

Topics: Identity by Adrian Tennant

LEVEL: Pre-intermediate
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Pronouns (subject, object and possessive), understand vocabulary in context, topic words

LEAD-IN

Ask students to match the words in the box to the photos. Put students in pairs and get them to compare their answers together. Check answers as a class.

Key _____
 A. fingerprints; B. landing card; C. passport; D. ID card; E. iris scan. They are all forms of identification.

READING 1: HEADLINES

Ask students to read the headlines and discuss what they think happened in each of the situations in pairs. Monitor, and help where necessary. Elicit ideas from students as a whole class discussion. Don't confirm whether these ideas are correct yet.

READING 2: NEWS IN BRIEF

Ask students to read through the newspaper stories and see if their ideas were correct. Ask students to match the headlines, from the Reading 1: Headlines exercise, to the stories. Tell them they don't need to understand every word (you could give a short time limit, e.g. two minutes). Get students to check their answers in pairs before checking as a class. Remember to discuss their predictions from the previous stage.

Key a _____
 1. The man with no name; 2. Are you Ralf or Boris?; 3. Man arrested for crime he didn't do; 4. CCTV doesn't always help; 5. Queues as technology fails

Next, ask students to read the five sentences and decide if each one is true (T) or false (F). Again, get pairs to check their answers together before checking as a class.

Key b _____
 1. F; 2. T; 3. F; 4. T; 5. F

WORKING WITH THE LANGUAGE

Ask students to read the information about pronouns and look at the examples in the box. Then ask students to do the exercise, choosing the correct pronouns. Get students to check their answers in pairs before checking as a class.

Key _____
 1. his; 2. He; 3. him; 4. he; 5. His

Note: It's not necessary for students to know the grammatical term for the words (*he* – subject pronoun, *him* – object pronoun, *his* – either possessive pronoun or possessive adjective depending on whether it is followed by a noun) but how to use them correctly.

WORKING WITH VOCABULARY

Focus 1: Meaning

Ask students to look back at the newspaper stories and find words that match the definitions. Encourage them to work in pairs and discuss their ideas as they look at the texts. Monitor and help where necessary. If students are struggling, tell them there are two words from each article. Check the answers as a class.

Key _____
 1. witnesses; 2. lost; 3. unique; 4. blaming; 5. commit; 6. victim; 7. worth; 8. indicate 9. delays; 10. scan

Focus 2: Topic-related words

Ask students to complete the four sentences with the words in the box. If they want to, let students use dictionaries to see the differences between the words. Get students to look back at the newspaper stories before checking the answers as a class.

Key _____
 1. identity; 2. identical; 3. ID; 4. identify

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LISTENING

Ask students to listen to a short radio news report. Play the report and ask students which of the newspaper stories, from the Reading 2: News in brief exercise, it is about (the first one). Then, ask students to read the first newspaper story again and circle any differences they can remember between it and the radio report. Put students in pairs and ask them to discuss their answers together. Monitor and help where necessary. Play the recording again, if necessary, and check the answers as a class.

Transcript:

Newsreader: Police are looking for witnesses to an accident that happened at 3am last Saturday. A young woman crashed her car in Newcastle city centre. Earlier, a police spokesperson gave a statement:

Spokesperson: When the young woman was taken to hospital by ambulance, she was unconscious and didn't have any ID on her. She's awake now but isn't speaking to us, so we don't know who she is.

Key

3am / 3pm; Saturday / Sunday; a woman / man; crashed her car / was hit by a car; brought into hospital by ambulance / not mentioned in the newspaper story; she isn't speaking to the police / he is speaking but has lost his memory

SPEAKING

Put students in small groups and ask them to discuss the questions together. Afterwards, ask a few groups to report back on their discussion. You might want to open this out to the whole class.

PROJECT

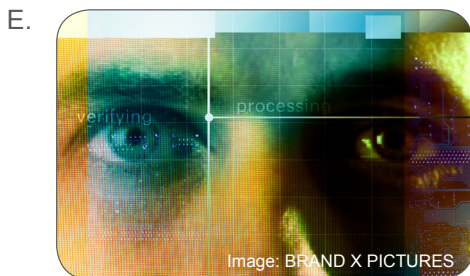
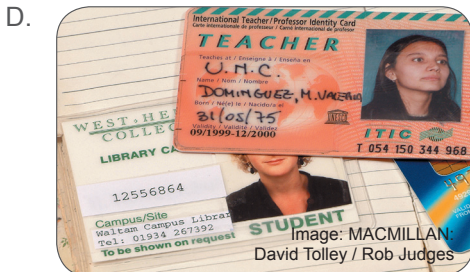
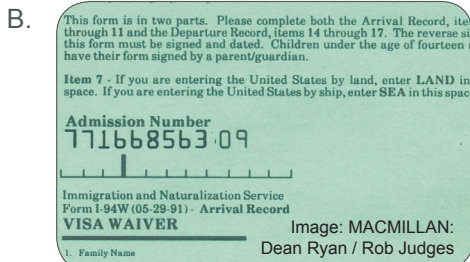
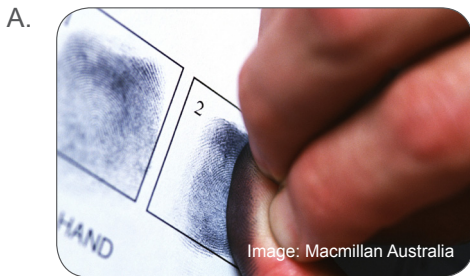
Ask students to carry out the project for homework and follow it up in the next lesson.

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LEAD-IN

Match the words in the box to these pictures.

- passport landing card iris scan
- identity card fingerprints



What are they all used for?

READING 1: HEADLINES

Read the headlines. What do you think happened in each of the situations?



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READING 2: NEWS IN BRIEF

a. Match the headlines from the previous exercise to the stories below.

1.

Police are looking for witnesses to an accident that took place at 3pm last Sunday. The accident happened in Newcastle city centre. 'A man was hit by a car. We don't know his name because

he was unconscious and didn't have any ID on him when he was brought into the hospital,' said a policeman. 'He is awake now, but has lost his memory.'

2.

A school in Germany has a unique problem. 'We have three sets of twins which is unusual,' said a teacher. 'But the biggest problem is that they are identical twins so it's very difficult to

tell each of them apart. It doesn't help that the parents dress them in the same clothes!' The twins are using this to their advantage by misbehaving and then blaming each other.

3.

Gert van de Linden has just been released from prison but he is still a very unhappy man. Why? Well, he was in jail for a crime he didn't commit. Gert was a victim of identity theft. 'Someone

pretended to be me. They used my name and personal details to get €500,000 and then they disappeared,' he said. 'Then the police arrested me and I went to prison!'

4.

Police are searching for three robbers who stole pictures worth around \$10 million from a Brussels art gallery. Although they have CCTV images, the police are finding it difficult

to identify the robbers. 'The pictures indicate that they are only about 1.3 metres tall so we're either looking for teenagers, young women, or three very small men,' said one policeman.

5.

Last weekend, passengers at a busy airport experienced long delays when the technology designed to check passports broke down. 'First the new iris scanners failed and then all the machines we use

to scan passports suddenly stopped working,' said a senior security manager. 'Officials had to check all the passports and this took a long time.'

b. Read the newspaper stories again. Are these sentences true (T) or false (F)?

1. The police in Newcastle know the name of the man who was knocked down by a car.
2. The twins look the same as each other.
3. Gert van de Linden stole €150,000.
4. The robbers aren't very tall.
5. When technology broke down at the airport, people's passports weren't checked.

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WORKING WITH THE LANGUAGE

When we talk about people, we can use the person's name, e.g. *Jim*, but we often use pronouns in place of the person's name, such as *he*, *him*, etc. We can also use pronouns such as *his* when we want to say something belongs to a person. Look at these two sentences from the newspaper reports.

We don't know his name because he didn't have any ID on him when he was brought into the hospital.

Someone pretended to be me. They used my name and personal details ...

Choose the correct words to complete the following text.

Gert van de Linden spent six months in prison after someone used (1) *he / his* name to commit a crime. (2) *He / Him* can't understand how the police could arrest (3) *he / him* for something (4) *he / him* didn't do. (5) *He / His* lawyer said that identity theft is a terrible crime.

WORKING WITH VOCABULARY

Focus 1: Meaning

Find words in the newspaper stories that match the definitions below.

- people who saw a crime, accident or event happen (story 1)
- no longer had something (story 1)
- very special or unusual (story 2)
- saying that someone is responsible for an accident, problem or bad situation (story 2)
- do something that is illegal or wrong (story 3)
- someone who has suffered as the result of the actions of other people (story 3)
- the value of something in money (story 4)
- show something (story 4)
- situations when something happens later or more slowly than you expected (story 5)
- to look at something very carefully (story 5)

Focus 2: Topic-related words

Complete the sentences with the correct word from the box.

identical	identify	identity	ID
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- 'Someone pretended to be me. They used my name and personal details. I was the victim of _____ theft.'
- They are _____ twins, so it's very difficult to tell them apart.
- The police didn't know who the man was because he didn't have any _____ on him.
- The police are using CCTV pictures to try to _____ the robbers.

LISTENING

Listen to the radio news report and answer the questions below.

Which newspaper story is it most closely related to? What are the differences between the newspaper story and the radio news report?

SPEAKING

Discuss these questions in groups.

- Which of these do you have?
 - a passport
 - an ID card
 - a credit card
- What sort of things do you need ID for in your country?
- Do you think CCTV is a good idea? Why? Why not?

PROJECT

Find a story about identity theft either in a newspaper or on the internet. Write a short summary of the story and share it in the next class.

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Listen to the radio report and answer the questions below.

Which newspaper story is it most closely related to?
What are the differences between the newspaper story and the radio report?

SPEAKING

Discuss these questions in groups.

1. What sort of identification documents do you have in your country?
2. Do you think ID cards are a way of the government keeping an eye on you?
3. What sort of things do you need ID for in your country?
4. Have you ever been the victim of identity theft? If yes, what happened?
5. Do you think CCTV is a good idea? Why? Why not?

PROJECT

Find a story about identity theft either in a newspaper or on the internet. Write a short summary of the story and share it in the next class.