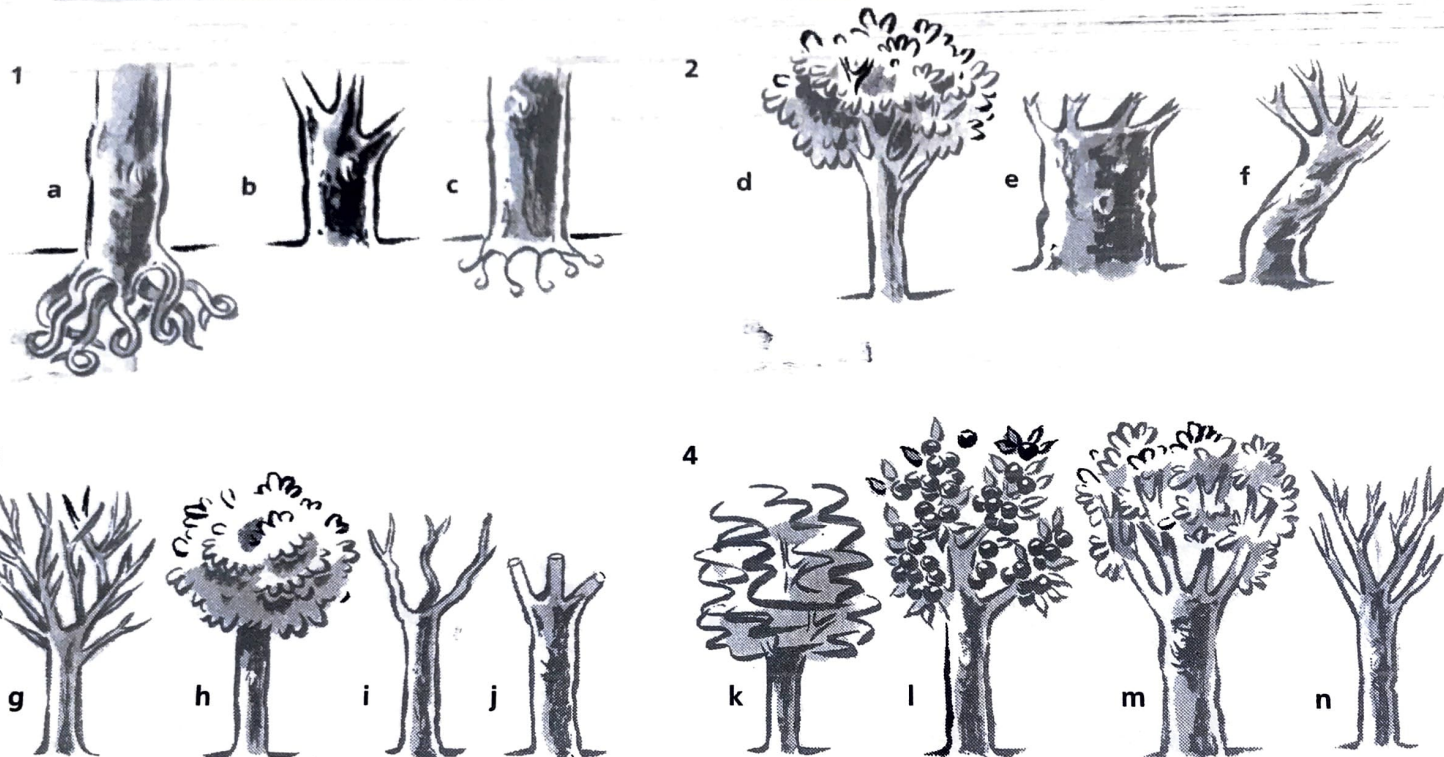


# Personality

## 3 PsychoDraw



## 4 Psychological tests

- 1 An American research team played tapes which relayed identically worded information. The speaker was introduced as (a) a professor, (b) a member of the public, and (c) a delinquent. Who was best able to influence the listeners and bring about a change of attitude?
- a the professor
  - b the member of the public
  - c the delinquent

A team of English psychologists gave a group of teenagers information to the effect that in ten minutes' time they would hear a lecture on 'Why teenagers should not be allowed to drive cars'. A second group received no information before the lecture. Which group of teenagers was more strongly influenced by the lecture?

- a Teenagers who received the information before the lecture.
- b Teenagers who received no information before the lecture.
- c Both groups were equally strongly influenced.

Subjects were meant to find out whether a liquid tasted bitter. Social scientists diluted water with a bitter constituent. To 70% of the population this solution conveys a bitter taste, while it is tasteless to 30%. A group of ten subjects was composed of nine 'non-tasters', and one person

who experienced the bitter taste very strongly and unequivocally. When this person described this sensation, how will the other nine group members behave?

- a His unshakeably firm conviction influences the 'non-tasters': at the second sip they suddenly discover a slight bitter taste.
- b The nine persons are not influenced by the 'taster'.
- c The 'taster' is influenced by the nine subjects, so that at the second sip he no longer notices the bitter taste.

- 4 The American social scientist Marple asked three groups of people to give their opinion as to the correctness of a number of statements. The groups consisted of school pupils, students, and adults (care was taken to ensure that all had the same level of education). Four weeks later, the statements were once more put before the same people. They were again asked for their opinion, but this time with the additional remark, 'The majority of the other group did not share your opinion'. What influence did this additional remark have?

- a 64% of pupils, 55% of students, and 40% of the adults now changed their minds.
- b 64% of the adults, 55% of students, and 40% of pupils now changed their minds.
- c There was no difference between the groups.



# Personality


## 3 PsychoDraw

- Before students look at their page, ask them to draw a tree with a pen – very quickly, nothing elaborate and no crossings out.

### Listening

- Now tell them that this is a psychological game and that they're going to learn how to interpret each other's trees. Get them to look at their page. The speaker describes how to interpret the various parts of the trees illustrated on their page, starting from the roots. At the first listening, the students' task is to note down in what order the speaker describes the pictures in each group (e.g. with reference to roots, the speaker describes thick, then thin and then no roots). Secondly, students note down what the speaker says about the various parts so that they can then use this information to interpret their pictures. The fifth extract relates to how to assess someone's imagination. With lower levels, you can skip the listening and just outline the interpretation yourself.

→ 1 a, c, b 2 c, d, f 3 j, g, i, b 4 l, k, n, m

-  1 The tree represents intelligence and imagination. Basically there are four things to look for: the roots, the trunk, the branches and the foliage or fruit. The roots tell you literally how well grounded your intelligence is, so if you've drawn thick strong roots, then you've got a solid base to your intelligence and you're likely to be resolute in your decisions, you've got your feet on the ground so to speak. Thin straggly roots indicate a less well founded intelligence, but even if you've got no roots at all, this doesn't mean you've got no intelligence though it may mean that you don't look much beneath the surface, that you're not very analytical.
- 2 The trunk represents the amount of intelligence, but remember to look at the trunk in proportion to the other parts of the tree. For example, a thick trunk with little foliage or fruit on top, means a potentially high level of intelligence which isn't being exploited. In fact, it's far better to have a thin trunk with a mass of foliage on top, which shows that you use your intelligence to the full. If your trunk kind of bends to one side, it probably means that you were pressurised into following a particular direction in your life that you didn't want to.
- 3 The branches tell you what direction your intelligence is taking you. If some branches have been cut off, it could either mean that you decided to change direction yourself, or that someone literally cut your way and made you do things against your will. A lot of branches indicates a lack of direction and vision, whereas two or three branches means that you leave your options open to follow more than one career path. No branches may mean that you've channelled all your energy and intelligence into one area, you may be rather narrow minded as a consequence.
- 4 But the really important thing is the foliage and fruit; in proportion to the trunk, the more you have the better. Someone

who draws a lot of individual pieces of fruit, is probably someone who is successful in all the various things they have to do at school or work or whatever. A mass of unclearly defined foliage may mean unfocused intelligence. No leaves, even if you do the drawing in winter, means that you're not exploiting your intelligence at all. The best thing is to have a balance of a few clearly defined branches with a good amount of leaves.

- 5 Your imagination can be seen from what kind of tree you draw and how original your tree looks. If, for example, the foliage on your tree looks like a cloud, it means that your imagination hasn't developed much since you were a child, as that's the kind of way children draw trees. If you draw a pine tree and you live in a country where pines abound, then you're lacking in both imagination and an ability to see outside your local reality.

## 4 Psychological tests

- Tell students that the questions were originally part of a personality test called 'Do you have social empathy?' Social empathy is the ability to re-live the experiences of others or, in other words, the ability to feel for oneself the emotions, moods and thoughts of another human being.
- Students read all the items, mark their answers and then discuss their answers in their group. Each group has to reach a decision on which is the best answer.
- Now give them the answers.

→ 1a 2b 3a 4a

### Follow-up

- Tell students that the questions are based on some true social psychology studies. Get students to think about why some of the studies were conducted in the first place and what the implications of the findings are.

spia → spy