

Easy English!
By Adrian Wallwork

Test Your Personality



*Have Fun and
Learn Useful Phrases*

 Springer

Easy English!

Series Editor

Adrian Wallwork

English for Academics SAS

Pisa, Italy

Easy English is a series of books intended for students and teachers of English as a foreign language.

More information about this series at <http://www.springer.com/series/15586>

Adrian Wallwork

Test Your Personality

Have Fun and Learn Useful Phrases

 Springer

Adrian Wallwork
English for Academics SAS
Pisa, Italy

ISSN 2522-8617 ISSN 2522-8625 (electronic)
Easy English!
ISBN 978-3-319-67225-0 ISBN 978-3-319-67226-7 (eBook)
<https://doi.org/10.1007/978-3-319-67226-7>

Library of Congress Control Number: 2017963150

© Springer International Publishing AG 2018

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Printed on acid-free paper

This Springer imprint is published by Springer Nature
The registered company is Springer International Publishing AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Student's Introduction

What Is *Easy English*?

Easy English is a series of books to help you learn and revise your English with minimal effort. You can improve your English by

- reading texts in English that you might well normally read in your own language e.g. personality tests (this book), jokes, lateral thinking games, wordsearches.
- doing short exercises to improve specific areas grammar and vocabulary, i.e. the areas that tend to lead to the most mistakes - the aim is just to focus on what you really need rather than overwhelming yourself with a mass of rules, many of which may have no practical daily value

What Level of English Do I Need in Order to Benefit from this Book?

If your level is intermediate (B2) and above, then you should be able to do the vast majority of the tests, particularly if you make use of the glossaries that precede them.

How Will this Book Help Me Improve My English?

The aim of this series is to enable you to do something you would have done in your own language and can have fun doing in English.

One benefit of personality tests is that they are generally short without any big blocks of text. This means that they are relatively quick and easy to read. They also contain a considerable amount of vocabulary that is typical of everyday conversation, but that you may not have met during English lessons or reading English language coursebooks.

Use of *They, Them* as Generic Pronouns

In this book the pronouns *they, them* and occasionally *themselves* are used as an alternative to *him/her* and *themselves*. For example:

A good friend of yours is at home with flu. Would you:

- a) Go and visit **them** immediately?
- b) Wait a couple of days before visiting **them**?

In the above case, *a good friend* is singular and refers to just one person. However, the gender/sex of this person is not important. In such cases the third person plural pronoun - *they, them, their* - is used. This usage is considered ungrammatical by some, but is both useful and commonly used (and has been for centuries).

How Seriously Should I Take the Scores and the Explanations of the Personality Traits?

This book is NOT intended to be an amateur psychology book or self-help book. Neither the quizzes nor the explanations should be taken any more seriously than you would take a horoscope in a newspaper or magazine.

These quizzes were designed primarily to enable you to:

- learn some useful English vocabulary
- have fun doing something in English that you might equally well have done in your own language

The quizzes themselves are fairly light-hearted. The explanations of the personality traits, on the other hand, are often (but not always) considerably more serious.

I had the choice of providing very frivolous superficial explanations or providing explanations that were to some extent pseudo-psychological. I preferred the latter solution simply because it provided considerably more scope for vocabulary learning. The result is, on occasions, a bit of dichotomy between the lightness of the quiz and the heaviness of the explanations.

So should you take the quizzes and explanations seriously?

No!

What Should I Do if I Don't Understand Some of the Words in the Quiz or the Explanation?

Before each quiz there is a list of words (glossary) that you might be unfamiliar plus their definitions. Note: These definitions are for the word as it is used in the particular context of the joke. All the words marked in *italics* in the main text are in the glossary.

If the word you don't know is not in the glossary or if there are words in the definitions that you don't understand, then try using context. [reverso.com](https://www.reverso.com) to see the word used in context and the various translations into your own language.

Alternatively do a Google search. In the search box simply type in the word followed by 'definition'. This will automatically generate a definition. You will need to choose the definition that best matches the context of the quiz/explanation.

You can also hear the pronunciation of the word by clicking on the sound icon - both for Google and context. [reverso](https://www.reverso.com).

How Should I Use the Glossaries?

The glossaries at the beginning of each chapter list some of the words that you may not know in the main text (i.e. the tests and scores/interpretations). They are listed in the order that they appear in the text. In the text they are written in *italics*.

Note: The glossaries only contain the definition of the word/phrase as used within the context of the joke.

You can use them to:

- check whether you remember the meanings of the words or phrases. To do this, simply cover the right-hand column
- use the white space at the end of each definition in order to write down the translation of the word/phrase

How Should I Use the Vocabulary Exercises at the End of the Book?

The vocabulary exercises are based on the glossaries for each chapter. The exercise is simple: match the terms with their definitions.

If you complete these exercises, your knowledge of colloquial (rather than technical, financial or academic English) will improve considerably.

What Are the Other Books in this Series? Which One Should I Read Next?

Currently there are six books in the series.

Test your personality - *have fun and learn useful phrases*

Wordsearches - *widen your vocabulary in English*

Word games, riddles and logic tests - *tax your brain and boost your English*

Jokes - *have a laugh and improve your English*

Top 50 grammar mistakes in English - *how to avoid them*

Top 50 vocabulary mistakes in English - *how to avoid them*

These books are designed to be dipped into rather than being read from the first page to the last. 'Dipped into' means that you can pick up the book and read any page you like, and for as long as you like.

You are likely to have more fun with the books if you read two or three at the same time. So rather than spending the next month reading personality tests, you might find it more fun and stimulating to read a few jokes one day, and do a few wordsearches.

Teacher’s Introduction

Why Personality Tests?

Personality tests are ubiquitous in magazines and on the web. Native English speakers love them. So do non-natives. In fact, personality tests are often used in course-books and workbooks in the world of EFL. However, as far as I am aware, there are no collections of personality tests used for self-study by non-native speakers or in the classroom.

What Type of Students Would the Tests Work Well with?

The majority of tests are only suitable for adults. A few, i.e. those discussing relationships with friends, family and attitudes to risks, would also be suitable for teenagers.

The ones in Chapters 9, 10 and 11, which are all work-related, would work well with students doing business English or in-house company courses.

All would be suitable for adults doing general English courses, with an upper intermediate level and above.

How Seriously Should My Students Take the Tests and the Related Scores?

The tests should absolutely NOT be taken seriously.

They are simply designed as an interesting read, a means of learning some new vocabulary and expressions (of the kind that don’t usually come up in an English lesson), and, if used in the classroom, as a springboard for discussion.

Some of the tests and scores are quite frivolous, others much more serious - this was deliberate in order to allow me to introduce different types of vocabulary with different registers. But whatever the case, students should be made aware that they are just for fun.

How Can I Use the Tests in the Class?

Before you use a test for the first time with a class, have a class discussion on

- what a personality test is
- where they are typically found (magazines, self-help books, on the web)
- whether the students do/like such tests
- how seriously such tests should be taken

Make it very clear that the tests that you will be giving them should not be taken seriously but merely as a springboard for discussion.

You can use the personality tests as:

- a warm up
- as a filler
- as a discussion exercise

They require almost zero preparation on your part. The vocabulary to pre-teach is listed in the glossaries. You can then proceed as follows:

1. students complete the test individually or in pairs
2. they check their score
3. in pairs or groups, students compare and discuss their answers, and then discuss whether they agree with the score. This could then lead on to a wider discussion of the topic in question

There are also other approaches in which the personality test becomes the key point of the whole lesson. Here is an idea you might like to try out:

1. give students the title of the test, without giving them the test itself
2. in pairs, students have to think of three or four questions/topics that they think might appear in the test
3. students compare their questions with another group, and choose what they consider to be the best four, or the four most likely to appear in the test
4. hand out the test
5. students do the test, see how many of their questions/topics were covered
6. discussion on whose questions were the best - the ones in the test or the ones they invented themselves

The above procedure will really motivate the students to do the test and read the questions carefully.

What Should I Do About any Unfamiliar Vocabulary?

The aim of this book is to teach students vocab that is unlikely to come up spontaneously during your lessons or appear in the coursebooks that you use. It is 'authentic' vocabulary taken from personality tests, the vast majority of which were designed for native English speakers rather than foreign learners.

So your students will be reading the 'real thing', with all the advantages and disadvantages that this implies.

At the beginning of each test there is a glossary with definitions that refer to the meaning of the word or phrase within the context of the test. The definitions are 'authentic' too, meaning that they also may contain vocabulary that your students are unfamiliar with.

For any words that your students can't work out from the context or from the glossaries I suggest you get your students to search for them on context.reverso.net. This wonderful website shows the key word used in context along with a translation into the student's own language. It gives many many examples, so students should be able to find the context that matches the text that they are reading.

Where Did the Tests Come from?

In the Sources & Acknowledgements at the end of this introduction, you can see the main sources for the quizzes. You will note that they are all books from the 1980s and 1990s, virtually all of which are now out of print and/or which score over 5,000,000 in the Amazon Bestsellers Rank.

The reason for this choice was to provide teachers and students with materials that they would be unable to find elsewhere.

Possibly the most interesting part of writing this book was actually reading the original quizzes, and how much of the content would be simply unacceptable today. The role of women, or at least our perception of the role of women, has changed considerably since the books were published. Many personality tests of that era were based on incredible stereotypes of men's and women's roles, and often the pronoun *he* was used in a generic way. With my wife, Anna Southern, we have tried to remove all such 'archaic' questions, and have thus 'modernized' the questions for readers of the 2020s!

Other tests were taken from various magazines that I have collected over 35 years of my career in TEFL, and many questions I have invented myself.

Any feedback on the choice of tests, the wording and the scoring would be much appreciated.

What Other Similar Books Might I Find Useful?

If you teach children and young teenagers, they you might be interested in my book of word games called *Mindtwisters* (published by Scholastic).

Various games and discussion exercises (including various quizzes/personality tests) for older teenagers and adults can be found in *Discussions AZ* (two volumes: intermediate and advanced, published by Cambridge University Press).

There is also a series of discussion, warm up exercises, fillers etc published by SEFL (sefl.co.uk).

Ideas for Other Books for this Series

If you have any ideas for other books that could be part of the *Easy English* series then please email me.

The Author

Since 1984 Adrian Wallwork has been teaching English as a foreign language - from General English to Business English to Scientific English. Although he lives and works in Pisa (Italy), through his university work he has taught students of all nationalities. Adrian is the author of over 30 textbooks for Springer Science+Business Media, Cambridge University Press, Oxford University Press, the BBC, and many other publishers. He can be contacted at: adrian.wallwork@gmail.com

Sources & Acknowledgements

Some questions and scores in some of the quizzes were based on questions and scores taken from the following books:

- a) Know Your Own Mind, James Green & David Lewis, Penguin, 1988
- b) On The Spot, Albie Fiore, Penguin, 1986
- c) Pulling Your Own Strings, Wayne W Dyer, Hamlyn, 1978
- d) Strengthen your Performance in Psychological Tests, Cecile Cesari, Foulsham, 1996
- e) Test Yourself, William Bernard & Jules Leopold, Corgi, 1986
- f) The Book of Tests, Michael Nathenson, Fontana, 1984
- g) The Personality Test, Peter Lauster, Chilton Book Company, 1976
- h) Your Personality Quiz Book, Glenn Wilson, Hodder&Stoughton, 1994

I also took questions and scores from an insert published by the Sunday Times in the early 1980s and entitled:

- i) Lifeplan Scorechart

The following tests (numbers in bold) were adapted from a previously published quiz. The letters refer to the books listed above:

3 c, 5 h, 11 c, 13 i, 38 f, 40 e, 41 i,

Test 2 was originally compiled by Suzanne Thomas.

Test 47 was adapted from 'Conducting Effective Meetings' in Effective Meetings, Marion E. Haynes, Kogan Page, 1988

I would like to thank Anna Southern for sifting through the vast quantities of materials I produced for this book and for weeding out the dross, the politically incorrect, and the downright absurd. Particular thanks to Robert Parks at Wordsmyth and Prabhav Jain at EasyDefine, who gave me permission to use the definitions automatically generated by their website. EasyDefine definitions are taken from <https://wordnet.princeton.edu/wordnet/citing-wordnet/>

Contents

1	General Traits	1
1	Are you an Extrovert or an Introvert?	1
2	Are You an Optimist or a Pessimist?	4
3	Are You a Victor or a Victim?	7
4	Are You a Confident or an Anxious Person?	11
5	Are You a Morning or an Evening Person?	14
2	Risks and Sensations	17
6	Do You Like Taking Risks?	17
7	Are You a Sensation Seeker?	21
8	How Cautious Are You?	24
9	How Spontaneous Are You?	27
10	What Is Your Attitude Towards Driving and Drivers?	29
3	Confidence Levels	33
11	Are You Assertive?	33
12	How Easily Do You Get Embarrassed?	33
13	How Strong Is Your Personality?	34
14	How Confident Are You?	34
15	How Much Do You Like To Be in the Spotlight?	34
4	Trust, Honesty, Altruism and Ambition	43
16	How Trusting and Trustworthy Are You?	43
17	How Honest Are You?	46
18	How Altruistic Are You?	49
19	How Nice Are You?	52
20	How Tactful Are You?	54
21	How Ambitious Are You?	57

5 Health and Body 59

22 How Healthy Are You? 59

23 How Happy Are You With Yourself? 59

24 How Happy Are You With Your Body? 60

25 How Obsessed Are You About Your Job? 60

26 Are You a Victim of Stress? 60

6 Image, Imagination and Communication 67

27 How Important Are Personal Image and Ambition for You? 67

28 How Imaginative Are You? 68

29 How Do You Communicate? 70

30 How Strong Are Your Psychic Powers? 72

31 To What Extent Do You Live in Your Own Dream World? 74

7 Friends' Family and Partners 77

32 What Kind of a Friend Are You? 77

33 What Do You Look For in a Partner? 77

34 How Well Does Your Partner Know You and Do You Know Your
Partner? 78

35 How Well Do Your Family Know You? 78

36 What Kind of a Parent Are You (Would You Be)? 78

8 Logic and Reasoning 87

37 Are You a Logical Thinker? 87

38 Do You Think With Your Right Brain or Left Brain? 89

39 How Versatile Are You? 91

40 How Responsible Are Your Decisions? 93

41 How Well Do You Handle Your Finances? 95

9 Work 97

42 What Kind of Job Would You Like? 97

43 What Do You Want From a Job? 98

44 What Kind of Job Would You Prefer? 98

45 You and Your Job 98

46 Should You Change Job? 98

10 Effectiveness in Work Environment 107

47 Do You Have Effective Meeting Skills? 107

48 Are You a Good Negotiator? 107

49 How Well Do You Manage Your Time? 108

50 Are You a Risk Taker? 108

51 How Ethical Are You? 108

- 11 Managerial Skills** 117
 - 52 Do You Have Managerial Potential? 117
 - 53 Would You Be an Ethical Leader? 117
 - 54 Would You Make a Good Manager? 118
 - 55 How Well Does Your Boss Know You? 118
 - 56 Do You Have a Manager’s Approach to Work? 118

- 12 Miscellaneous** 125
 - 57 What Are Your Daily Habits? 125
 - 58 How Mature Are You? 126
 - 59 Are You Caught in the Web? 126
 - 60 Are You a Sensible Shopper? 126
 - 61 What Class of Airplane Passenger Are You? 126

- Appendix 1** 135
- Appendix 2** 147

- Index** 163

Chapter 1

General Traits

1 Are you an Extrovert or an Introvert?

Glossary

hike - *v.* go for a long walk for exercise or pleasure

day dream - *n.* dream during the day, e.g. thoughts about things you'd like to do, or places where you'd like to be, or people you'd like to be with

decorating - *n.* painting and furnishing your house / flat / room

pointless - *adj.* serving no useful purpose

stuff - *n.* miscellaneous unspecified objects

clapping - *n.* a demonstration of approval by repeatedly putting your hands together to make a noise

exotic - *adj.* strikingly strange or unusual; characteristic of another place or part of the world

outgoing - *adj.* extrovert, at ease in talking to others

spot - *v.* notice, identify

life and soul - *n.* the center of attention / energy at a social event

energize - *v.* inject with energy

aware - *adj.* having or showing knowledge or understanding; conscious; attentive to

alienate - *v.* arouse indifference or hostility where there had previously been harmony, understanding, affection, or friendliness

energy draining - *adj.* lowering your levels of energy

continuum - *n.* succession in which no one part is distinct or distinguishable from another