

Your Passport to the World!

THEME:	CULTURAL CONTEXTS (TRAVEL)			
LANGUAGE:	ANY (FRENCH)			
STANDARDS:	COMMUNICATION	CULTURES	CONNECTIONS	
	1.2	1.3	2.2	3.1

Time Frame:

One fifty-minute class period

Materials Needed:

- Authentic passports from the U. S. and target culture (or copy of passport from a language textbook)
- Handout showing a mock blank passport from the target culture (samples provided in French, German, and Spanish)
- Small, individual photos of students

Description of Task:

Pre-Reading:

The teacher will bring in his/her U. S. passport and show it to students, circulating it around the room. Together with the teacher, the students will brainstorm to form predictions about what the document is and what information is contained inside (i.e. name, birthdate, nationality, etc.). The teacher will supply an overhead of the information contained, and students will match it to their list. An overhead of all the “stamps” of countries visited by the teacher will also be shown and discussed as well as visas and residence permits (“une carte de séjour”). Students will try to make educated guesses about the names of the countries visited by looking at the stamps from the passport (using visual images and an English document will help activate prior knowledge). The teacher and students will then make a list of which countries are French-speaking and which are not, locating them together on a world map.

In the second portion of the pre-reading stage, the teacher will bring in a passport, this time a French one (or representing another target culture).

Level:

Novice-High

Purpose:

To scan for information; to fill in a form with information in a culturally appropriate way

Communicative

Functions:

Referential: Scanning for information

Interpersonal: Identifying oneself to others in writing

Language Structures:

Word order

Cultural Aspects:

Writing birthdates, addresses, and names according to cultural conventions

Modalities:

Reading

Writing

NOTES

Students will once again make predictions about the document based on its appearance (the cover, the title, writing, etc.). At the same time, students will discuss how they came to these conclusions.

During reading:

Students will now be presented with a copy of the first page of the authentic French passport containing biographical information. They will read the document silently, and then work with a partner to do a “think aloud” activity focusing on the passport section by section, explaining why they think the section contains the information that it does as well as how it differs from information given in a U. S. passport. The students will underline similarities in one color ink and differences in another color (for example, the order in which the date is written).

After completing the think aloud activity, the students will now proceed to comprehension questions that accompany the text. These sentences will be written in English, thus emphasizing reading comprehension, not production in the target language. Sample questions about the information contained in the French passport are as follows:

1. What is the name of the passport holder?
2. Where does he/she live?
3. What is his/her height and eye color?
4. What is his/her date and place of birth?
5. What is the passport holder’s nationality?
6. When will the passport expire?

After completing the questions, the teacher and students will discuss the answers given by the students as well as differences found between the French and American passports (i.e. the way names and addresses are written).

Post-reading:

Using the French passport as a model, the students will fill in a blank French passport using their “French” class names and creating imaginary addresses. (Handouts containing a blank passport are provided in French, German, and Spanish. Similar handouts for passports representing other

target cultures can be created by using white-out to erase the passport holder's name, etc.)

To complete this project, the students will attach a photo of themselves, staple their passport together, and use it whenever a new Francophone country is studied. Students will have their passport stamped as they learn about new countries!

Assessment:

For the reading portion, students have completed the activity successfully if the questions have been answered correctly.

For the writing portion (filling in the blank passport), students will be evaluated on the following factors:

1. Correct biographical information placed in each section
2. Information presented in a culturally accurate manner (dates, birthdates, addresses, names, etc.)

The students will receive (for each section) a plus for excellent work, a check for satisfactory, and a minus for unsatisfactory work. These symbols will be averaged and a general mark given for the project as well as comments on presentation (cultural accuracy of information provided, etc.).

Extensions:

Suggestions for adapting the task for various levels:

For advanced levels: The questions for the reading portion of the task can be presented in the target language and students can be expected to respond in the target language. All large group discussions can take place in the target language. A more complex form (e.g., an application for a passport or a form to report the loss of a passport) could be used for the writing portion.

Other extensions:

This lesson could easily be adapted for another language. It may also be used with younger students in exploratory classes at the elementary or middle school levels. This passport can later be used in conjunction with

NOTES

units focusing on various countries representing the target culture. Students preparing a trip abroad could fill out actual passport applications.

Cultural extensions:

Other cultural differences when dealing with Francophone countries (such as names) can be highlighted as students create passports for other French-speaking countries.

Reflections:

© 2006, Regents of the University of Minnesota. These materials were created by members of the Minnesota Articulation Project and were edited by Diane J. Tedick. Permission is granted to duplicate these materials for educational purposes. Permission to reprint must be sought from the Center for Advanced Research on Language Acquisition.

Originally published in Tedick, D.J. (Ed.). (2002). Proficiency-oriented language instruction and assessment: A curriculum handbook for teachers. CARLA Working Paper Series. Minneapolis, MN: University of Minnesota, The Center for Advanced Research on Language Acquisition.