

READING PASSAGE 3

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

Looking at daily life in ancient Rome

In this preface to a history, the writer explains the factors affecting the scope of his study.

If our ideas on Roman life are not to become lost in confusion, we must study it within a strictly defined time. Nothing changes more rapidly than human customs. Looking at our own more familiar world, apart from the great scientific discoveries of recent centuries which have turned it upside down—steam, electricity, railways, motor cars and aeroplanes, for example—it is clear that the elementary forms of everyday life have been subject to increasing change. Potatoes, for example, were not introduced into Europe until the sixteenth century, coffee was first drunk there in the late sixteenth or early seventeenth, and the banana was used in desserts in Europe at the beginning of the twentieth. The law of change was not less operative in antiquity. It was a commonplace of Roman rhetoric to contrast the crude simplicity of the Republic (509BC–27BC) with the luxury and refinement of the imperial times which followed. There is no common measure, whether of home, or house, or furniture, between ages which are so different.

Since a choice of time must necessarily be made, this history will confine itself to studying the generation which was born about the middle of the first century AD, toward the end of the reign of Claudius (41–54AD) or the beginning of the reign of Nero (54–68AD), and which lived on into the reign of Trajan (98–117AD) or of Hadrian (117–138AD). This generation saw the Roman Empire at its most powerful and prosperous. It was witness to the last conquests of the Caesars: the conquest of Dacia, in modern-day eastern Europe, which brought vast mineral wealth into the Empire, and the conquest of Arabia, which helped to bring the riches of India and East Asia flooding into Rome. In the material domain, this generation attained the pinnacle of ancient civilisation.

By a fortunate coincidence—all the more fortunate in that *Latin** literature was soon to run nearly dry—this generation is the one whose records combine to offer us the most complete picture of Roman life that we possess. We have a profusion of vivid and picturesque descriptions, precise and colourful, in such works as the *Epigrams* of Martial, the *Satires* of Juvenal and the *Letters* of Pliny. In addition, the Forum of Trajan in Rome itself and the ruins of Herculaneum and Pompeii, the two prosperous resorts buried by the eruption of Mount Vesuvius in 79AD, supply an immense fund of archaeological evidence. Later excavations have also restored to us the ruins of the city of Ostia, which date in the main from the time when the Emperor Hadrian created this great commercial city as a realisation of his town planning ideas. Fortune has favoured the historian of this time.

* Latin: the language of ancient Rome.

It is not enough to focus our study of Roman life only on a fixed time. It would lack foundation and consistency if we did not also focus it in space—in the country or in the town. Even today when the facilities for communication bring something of the city into the smallest and most isolated country cottage, there remains a significant difference between rural existence and the excitement of city life: a much greater gulf separated the peasant from the townsman of antiquity. So large was the inequality between them that, according to the historian Rostovtzeff, it pitted one against the other in a fierce and silent struggle which pierced the wall protecting the Roman privileged classes from the barbarian flood from the north. When the barbarian forces began to invade Roman territory, the peasants decided to fight alongside them.

The townsman, in fact, enjoyed all the goods and resources of the earth. The peasant knew nothing but unending labour without profit, and was unable to enjoy the activities available in even the poorest of cities: the liveliness of the sports field, the warmth of the public baths and the magnificence of public spectacles. In a work on the history of everyday life, we must give up any attempt to blend two such dissimilar pictures into one, and must choose between them. The time which we have chosen to describe day by day is that of those Roman subjects who spent their time exclusively in the town, or rather in The City, Rome, which they regarded as the hub and centre of the universe, proud and wealthy ruler of a world which seemed at that time to have been pacified for ever.

To perform our task well, we must first try to form an adequate picture of the surroundings in which our subjects lived, and by which their lives were coloured, freeing ourselves from any misconceptions concerning it. We must seek to reconstruct the physical nature of the great city and the social milieu of the various classes of the hierarchy by which it was governed. We must also investigate the moral background of thought and sentiment which can help explain both its strength and its weaknesses. The way in which the Romans of Rome employed their time can only be studied satisfactorily after we have plotted out the main lines of the framework within which they lived and outside of which the routine of their daily life would be more or less unintelligible.

Questions 27–30

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 27–30 on your answer sheet.

27 What does the writer say about the period mentioned in the second paragraph?

- A** There was a high level of immigration into Rome.
- B** The export of minerals made Rome rich.
- C** Rome sent armies to control trade with India and East Asia.
- D** The Roman standard of living reached its highest level.

28 Ostia is mentioned as

- A** a city which often features in literature.
- B** an important area for archaeological research.
- C** the birthplace of a Roman Emperor.
- D** a city whose layout was similar to that of Rome.

29 The statement that ‘Fortune has favoured the historian of this time’ refers to the fact that

- A** historians of this period have become wealthy as a result of their discoveries.
- B** works on this period are popular among the reading public.
- C** a wide range of sources is available for this period.
- D** this period has been less studied than many others.

30 In comparing urban and rural life in the Roman Empire, the writer states that

- A** rural Romans were largely illiterate.
- B** rural life and urban life had little in common.
- C** little information is available concerning rural life.
- D** most readers of history are more interested in city life.

Questions 31–35

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

In boxes 31–35 on your answer sheet, write

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 31 Rome's conquest of Arabia resulted in large-scale immigration from the east into Rome.
- 32 More can be learned about Roman life from the literature of the period studied in this book than from later Latin literature.
- 33 Discoveries at Herculaneum and Pompeii showed that certain beliefs about Roman life were wrong.
- 34 Roman peasants provided assistance to the Empire when it was attacked.
- 35 Rural inhabitants of the Roman Empire had a difficult life.
- 36 Entertainment facilities were limited to the city of Rome itself.

Questions 37–40

Complete the summary using the list of words, **A–I**, below.

Write the correct letter, **A–I**, in boxes 37–40 on your answer sheet.

The scope of the writer's study

It was important for the writer to limit several aspects of his 37 _____. He decided to focus on a limited 38 _____ in Roman history, and to concentrate on the section of the population who were 39 _____. The writer was interested in the physical environment, the people that ruled the country and the 40 _____ that contributed both to Rome's strength and to its weaknesses.

A emperors

B setting

C values

D peasants

E city-dwellers

F social classes

G myths

H period

I investigation

选择题 (27–30)

题号	答案	题干翻译	精确定位句	定位句翻译	详细解释
27	D	作者对第二段提到的那个时期有什么评价?	<i>"This generation saw the Roman Empire at its most powerful and prosperous... In the material domain, this generation attained the pinnacle of ancient civilisation."</i>	“这一代人见证了罗马帝国最强盛最繁荣的时期.....在物质层面，这一代人达到了古代文明的顶峰。”	文段明确说“物质层面达到了顶峰”，等价于“生活水平达到最高点”。A (大规模移民)、B (矿物出口致富)、C (派军控制与印度和东亚的贸易) 均未陈述。
28	B	文中提及的奥斯提亚 (Ostia) 被描述为什么?	<i>"Later excavations have also restored to us the ruins of the city of Ostia... created this great commercial city as a realisation of his town planning ideas."</i>	“后来的考古发掘也使我们得以复原奥斯提亚城的遗址.....这座伟大的商业城市是哈德良皇帝城市规划思想的实现。”	语境强调通过发掘“复原遗址”，凸显其作为重要考古研究区域的价值。A (常见于文学)、C (皇帝出生地)、D (布局似罗马) 均不符合原文。
29	C	“Fortune has favoured the historian of this time (幸运眷顾了研究这一时期的历史学家)”这句话指的是哪件事?	<i>"We have a profusion of vivid and picturesque descriptions... In addition... Herculaneum and Pompeii... supply an immense fund of archaeological evidence... Later excavations... Ostia... Fortune has favoured the historian of this time."</i>	“我们拥有大量生动的文字描写.....此外，赫库兰尼姆与庞贝提供了巨大的考古材料.....后续对奥斯提亚的发掘.....幸运眷顾了这个时代的史学家。”	文学材料+考古材料并存=来源极其丰富。A (学者靠发现致富)、B (大众更爱读这一时期)、D (研究较少) 皆与文意不符。
30	B	比较罗马帝国的城乡生活时，作者指出:	<i>"...there remains a significant difference between rural existence and the excitement of city life: a much greater gulf separated the peasant from the townsman of antiquity."</i>	“即便在今天，农村生活与城市生活之间仍存在显著差异；而在古代，农民与市民之间的鸿沟要大得多。”	原文强调两者差异巨大=城乡生活几乎没有共同点。A (农村多文盲)、C (关于乡村资料很少)、D (读者更爱城市史) 均未被陈述。

判断题 (31–36)

| 说明: YES = 与作者观点一致; NO = 与作者观点相反; NOT GIVEN = 文中未提及/无法判断。

题号	答案	题干翻译	精确定位句	定位句翻译	详细解释
31	NOT GIVEN	罗马征服阿拉伯导致来自东方的大规模移民进入罗马。	<i>"...the conquest of Arabia, which helped to bring the riches of India and East Asia flooding into Rome."</i>	“征服阿拉伯促使来自印度和东亚的财富大量涌入罗马。”	文中只说“财富/物资涌入”，未提“人口/移民”；既未肯定也未否定“移民”，故为 NOT GIVEN。
32	YES	本书所研究时期的文学资料，比后期的拉丁文学更能帮助我们了解罗马生活。	<i>"...Latin literature was soon to run nearly dry —this generation is the one whose records combine to offer us the most complete picture of Roman life that we possess."</i>	“拉丁文学在不久后几乎会枯竭——正是这一代人的资料为我们提供了关于罗马生活最完整的图景。”	与题干一致：该时期文献最完整、后期文献衰竭，因此能学到更多。
33	NOT GIVEN	对赫库兰尼姆与庞贝的发现证明了一些关于罗马生活的看法是错误的。	<i>"...Herculaneum and Pompeii... supply an immense fund of archaeological evidence."</i>	“赫库兰尼姆与庞贝.....提供了大量考古证据。”	只说“提供证据”，未说它们“推翻了错误观点”，故 NOT GIVEN。
34	NO	当帝国遭到攻击时，罗马农民帮助了帝国。	<i>"When the barbarian forces began to invade Roman territory, the peasants decided to fight alongside them."</i>	“当蛮族开始入侵罗马领土时，农民决定与蛮族并肩作战。”	与题干相反：农民是帮助入侵者，并非帮助帝国。
35	YES	罗马帝国的农村居民生活艰辛。	<i>"The peasant knew nothing but unending labour without profit, and was unable to enjoy the activities available even in the poorest of cities."</i>	“农民除了一无所获的无尽劳作别无他物，连最贫穷城市里都有的活动也无法享受。”	明确体现“艰难困苦”，故 YES。
36	NO	娱乐设施仅限于罗马城本身。	<i>"...even the poorest of cities: the liveliness of the sports field, the warmth of the public baths and the magnificence of public spectacles."</i>	“即便是最贫穷的城市，也有运动场的活力、公共浴场的温暖与公共表演的壮观。”	娱乐并非只在罗马城，其他城市也有，故 NO。

摘要填空 (37–40)

| 选项: A emperors B setting C values D peasants E city-dwellers F social classes G myths H period I investigation

题号	答案	题干翻译与填空句	精确定位句	定位句翻译	详细解释
37	I (investigation)	“作者必须限制其研究的若干方面.....”	<i>"If our ideas on Roman life are not to become lost in confusion, we must study it within a strictly defined time... It is not enough to focus... only on a fixed time... we did not also focus it in space."</i>	“若不想混乱，就必须在严格限定的时间内研究.....仅限定时间还不够，还要在空间上聚焦。”	“限制多个方面”指对研究/调查范围的限定(时间与空间两个维度)，用 investigation 最贴切。
38	H (period)	“他决定聚焦于罗马史上一个有限的时期.....”	<i>"Since a choice of time must necessarily be made, this history will confine itself to studying the generation..."</i>	“既然必须在时间上作出选择，本书将仅限于研究某一代人.....”	直接对应“限定一个时期/时间段”。
39	E (city-dwellers)	“并把研究对象集中在那部分城市居民。”	<i>"...we must choose between [town and country]... the time which we have chosen to describe... is that of those Roman subjects who spent their time exclusively in the town, or rather in <i>The City, Rome</i>."</i>	“我们必须在城乡之间作出选择.....我们决定描写的，是那些只在城里——确切说在罗马城——生活的罗马人。”	明确选择城居者而非农民。
40	C (values)	“作者关注自然与社会环境、统治者，以及那些既构成罗马优势也带来其弱点的价值观/思想情感。”	<i>"We must also investigate the moral background of thought and sentiment which can help explain both its strength and its weaknesses."</i>	“我们还必须考察思想与情感的道德背景，它有助于解释罗马的强与弱。”	"moral background of thought and sentiment" ↳ 价值观、观念体系，且与“强弱”双向相关，故选 values 。

Disclaimer

Compiled, formatted, and lightly proofread by ZYZ Reading Walks.

All copyright in the underlying works remains with the original authors and publishers.

No affiliation with or endorsement by any rights holder (including IELTS® owners).

For non-commercial educational use only. This notice must remain intact in all copies.

Available free of charge from ZYZ Reading Walks. Resale or any paid distribution is prohibited.