

READING PASSAGE 3

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

The Robbers Cave Study

A review of a famous study into group behaviour

Group self-centredness seems to occur the minute people are divided into groups. It doesn't matter what the group is, or on what basis it was formed, we perceive the group we belong to as being superior to other groups and we develop an 'in-group' bias.

Probably one of the most famous pieces of research looking at group behaviour was a field study conducted by Sherif in 1956. This study involved 22 boys aged between 11 and 12, who were divided into two groups. The groups were roughly matched in terms of sporting ability, camping experience and general popularity among their peers. Their parents were told that they were going to a three-week summer camp to see how well they would work alongside other boys when put into different teams. The parents were also told that the boys would not be allowed to be visited during that time, but would be able to go home if they wanted to. It was intended that the data for the study would be collected by participant observers.

At first, neither set of boys knew of the existence of the other set. They were taken to their respective campsites, which were located on a 200-acre, densely wooded area in Robbers Cave State Park, Oklahoma. The first week was spent doing a variety of activities, such as pitching tents and cooking. During this week, the two groups seemed to develop different group norms, one group being more 'tough' than the other, from which two boys went home early, as they were homesick. The groups were given a set of caps and T-shirts, and gave themselves names: the 'Eagles' and the 'Rattlers' (the latter being the tougher group).

At the end of the first week, they became aware of each other's existence by finding litter left by the other group or overhearing voices. Sherif noticed that already the groups had started to refer to the other group as 'them' and their group as 'us'. This marked the beginning of phase two of the experiment.

The groups were told that they were going to take part in a 'Grand Tournament', which involved ten different sporting events, and they were shown the prizes for winning. The tournament was also to include in the final scores points which would be awarded for other activities, such as how tidy the cabins were kept. These scores were displayed on big scoreboards in what now became a joint hall where the two groups ate their meals together. This was necessary so the two groups would think they were on almost equal scores in the time leading up to the final event, which would increase the sense of competition. Needless to say, these scores were manipulated by the experimenters.

In order to check how high the levels of group self-centredness were in the groups at this time, a number of tasks were set up which involved the groups rating their own members and members of the other group. Each time, group members rated the boys in their own group much better at the tasks than the other boys, even though there was no real difference between them. They were also asked to rate all others in terms of how desirable they were as friends, and 93 per cent of friendship preferences were in-group preferences.

When the tournament started, the first game was basketball. The group that was thought to be less tough lost the game and claimed that they had lost only because the other group were bigger and older than they were. The Eagles won the next ball game and then were said to be cheating in the tug-of-war. This resulted in visits by both groups to each other's cabins over the course of the next 24 hours, where they ripped the mosquito nets, turned over the beds and generally made a mess. The Eagles devised a new weapon in the conflict which consisted of 'rocks in socks' – and so it went on. Eventually, the Eagles won the tournament (with some help from the experimenters) and it was time for phase three to begin.

Research has suggested that the best way to reduce group conflict is by non-competitive contact. This required two conditions: that the groups had equal status and that they had a common goal to work towards. This was exactly what Sherif engineered. There were actually seven situations organised which gave the groups equal-status contact; these were things like having meals together or watching films together. The meals resulted in food fights; the films were enjoyed by both groups sitting totally apart from each other.

The other situations, where the groups had to work for common goals, had a much better outcome. These included raising money to go and see a film and solving problems, such as one with the water supply. The final common goal was a visit by truck to Cedar Lake to camp there before the end of the holiday. In this situation, although both groups travelled in separate trucks, another problem-solving situation arose when one of the trucks became stuck. All the boys joined in, using one of the tug-of-war ropes to help move it. At this point the group boundaries were beginning to disappear. On the final day, when they were due to return home, the boys themselves suggested that they travel in one bus and sat in friendship groups rather than as Eagles and Rattlers.

Questions 27 and 28

Choose **TWO** letters, **A–F**.

Write the correct letters in boxes 27 and 28 on your answer sheet.

Which **TWO** of the following statements about the boys who took part in the study are made by the writer?

- A** They had approximately the same number of friends.
- B** Some of their parents helped to set up the camp.
- C** They selected the group that they wanted to be in.
- D** They were responsible for bringing their own tents.
- E** They received clothes that identified the group they belonged to.
- F** Some of them were criticised for dropping litter.

Questions 29–34

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 29–34 on your answer sheet.

The Grand Tournament

The Grand Tournament marked the second part of Sherif's experiment. It included a range of **29** that each team would compete in, and the allocation of extra points for things like cleaning cabins.

To increase the competitive element of the tournament, the organisers used **30** in the dining hall. They also made sure that the boys were under the impression that their scores were nearly **31** as the tournament neared its end.

The **32**, who were thought to be the tougher group, won the first ball game and lost the second. In other games there were accusations of **33** During the next day, various instances of conflict occurred within the boys' cabins. Eventually, the tournament was won by the group that was considered to be **34** – the Eagles.

Questions 35–38

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 35-38 on your answer sheet.

Phase 3: Non-competitive contact

Conditions	Type of situation	Result
Equal status	eating	35 _____
	36 _____	enjoyed them but were not sitting together
A 37 _____	raising money	
	38 _____, e.g. stuck truck	friendship groups

Questions 39 and 40

Choose **TWO** letters, **A–F**.

Write the correct letters in boxes 39 and 40 on your answer sheet.

Which **TWO** of the following statements are true of the experimenters who ran the study?

- A They collected their data from secret observation posts.
- B They encouraged the boys to use the terms ‘them’ and ‘us’.
- C They used a rating exercise to assess the amount of in-group bias.
- D They took steps to avoid personal injury among the boys.
- E They secretly altered some of the results of the tournament.
- F They joined in with the non-competitive activities.

27–28 (Choose TWO)

题号	答案	定位句 (第 X 段, 关键词)	更详细解释 (同义替换 & 排除)
27	A	第 2 段: “...roughly matched in terms of sporting ability, camping experience and general popularity among their peers. ”	同义桥接: general popularity ≈ 在同伴中的受欢迎程度 ≈ 朋友多少 → “approximately the same number of friends”。这里作者强调两组在多方面 “roughly matched (大致匹配)”, 其中就包括 “受欢迎度”, 可合理转化为朋友数量大体相当。排除: B 父母只被告知规则 (能否探访、可否提前接回), 未参与 “set up the camp”; C “were divided into two groups” 并非自选; D 搭帐篷是营地活动, 不是 “自带帐篷”; F 第 4 段 “finding litter left by the other group” 只是 “发现对方存在” 的线索, 没有说有人因此被批评。
28	E	第 3 段: “The groups were given a set of caps and T-shirts... and gave themselves names: the ‘Eagles’ and the ‘Rattlers.’”	同义桥接: caps and T-shirts = 明确区分组别的服装 (clothes that identified the group)。帽子、T 恤 + 队名 → 身份标识一应俱全。

29–34 (Summary: NO MORE THAN TWO WORDS)

题号	答案	定位句 (第 X 段, 关键词)	更详细解释 (语法线索 & 同义替换)
29	sporting events	第 5 段: “...a ‘Grand Tournament,’ which involved ten different sporting events ...”	题干框: “...included a range of ____ that each team would compete in” → 可数复数名词; 与原文 “ten different sporting events” 结构完全匹配。
30	scoreboards	第 5 段: “These scores were displayed on big scoreboards in ... the joint hall...”	题干: “To increase the competitive element... the organisers used ____ in the dining hall.” → 在就餐的大厅 “用来增加竞争感” 的只有记分牌 (分数公开=激发比较与竞争)。
31	equal	第 5 段: “...so the two groups would think they were on almost equal scores...”	题干语境 “made sure the boys were under the impression that their scores were nearly ____” → 形容词填空; “nearly equal (几乎相等)” 直接复用原词。
32	Rattlers	第 7 段: “The group that was thought to be less tough lost the [first] ball game...The Eagles won the next ball game...” ; 第 3 段: “‘ Rattlers ’ (**the latter being the tougher group).”	三步推理: ①Rattlers 被认为 更 tough; ②第一场输的是 less tough 的一组 → 不是 Rattlers; ③ 因此第一场赢家 = Rattlers; 下一场赢家 = Eagles。题干句式也点明 “who were thought to be the tougher group, won the first ... lost the second”。
33	cheating	第 7 段: “The Eagles won the next ball game and were then said to be cheating in the tug-of-war.”	名词单词填空; 与题干 “there were accusations of ____” 同构: accusations of + cheating (被指控作弊)。
34	less tough	第 7 段: “Eventually, the tournament was won by the group that was considered to be less tough — the Eagles.”	直接原词组。注意比较级短语 less tough 作为名词补语; 题干的破折号提示答案后会跟 apposition “— the Eagles”。

35–38 (表格填空: NO MORE THAN TWO WORDS)

Phase 3: Non-competitive contact

题号	答案	定位句 (第 X 段, 关键词)	更详细解释 (条件—类型—结果的对齐与同义)
35	food fights	第 8 段: “The meals resulted in food fights ...”	表头条件 “Equal status”; 类型 “eating”; 结果填 “ food fights ”。等位接触但无共同目标 → 冲突反而在餐桌上爆发。
36	watching films	第 8 段: “...or watching films together. The films were enjoyed by both groups sitting totally apart from each other.”	类型 = watching films ; 结果 “enjoyed them but were not sitting together” 正对应原句 “enjoyed...sitting totally apart”。
37	common goal	第 8 段: “best way... requires... equal status and... a common goal to work towards.”; 第 9 段: “situations... for common goals had a much better outcome.”	表格左列 “A 37 ____ — raising money” → “为共同目标筹资”; 随后第 9 段具体写到 “raising money to go and see a film” 属于 common-goal 场景。
38	solving problems / problem-solving	第 9 段: “...and solving problems , such as one with the water supply.”; “another problem-solving situation... when one of the trucks became stuck.”	两个原词都出现: 动名词短语 solving problems , 或带连字符的名词 problem-solving 。注意: 连字符词在雅思计作一个词, 均满足 “≤ two words”。这类场景 (卡车被困) 带来合作解决 → “friendship groups”。

39–40 (Choose TWO)

题号	答案	定位句 (第 X 段, 关键词)	更详细解释 (为何是它 & 为何不是其它)
39	C	第 6 段: “...a number of tasks... involved the groups rating their own members and members of the other group... They were also asked to rate all others... and 93% of friendship preferences were in-group preferences.”	为什么选 C: researchers 使用 rating exercise (评分练习) 测量 in-group bias (93% 选择组内), 与选项 C 完全同义。为什么不选: A 数据来自 “ participant observers (参与式观察者)”, 非 “secret observation posts”; B “them/us” 源自自发言语 (第 4 段 “started to refer to the other group as ‘them’ and their group as ‘us’”), 非研究者鼓励; D 文中无 “避免受伤措施”; F 研究者未 “加入非竞争性活动”。
40	E	第 5 段: “Needless to say, these scores were manipulated by the experimenters .”	为什么选 E: manipulate scores = secretly altered some of the results (为制造 “比分接近” 的错觉)。其余选项理由与上题相同, 不符。