many died'. The new king had to order their parents and masters to stop them.
- G** This willingness of children to take the initiative in play, not just to wait for adults to direct them, is evident in the way they observed the calendar. Medieval life was regulated by light, weather, crops and the Church's cycle of fasts and festivals. Children shared in the adult round of religious festivals, but had their own observances as well, semi-detached from their elders. In the 1200s, the priest Thomas Doking remarked that in spring a child 'follows the ploughman; in autumn he accompanies the grape-gatherers'.

In 1518, the poet Alexander Barclay records children playing with tops in March, looking for fruit in summer and making footballs by filling pigs' bladders with dried peas in autumn.

- H** It is clear from this evidence that the relationship between adults and children in medieval society was, in major respects, a modern one. Parents took an indulgent interest in their children, providing them with toys and giving them time to play. Children played in a wide variety of ways – imaginatively, skilfully, athletically and violently – developing their minds, bodies and social skills. Adults tried at times to direct play – partly to keep children in order, partly to give them skills for adult life – but children gravitated to one another and formed a culture of their own. We can answer Aries's thesis, then, with a resounding 'No!'. Childhood has always been much the same.

*Questions 27–31*

*Reading Passage 3 has eight paragraphs, **A–H**.*

*Which paragraph contains the following information?*

*Write the correct letter, **A–H**, in boxes 27–31 on your answer sheet.*

- 27** economic evidence for play in medieval England
- 28** an example of how children created their own toys
- 29** an example of warlike play approved by grown-ups
- 30** a political event mirrored in children's play
- 31** the origin of an academic debate about medieval life

*Questions 32–35*

*Look at the following dates (Questions 32–35) and the list of events below.*

*Match each date with the correct event, **A–J**.*

*Write the correct letter, **A–J**, in boxes 32–35 on your answer sheet.*

**32** 1400

**33** 1518

**34** 1582

**35** 1908

**List of Events**

- A** invention of cricket
- B** children picking grapes
- C** poem about value of games
- D** early toy manufacturing in England
- E** puppets first imported into England
- F** dolls taxed in England
- G** death of Adam of Usk
- H** children playing tennis
- I** children's gang warfare
- J** a description of seasonal activities

Questions 36–40

Do the following statements agree with the views of the writer in Reading Passage 3?

In boxes 36–40 on your answer sheet, write

<b>YES</b>	<i>if the statement agrees with the views of the writer</i>
<b>NO</b>	<i>if the statement contradicts the views of the writer</i>
<b>NOT GIVEN</b>	<i>if it is impossible to say what the writer thinks about this</i>

- 36 Little is known about adult attitudes to children's play in the Middle Ages.
- 37 Most toys were imported into England before 1300.
- 38 Medieval children celebrated the seasons in their own ways.
- 39 Medieval children made presents for their parents on special occasions.
- 40 Parents and children in the Middle Ages behaved much as they do today.

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Questions 27–31（段落配对）

题号	答案	题干翻译	详细定位（段落 & 关键词）	定位句翻译	详细解释
27	D	中世纪英格兰儿童游戏的经济证据	D 段末尾：“...by 1300 it appears there was a <b>toy industry in England</b> . ... dolls ... commercially manufactured, imported and, in <b>1582, taxed at a halfpenny each</b> .”	“确实，到 1300 年时，英格兰似乎已经出现了玩具产业。.....娃娃是商业化制造的、进口的，并且在 1582 年被以每个半便士的税额征税。”	题干中的 <i>economic evidence</i> 指“经济层面的证据”。D 段不仅说到 <b>toy industry</b> （玩具产业），还提到玩具被 商业化生产、进口并征税，这些都是非常明确的经济活动证据。因此可直接证明“儿童玩耍”在当时已经形成产业和税收。其它段虽有玩具、游戏，但没有出现产业、税收等经济信息。故选 D。
28	G	儿童自己制作玩具的一个例子	G 段末尾：“...children playing with tops in March, looking for fruit in summer and <b>making footballs by filling pigs’ bladders with dried peas in autumn</b> .”	“.....孩子们三月玩陀螺，夏天寻找水果，秋天则把猪膀胱里装上干豌豆做成足球来玩。”	题干问“如何自己做玩具”的例子。G 段这句描述孩子们把猪膀胱塞入干豌豆 亲手做成 <b>footballs</b> ，明显是用身边材料自制玩具，而不是购买现成玩具。D 段开头那句 sand castles（堆沙堡）更偏向自创游戏场景，而不是“做出一个玩具”；命题人把“making footballs”视作最典型的“created their own toys”。故选 G。
29	E	一个得到大人认可的、带有战争色彩的游戏例子	E 段末尾：“Boys in the later Middle Ages shot arrows with bows, and <b>archery is an example of a sport encouraged by adults</b> , who wanted boys to grow up to play their part in what was, for most men, <b>a warrior society</b> .”	“中世纪后期的男孩会用弓箭射箭，而射箭就是一种受到成人鼓励的运动，成人希望男孩长大后在这个对大多数男人来说都是战士社会的世界里发挥自己的作用。”	题干关键词： <i>warlike play</i> （类似战争的游戏）+ <i>approved by grown-ups</i> （得到成人认可）。E 段明确说男孩用弓箭射箭。射箭是一种被成年人“encouraged（鼓励）”的运动，而且原因是社会是“warrior society（战士社会）”，这一活动带有明显的军事/战争色彩，又由成人提倡，完全对应题干。F 段虽然是“打仗”，但那是孩子自发的、甚至造成死亡，需要国王下令制止，并非“approved by grown-ups”。故选 E。
30	F	在儿童游戏中反映出的政治事件	F 段：“In 1400, six months after King <b>Richard II had been overthrown by Henry IV</b> , the children of London gathered together and chose themselves kings. ... and <b>made war upon each other</b> ... The new king had to order their parents and masters to stop them.”	“在 1400 年，也就是理查二世国王被亨利四世推翻后的六个月，伦敦的孩子们聚在一起，自封为国王.....并彼此开战.....新国王不得不命令他们的父母和老师制止这种行为。”	先发生的是真实历史上的 王位更迭（Richard II 被 Henry IV 推翻），紧接着孩子们玩“自立为王、互相打仗”的游戏，这显然是对现实政治事件的一种“mirror（映射/模仿）”。题干中的 <i>a political event mirrored in children’s play</i> 正是指这种现象。所以答案是 F。其他段虽提到战争或节日，但没有和具体政治事件挂钩。
31	B	关于中世纪生活的学术争论的起源	B 段开头：“Forty years ago, the French historian <b>Philippe Aries</b> argued, in <i>Centuries of Childhood</i> , that childhood in the Middle Ages did not exist in its modern sense.” 结尾：“More recent historians have <b>disputed this</b> , ... arguing that childhood, by its very nature, must always have been much the same.”	“四十年前，法国历史学家 菲利普·阿里耶斯 在《童年的世纪》一书中提出：中世纪并不存在我们今天意义上的童年。.....后来的一些历史学家对这一观点提出了质疑，.....认为童年按其本性而言一直都差不多。”	题干问“学术争论的起源”，即：谁首先提出有争议的观点。B 段正是在介绍：Philippe Aries 在《童年的世纪》中提出“中世纪没有现代意义上的童年”，后来历史学家才“disputed this（对此提出异议）”。因此这就是关于“中世纪童年是否存在”的学术争论的源头。其他段只是在讨论论证和证据，不再是起点。故选 B。

32–35 日期—事件匹配

题号	答案	题干翻译	详细定位（英文原句）	定位翻译	详细解释
32	I	1400 年	“In 1400, six months after King Richard II had been overthrown by Henry IV, the <b>children of London gathered together and chose themselves kings</b> . Adam of Usk tells us they congregated ‘in thousands ... and <b>made war upon each other</b> ...’ ” (F)	“在 1400 年，理查二世被亨利四世推翻六个月后，伦敦的孩子们聚在一起，自封国王。亚当·阿夫·阿斯克记载，他们‘成千上万地聚在一起，互相打仗.....’。”	孩子自封国王、分帮派打仗，是典型的帮派式斗殴/群体战争游戏，对应列表中 I “children’s gang warfare”。
33	J	1518 年	“In 1518, the poet Alexander Barclay records children <b>playing with tops in March, looking for fruit in summer and making footballs by filling pigs’ bladders with dried peas in autumn</b> .” (G)	“在 1518 年，诗人亚历山大·巴克莱记载，孩子们三月玩陀螺，夏天找水果，秋天把装了干豌豆的猪膀胱做成足球。”	这里按春夏秋冬依次描写孩子活动，是对一年四季活动的概括，故对应 J “a description of seasonal activities（对季节性活动的描述）”。
34	F	1582 年	“Girls had dolls, known before the 17th century as ‘poppets’ or puppets, commercially manufactured, imported and, in <b>1582, taxed at a halfpenny each</b> .” (D)	“女孩有洋娃娃，在 17 世纪以前被称为 ‘poppets’ 或 puppets，这些玩偶被商业化生产和进口，并在 1582 年每个征收半便士的税。”	题目选项 F 是 “dolls taxed in England（洋娃娃被征税）”，与 1582 年这一税收记录完全吻合。
35	C	1908 年	“The ringing chorus of Sir Henry Newbolt’s celebrated cricket <b>poem ‘Vitai Lampada’ (1908) sums up views about play</b> in 19th- and early 20th-century Britain.” (A)	“亨利·纽博尔特爵士那首著名的板球诗《 <b>Vitai Lampada</b> 》(1908) 凝结了 19 世纪和 20 世纪早期英国人对游戏的看法。”	这是 1908 年发表的诗歌，而且用来总结人们对“play”的价值观，对应选项 C “poem about value of games”。

36–40 判断题 (T/F/NG)

题号	答案	题干翻译	详细定位 (英文原句)	定位翻译	详细解释
36	FALSE	对中世纪成人对儿童游戏的态度, 人们知之甚少。	“These questions can be answered from <b>a rich body of evidence</b> including actual toys... We know not only how medieval English children played <b>but what their elders thought on the subject.</b> ” (C)	“这些问题可以通过大量的证据来回答, 包括当时的玩具.....我们不仅知道中世纪英格兰的孩子是怎样玩耍的, 还知道他们的长辈在这个问题上的想法。”	文章明确说有“大量证据”“我们知道长辈是怎样想的”, 因此关于成人态度的信息很多, 而不是“知之甚少”, 与题干相反, 所以为 <b>FALSE</b> 。
37	NOT GIVEN	1300 年之前, 大多数玩具都是进口到英格兰的。	相关处: “Indeed, <b>by 1300 it appears there was a toy industry in England.</b> ”; 以及 “Girls had dolls... commercially manufactured, <b>imported</b> and, in 1582, taxed...” (D)	“的确, 到 1300 年时, 英格兰似乎已经有玩具产业。”; “女孩有洋娃娃.....这些玩偶被商业化生产, 并被进口, 在 1582 年被征税.....”	文中只说“到 1300 年时有玩具产业”, 说明在英格兰本土生产玩具; 并在很后面的 1582 年提到娃娃被进口。但并没有任何地方说明“1300 年之前大部分玩具都依赖进口”, 既没有肯定也没有直接否定比例, 所以信息缺失, 应判 <b>NOT GIVEN</b> 。
38	TRUE	中世纪的孩子以他们自己的方式庆祝季节变换。	“Children shared in the adult round of religious festivals, <b>but had their own observances as well</b> , semidetached from their elders.” (G); 以及 “In the 1200s... in spring a child ‘follows the ploughman; in autumn he accompanies the grape-gatherers’... In 1518... children playing with tops in March, looking for fruit in summer and making footballs... in autumn.” (G)	“孩子们参加成人举行的一系列宗教节日, 但他们也有自己的一套庆祝方式, 在某种程度上与长辈相分离。”; “在 13 世纪.....春天孩子‘跟在农夫后面; 秋天他跟着采葡萄的人’.....在 1518 年.....孩子们三月玩陀螺, 夏天找水果, 秋天做足球。”	这些句子说明: 孩子除了参加成人的宗教节日外, 还有自己的一套季节性活动 (春、夏、秋各不相同), 即“以自己的方式庆祝或感受季节”, 与题干完全一致, 因此为 <b>TRUE</b> 。
39	NOT GIVEN	中世纪的孩子在特殊节日会给父母做礼物。	—— (全文无相关信息)	——	文章提到孩子玩玩具、参加节日、做足球等, 但从未提到他们为父母制作礼物。所以无法判断对错, 应为 <b>NOT GIVEN</b> 。
40	TRUE	中世纪的父母和孩子的行为方式与今天大体相同。	“It is clear from this evidence that the relationship between adults and children in medieval society was, <b>in major respects, a modern one.</b> ”; “... We can answer Aries’s thesis, then, with a resounding ‘No!’ <b>Childhood has always been much the same.</b> ” (H)	“从这些证据可以清楚看出, 中世纪社会中成人与儿童之间的关系在主要方面与现代是一样的。”; “因此, 我们可以用一个响亮的 ‘不’ 来回应阿里耶斯的论断: 童年一直以来都差不多。”	这里直接说两代人的关系“在主要方面是现代式的”, 童年“一直差不多”, 也就是父母与孩子的互动和今天很相似; 题干说 “behaved much as they do today”, 含义相符, 因此是 <b>TRUE</b> 。