

## Lesson 2 – Speed Friending

Les traits de personnalité – Personality Traits

Grade: 7 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
Language: -basic qualifying adjectives, physical traits, qualities -expressions with <i>avoir</i> -the conjunction <i>et</i> to link a list of words or phrases  Language Learning Strategies: -use visual clues and auditory clues -take the risk to listen to or read a new text in French	Students will be able to list the personality traits associated with particular monsters.	Formative assessment of monster descriptions.  Formative assessment of self-description.

### Preparation required:

- Print off a copy of the resource C-3 *Courtes descriptions – Qui suis-je?* for each student.
- Print off a few coloured copies of the resource C-4 *Images pour courtes descriptions* that can be shared among students who will be working in small groups.
- Print off coloured copies of the resource C-5 *Toutes sortes de monstres pour faire un monde* for each student.
- Have this animated version of Dr. Jekyll and Mr. Hyde open and buffered from 21:35 min to 23:12 min: <https://www.youtube.com/watch?v=EugSL1jbUE0>

### Introduction (10 minutes):

Hook/Attention grabber: Bonjour! Comment ça va aujourd'hui? How would you describe yourself?

Introduction: Have you ever heard people talk about different personality types or traits? Or have you ever been told that you have a certain personality? What do you think a personality is?

Bring up this animated version of Dr. Jekyll and Mr. Hyde and show students a short section (from 21:35 min to 23:12 min): <https://www.youtube.com/watch?v=EugSL1jbUE0>. This shows the contrasting transformation from one personality to another. Ask students to describe elements of both characters in English. Students might focus on the physical traits. To prompt personality traits, ask questions about his attitude and demeanor. You may even ask how his pet cat reacted differently to both personalities.

### Pre-task (25 minutes):

To make the notion of a personality more tangible, do a character analysis of a few characters in a movie or book that is familiar to your students. Ask them what movies they have seen lately or what books they have read lately. Pick one that most students can agree on and have a class-lead discussion to explore different personality traits. Ask the following questions:

- Who was the nice character in the movie or book? (This can often be the main character/protagonist.)
- Who was the mean character? (This can often be the *bad guy*/antagonist.)
- Who is the funny character? (This can often be one of the side characters.)

The teacher should write the student answers on the board and leave room beside each for the questions that follow. For each of these characters, ask students what personality traits they had. What made the nice character nice? How did you know he or she was nice? Here are some examples that should be written on the board. These examples are all included in the C-3 resource:

- gentil/gentille – *nice*
- patient(e) – *patient*
- impatient(e) – *impatient*
- drôle – *funny*
- sérieux/sérieuse – *serious*
- brave – *brave*
- peureux/peureuse – *scared*
- coopératif/coopérative – *cooperative*
- tranquille – *quiet*
- articulé(e) – *articulate*
- amusant(e) – *fun*
- gêné(e)/timide – *shy*
- curieux/curieuse – *curious*
- paresseux/paresseuse – *lazy*
- athlétique – *athletic*
- méchant(e) – *mean*

Now hand out the resource C-3 *Courtes descriptions – Qui suis-je?* to each student. Explain to students that in groups of 3 they will be reading descriptions of different characters. The names of each character are missing and they must fill them in by matching the descriptions to a set of images found in resource C-4 *Images pour courtes descriptions*. Each group can share a set of these picture cards. This also acts as a vocabulary resource for different personality traits in French. Each group should be assigned as ambassadors for one short description and be notified that although they must read them all, they will be the experts for one in particular. Once they have had a chance to read and discuss, the teacher can ask each group to explain their assigned short description to the class. They can explain it in English and tell the class what each French personality trait means. The teacher should write some of these answers on the board to review how to use the present tense of the verb *être* to describe oneself and how to

describe another. The descriptions are in the first person: “Je suis une fille gentille.” But the explanation could be given in the third person: “Elle est une fille gentille.”

### **Task (15 minutes)**

Now hand out a copy of the resource C-5 *Toutes sortes de monstres pour faire un monde* to each student. Although students should fill in their own sheet, they can work in small groups or pairs. During this activity, the students are to predict the personality of each of the 3 monsters based on the visual clues. The students should write their answers below each monster. It is possible that students will see other traits that the authors did not and these can be discussed as well. If students bring up physical traits, the teacher could write them on the board as review from the previous lesson and allow students to write one on their sheets. Remind students that these descriptions should explain how the monster might behave. Students can then compare their descriptions and discuss their justifications for their choices and look at similarities and differences. There are no *correct* answers but certain personality traits lend themselves better to certain drawings and a comparison of descriptions might help to clarify any misunderstandings or might generate insightful discussions.

Students will use their worksheet as a reference to write up a very short description of their personality traits in the empty space of this worksheet. There is no limit to how many traits they wish to use to describe themselves. They can also draw themselves as a monster if they prefer. This will be handed in to the teacher and could be used as a way to match up students for the next lesson based on a similar personality trait. For example, students who identify as being shy could be paired up. This could allow them a chance to work with other students like themselves.

### **Post-task (10 minutes):**

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- The teacher could ask the students why it might be useful to know one's own personality traits. Does knowing our personality help us to better understand how or why we might react to certain situations? The teacher could also lead a discussion about how we may all experience a variety of personality traits in different situations. The discussion could also be about the necessity for all traits to make a world. If everyone were brave and articulate at all times, there might never be a time for quiet reflection and creativity!
- The teacher could ask students if they noticed the changes made at the end of many of the personality traits. Students could be asked to look at the gender agreement for some of these adjectives (gentil/gentille, patient/patiente, amusant/amusante, sérieux/sérieuse, gêné/gênée, etc...). The worksheet C-3 could be used for this. Students could discover a general rule for gender agreement. All feminine markers have been underlined in the box containing

vocabulary support.

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, students could describe the monsters in the task and the teacher could omit the fourth box in the resource C-5. The teacher could also be the ambassador for one of the short stories and could model the explanation of it to the class before the other groups present.
- To accommodate this lesson for a higher level, students could use the fourth box in the resource C-5 to draw a representation of themselves and write a more detailed description of themselves. More traits could also be explored: atlétique (athletic), aventureux/aventureuse (adventurous), créatif/créative (creative), ouvert(e) (approachable), débrouillard(e) (resourceful).