

## Project not punishment

### LEARNING OUTCOMES

- I can learn about youth crime and solutions around the world and use what I learn to make connections with my own culture.
- I can discuss youth crime and solutions in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

### VOCABULARY FOCUS

- a lack of [n]:** not enough of something  
**address [v]:** to try to deal with a problem  
**aspect [n]:** a particular part or feature  
**break down [v]:** remove  
**barrier [n]:** something that prevents communication  
**cash crop [n]:** a plant grown to sell  
**daunted [adj]:** worried by something  
**deprived [adj]:** not having the essential things  
**rife [adj]:** a lot of something bad  
**vary [v]:** differ from  
**vested interest [n]:** a special reason for doing something

### WARMER

**Set a time limit of two minutes for pairs of students to brainstorm as many types of crime and punishment as they can remember from the Student's Book, as well as any others that they know. Encourage them to think of more unusual ideas for fighting crime too. Write feedback on the board.**

- 1 Ask students to read the quotes and discuss them with their partner. Elicit ideas from students in open class when they finish.
- 2a Ask students to read through the text quickly and discuss the two projects briefly with their partner. Elicit ideas from students when they finish.

### Answer

Students' own answers.

- 2b Students scan the text more carefully and decide which is the correct alternative. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

### Answers

- 1 few job opportunities 2 exceeds 3 ability  
 4 are keen 5 classes 6 confide their feelings

- 2c Ask students to read and match the sentence halves. Elicit answers from the class.

### Answers

- 1 f 2 c 3 d 4 a 5 e 6 b

### Gateway to culture

- 3a Put students in pairs to discuss the questions about youth crime. Then elicit ideas from the class.

### Answers

Students' own answers.

### PROJECT

- 3b Explain to students that they are going to work in pairs to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home. Put students into pairs for this activity.

For Step 1, students work with their partner to brainstorm youth crime programmes they are interested in. In Step 2, ask students to choose one programme and follow the points for their Internet research to prepare information for their presentation. If working at home, each student can do some individual research and then share their ideas and findings with their partner in the next class.

- 3c Once they have gathered the necessary information, students prepare their presentation in class in pairs. Allow students to choose how they would like to present their findings. Allow sufficient time for preparation before each pair presents their ideas to the class. Encourage them to point out why the project is suitable for that particular country.