

Topics: Identity by Adrian Tennant

LEVEL: Intermediate +
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Phrasal verbs, understand vocabulary in context, topic words

LEAD-IN

Put students in pairs. Ask them to look at the pictures and discuss the questions. Elicit ideas from students as a whole class discussion.

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, in pairs, to discuss what they think happened in each of the situations. Elicit ideas from students as a whole class discussion. Don't confirm whether their 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. Brothers blame each other; 3. Man arrested for crime he didn't do; 4. A small matter of identification; 5. People face long wait

Next, ask students to read the five comprehension questions and answer each one. Again, get pairs to check their answers together before checking as a class.

Key b _____
1. four; 2. they are very short; 3. because he had no ID on him and he has lost his memory; 4. because it failed / stopped working / broke down; 5. because someone pretended to be him and stole €500,000.

WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

Put students in pairs and ask them to help each other to answer the five questions. Monitor and help where necessary before checking as a class.

Key _____
1. the police; 2. the twins; 3. recently – because of the word 'just'; 4. the police; 5. to show that it was unexpected

Focus 2: Language use

Ask students to read the information about phrasal verbs and look at the examples in the box. Point out that phrasal verbs are very common in English and they are used in all styles of writing. Then ask students to do exercise a, and check their answers in pairs before checking as a class.

Key a _____
1. turned up; 2. broke down; 3. come forward

Ask students to look back at the newspaper stories and circle all the other phrasal verbs they can find. Encourage them to work together and discuss the meaning of each of the phrasal verbs.

Key b _____
Story 1: search for – try to find; take place – happen; appeal for – ask for help from; knock over – hit / run over (by a vehicle);
Story 3: rack up – accumulated (usually debts);
Story 4: break into – enter (a building illegally);
look for – try to find;
Story 5: lead to – mean that (a process that causes something to happen)

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WORKING WITH VOCABULARY

Focus 1: Meaning

Ask students to look back at the newspaper stories, from the Reading 2: News in brief exercise, and find words that match the definitions. Encourage them to work in pairs and discuss their ideas as they look at the texts. If students are struggling, tell them that the words appear in the order of the newspaper stories.

Key

1. urgent; 2. regain; 3. unique; 4. deny; 5. victim;
6. masked; 7. worth; 8. prove; 9. standstill; 10. naked eye

Focus 2: Topic-related words

Ask students to complete the six sentences with the words in the box. Let them use dictionaries, if they want, to see the differences between the words. Monitor, and help where necessary, before checking the answers as a class.

Key

1. identity; 2. identification; 3. identify; 4. identical;
5. identifiable; 6. identified

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 searching for witnesses to an incident that took place at 3am last Saturday in central Newcastle. They are also urgently appealing for people to come forward if they know of someone who is missing. Earlier, a police spokesperson gave a statement:

Spokesperson: We have a young woman in hospital, with no identification. The young woman was attacked by a group of youths and her handbag was stolen. When she was brought into hospital she was unconscious and had no ID on her. The woman has now regained consciousness but can only remember that her name is Mary.

Key

3am / 3pm; Saturday / Sunday; a woman / man; attacked by a group of youths / knocked over by a car; can remember her name / has completely 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

Look at these pictures. What can you see?
What are they all used for?



Image: Macmillan Australia

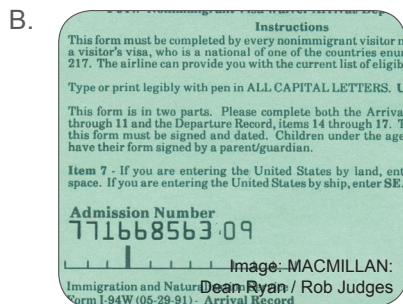


Image: MACMILLAN: Dean Ryan / Rob Judges
Immigration and Naturalization Service Form I-94W (05-29-91) - Arrival Record



Image: Corbis

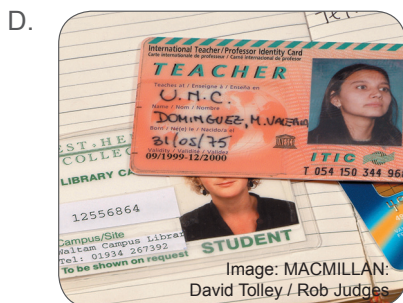


Image: MACMILLAN: David Tolley / Rob Judges



Image: BRAND X PICTURES

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. Read the newspaper stories below and match the headlines from the previous exercise to the correct story.

1.

Police are searching for witnesses to an accident that took place at 3pm last Sunday in central Newcastle. They are also urgently appealing for people to come forward if they know of someone who is missing. 'We have a young man in hospital with no identification,'

said a spokeswoman for the police. 'He was knocked over by a car. When he was brought into hospital he was unconscious and had no ID on him. The man has now regained consciousness but has completely lost his memory.'

2.

One school in Germany is facing a unique problem. It has not one set of identical twins, but three. 'I've never known anything like it,' said one teacher. 'It doesn't help that

the parents dress them in the same clothes!' Two pairs of twins are using this to their advantage by misbehaving and then denying that they are guilty. 'The boys are an absolute nightmare,' said another teacher.

3.

Gert van de Linden is an unhappy man despite having just been released from prison. He spent six months in jail for a crime someone else committed. 'I couldn't believe it when the police turned up at my door and arrested me,' he said. Gert was a

victim of identity theft: 'Someone managed to get documents saying they were me. They then used my name and personal details to rack up debts of almost €500,000, but I was the one who paid with my freedom!'

4.

Police are searching for three masked robbers who broke into an art gallery and stole pictures worth around \$10 million. Although they have CCTV images of the robbers, identification is

proving difficult. The pictures put the height of the robbers at around 1.3 metres. 'We're either looking for teenagers, young women, or three very small men,' said a local policeman.

5.

One of the biggest airports in the world was brought to a standstill at the weekend 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 at the airport. Officials were left having to examine everything with a naked eye, leading to long queues and unhappy passengers.

b. Read the newspaper stories again and answer these questions.

1. How many children are teachers in Germany having problems with?
2. What is unusual about the art thieves?
3. Why don't the police know the name of the man who had an accident?
4. Why did technology cause chaos at the airport?
5. Why was Gert van de Linden in prison?

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WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

Answer these questions.

In story 1, who are the *they* referred to at the start of the second sentence?

In story 2, who are the *them* referred to in the line: *It doesn't help that the parents dress them in the same clothes!?*

In story 3, when was Gert van de Linden released from prison? How do you know?

In story 4, who are the *they* referred to in the second sentence?

In story 5, why is the word *suddenly* used in the second sentence?

Focus 2: Language use

In English we use a lot of phrasal verbs. A phrasal verb consists of a **root verb** such as *come, go, put, etc.* and a **particle** (an adverb or preposition) such as *away, on, over, etc.* Look at these examples from the newspaper stories:

- | |
|--|
| <p>a. They are also urgently appealing for people to come forward if they know of someone who is missing.</p> <p>b. 'I couldn't believe it when the police turned up at my door and arrested me,' ...</p> <p>c. ... when the technology designed to check passports broke down.</p> |
|--|

a. Phrasal verbs can be replaced by a main verb or phrase. Look at the three examples in the box above. Which phrasal verb can be replaced by each of the following?

- arrived unexpectedly
- stopped working
- volunteer information

b. How many other phrasal verbs can you find in the newspaper stories? What does each one mean? What verb or phrase can you replace it with?

WORKING WITH VOCABULARY

Focus 1: Meaning

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

- wanted immediately in order to deal with a serious problem
- to get something again that you lost, especially an ability or mental state
- very special or unusual
- say that you did not do something that someone else says you did
- someone who has suffered as the result of the actions of someone else
- wearing a face covering
- the value of something in money
- to show that something has a particular quality or characteristic
- a situation in which something stops moving or happening
- without the use of devices such as microscopes, glasses, etc.

Focus 2: Topic-related words

Complete the sentences with the correct word from the box.

identical	identifiable	identification
identified	identify	identity

- In some countries you have to carry an _____ card.
- Do you have any _____?
- Police often use CCTV to try and _____ criminals.
- I have an _____ twin sister and people are always mixing the two of us up.
- He's easily _____ as he's one metre ninety two and has bleached spiky hair!
- The woman _____ the man who had stolen her handbag and the police arrested him.

**Topics: Identity
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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.

1. What sort of identification documents do you have in your country?
2. Do you think ID cards are a way for the government to keep an eye on us?
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.