Character and personality

Teacher’s Notes

Printable extended PDF version with solutions and tapescrpts

Level: 1º Bachillerato
Grammar: Relative pronouns, relative clauses, defining and non-defining clauses.
Functions: Talking about personality. Asking and giving opinions. Describing character.

Structure:
The whole unit is subdivided into six main tasks which try to cover the four basic skills and give the students the chance to advance from simple, almost mechanical, input activities to more intricate and demanding exercises.
There are three spin-offs from this general framework:

-A front page screen where the Teacher’s Notes can be read, which is linked only to the MAP.

-The main menu (also called the Map), which gives the students the chance to hop on and off any task at any time thus allowing them to follow a straight line progression or to create a free itinerary. By using this substation they are also able to return to a safe haven when they get lost and learn how to navigate through the unit. From here we can also enter the Buttons screen.

-A buttons screen, where students can learn about the action buttons that can be used on the scenes.
TASK 1 – PERSONALITY AND FLAVOUR

This activity is intended to provide the students with some INPUT about the main axes of the unit: vocabulary related to the human character and the grammar involved in relative clauses.

Reading: In this exercise, students read and memorise a text about personality and flavour. After thirty seconds some words disappear from the text and they have to write them back in four consecutive chunks of a longer text.

Gap filling: Students must reconstruct the four consecutive texts they read in the previous screens by replacing the missing parts (single words) in them. If the students’ answers are correct, the next screen will appear automatically, but if they are wrong they will be returned to the text they came from and read it again; if they fill in the gaps correctly, then the next chunk appears.
This matching and writing (gap-filling) activity is intended to provide the students with some specific practice on the vocabulary of the unit and some basic work with relative clauses.

2.1 Matching (Level 1): In this subtask, students are asked to match a group of terms that refer to negative aspects of personality with their definitions (the definitions are constructed in the form of relative clauses, which gives them further insight into the grammar of the unit).

Solution:

DEFINING PERSONALITY

A person who doesn't like the company of others is...
unsociable
A man who finds it hard to decide anything is...
indecisive
A woman who hates waiting is...
impatient
The people who lie for their own benefit are...
dishonest
Someone who never says 'thank you' and 'please' is...
impolite

2.2 Gap-filling (Level 2): In this second subtask, students are given the chance to complete some more definitions by writing the missing words; the definitions are in fact incomplete defining relative clauses which refer to different aspects of human psychological traits.
This is a simple short guided writing activity which combines the use of some vocabulary with the introduction of the main forms of relative pronouns. It is almost a gap-filling task with the difference that the students have to write whole sentences instead of individual words into the blanks.

**Guided writing:** The students complete six different definitions and they are asked to use relative clauses (all of them defining relative clauses). They have the chance to read some grammar reference and apply it.
The solution appears after a few seconds on placing the mouse over each picture, some lucky students might discover it, so here it goes anyway:

**DEFINITIONS**

0. house / place / live = A house is a place where we live

1. A wizard is a person who practises magic.
2. Zodiacs are texts which predict destiny.
3. A psychiatrist is a doctor who heals the mind.
4. summertime is the season when we go on holiday.
5. Trekking is a sport which keeps you fit.
6. A school is a building where you study. School is the building where you study.

**TASK 4 – SMALL TALK**

This is a classic listening exercise with blanks. The text is about two people talking about a third person and the aim is to introduce or revise some opinion expressions and go a little deeper into the use of relative sentences.

**Listening (+Gap filling):** In this exercise students have to listen to the dialogue and fill in the missing words. If they need extra help, they can read the dialogue as they do the exercise by clicking on the “Read the solution here” icon. The exercise is divided into two halves.

**The tapescript** can also be found in the folder text of this teaching unit under the name SOLSINGER.rtf and can be seen in two parts: textSINGER1.rtf and textSINGER2.rtf
TASK 5 – PERSONALITY TRAITS
(It’s all in your head)

This is a multi-layered task which again the students can follow in a straight line or tackle at random. On the first screen they will be sent back to the MAP if they stay for too long (a way of giving them a funny surprise). The whole cluster of exercises revolves around an imaginary Martian psychologist called I. M. Nutz and his imaginary conclusions in an interview about appearance, fancy dresses, and mental health. The main goal here is to provide the basis for a final written output by the students.

5.0. First impressions. The students are given the chance to have the first impressions of a text that talks, among other things, about first impressions. This first encounter is just a way of letting them know that the text is there whenever they want to read through it again (the text also appears later on).

This text is made up of the answers to three (almost four) basic questions:

1. What does your appearance say about your personality?
2. What are the psychological implications of Fancy Dress Costumes?
3. What are the main signs of psychological personality disorders and what can we do to improve?

From here the menu for the real sub-tasks can be reached:
5.1. Where are my notes?: Dr. I.M. Nutz, has lost his notes when coming to school for a new lecture, let’s help him put his little mess in order and make a coherent speech. The students can always read the entire text so that they can have an idea of what he will probably say.

Solutions: 5.1 Where are my notes?

This is a short summary of Dr. Nutz’s text; help him rearrange the words Move the blocks back in their position with the mouse. (There is one more screen, try it!)

| There are three themes that I’m talking about. First, the relation between appearance and personality; then, Halloween outfits and finally, mental distress and its solutions.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Part 2</td>
<td>Part 3</td>
<td></td>
</tr>
</tbody>
</table>

5.1 Where are my notes?

These are Dr. Nutz’s main ideas in the text, can you put them in order?.

Your hairstyle is as important as your makeup in your image.
At job interviews we want to leave a good impression too.
Length of hair affects our perception of other men and women.
Catwoman indicates that you want to cause admiration.
Those who want to go back to their childhood dress like Cinderella.
People think of lions as animals which are powerful.
Dress like the majority at Halloween, be a monster.
A crazy person is not just a person who behaves strangely.
There are some clear signs of mind distress that we can self-diagnose.
Fear of everyday routines can be a symptom of mind deterioration.
Frequent clashes with others means you are not well adapted.
Unmotivated anger is a factor that implies a risk of mind disorder.
There are three great tasks that can help people tidy their minds.
5.2. Let us make it clear: The students are asked to choose the right answer in a multiple choice activity which is divided into three screens; the first two screens are a classical multiple choice test with questions about the text and the third screen contains a list of ideas that have to be arranged in the same order as they appear in the text.

Solutions:

5.2 Let's make it clear.

Dr. Nutz is revising his ideas; he is not sure any more about what is true for him; read his text and clarify his theories.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long does it take to give a first impression? (part 1)</td>
<td>Three days</td>
</tr>
<tr>
<td></td>
<td>a few instants</td>
</tr>
<tr>
<td></td>
<td>a long time</td>
</tr>
<tr>
<td></td>
<td>a fortnight</td>
</tr>
<tr>
<td>Which length of hair makes men look the silliest? (part 1)</td>
<td>Short</td>
</tr>
<tr>
<td></td>
<td>medium</td>
</tr>
<tr>
<td></td>
<td>long</td>
</tr>
<tr>
<td></td>
<td>extremely long</td>
</tr>
<tr>
<td>What Halloween costume will make me look more insecure? (part 2)</td>
<td>The Mummy</td>
</tr>
<tr>
<td></td>
<td>Little Red Riding Hood</td>
</tr>
<tr>
<td></td>
<td>Wolverine</td>
</tr>
</tbody>
</table>

4. How do people see you if you dress as a dog? (part 2)                  | admirable     |
|                                                                         | fierce        |
|                                                                         | faithful      |
|                                                                         | witty         |

5. How many types of mental distress exist? (part 3.1)                    | Only a few    |
|                                                                         | thousands     |
|                                                                         | ten           |
|                                                                         | a thousand    |

6. How many clear symptoms of mind imbalance does the text refer to? (part 3.2+3) |
|                                                                         | 3             |
|                                                                         | 4             |
|                                                                         | 5             |
|                                                                         | 6             |
|                                                                         | 7             |
|                                                                         | 8             |
|                                                                         | 9             |
|                                                                         | 10            |
|                                                                         | 11            |
|                                                                         | 2             |
5.3. This is relatively relative. The task here is to assimilate and practice the rules for the use of relative pronouns; these rules are based upon the distinction between Defining and non-defining relative clauses, so we begin by an exercise that tries to teach this difference and only after this introduction are the students directed towards the main aim of the task: to learn which pronoun to use in this context.

**Note:** On the welcome screen (ST4.xml) the students will be directed to the end of the unit (finale.xml) if they stay there for 27 seconds. It says 25 but it is a lie.

### Solutions:

There is a challenge that, which, — you might want to face: to increase the number of friends that, who share their time with you. You do not have to visit a doctor, who will charge you dearly; it is enough if you read books, which will give you some inspiration, share your initiatives and improvements that, which, — you achieve with your friends and family, and you can enter a club or gym programme, which will give you more chances to get to know those other people that, who will be your friends. The first basic rule that, which will improve your mental health is the following: If there is some aspect of your life that, which makes you unhappy, think quickly of things that, which can help you to change or accept it.

If you can't make the changes that, which you planned on you own, then ask for the help that, which a professional can give you, and pay for the treatment that, which he gives or else it will not work, you can also seek help from family and friends, who will be glad to help, and compensate the favour that, which they do for you or else their help will not be effective.

Consciously and powerfully incorporate the changes that, which you consider to be necessary (think also of the advice that, which your counselor or friends gave you) and make this effort, which seems too big at the beginning, for a month as a minimum.

If you see nothing that, which improves, then repeat the process until you see something that, which changes; at least this will keep your mind busy and you will not get worse.
5.4. Are we nutz?: The students are asked to write an article for the school’s magazine (in English) and to record their voices.

END OF TASK 5

TASK 6 – FACE VALUE

The last activity is another listening activity based on the conclusions found by two teenagers in a magazine article about face-reading. The task consists of listening to two people reading and discussing their ideas about Barack Obama and Michael Jackson. This imaginary dialogue took place before Obama’s advent to the White House and thus, before Jackson’s death.

6.0 Barack and Michael (Michael and Barack) In the last exercise of the unit, students must listen to the dialogue between two imaginary characters and put the words of a text in order. This text is the summary of the conversation they hear and is divided into three consecutive pieces.

The tapescript can be found on this link that leads to the folder called text in the root directory of this teaching unit: Faces.pdf
**Solutions:**

*Barack and Michael*

1. After completing Task 6 there is a (secret) final screen that shows the end of the Unit:

   ![Solutions](image)

2. For further practice/testing please refer to *ExtensionAct.pdf* at the root directory of this Unit.

3. Should you wish to send your comments to the author(s), we will be very grateful to receive them at:

   itaka.angosto08@gmail.com

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**Notes:**

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**Obama**

- **has got**
- a triangular face shape
- which means he’s competitive.
- He’s got wide eyes.
- a demanding and realistic person.

**Michael**

- **had**
- curved and thick eyebrows.
- which shows he’s sociable.
- a sensual mouth.
- an extroverted and generous person.

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**Notes:**

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