Describing people: personality

VOCABULARY PRACTICE

ADVANCED | C1

Name: _____ **Date:** _____

1 Match each advanced personality term with its definition.

1 conscientious	____	a generous and forgiving towards a rival
2 equable	____	b careful not to draw attention to one's achievements
3 impetuous	____	c calm and emotionally steady
4 meticulous	____	d acting suddenly without enough thought
5 self-effacing	____	e insisting that opinions are unquestionably correct
6 magnanimous	____	f extremely careful about detail
7 circumspect	____	g responsible and determined to do work well
8 dogmatic	____	h frequently and unpredictably changing mood
9 mercurial	____	i careful to consider risks before acting
10 dispassionate	____	j able to judge without strong emotion

2 Choose the most precise term for each context.

1 A leader who remains calm and stable under pressure is *equable* / *mercurial*.

2 A researcher who checks every detail is *meticulous* / *impetuous*.

3 A speaker who presents opinions as unquestionable is *dogmatic* / *circumspect*.

4 A winner who praises a defeated rival is *magnanimous* / *self-effacing*.

5 A decision made suddenly with little reflection is *impetuous* / *dispassionate*.

6 A person who avoids emphasising achievements is *self-effacing* / *conscientious*.

7 A reviewer who sets emotion aside is *dispassionate* / *gregarious*.

8 A manager who considers risks carefully is *circumspect* / *mercurial*.

3 Match the verbs with the noun phrases to form academic collocations.

1 display	____	a sound judgement
2 exercise	____	b intellectual humility
3 cultivate	____	c interpersonal conflict
4 exhibit	____	d emotional resilience
5 regulate	____	e cognitive bias
6 navigate	____	f a quiet confidence
7 project	____	g an impulsive response
8 acknowledge	____	h prosocial behaviour

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4 Complete the assessment analysis with terms from the box.

behavioural tendency | context-dependent | dispositional trait | emotional regulation | interpersonal style | observer rating | personality profile | response bias | self-report | situational pressure

A workplace **1** _____ should not treat a single action as proof of a permanent **2** _____. It is more defensible to describe a repeated **3** _____ and ask whether it remains stable across settings. A questionnaire based on **4** _____ may be affected by **5** _____, because respondents may choose answers that present them favourably. An **6** _____ offers another perspective but can reflect the rater's expectations. Behaviour is often **7** _____: **8** _____ may alter patience, confidence or cooperation. A sound interpretation therefore considers **9** _____ and **10** _____ alongside the measured trait.

5 Read the text and answer the questions briefly.

What personality measures can and cannot show

Personality measures can organise recurring patterns in how people think, feel and act. They are useful for research when scales are defined clearly, tested for reliability and interpreted across sufficiently large groups. They are less secure as precise predictions of one individual's behaviour in a specific moment. Scores depend partly on self-perception, language, motivation and the setting in which questions are answered. Categories can also conceal variation by placing people on opposite sides of an arbitrary line. Responsible use reports uncertainty, combines several sources of evidence and avoids turning a descriptive score into a moral verdict. A measure may identify a tendency; it cannot replace judgement about context, development or the reasons behind an action.

1 What kinds of patterns can personality measures organise? _____

2 When are these measures useful for research? _____

3 What are they less secure at predicting? _____

4 Which four factors may affect scores? _____

5 How can categories conceal variation? _____

6 What three practices support responsible use? _____

6 Replace the words in bold with a precise term or collocation.

1 She **remained psychologically steady after setbacks**. _____

2 The chair **handled disagreement between colleagues effectively**. _____

3 He **accepted that his judgement might be systematically distorted**. _____

4 The mentor **developed a willingness to revise her own ideas**. _____

OVER TO YOU

Write a **160-190 word** critical personality assessment for an educational or workplace context. Use behavioural evidence, consider situational explanations and state the limits of your conclusions.

[ ] Use at least twelve target expressions. [ ] Include four academic collocations. [ ] Distinguish tendency, evidence and inference.

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ANSWER KEY

1 Advanced personality terms

1 **g** 2 **c** 3 **d** 4 **f** 5 **b** 6 **a** 7 **i** 8 **e** 9 **h** 10 **j**

2 Precise terms

1 **equable** 2 **meticulous** 3 **dogmatic** 4 **magnanimous** 5 **impetuous** 6 **self-effacing** 7 **dispassionate** 8 **circumspect**

3 Academic collocations

1 **d** display emotional resilience 2 **a** exercise sound judgement 3 **b** cultivate intellectual humility 4 **h** exhibit prosocial behaviour 5 **g** regulate an impulsive response 6 **c** navigate interpersonal conflict 7 **f** project a quiet confidence 8 **e** acknowledge cognitive bias

4 Assessment analysis

1 **personality profile** 2 **dispositional trait** 3 **behavioural tendency** 4 **self-report** 5 **response bias** 6 **observer rating** 7 **context-dependent** 8 **situational pressure** 9 **emotional regulation** 10 **interpersonal style**

5 Reading - suggested answers

1 Recurring patterns in thought, feeling and action.
2 When scales are clear, reliable and interpreted across large enough groups.
3 One person's behaviour in a specific moment.
4 Self-perception, language, motivation and setting.
5 By placing people on opposite sides of an arbitrary line.
6 Report uncertainty, combine evidence sources and avoid moral verdicts.

6 Precise terms and collocations

1 **displayed emotional resilience** 2 **navigated interpersonal conflict** 3 **acknowledged cognitive bias** 4 **cultivated intellectual humility**

Over to you: Answers will vary. Look for evidential discipline, contextual reasoning and appropriately qualified conclusions.