

## Biometric ID

### Level

Upper Intermediate

### Tasks

Discussing ways of identifying people for security purposes  
 Reading and summarising two articles in groups, one for and one against Biometric ID  
 Comparing notes on the articles in pairs  
 Matching collocations taken from the article  
 Discussing issues arising from the articles

### How to use the lesson

- 1 Write the two words 'password' and 'signature' on the board. Ask students if anyone has ever guessed their password or forged their signature. Hand out the worksheet and ask students to note the ways they have been identified for security. They should compare their experiences with a partner and decide on the safest and least safe methods. In feedback, encourage students to tell interesting stories of security breaches.

*(Teacher's note: biometric technologies involve authenticating identity based on unchangeable physiological characteristics, such as a thumb print or iris pattern.)*

- 2 Ask students to work in two groups, A and B. Group A makes a list of the arguments in article 1 and group B makes a list of the arguments in article 2. Now ask students from group A to compare their lists with students from group B.
- 3 Ask students to match the words in order to form collocations taken from the article. Now ask students to try and form other possible collocations with these words. If appropriate, ask students to generate example sentences containing these collocations.

### Answers

- |                                |                               |
|--------------------------------|-------------------------------|
| (a) – (4) biometric ID cards   | (e) – (1) illegal immigration |
| (b) – (3) false identification | (f) – (7) national database   |
| (c) – (5) personal information | (g) – (2) medical records     |
| (d) – (6) identity fraud       |                               |

**Examples of other possible collocations:** biometric identification, false ID cards, personal records, identity fraud, illegal immigration, national database, medical information

- 4 Divide the class into small groups to discuss their answers to the questions. Monitor the discussion. Ask some students to report their ideas to the class, then hold a class feedback session.

### Related websites

Send your students to these websites, or just take a look yourself.

<http://www.privacyinternational.org/>  
<http://www.homeoffice.gov.uk/comrace/identitycards/>  
[http://news.bbc.co.uk/1/hi/uk\\_politics/3527612.stm](http://news.bbc.co.uk/1/hi/uk_politics/3527612.stm)  
[www.spy.org.uk/cgi-bin/idcards.pl](http://www.spy.org.uk/cgi-bin/idcards.pl)