

National identity cards

Topic

Identity cards

Aims

- To learn vocabulary related to personal information
- To develop pronunciation skills
- To practise speaking skills
- To practise reading skills

Age group

12- adult

Level

B1/ B2

Time

60 – 90 minutes

Materials

1. National identity cards student worksheet and identity cards activity sheet
2. Internet links: <http://www.independent.co.uk/news/uk/politics/national-identity-card-scheme-to-be-axed-1971897.html> - Article about the axing of UK ID cards
<http://www.theguardian.com/politics/2009/nov/30/id-cards-launched-manchester-> ID card scheme launched in Manchester
<http://www.general-election-2010.co.uk/compulsory-id-cards-good-or-bad-for-britain-poll.html> - Website from 2010 election giving public opinions on ID cards

Introduction

This lesson looks at national identity cards. ID cards were first proposed by the Labour government in 2006. By 2010 some cards had been issued on an optional basis, mainly to foreign nationals. The new Conservative-Liberal Democrat government has confirmed that it will not continue with the ID cards scheme. The ID cards that have been issued remain valid and can be used for travel within Europe but this rule may be changed at some point by the new government. (This may well surprise many of your students. Be ready to answer questions about how it works in the UK when you are asked for identification from police, or simply to get into a disco or to buy a drink in a pub.) Use real examples from your own personal experience.

Procedure

1. Task 1 – Looking at identity cards	<p>If your students have national identity cards, ask them to get them out and have a look at them. Ask students to look at the table in task one and to tick the information that they have on their identity card. If students don't have an identity card, ask them to think about the sort of information that is normally included on an ID card or on a passport and tick the information they think should appear. Bring in your own passport to clearly show the information on it.</p>
2. Task 2 – Pronunciation focus	<p>As a native speaker of English you can offer a lot to your students in the way of 'real' pronunciation. This activity concentrates on two vowel sounds; the sound in the middle of train, or how you say the first letter of the alphabet, A, as in ABC....; and the most common sound in English, as in at the end of computer, or in the phrase 'it's a sin'. Always be true to the way you pronounce words and be faithful to your regional accent when demonstrating to your class! Don't get involved in spelling patterns. Just deal with the SOUNDS here.</p> <p>Ask students to focus on the sounds that are underlined.</p> <p><i>Answers:</i></p> <p><i>Train = <u>date</u>, <u>place</u>, <u>status</u>, <u>occupation</u>, <u>name</u>, <u>surname</u></i></p> <p><i>Computer = <u>finger</u><u>print</u>, <u>signature</u>, <u>date of birth</u>, <u>address</u>, <u>brothers</u>, <u>sisters</u></i></p>
3. Task 3 – ID card – find someone who...	<p>This activity is to find out about how your class feel about having ID cards. Before the students start the mingle activity it is a good idea to check they know how to form the questions. Go through the actual questions they'll need to ask as a group and get the students to practice saying them as a group. For example, the first question will be: "Do you have a national ID card?" The second question will be: "have you ever lost your ID card or your passport?"</p> <p>To get students to do the mingle, ask them all to stand up and encourage them to speak to as many different people as possible. You can take part in this activity too! When everyone has gathered some information, students can share their findings with the class.</p>

4. Task 4 – ID cards in the UK – 2 case studies	<p>Students read two texts of different view points of young people in Britain. One is very much for the introduction of a national ID card and the second one is against. There are very strong feelings amongst UK residents about this topic. Feel free to share your own views with your class or the views of your friends and family.</p>																				
5. Task 5 – Role play	<p>This activity is an extension of the reading, for higher levels. To prepare for the role play and get maximum 'talking time' for the students, divide the group into two groups. Half the class are to take the role of Rachel and the other half of the class are to take the role of Nick. In the two groups the students should brainstorm some ideas together to get into the roles. When they have done this, give all the 'Rachels' a number and all the 'Nicks' a number (from one to however many in the group.) Then pair up the numbers so both the number ones work together (a Rachel group 'one' and a Nick group 'one', both the number twos together etc. Then in pairs they can have the discussion. You can monitor and provide support and extra language input. If the class are willing, some of the pairs can then do their role play in front of the group.</p> <p>You can feed in some phrases here like:</p> <table border="1" data-bbox="352 981 1513 1335"> <thead> <tr> <th><i>Giving opinion</i></th> <th><i>Asking for opinion</i></th> <th><i>Agreeing</i></th> <th><i>Disagreeing</i></th> </tr> </thead> <tbody> <tr> <td><i>'In my opinion....'</i></td> <td><i>'Why do you say that?'</i></td> <td><i>'I agree with you up to a point..'</i></td> <td><i>'I just don't agree...'</i></td> </tr> <tr> <td><i>'Don't you believe that....'</i></td> <td><i>'What do you think?'</i></td> <td><i>'I see what you're saying'</i></td> <td><i>'I think you're confused...'</i></td> </tr> <tr> <td><i>'From my point of view...'</i></td> <td><i>'How do you see it?'</i></td> <td><i>'Ok, that's true'</i></td> <td><i>'I don't agree at all'</i></td> </tr> <tr> <td><i>'The way I see it...'</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Giving opinion</i>	<i>Asking for opinion</i>	<i>Agreeing</i>	<i>Disagreeing</i>	<i>'In my opinion....'</i>	<i>'Why do you say that?'</i>	<i>'I agree with you up to a point..'</i>	<i>'I just don't agree...'</i>	<i>'Don't you believe that....'</i>	<i>'What do you think?'</i>	<i>'I see what you're saying'</i>	<i>'I think you're confused...'</i>	<i>'From my point of view...'</i>	<i>'How do you see it?'</i>	<i>'Ok, that's true'</i>	<i>'I don't agree at all'</i>	<i>'The way I see it...'</i>			
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6. Task 6 – Famous identity card – Information gap	<p>Divide the class into pairs, cut out the cards from the activity sheet and give one student card A and the other half card B. The As must ask the Bs questions to get the missing information and vice versa. Make it clear that they must NOT look at each other's cards and they should make sure all the information is spelt correctly. When they have collected all the information, ask the student which famous pop star owns this identity card. Answer: Madonna (Address is invented but it is her original name and correct date and place of birth!)</p>																				

Contributed by

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