

## Personality traits – what’s in a name?

**Aim:** To consolidate understanding of adjectives to describe people’s qualities.  
**Skills:** Reading, writing, speaking, listening  
**Level:** Intermediate - advanced  
**Age:** Secondary school to adult  
**Resources:** Copies of Worksheet 1 and 2; blackboard  
**Time:** 60 mins

**Requirements:** Students should be familiar with most of the adjectives that appear on the worksheets. Ensure the students each have access to a dictionary to identify the meaning of unfamiliar words.

### Introduction – 15 mins

1. Ask students to study the six lists of adjectives on Worksheet 1. Explain that associating the adjectives with a given concept makes them remember them better. Ask students to look up the meaning of any unfamiliar adjectives in their dictionary.
2. Ask students to choose an adjective from each category which is negative, positive or both, and write their chosen adjectives in the boxes provided on Worksheet 1.  
**Extension:** Ask students to identify similar words within each group (e.g. irritable – bad tempered).
3. Ask the students to choose two adjectives from each group which they think describe their personality and write them on a piece of paper. Collect their suggestions and read them aloud to see which traits are the most often mentioned.  
**Extension:** read the suggestions one by one and ask the students to guess who the two adjectives refer to.

### Main activity – 40 mins

1. **Exploring the words:** Conduct a mini-questionnaire. Provide the students with an adjective (e.g. patient) Write the list of situations below on the board. Ask the students to provide an answer for each situation. For example:

(patient)

- Think of a person you know who is patient?
- When was the last time you had to be patient?
- Which job requires you to be patient?
- In what situations is it desirable to be patient?
- Do you find it easy or difficult to be patient?

**Extension:** This activity can be extended by changing the adjective.

2. On a piece of paper ask each student to answer the following questions by choosing a suitable adjective from the list on Worksheet 1. Ask students to go through their answers with a partner (or with the whole class).
  - I wouldn’t make friends with someone who is .....

- It is difficult to get on with people who are .....
- I'd like to share a room with someone who is .....

**Extension:** Ask the students to produce two statements of their own, and select a corresponding adjective.

3. **'What's in a name?'** Ask everybody in the classroom to work with another student they know well in the room. Ask the students to write the name of their partner. This name will be the starting point for a crossword puzzle. Each letter of the name will function as a letter in an adjective. Refer students to Worksheet 2 as an example. Ask students to complete their crossword. When the students have completed this exercise, ask them to use their dictionary to help them to write a definition of each of their chosen adjectives. Again, refer students to Worksheet 2 as an example.

### **Conclusion – 5 mins**

When students have finished writing their crosswords and definitions, ask them to swap crosswords with their partner. Each student should decide if they agree or disagree with their partner's chosen adjectives.