

[Link to the lesson](#)

You will learn

- how to name character traits, personality and appearance
- how to see a variety of characterological types
- how to practice the ability to conduct discussions
- how to create characteristics of a person

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie abstraktu

Before the lesson

Make an interview with someone who impresses you in some way (it can be a family member, a friend, etc.). Then make a short note from the conversation, writing down the obtained information in points. Ask this person about his or her most important character traits, interests, skills, habits, opinions and attitude towards people and animals.

Character trait description

A physical description is an analysis of the appearance of a real person or a literary or fictional character. **Character trait description**, in turn, is a form of an oral or a written discussion of a character's personal qualities. Such an analysis may cover character behaviour, personal and intellectual qualities, lifestyle and opinions, e.g. what positive traits does this character have? What negative character traits does he or she have? What makes this character stand out? **Self-description**, in other words an attempt to describe oneself, is a special form of **character description**. Character description is used in all kinds of texts: literary ones, official letters, journalists' articles, rhetoric expressions, scientific definitions,

as well as cover letters, film scripts and laudatory speeches. Depending on the author's intention, a depiction can be serious, jocular or ironic. A full character description should include: character presentation, physical description, character trait description, description of a character's behaviour, hobbies, skills, views and core values, and an evaluation of that character.

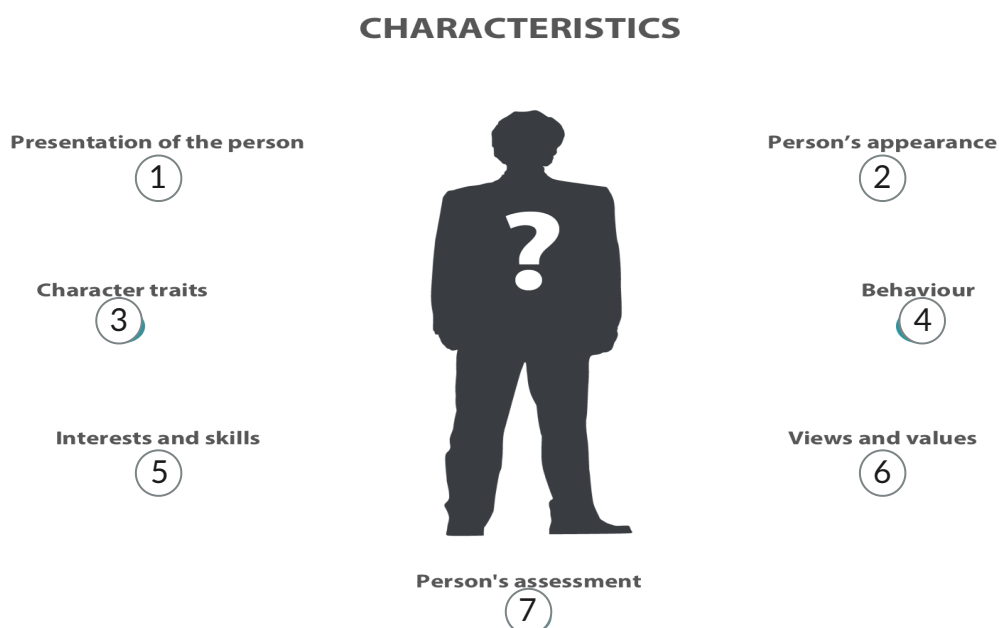
In the **introductory** part, make a brief presentation of the person and give basic information about him/her. (e.g.: What's his/her first and last name? Where does he/she come from? How old is he/she? Where does he/she live?)

The development is the main and the most comprehensive part of the characteristics. In this part of the work one should not only focus on the external features of the person presented and on the life events important for him/her (so-called external characteristics), but also describe his/her character, manner of behaviour, interests and professed values (so-called internal characteristics).

The last part of the characteristics (**ending**) contains the opinion of the writer about the presented person.

Exercise 1

Look at the mind mapping presenting the structure of the characteristics. In addition to the individual points, examples of questions which are worth asking when preparing to create the characteristics, are given. Redraw the map to the notebook and fill it with your questions.



1. What is his/her last name? Where does he/she come from? How old is she? Where does he/she live?

2. What's his/her height? What is the color of hair? How does he/she move?
3. What are the advantages? What are the disadvantages? What distinguishes his/her character?
4. How does he/she behave? Does he/she have any constant habits, sayings? How does he/she treat other people?
5. What are his/her interests? What are his/her abilities? What knowledge does he/she have?
6. What is his/her worldview? What are his/her life goals? What does he/she want to achieve?
7. What is my opinion of the described person? What do I admire him/her for? What irritates me?

Exercise 2

Take part in the game „Who are we talking about?“. To play it, please prepare – in an oral form – short characteristics (consisting of two or three sentences) of a chosen classmate. Then make a short presentation on the forum. Other people in the class team should guess who you are talking about.

While characterizing your colleagues, you used the words that describe their appearance or personality. Developing this type of vocabulary is very important, thanks to it your characteristics will be more interesting and more accurate.

Exercise 3

Check if you understand the following Polish words. Complete the definitions in your notebook according to the example. If you are not sure, look the words up in the Polish Language Dictionary of PWN.

Example: gadatliwy – taki, który dużo mówi.

- sumienny
- rycerski
- skromny
- dociekliwy
- szczodry
- chciwy
- awanturniczny
- zręczny
- mężny
- chełpliwy.

Characteristics of a person do not always contain only positive feature, you can also characterize, for example, the villain of your favourite movie.

Exercise 4

Match the appropriate antonyms (opposites) to the words given, thanks to which you will be able to assess the characters both positively and negatively.

yielding, passive, calm, impatient, lazy, helpful, phlegmatic, withdrawn

hard-working	
stubborn	
selfish	
patient	
sociable	
energetic	
aggressive	
active	

Exercise 5

Consider whether all the features from the previous exercise can be defined as explicitly positive or negative.

Exercise 6

Choose one of the people you know and describe his or her character traits. Invent as many adjectives, as possible. You can use as well the illustrations below.



Source: domena publiczna.

A few tips

While creating the characteristics of a person, the following errors often occur:

- too extensive description of the appearance,
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- lack of character assessment (laconic conclusions, lack of justification of the assessment).

Other errors appearing in written works, regardless of the form of the statement, are:

- writing off topic,
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- the occurrence of sentences not connected with each other in a coherent and logical manner,
- poor vocabulary (too frequent repetition of the words „to have” and „to be”),
- grammatical, spelling and punctuation errors.

Pay attention to this while writing your characteristics.

Exercise 7

Create the characteristics of the person you interviewed when prepared for the lesson. You can ask him/her for additional information. Remember to include all elements in the characteristic.

Keywords

characteristics, description, feature

Glossary

character description

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: character description

charakterystyka postaci

self-description

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: self-description

autocharakterystyka

Lesson plan (Polish)

Tytuł: Jacy oni są? Charakterystyka postaci

Opracowanie scenariusza: Katarzyna Maciejak

Temat zajęć: Jacy oni są? Piszemy charakterystykę postaci

Grupa docelowa

Uczniowie klasy VII szkoły podstawowej.

Podstawa programowa

Treści nauczania – wymagania szczegółowe, klasy 4-6

II. Kształcenie językowe.

1. Gramatyka języka polskiego. Uczeń:

1) stosuje poprawne formy gramatyczne wyrazów odmienne; 2) poprawnie stopniuje przymiotniki i przysłówki, rozumie ich rolę w opisie świata oraz używa we właściwych kontekstach; 3) rozpoznaje w tekście typy wypowiedzi: zdanie pojedyncze, zdania złożone (podrzędnie i współrzędnie), równoważniki zdań, rozumie ich funkcje i stosuje w praktyce językowej.

1. Zróżnicowanie języka. Uczeń:

1) używa stylu stosownego do sytuacji komunikacyjnej; 2) rozpoznaje w wypowiedziach związki frazeologiczne, dostrzega ich bogactwo, rozumie ich znaczenie oraz poprawnie stosuje w wypowiedziach; 6) rozpoznaje słownictwo neutralne i wartościujące, rozumie ich funkcje w tekście; 3) dostosowuje sposób wyrażania się do zamierzonego celu wypowiedzi; 4) rozróżnia synonimy, antonimy, rozumie ich funkcje w tekście i stosuje we własnych wypowiedziach; 5) zna i stosuje zasady spójności formalnej i semantycznej tekstu.

1. Ortografia i interpunkcja. Uczeń:

1) pisze poprawnie pod względem ortograficznym oraz stosuje reguły pisowni; 2) poprawnie używa znaków interpunkcyjnych: kropki, przecinka, znaku zapytania, znaku wykrzyknika, cudzysłowu, dwukropka, średnika, nawiasu.

III. Tworzenie wypowiedzi.

1. Elementy retoryki. Uczeń:

1) tworzy logiczną, semantycznie pełną i uporządkowaną wypowiedź, stosując odpowiednią do danej formy gatunkowej kompozycję i układ graficzny; rozumie rolę akapitów w tworzeniu całości myślowej wypowiedzi; 2) dokonuje selekcji informacji; 3) zna zasady budowania akapitów.

1. Mówienie i pisanie. Uczeń:

1) tworzy spójne wypowiedzi w następujących formach gatunkowych: dialog, opowiadanie (twórcze, odtwórcze), opis, list, sprawozdanie (z filmu, spektaklu, wydarzenia), dedykacja, zaproszenie, podziękowanie, ogłoszenie, życzenia, opis przeżyć wewnętrznych, charakterystyka, tekst o charakterze argumentacyjnym;

IV. Samokształcenie. Uczeń:

1. korzysta ze słowników ogólnych języka polskiego, także specjalnych, oraz słownika terminów literackich.

Treści nauczania – wymagania szczegółowe, klasy 7-8

III. Tworzenie wypowiedzi.

1. Elementy retoryki. Uczeń:

1) gromadzi i porządkuje materiał rzeczowy potrzebny do tworzenia wypowiedzi; redaguje plan kompozycyjny własnej wypowiedzi; 2) tworzy wypowiedź, stosując odpowiednią dla danej formy gatunkowej kompozycję oraz zasady spójności językowej między akapitami; rozumie rolę akapitów jako spójnych całości myślowych w tworzeniu wypowiedzi pisemnych oraz stosuje rytm akapitowy (przeplatanie akapitów dłuższych i krótszych).

Ogólny cel kształcenia

Kształcenie umiejętności pisania charakterystyki.

Kształtowane kompetencje kluczowe

- porozumiewanie się w języku ojczystym;
- porozumiewanie się w językach obcych;
- umiejętność uczenia się;
- kompetencje społeczne i obywatelskie.

Cele operacyjne

Uczeń:

- nazywa cechy charakteru, osobowości, wyglądu;
- dostrzega różnorodność typów charakterologicznych;
- tworzy spójne wypowiedzi ustne i pisemne;

- dyskutuje;
- stosuje zdobytą wiedzę i umiejętności.

Metody/techniki kształcenia

- podająca: wyjaśnienie;
- aktywizujące: dyskusja;
- programowana: z użyciem komputera;
- praktyczna: ćwiczenia do tekstu.

Formy pracy

- zbiorowa jednolita,
- grupowa zróżnicowana i jednolita,
- praca w parach.

Przebieg zajęć

Przed lekcją

Uczniowie wykonują zadanie zamieszczone w części „Przed lekcją” w abstrakcie “What are they like? Character description” (e-podręcznik).

Faza wprowadzająca

1. Nauczyciel zapoznaje uczniów z celami zajęć.
2. Nauczyciel oraz uczniowie uruchamiają lekcję “What are they like? Character description”. Uczniowie odsłuchują pierwszą część nagrania. Nauczyciel jeszcze przed rozpoczęciem tej części lekcji zaprasza uczniów do aktywnego słuchania tekstu, prosząc, aby zwrócili uwagę na najważniejsze elementy, które są niezbędne w strukturze charakterystyki. Wspólnie z uczniami tworzy schemat budowy charakterystyki – uczniowie zapisują go w zeszycie.

Faza realizacyjna

1. Uczniowie zapoznają się z infografiką w zadaniu 1. Uzupełniają schemat o dodatkowe pytania, które zapisują w zeszycie.
2. Nauczyciel prosi uczniów, aby zagraли w grę „O kim mowa”, polegającą na charakteryzowaniu kolegów z klasy. Pozostali uczniowie odgadują, o kogo chodzi.
3. Uczniowie odsłuchują kolejną część nagrania. Następnie wykonują zadania rozwijające słownictwo potrzebne do charakteryzowania postaci (definicje przymiotników, antonimy, wartościowanie).
4. Nauczyciel omawia najczęstsze błędy popełniane przez uczniów piszących charakterystykę. Przedstawia uczniom ogólny plan charakterystyki.

Faza podsumowująca

1. Nauczyciel podsumowuje wiadomości z bieżącej lekcji.
2. Zadaje uczniom pracę domową, którą jest napisanie charakterystyki. Uczniowie mogą zacząć nad nią pracę jeszcze na lekcji, tworząc np. plan charakterystyki postaci, z którą przeprowadzili rozmowę, przygotowując się do lekcji.

Praca domowa

Stwórz charakterystykę osoby, z którą przeprowadziłeś rozmowę, przygotowując się do lekcji. Możesz poprosić ją o dodatkowe informacje. Pamiętaj o wszystkich elementach charakterystyki.

W tej lekcji zostaną użyte m.in. następujące pojęcia oraz nagrania

Pojęcia

character description

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: character description

charakterystyka postaci

self-description

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Nagranie słówka: self-description

autocharakterystyka

Teksty i nagrania

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie abstraktu

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Pay attention to this while writing your characteristics.

Lesson plan (English)

Title: What are they? Character description

Lesson plan elaborated by: Katarzyna Maciejak

Topic: What are they like? We write character description

Target group

7th-grade students of an elementary school.

Core curriculum

Specific requirements, class 4-6

II. Language education.

1. Polish grammar. Student:

1) writes and talks correctly; 2) correctly grades adjectives and adverbs, understands their role in the description of the world and is used in appropriate contexts; 3) identifies utterances in the text types: single sentence, sentences complex (subordinate and the coordinates) equivalents of sentences and understand the functions used in the practice of the language;

1. Diversity of language. Student:

1) uses a style appropriate to the communication situation; 2) recognizes utterances collocations, recognizes their wealth understands their importance, and are used properly in the statements; 3) recognizes the vocabulary neutral and evaluative understands their functions in the text; 4) adapts a way of expressing the intended purpose of expression; 5) differentiates between synonyms, antonyms, understand their functions are used in the text and in their words; 6) knows and uses the principle of cohesion and formal semantic text.

1. Spelling and punctuation. Student:

1) writes correctly by spelling, and apply spell-checking; 2) correctly use punctuation marks: period, comma, question mark, exclamation mark, quotation mark, colon, semicolon, parenthesis.

III. Creating expression.

1. Elements rhetorical. Student:

1) forms a logical and structured semantically full story using the appropriate form for a given species composition and layout; understand the role of creating the paragraphs in its entirety mental expression; 2) makes the selection information; 3) knows how to construct a paragraph;

1. Speaking and writing. Student:

1) creates a coherent expression in the following forms genre: dialogue, storytelling (creative, reconstructive), a description, a letter, a report (from the film, performance, events), dedication, invitation, thanks, announcement, greetings, description of internal experiences, characteristics, the text of an argumentative;

IV. Self-study. Student:

1. uses general language dictionaries Polish, also special, and the dictionary of literary terms.

Specific requirements, class 7-8.

III. Creating expression.

1. Rhetorical elements. Student:

1) collects and organizes the material needed to create tangible expression; edits his own compositional plan of expression; 2) forms a statement using the appropriate form for a given species composition and the rules of linguistic coherence between paragraphs; paragraphs understand the role as a consistent whole thought in the formation of writing and applies rhythm Paragraph (interleaving longer and shorter paragraphs).

The general aim of education

Learning writing skills of character description.

Key competences

- communicating in the mother tongue;
- communicating in a foreign language;
- learning to learn;
- social and civic competences.

Learning outcomes

Student:

- names character traits, personality, appearance;
- recognizes the diversity of types of characterological;
- creates a coherent oral and written text;
- discusses;

- applies the acquired knowledge and skills.

Teaching methods / techniques

- delivery: clarification;
- activating: discussion;
- programmed: using the computer;
- practical: exercises to the text.

Forms of work

- collective,
- group,
- in pairs.

Lesson plan overview (Process)

Before the lesson

Students complete the task included in the part „Before the lesson” in the abstract „What are they like? Character description”.

Introduction

1. The teacher introduces students to the objectives of the course.
2. The teacher and the students start the lesson „What are they like? Character description”. Students listen to the first part of the recording. Teacher before beginning this lesson invites students to actively listen to the text, asking to focus attention on the most important elements that are necessary in the structure characteristics. Together with the students they create a diagram of the characteristics - students write it in their notebooks.

Realization

1. Students will learn the specific Infographics 1. They complete scheme with the optional questions that they write in a notebook.
2. The teacher asks students to play a the game „Who they are,” involving the characterization classmates. Other students randomly guess who it is.
3. Students listen to another part of the recording. Then they perform the tasks of developing the vocabulary needed to characterize the form (adjectives definitions, antonyms, valuation).
4. The teacher discusses the most common mistakes made by students writing characteristics. He shows students the characteristics of the overall plan.

Summary

1. The teacher sums up the message from the current lesson.
2. He gives the students homework, which is to write characteristics. Students can start working on it yet in class, creating the plan.

Homework

Create the characteristics of the person you conducted the interview with, preparing for the lesson. You can ask her or him for additional information. Remember all the elements of the character description.

The following terms and recordings will be used during this lesson

Terms

character description

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: character description

charakterystyka postaci

self-description

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Nagranie słówka: self-description

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Texts and recordings

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