

Lesson 2 – Pet Adoption

Les chiens et leurs caractéristiques - Dogs and their traits

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| Grade: 8 FSL | Duration: 1h | |
| Specific Learner Outcomes: | Learning Objectives: | Assessments: |
| Communication: -name, list, encourage, describe, explain, ask and answer questions, give simple commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, give compliments, orally, providing some details, in a defined, structured and modelled fashion, with limited spontaneity, resulting in a prepared message in the present, that is comprehensible and accurate. Language Learning Strategies: -take the risk to say or write something in French | Students will be able to match a written description of a dog to its corresponding photo. Students will be able to describe the physical and personality traits of a dog in written format and spontaneously in verbal format. | Formative assessment of written and spontaneous verbal descriptions. |

Preparation required:

- Print off colour copies of the first page of resource D4 *Les chiens* for each student.
- Have this short clip of The Littlest Hobo buffered and ready to play:

<https://www.youtube.com/watch?v=ColnaLJEsNs>

Introduction (10 minutes):

Hook/Attention grabber: *Salut! Connaissez-vous l'émission The Littlest Hobo?* This was a Canadian show that aired back in the 1980s. It is the show about an ownerless dog who ends up saving people everywhere he goes.

Introduction: Today we are going to start class by watching a video of him. Pay attention to his physical and personality traits. We will be working together to describe him. Play the video from 02:30 – 05:35:

<https://www.youtube.com/watch?v=ColnaLJEsNs> This is a long enough clip from this episode for

students to be able to describe the traits of this dog. If students wish to watch more, section 12:45 – 14:25 is a clip of the dog saving the girl from possibly drowning.

Pre-task (25 minutes):

As a class, describe the physical and personality traits of the dog from the video. To prompt students you could ask them about the first interaction between the dog and the parents. This could be followed by a question about what he did for the little girl and how he acted when he first saw her and took her blanket to the road. You could also ask students how he reacted when he realized her parents were not coming back. A few examples of traits students might mention are the following:

- curieux – *curious*
- brave – *brave*
- gentil – *nice*
- une fourrure blanche et noire – *white and black fur*
- protecteur – *protective*
- intuitif – *intuitive*
- intelligent – *intelligent*
- calme – *calm*
- réconfortant – *comforting*
- affectueux – *affectionate*

Some possible new traits and abilities that have not been explored in the previous lesson might include:

- beau – *beautiful* (for a female dog this would be “*belle*”)
- aimable – *loveable*
- sympathique – *sympathetic*
- en forme – *fit (physically)*
- amical – *friendly* (for a female dog this would be “*amicale*”)
- il sait nager – *he can swim* (in the second clip)

If students list off any other traits, these should be written on the board and looked up in a bilingual dictionary to add to their repertoire.

Next, students will write up their own description of a dog of their choice. Hand out the resource D4 *Les chiens* to each student. Give them time to analyze the pictures of all six dogs and tell them to secretly pick one and then describe it in written form. Space is provided below the images for students to write up their descriptions. Once they are done, place students in small groups. One at a time, students should read their descriptions aloud to their other group members. Once they are done, the group members must guess which dog is being described. Students can also give peer-feedback to help improve their peer’s description of the dog. This can be done in English. Any new ways of describing a dog can also be looked up in a bilingual dictionary. Students may want to express that the dog is old or young:

Le chien est vieux/La chienne est vieille – *the dog is old*

Le chien/La chienne est jeune – *the dog is young*
It's a puppy – *c'est un chiot*

Task (15 minutes)

During the task, students will re-use the pictures from this resource (D4). Place students in groups of two. One student from the group must pick a dog from the selection of photos and describe it orally to their partner. Tell students that they must pick a new dog for this task. The other student must guess which dog it is they are describing. Once they are done, have partners switch roles. Students may want to do this a few times and this is a good time to walk around and listen to the descriptions students are giving. You should be hearing students say such things as: "Le chien est ____." "Il/elle est ____." This is a good time to make any mental notes about chunks of language students may still be missing in order to express themselves with ease.

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 can introduce/review the demonstrative adjectives "ce/cette" when a student wants to start a description by saying "This dog is ____." They should say "Ce chien est ____." or "Cette chienne est ____."
- The teacher can further explore the uses of the word "sympatique" in French as its definition is not limited to a person's ability to be sympathetic. In French, you would mostly hear the abbreviated version of this word used in other contexts. For example, it can also be used to describe someone who is friendly such as: "L'enseignant(e) est très sympa!" (The teacher is very nice). It can also be used to describe an event or state of affairs that is enjoyable such as: "C'est sympa ce festival!" (This festival is enjoyable!) or "Ce joli quartier a une atmosphère sympa." (This pretty neighbourhood has a nice atmosphere.)

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, encourage students to use their worksheet D1 while describing their dogs. You may also want to write up a list of basic physical traits (grand, petit, fort...) on the board with the starter sentence "Il est ____."
- To accommodate this lesson for a higher level, have a discussion about the altruistic (*altruiste*) nature of the dog from The Littlest Hobo during the first pre-task. You could ask them if they think dogs are altruistic: "Est-ce que les chiens sont altruistes?"