You will hear an interview with Martin Taylor, who helped to initiated *On Track*, a new project to prevent crime, and Mary Johnson, whose son Glenn was one of the first children to take part in it. For questions 1 – 6 , choose the correct answer.

1. According to Martin, On Track aims to:
   A. Prevent children from going out and committing crimes.
   B. Help people studying crime to identify possible future criminals.
   C. Establish the reasons why some children commit particular crimes.

2. In Martin's opinion, which factor puts children most at risk?
   A. The kind of school they go to.
   B. The kind of area they live in.
   C. Their relationship with the family.

3. How did Mary react to being told that On Track had identified her son as at risk?.
   A. Relieved.
   B. Surprised.
   C. Frustrated.

4. How did Mary hear about On Track?.
   A. A friend recommended it to her.
   B. She found out about it by chance.
   C. The project team contacted her directly.

5. How did Glenn's parents benefit from the On Track programme?
   A. They became aware of some of their unhelpful patterns of behaviour.
   B. They received a lot of useful support at home.
   C. They made friends with other parents in the same situation.

6. What difference has Mary noticed in Glenn?
   A. He doesn't get angry any more.
   B. He sometimes shows affection.
   C. He is optimistic about the future.

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I = Interviewer, MJ = Martin Taylor, MJ = Mary Johnson

I: Juvenile crime is one of the biggest problems we face in Britain, and today we're going to hear about a groundbreaking experiment which is helping to address the issue. With us in the studio today we have Dr Martin Taylor, the man who helped to get the project off the ground, and Mary Johnson, whose child, Glenn, was one of the first children to benefit from it. Martin, let's start with you. What is the thinking behind *On Track*?

MT: Well, criminologists have been aware for some time that it is possible to say with 80 per cent accuracy the factors which might result in certain youngsters becoming potential future offenders without obviously being able to predict whether he or she would get into, let's say, armed robbery or whatever. It's a long-term initiative which relies on everyone pulling together to stop this happening – members of the health service, local schools, the police, social services , but especially the children at risk and their parents. If the scheme is to work with any degree of success, we have to have their cooperation or we may as well not bother – that's why the scheme has to be voluntary.

I: And how do you actually identify which kids these might be?

MT: The project targets pre-teenage youngsters from around four years old in areas like the one Mary and her son Glenn live in. That is, places with a high incidence of unemployment and poverty. Of course, this doesn't necessarily mean a child will turn to crime but it's one of the factors to be taken into account, along with where they are educated. Having said that, of far more significance in my view is how well a child relates to his parents and siblings on a day to day basis. Having seen Glenn in action at home, I felt there was a good chance he'd be involved in crime by the time he reached adulthood.

I: How did you react to being told that your son was at risk, Mary?

MJ: The thing is that we'd been getting more and more exasperated with his behaviour by the day. He was constantly rude to all of us and if we tried to discipline him, it just made matters worse – he'd just shout back and get aggressive. We just didn't know how to handle him and things were going downhill rapidly. What shocked me was seeing how many young kids were involved in petty crime; throwing stones, vandalising cars, that sort of thing. I felt they'd put pressure on Glenn to do the same. So I felt quite glad in a way because it meant that something was finally going to be done – the school certainly didn't seem to be doing much. I mean obviously it's not great to know your son's a hooligan, but I can't say it was entirely unexpected.

LIVEWORKSHEETS

I: Did *On Track* initially get in touch with you, Mary?

MJ: They're not allowed to do that, although they had, apparently, sent information home with the kids at school, which of course Glenn didn't pass on. I had heard something about it through a friend but never got round to getting the number. Then one day – just as I was feeling really low – I came across a leaflet from the library which said that it was a voluntary scheme aimed at keeping young people out of trouble. It offered support to both children and parents, so we decided to go for it. We had nothing to lose, really.

I: And how were they able to help you?

MJ: One of the things they do is visit your home and encourage the family to talk things through. That didn't work with Glenn because he's dead against any kind of counselling, and wouldn't join in. But the parenting course we went on was a real eye-opener. Doing roleplays of situations we might find ourselves in with other people in the same boat as us made us realise we weren't very skilled parents at all. I used to get very wound up with his behaviour but the course taught me to keep calm and communicate rather than shout. I was encouraged to give him loads of attention when he behaved well, rather than just being negative all the time. This was a revelation to me.

I: And did he respond well to this?

MJ: Better than I could have dreamt. That's what he obviously wanted and needed, but I hadn't realised. He still has his off days but he doesn't call me names anywhere near as much and we can actually sometimes have a conversation instead of just shouting. There's a long way to go and academically he's still not making any progress. But the incredible thing for me is he will now sometimes give me a hug and show me he does actually care, which was unheard of before. In just two years, by getting involved with the project, I feel I've given him a real chance of a new life.

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