

English in Mind Second edition

Level 4 Unit 7

Lesson Plan**THE**
INDEPENDENT**Knife crime: Can drama help stop it?****AIMS**

- to read extensively and study a text related to the Unit theme
- to scan for specific language and read for detailed comprehension
- to understand words in context
- to understand word-form relationships
- to write accurate and succinct definitions
- to understand the use of participle relative clauses
- discussion

Total time (approx): 1 hour 40 minutes

(Note: Some exercises can be set for homework)

Vocabulary (1): words in context

- 3** This exercise presents students with some of the words and phrases they are less likely to be familiar with and encourages them to use context to guess meaning before attempting to match them with their definitions. To help students to focus on the task of inferring meaning from context, ask them to cover the matching exercise while guessing. This can first be done first individually and then answers compared in pairs.

Key: 1g 2i 3c 4a 5j 6b 7d 8h 9e 10f

Time 10–12 minutes

Lead-in

- 1** To encourage students to think about the content of the article they are about to read, ask them to look at the list of hobbies and then to consider the statements regarding the human benefits of hobbies. After some pairwork discussion, highlight the article headline and then show the excerpt from the text as part of the feedback. Allow students a minute or so to think about the connection between the extract and the headline and then have an open class exchange about how possible such radical life changes can be and what factors would help them come about.

Time: 12–15 minutes

Reading comprehension (1): scanning

- 2** This exercise gives students an opportunity to practise their scanning skills, i.e. pick out particular, predetermined language from the text from paragraphs 2 to 6. Students first attempt to order the moments of Tony's life chronologically, then speed read using the key words of these excerpts to check if their guesses are correct. Students should do the exercise individually before comparing their answers.

Key: g, e, h, c, d, f, b, a

Time: 6 minutes

Reading comprehension (2): understanding detail

- 4** For this task, students are required to look at the text in more detail. It is best done individually with an imposed time limit followed by a comparison of answers. Students should first decide on the key words in the questions, and then use these to help them scan the text to locate the answers more quickly. These exact answers are then noted down under the corresponding questions. Make sure all vocabulary is understood in the questions before starting.

Key:

- 2 people aged 13 to 25 who have dropped out of education, training and work
- 3 about a dangerous love triangle involving a powerful drug dealer
- 4 a chaotic, impoverished family
- 5 think afresh about education, creativity and other areas of social development
- 6 about taking pride in their identity, and that they have choices about how they behave
- 7 a mother who was a crack cocaine addict; his father died at sea
- 8 at a day centre in King's Cross for young sex workers
- 9 go to college to do a media course
- 10 he has seen enough changed destinies

Time: 15–18 minutes

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Vocabulary (2): crime and word building

- 5 Students should already be familiar with most of the vocabulary necessary to complete this word-building table, but the task of providing succinct and accurate definitions, a skill that crosses over to the everyday need to explain words, things, people and situations to others, will offer an extra challenge. Cover the Definition and Criminal columns and elicit possibilities for the first word, which is already done.

Time: 7–10 minutes

Key

Crime	Definition	Criminal
arson	setting something on fire unlawfully	arsonist
blackmail	to force someone to do something using threats	blackmailer
burglary	breaking into a house in order to steal	burglar
mugging	attacking violently and robbing	mugger
shoplifting	stealing from a shop	shoplifter
terrorism	organised use of violence/ intimidation, especially for political purposes	terrorist
vandalism	pointless destruction of public or private property	vandal
fraud	being untruthful in order to gain an advantage	fraudster
hijacking	taking control of those in a vehicle	hijacker

Vocabulary (3): crime vocabulary in use

- 6 Here students are given the opportunity to use the crime-related language from Exercise 5. This exercise is probably best done individually, with peer correction. Stress the need to study the context of the word to ascertain whether the missing word is a crime or a criminal and whether a singular or plural noun is required.

Key: 2 hijackers 3 vandals 4 blackmail 5 fraud
6 terrorism 7 arsonists 8 mugging 9 shoplifter

Time: 4–6 minutes

Grammar (1): participle relative clauses

- 7 This exercise helps students to determine when participle clauses can be used in place of relative clauses. Understanding this is particularly useful in written English in order to avoid repetition of sentence structure. Put the first pair of sentences containing the participle clauses on the board and ask students to think of alternative ways of writing the verbs underlined ('involving = which involves', 'based = which is based'). To check understanding, students should then complete the rules in the box by choosing the correct options in *italics*.

Key: 1 same 2 present 3 past 4 cannot

The following practice exercise then asks students to decide when relative clauses can and cannot be changed to participle ones. Note that the word, 'crime', in sentence 8, is used in an uncountable form as it is the general idea of crime rather than specific countable crimes which is being expressed.

Key:

- 2 Weller demands high standards and refuses to waste his time with anyone *offering* less. = habitual behaviour
3 Can't change – the subject changes in the relative clause to 'president'.
4 The last man *leaving* the building did not switch the lights out. = active verb
5 Tony was attending a pupil referral unit when Weller, *working* at the unit, persuaded him to take part. = continuous

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- 6 A brick *used* by vandals smashed the shop window to pieces. = passive
- 7 Can't change – the subject changes in the relative clause to 'nobody'.
- 8 White collar crime such as fraud, *increasing* all the time, goes largely unpunished in this country.= continuous

Time: 8–10 minutes

Discussion

- 8 In this section students are given an opportunity to talk about the main idea of the article – conflict and its peaceful resolution – in relation to their own lives and experiences. First ask them to think of a conflict situation they have experienced and to talk about it with a partner. Then ask the class to describe a variety of conflict situations that often occur between people their age. List these on the board. In pairs or small groups ask them to choose one of these conflicts and to come up with a list of general strategies for resolving the conflict peacefully and fairly. These might include keeping calm, identifying the cause of the problem, not blaming the other person, listening to the other person's ideas and feelings, discussing solutions that will satisfy both, if all else fails, asking for the advice/help of someone you respect. Afterwards, have a class discussion to compare tips and strategies and evaluate their effectiveness.

Time: 20–25 minutes

Further work

- 9 Following the class discussion, students could try a variety of types of writing based on the lesson.

a write an argument essay on problems and solutions to teenage crime;

OR

b write a short story about a conflict, making up two endings. In one ending the conflict is resolved peacefully and fairly, and in the other it isn't;

OR

c (if they have access to the Internet) write a report on the charity organisation Kids Company (www.kidsco.org.uk), founded by Camila Batmanghelidjh, which specialises in giving emotional support to young people up to their early twenties, many of whom have already committed crimes. They should include sections on the background of the organisation, its philosophy and activities.

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