

1 Identity

Who am I?

Use English to:

- understand identity;
- talk about yourself and other people;
- talk about where people come from;
- read documents;
- notice different accents;
- create your ID.

Peace TALK
Think and talk about accepting individual differences.



Spark

1 Tick what you can see in the pictures.

- | | | | |
|---|---------------------------------|----------------------------------|--------------------------------------|
| <input type="checkbox"/> address | <input type="checkbox"/> age | <input type="checkbox"/> culture | <input type="checkbox"/> destination |
| <input type="checkbox"/> education | <input type="checkbox"/> family | <input type="checkbox"/> fashion | <input type="checkbox"/> fingerprint |
| <input type="checkbox"/> identification | <input type="checkbox"/> name | <input type="checkbox"/> number | <input type="checkbox"/> origin |
| <input type="checkbox"/> personality | <input type="checkbox"/> style | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

2 In groups, compare your choices in activity 1. Are they similar or different?

3 Circle the pictures that help identify a person. Then share with a classmate.

L1

C

SUBJECTS	1	2	*TERM AVERAGE	3	4	AVERAGE
English	C	C	C	D	B	C
Grammar	B	C	C	C	C	C
Reading	C	C	C	C	C	C
No. of Library books read	3	5		2		
Spelling	B	B	B	C	B	C
Handwriting	C	C	C	C	C	C
Handwriting	D	C	D	C	F	F
Arithmetic						C
Social Studies						C
History & Civics						C
Geography						C
Science, Health & Safety						C

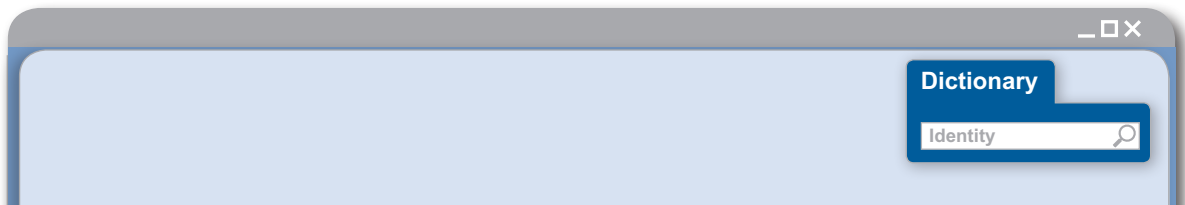
D

4



Do some research.

- How do you say **identity** in your language? _____
- Look up the word **identity** in a dictionary and write down what it means.



- Share your answers in small groups.

Building blocks

5 What kinds of documents identify a person?

6 Match the ID documents below to their social situations.

A



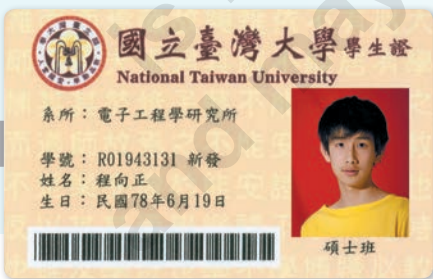
B



C



D



7 Complete the speech bubbles above with the sentences below.

- a Your passport, please.
- b Can I see your driving licence?
- c Do you have a student ID card?
- d Your voter card, please.

Language clue



8 Read the information about the boy.



9 What about you? Write and tell a partner.

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10 Look, listen, and write. Where are the people in the photos from?



Angela



Lucie



Trisha

What things make up a person's identity?

Explore

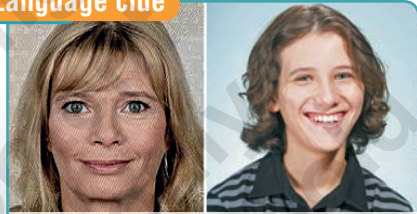
1 Tick the things that you can see in the two documents below.

- address date of birth photograph
 full name ID number place of birth

2 Read the ID cards and answer the questions.



Language clue



Her name is Erika. His name is Zachary.



- a What is her first name?

- b What is her surname?

- c Where is she from?

- d When is her birthday?

- e What is his first name?



- f What is his surname?

- g Where is he from?

- h When is his birthday?

3 Look at the text below. What kind of document is it?

Garden Village Association Football Club
Under 13s Registration Form

Player information

First name: GARETH Middle name: JAMES Surname: WILLIAMS
 Nickname: GARE
 Address: 16 VILLAGE DRIVE City: GORSEINON, SWANSEA
 Date of birth (DD/MM/YYYY): 15/7/2004
 Gender: M F
 School name: GOWERTON SCHOOL Year: 7
 Height: 152 cm Weight: 48 kg Player level: Recreation Competitive
 Shoe size: 5 1/2 Shirt size: M Shorts size: M

Parent information

First name: SIONED Middle name: ELERI Surname: WILLIAMS
 Address: THE SAME
 City: THE SAME Phone: 017928089234
 Signature of PARENT/GUARDIAN: *Sioned E. Williams* Date: 3/Feb/2015

Coach report

Coach: *Clive Todd*


*Strong. Fast runner. Bad Kicker. / Smart
 Excellent catcher / Talkative Cooperative
 Position: goalkeeper*

4 Read the text above and answer.

The document has three parts. What are they? _____

5 Answer these questions about the player on the registration form in activity 3.

- a What's his name? _____
- b What's his nickname? _____
- c Where's he from? _____
- d What's probably the best position for him?
 - midfielder
 - goalkeeper
 - attacker
 - defender

6  **Your turn. Discuss.**

- a Do you have sports clubs near you that you can join? How can you do that?
- b Have you ever used a form like the one on page 15? If so, when?

Sync 

7  Listen and tick where they are from.

				
Australia				
England				
South Africa				
the USA				

8  Listen and complete.



- a **A** _____ your name?
B _____ Bronte.
A _____ are you from?
B _____ Jamaica.
- b **A** What's _____?
B _____ Sophia.
A _____ is she from?
B _____ Chicago.
- c **A** _____ name?
B Romeo.
A _____ he from?
B _____ Italy.

10 9

Listen to the dialogue between Rosalynn and her football coach. Then write T (true) or F (false).

- a Rosalynn is from Venezuela.
- b The coach is Spanish.
- c Rosalynn's last name (surname) is Sancho.
- d Ms. Zsoldos is Rosalynn's coach.



10

Role play. Walk around the classroom. Ask and answer questions. Follow the examples.

What's your name?

Sorry?

Where are you from?

Mick Fanning.

Mick Fanning.
F-a-n-n-i-n-g.

I'm from Australia.
I'm a surfer.



- d A What _____ their names?
B Venus and Serena Williams.
A Where _____ they _____?
B _____ the United States.

- e A Where _____ from?
B _____ Sydney.

- f A _____?
B _____.

Toolbox

1 Think of what you are learning and answer these questions.

a What are some phrases you use to talk about yourself?

b What are some phrases you use to talk about other people?

2 Look at the table below and complete the sentences.

I am / I'm	from Salvador.
You are / You're	a Juventus fan.
He is / He's	Italian.
She is / She's	a cricketer.
It is / It's	a registration form.
We are / We're	from Nevada.
You are / You're	football players.
They are / They're	students.

- a My name is Chloe Duval. I _____ from Canada. I _____ Canadian. I _____ the number one mountain biker in my school.
- b This is Ella Marija Lani Yelich-O'Connor. Her stage name _____ Lorde. She _____ a singer from New Zealand.
- c Raisa and Irina _____ Russian. They _____ from Moscow. They _____ gymnasts.
- d This is Bob Burnquist, a world champion. He _____ a Brazilian skater. He _____ from Rio de Janeiro.
- e We _____ Wenwen and Tingting Jiang. We _____ synchronized swimmers. We _____ from China.
- f A fingerprint _____ a sign of a person's identity. It _____ made of lines and dots. It _____ different from one person to another.

3  Pair work. Write four things about your classmate. Then tell him/her.

You are...



4

@ Read the blog entry below. Look at the highlighted words.

Abasi's blog

about me

pictures

more info

Students for PEACE

Hello, I'm Abasi and I'm a student. **My** friends and I are from Kilgoris, Kenya. We're Maasai. **Our** school is very special, and **our** teachers are friendly. We use e-books to read English. **My** e-book is my treasure. **Its** stories are fantastic and funny. All **my** friends love **their** e-books. **Our** English teacher likes **his** e-book, too. How about you? Are you happy with **your** school?

5

Tick the correct option to complete the sentences.

- a The highlighted words in the text
- are placed before nouns. are placed before verbs.
- b The words **my**, **your**, **his**, **its**, **our**, and **their** are **adjectives** and show
- possession. action.

6

Complete the table with words from the blog post in activity 4.

Personal pronouns	I	he	she	it	you	they
Possessive adjectives		your	her	our		

7

Go to the Workbook on page 16 and do activities 4–6.

8

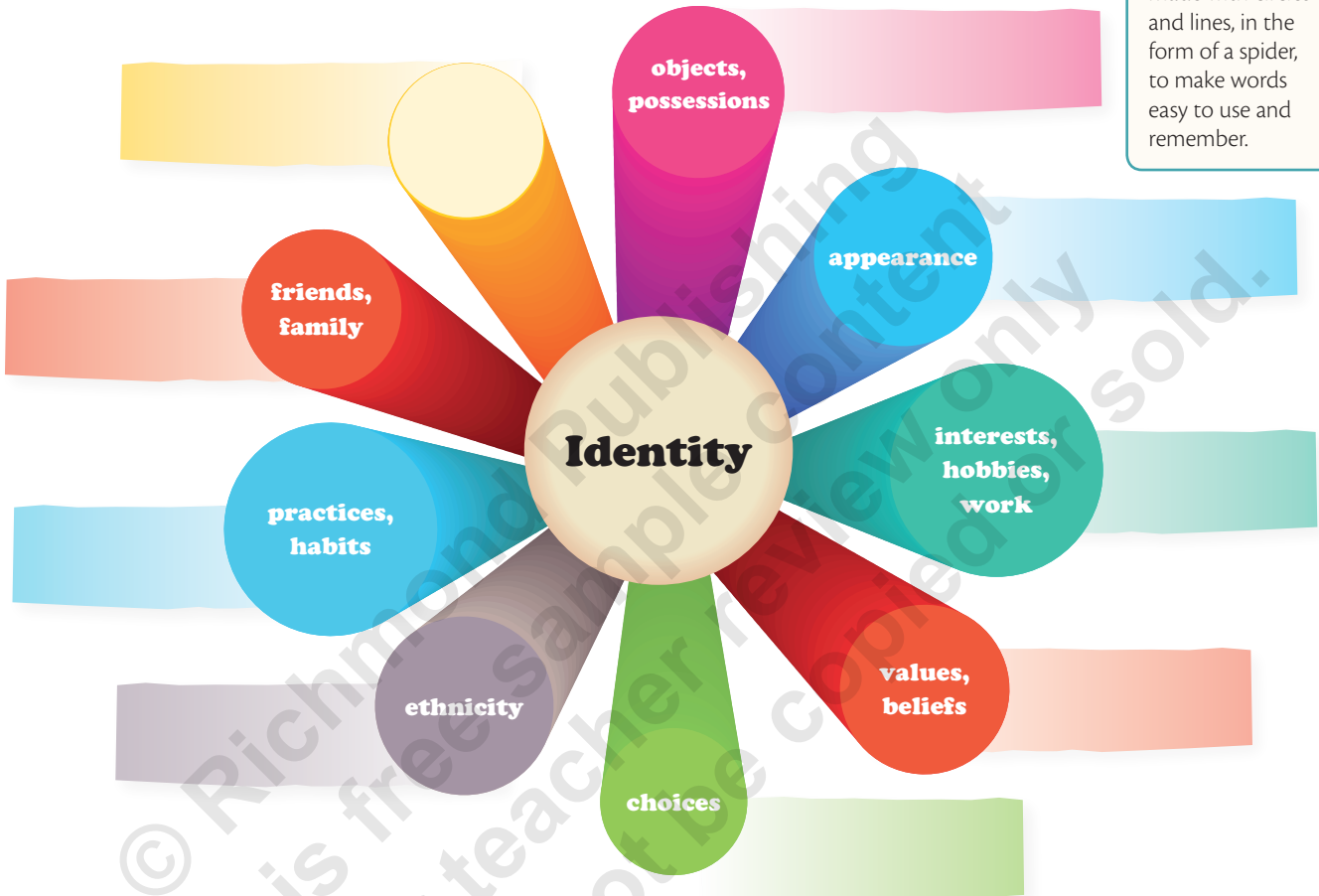
Write a blog entry about yourself. Use Abasi's entry as an example and look at the tables in this section.

9 Look at the spidergram carefully and do the activities.

- Look up the words you don't know in a dictionary. Write down their meanings.
- Complete the spidergram with one more item related to identity.

Did you know?

A **spidergram** is a diagram made with circles and lines, in the form of a spider, to make words easy to use and remember.



10 Think about the spidergram and make a list of the things that are very important to your personal identity.

Volleyball... chess...
skateboarding... Aerosmith...
my granddad Joseph...



11 @ Create your ID. Use words, facts, names, pictures, documents, and everything that is important to your identity to make up a document that really represents YOU. Publish your ID on the school website.

1 Check out the text below. What is it? Where can you find it?

HOW DOES IT FEEL?

Imagine this:
You've lived all your life at peace. Home, family, friends, all normal. Then, without warning, your whole world changes.

Overnight, lifelong neighbours become lifelong enemies. Tanks crowd the streets and buses burn. Mortar shells shatter the mosques. Rockets silence the church bells.

Suddenly everything you've known and owned and loved is gone and, if you are lucky enough to survive, you find yourself alone and bewildered in a foreign land. You are a refugee.
How does it feel?

The fact is, refugees are like you and me, except that they have nothing left but their courage, and wish for the hope of one more being contributing members of society. It's all they will ever have unless we help.

So when you do meet a refugee, imagine for a moment what it must be like, and then show her your smile. Not your back.

It may not seem much. But to a refugee it can mean everything.

UNHCR is a humanitarian organization funded by voluntary contributions. During its lifetime, the agency has helped more than 50 million people restart their lives.

If you want to support the efforts of UNHCR, log into www.unhcr.org or our local site www.unhcr.org.au

2 Look at the picture above and discuss with your classmates.

- a What do you see in the picture above?
- b What are they doing? Is there anything that catches your attention?
- c Why does this kind of situation happen?
- d Have you ever experienced this?
- e How would you feel if you were the person wearing the blue-striped shirt?

3 @ Create a Declaration of principles for peace.

- Work in small groups; write down four or five principles for a peaceful classroom.
- Share your ideas with the class.
- Together, come up with a Declaration of principles for peace for your classroom.
- Publish your Declaration of principles for peace on your school website.