

English in Mind Second edition

Level 4 Unit 7
WorksheetTHE  INDEPENDENT

Knife crime: Can drama help stop it?

Lead-in

1 The following hobbies are mentioned in the article:

drama, cooking, caving, abseiling, being a sports coach, studying media

Look at the statements below. Do you think these statements apply to the hobbies listed or for your own personal hobbies? Discuss with a partner.

- a They help relieve stress and frustrations.
- b They can help make people more peaceful.
- c They help build self-confidence

Look at the title of the article and then read the excerpt from the article below describing a big change in a young man's life.

'By the age of 16 ... he got a conviction for carrying a knife, and was in street fights and rivalries that too often involved guns. He saw peers die ... Today his life has changed radically. Tony studies law at Middlesex University.'

What do you think may have happened to bring about this change? Do you think that participation in activities such as drama can really change people's lives? How?

Reading comprehension (1): scanning

2 The extracts below mark different moments in Tony's life. Try to put them in chronological order.

- a 'started studying law at Middlesex University'
- b 'do GCSE's'
- c 'persuaded ... to take part in creating a play about gang life'
- d 'discovery that he had acting skills'
- e 'He got a conviction for carrying a knife'
- f 'chosen for the national Youth Theatre's summer course'
- g 'he had been expelled from several schools'
- h 'working on "The Boys"'
- i 'started attending a pupil referral unit'

1 g 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____

Now read paragraphs 2 to 6 in the text and underline these moments. Did you have the correct chronological order?

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Vocabulary (1): words in context

3 Look at the sentences from the text below and try to work out the meaning of the words in italics.

- 1 'He ... was in street fights and rivalries ... He saw *peers* die.'
- 2 'has been producing theatre with *marginalised* and socially excluded people'
- 3 'a play set around life on an *unremittingly* tough inner-London estate where brutal machismo rules'
- 4 'involving a powerful drug dealer who *taunts*, threatens and abuses those around him'
- 5 'Weller is driven by a fierce morality. "He seeks out suffering and looks for *redemption*"'
- 6 'These kids started with no confidence, *engagement* or ability to turn up on time'
- 7 'The production told a tale of *deprived* and dangerous London street life.'
- 8 'the experience of working on this *endowed* me with a sense of self-worth'
- 9 'I got some *solace* through performing my story.'
- 10 'gave me the opportunity to reflect ... set about rectifying my life... *Epiphanies* may not come every day.'

Now match these highlighted words with the definitions given on the right.

- | | |
|-----------------|---|
| 1 peer | a) remark intended to hurt someone's feelings |
| 2 marginalised | b) obligation to be involved in something |
| 3 unremittingly | c) continuously / without a break |
| 4 taunt | d) underprivileged |
| 5 redemption | e) comfort or relief |
| 6 engagement | f) a sudden moment of realisation and discovery |
| 7 deprived | g) someone from an equal position in life |
| 8 endow | h) give a special skill or quality |
| 9 solace | i) relegate to an unimportant position within a society |
| 10 epiphany | j) the act of freeing or saving someone/something from a burden or obligation |

Reading comprehension (2): understanding detail

4 Look at the questions below and note down the correct answers. The first one is done for you.

- 1 What was 'The Boys' based on? *the experiences of the group of teenage boys and girls who had volunteered to take part*
- 2 What people does Fairbridge try to help?
- 3 What storyline did the group construct for 'The Boys'?
- 4 What type of family background did Weller grow up in?
- 5 What does Weller's way of working encourage young people to do?
- 6 What does Claudia Barlow believe the group have learnt from performing 'The Boys'?

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- 7 What does the article say about Jamal's parents?
- 8 Where was he when he came across the Grassmarket Project?
- 9 What does Paul plan to do?
- 10 What has helped Weller become an irredeemable optimist?

Vocabulary (2): crime and word building

5 The article refers to knife crime. What other types of crime do you know about?

Look at the table below and fill in the missing information. The first one is done for you.

Crime	Definition	Criminal
arson	setting something on fire unlawfully	arsonist
		blackmailer
	breaking into a house in order to steal	
mugging		
		shoplifter
	organised use of violence/ intimidation, especially for political purposes	
		vandal
fraud		
	taking control of those in a vehicle	

Vocabulary (3): crime vocabulary in use

6 Now complete the sentences below with either a Crime or a Criminal. The first one is done for you.

- 1 The burglar took only two cans of coke and a packet of cigarettes from their house.
- 2 The _____ forced the pilot to take them from New York to Montecarlo.
- 3 _____ have broken the garage door and daubed red paint over it.
- 4 A victim of _____, Sherie had to pay fifty thousand dollars to keep stories about her private life quiet.
- 5 He was charged with _____ as he had used falsified travellers cheques to get dollars.
- 6 Starting an illegal war must be an act of _____.
- 7 There was nothing left of the school after _____ set fire to it.
- 8 As a result of the _____, the old lady lost a tooth and the twenty pounds in her purse.
- 9 A store detective caught the _____ as she was leaving the store.

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Grammar (1): participle relative clauses

7 Look at the following two sentences from the text. Which words can you add immediately before the underlined words without changing the meaning? Do you then need to change the verb form?

- a This is a unique theatre enterprise that has been producing *theatre* with marginalised and socially excluded people, based on their experiences.
- b The group constructed a *storyline* about a dangerous love triangle involving a powerful drug dealer.

Rewrite the sentences below replacing the participle clause with a relative clause.

a

b

In the first pair of sentences, the underlined verbs give information about the objects of the sentence written in italics. Complete the rules choosing the correct options. There are some example sentences to help you.

Rules for using relative participle clauses

- 1 We can change relative clauses to participle clauses when the object of the sentence (in italics in the examples below) is the *same/different* in both parts of a sentence.
e.g. Police have brought in *new initiatives* encouraging (which encourage) far more cooperation with the community.
Police have brought in new initiatives which they hope will encourage greater cooperation with the community.
- 2 We can use a *present/past* participle when the verb is active, either continuous or habitual.
e.g. Youth centres have initiated a number of schemes *aiming (which aim)* to alleviate street crime.
- 3 We can use the *present/past* participle when the action is passive.
e.g. The teenagers acted in a series of plays (*which were*) *put on* last year.
- 4 We *can/cannot* use participle clauses when the relative clause has a different subject.
e.g. They put on a number of *productions which people* found really entertaining.

Use participle clauses to change the sentences below where possible. The first one has been done for you.

- 1 Knife crime is an increasingly common problem which threatens people's safety.

Knife crime is an increasingly common problem threatening people's safety.

- 2 Weller demands high standards and refuses to waste his time with anyone who offers less.

- 3 Terrorists took control of a government building which the president sometimes works in.

- 4 The last man who left the building did not switch the lights out.

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5 Tony was attending a pupil referral unit when Weller, who was working at the unit, persuaded him to take part.

6 Most of the young people who had been chosen for the course had criminal convictions.

7 An arsonist, who nobody could identify, set fire to the school buildings last night.

8 What's the name of the enterprise which produces theatre with socially excluded people?

Discussion**8 The article talks about peaceful ways of resolving conflict.**

- Have you ever had to deal with a conflict situation?
- Did the conflict end successfully or unsuccessfully?
- What do you think are the most important strategies for resolving conflicts?

Discuss your ideas with a partner and together make a list of 4/5 strategies for resolving conflicts peacefully and fairly.

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