

SPEAKING

1 Work with a partner and discuss the questions.

- Which of these examples of criminal or antisocial behaviour are commonly associated with teenagers in your country?
 - vandalism
 - graffiti
 - car theft
 - online bullying
 - shoplifting
 - financial fraud
 - bank robbery
 - street robbery
 - playing loud music in public places
- Do you think your country has a problem with juvenile crime?

2 Most countries have a minimum age of criminal responsibility. What do you think are the minimum ages for these countries? Add the countries to the table. Then check your ideas on page 163.

- the USA (most states)
- Iran (girls only)
- China
- the UK
- Turkey
- the Democratic Republic of the Congo

AGE OF CRIMINAL RESPONSIBILITY

(Below this age, children cannot be dealt with as criminals.)

7	Pakistan, ¹ _____
9	Ethiopia, ² _____
10	Thailand, Ukraine, ³ _____
12	Japan, Belize, the Netherlands, ⁴ _____
14	Germany, Italy, Russia, ⁵ _____
15	Iran (boys only)
16	Belgium, ⁶ _____
18	Argentina

3 Work with a partner and discuss the questions.

- How does the age of criminal responsibility in your country compare to other countries?
- Do we need an age of criminal responsibility?
- What is a suitable minimum age?
- How does it compare to other legal ages (e.g. age for marriage/driving)?

VOCABULARY

JUSTICE SYSTEMS

4a Complete the abstract for a paper on youth crime with the words in the box. Use a dictionary to help you.

care community service courts custodial
 delinquency deter deterrent offenders
 punishment rehabilitation

Youth crime and punishment: a global perspective

Abstract: Despite frequent statistical evidence and perhaps due to political and media claims, the public perceive juvenile ¹ _____ to be increasing. This paper describes global approaches to juvenile justice, with a focus on the balance between rehabilitation and ² _____ when dealing with convicted young ³ _____. Most countries have dedicated youth ⁴ _____ and juvenile detention centres. A few countries, such as Japan, deal with young offenders solely within the ⁵ _____ system rather than the justice system. Within justice systems there are two types of sentence: non-custodial and ⁶ _____. The former includes curfew and control orders, fines and ⁷ _____. In contrast to adult justice systems, there is often a stronger emphasis on ⁸ _____ than on simple punishment, although there is a recent trend in some countries, such as the USA, towards harsher punishment, which is justified as being a stronger ⁹ _____ to potential young criminals. Critics of this trend claim that imprisonment does not ¹⁰ _____ as it does not take into account the difficult backgrounds of many criminal adolescents.

4b Work with a partner and discuss the questions.

- What do you know about the juvenile justice system in your society?
- Is there a current trend in your country that is similar to that in the USA?
- Where do you stand on the rehabilitation, punishment and deterrence debate?

READING AND LISTENING

5 Read the brochures opposite and compare two approaches to the treatment of juvenile delinquents in the USA. In what ways do the approaches act as punishment, rehabilitation and deterrence?

6a 9.2 Listen to the first part of a talk on teenagers by forensic psychologist Diana Kott. What is her argument and what is your opinion of it?

6b 9.3 Listen to the second part of the talk and make notes on these psychological traits.

- fairness
- respect
- encouragement, not punishment
- reject imposed structure
- need guidance
- feel competent and successful
- need to belong
- family

7 Evaluating with criteria Work with a partner and evaluate the two juvenile punishment programmes with regard to the key teenage psychological traits. Which programme is more appropriate for teenagers?

8 9.4 Listen to Diana Kott's evaluation of the two programmes. How similar are her points to yours? Make notes and compare with your partner.

GRAMMAR

ADVERBS OF DEGREE

9a **9.5** Complete the sentences with adverbs. Then listen and check your answers.

- 1 ... boot camps _____ address juveniles' psychological problems.
- 2 However, as the teenagers _____ lack the chance to determine the structure ...
- 3 ... they are _____ certain to see things as unfair.
- 4 The _____ complex range of tasks and skills required at wilderness camps ...

9b Answer the questions.

- 1 What types of words do the adverbs in Exercise 9a modify?
- 2 Which of the adverbs amplify or intensify the meaning of the word they modify?
- 3 Which of the adverbs decrease or soften the meaning of the word they modify?

9c Look at Audio script 9.4 on page 176 and find more examples of adverbs. Then answer the questions.

- 1 What is the effect of these adverbs?
- 2 Can you think of any more similar adverbs?
- 3 You can say something is *absolutely excellent*, but not *absolutely good*. Why? Which of the other adverbs are similar?

➔ Language reference and extra practice, pages 142–143

SPEAKING

10 Work in groups and discuss the questions.

- 1 Look at the different types of punishments. What are their advantages and disadvantages when dealing with juvenile crime? Is the seriousness of the crime relevant?
 - a imprisonment in a youth detention centre
 - b corporal punishment
 - c community service, e.g. cleaning streets
 - d psychological therapy
 - e electronic tagging, curfews and movement restriction
 - f fines
- 2 Is there a difference between the reality of juvenile crime and the public perception of juvenile crime in your country?
- 3 What is your general view of your country's legal and justice system?

**BOSTON BOOT CAMP:
DISCIPLINE, STRUCTURE, REFORM**

Based on the principles of military training and discipline, Boston Boot Camp gives juvenile delinquents a short, sharp shock that instils respect for authority, rigorous self-discipline and a sense of honor. We change their lives for the better and turn them into respectable members of society.

Teens stay at the camp for thirty to sixty days, removing them from the negative influences of their local community, peers and regular lifestyle. There is no TV, radio or internet. They wear uniforms, live in dormitories and follow an intensive program of physical military training, work, drill exercises and educational experiences.

We operate on a 'Yes, sir! No, sir!' principle. If they obey and follow the rules, they are rewarded. If they break rules or show disobedience, they are punished with further physical exercises. This gives the teens meaningful consequences of their actions.

Our camps are a vital part of the juvenile justice system. We reform disrespectful youths and our methods also act as a deterrent for would-be criminals and recidivists.



**Aspen Forest:
Wilderness therapy camp**

Our camp offers a character-development program for troubled teens that promotes personal growth through living and surviving in the wilderness. The remote setting removes urban distractions and our program's nurturing approach helps students address personal issues, achieve success and develop their leadership potential.

The two-month program consists of two integrated dimensions. One involves learning camp-craft, hiking trips, nature education and physical activity. In order to overcome the challenges that nature presents, communication, teamwork, self-discipline and self-reliance are keys to success and students gain an understanding of actions and consequences.

The other dimension involves counselling, group therapy and reflective writing. The spiritual dimension of life in the wilderness, as a teen watches the sun set over the mountains, can encourage greater insight and personal change than a psychologist's office ever could.

During the final stage, each student takes on leadership responsibilities and assists in teaching new participants. Family involvement is important: parents are in regular contact with their child's counsellor and engage in letter writing to their child.

