

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
КАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ
СТЕФАНИКА
НАВЧАЛЬНО-НАУКОВИЙ ЮРИДИЧНИЙ ІНСТИТУТ

Кафедра правоохоронної діяльності

ЯЦИНА М. О.

МЕТОДИЧНІ ВКАЗІВКИ
для підготовки до практичних занять та самостійної роботи
з навчальної дисципліни
«INTRODUCTION TO LAW ENFORCEMENT ACTIVITY»
для здобувачів денної форми навчання
першого (бакалаврського) рівня вищої освіти
галузі знань К «Безпека та оборона», спеціальності К9 «Правоохоронна
діяльність»,
ОПП «Правоохоронна діяльність»
(1 семестр)

Івано-Франківськ – 2025

Схвалено на засіданні кафедри правоохоронної діяльності Навчально-наукового юридичного інституту (протокол № 1 від 26 серпня 2025 року).

Рецензент:

Остапчук Яна Володимирівна - доцентка кафедри іноземних мов Карпатського національного університету імені Василя Стефаника, к.ф.н., доцент

Яцина М. О. Методичні вказівки для підготовки до практичних занять та самостійної роботи з навчальної дисципліни «Introduction to Law Enforcement Activity» для здобувачів денної форми навчання першого (бакалаврського) рівня вищої освіти галузі знань К «Безпека та оборона», спеціальності К9 «Правоохоронна діяльність», ОПП «Правоохоронна діяльність» (1 семестр). Івано-Франківськ : Навчально-науковий юридичний інститут Карпатського національного університету імені Василя Стефаника. Івано-Франківськ, 2025. 32 с.

Методичні вказівки містять в собі основні питання, що виносяться на розгляд семінарських практичних занять, вивчення яких є необхідним для набуття знань та умінь у сфері застосування професійної англійської мови у правоохоронній діяльності. До кожної теми практичного заняття подано тексти для опрацювання та завдання.

Методичні вказівки призначені для викладачів та здобувачів вищої освіти Навчально-наукового юридичного інституту Карпатського національного університету імені Василя Стефаника при вивченні навчальної дисципліни «Introduction to Law Enforcement Activity».

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CLASS 1. INTRODUCTION. GRAMMAR TEST.

On the first practical session, students will be introduced to the instructor as well as to the course structure, topics, evaluation system, and the specifics of studying the course "**Introduction to Law Enforcement Activity**".

Since this course is taught in English, with the aim of developing students' skills in both spoken and written English for professional use in the field of law enforcement, it is crucial to assess their current level of English proficiency. To achieve this, during the first practical session, students will complete a grammar test to determine their grammatical competence in the English language.

After completing the grammar test, to assess their speaking competence, each student will be required to introduce themselves and talk about themselves in English.

Grammar Test:

<https://forms.gle/CUMGtnzT3e2QRZQt5>

SELF-STUDY

Write an essay on the topic: "Why I decided to become a law-enforcement officer."

CLASS 2. IMPORTANCE OF ENGLISH FOR LAW-ENFORCEMENT ACTIVITY

Objective:

Encourage students to start thinking about the practical role of English in law enforcement.

I. Warm-Up and Introduction (10 minutes)

1. Opening Discussion (5 minutes)

Begin by asking students some questions to activate their prior knowledge and introduce the topic:

- "Why do you think English is important for law enforcement officers?"
- "In what situations might law enforcement officers need to use English?"
- "Can you think of any examples where law enforcement agencies from different countries need to communicate?"

2. Introduction to the Lesson (5 minutes)

- Explain the objectives of the lesson:
 - Understand the importance of English in law enforcement.
 - Discuss real-world examples of international cooperation in law enforcement.
 - Learn and practice key vocabulary related to legal English.

II. Vocabulary Building: Law Enforcement and English (20 minutes)

1. Task 1: Vocabulary Introduction (10 minutes)

- Introduce key vocabulary related to law enforcement, especially in an international context. Write the terms on the board and explain them:

- Interpol: The International Criminal Police Organization, which facilitates international cooperation between law enforcement agencies.

- Extradition: The legal process of transferring a suspected criminal from one country to another.
- Jurisdiction: The authority or power of a law enforcement agency or court to make legal decisions.
- Fugitive: A person who is running from the law or avoiding capture.
- Warrant: A legal document authorizing the police to arrest someone or search their property.
- Mutual Legal Assistance Treaty (MLAT): An agreement between two or more countries for cooperation in criminal investigations or prosecutions.

2. Task 2: Vocabulary Practice (10 minutes)

- Matching Activity: Provide students with a worksheet that includes vocabulary terms and definitions. Students should match each term with its correct definition.
- Example:
- Interpol: A) The process of sending a person to another country for prosecution.
 - Extradition: B) An international organization for police cooperation.
 - Fugitive: C) A person who is on the run from law enforcement.
 - Warrant: D) Legal permission to arrest or search.

After the activity, review the answers and discuss any additional nuances of the terms.

III. Reading Activity: Role of English in International Law Enforcement (20 minutes)

1. Task 3: Reading Comprehension (15 minutes)

- Provide a short reading passage about the role of English in international law enforcement. Example:

"In the modern era, law enforcement agencies across the world must cooperate to fight international crime. English has become the global language of communication, used in international treaties, documents, and police cooperation. Interpol, for example, uses English as its working language, ensuring police forces in countries as diverse as the USA, Brazil, and Japan can communicate effectively. English is also vital for the extradition process, as many legal documents are drafted in English, and many international agreements are written in English to ensure mutual understanding between governments."

- After reading, ask students to answer comprehension questions:
 - "Why is English important for international law enforcement cooperation?"
 - "How does English help in the extradition process?"
 - "Give an example of an international organization that uses English for communication."

Task 4: Pair Discussion (5 minutes)

- In pairs, students discuss:
 - "What are the challenges law enforcement officers might face when they don't know English?"
 - "What other languages might be important for international law enforcement?"

IV. Listening Activity: English in Multinational Investigations (20 minutes)

1. Task 5: Listening Exercise (10 minutes)

- Play a short video or audio clip (e.g., a TED talk, interview, or documentary) that discusses how English is used in multinational law enforcement operations, such as those involving Interpol, FBI, or European police forces.

- While listening, students should take notes on the following points:

- How is English used in international law enforcement?

- Why do law enforcement agencies from different countries need to use English?

- How does English impact the effectiveness of investigations?

2. Task 6: Listening Comprehension (5 minutes)

- After listening, students answer detailed questions:

- "What is the main reason law enforcement agencies prefer English for international cooperation?"

- "What specific types of documents are usually in English for international cases?"

- "Can you identify any specific challenges mentioned in the video regarding the use of English?"

3. Task 7: Pair Reflection (5 minutes)

- Have students discuss in pairs:

- "In what types of law enforcement situations would not knowing English be a major issue?"

- "How could international law enforcement agencies overcome language barriers?"

V. Speaking Activity: The Role of English in Law Enforcement (20 minutes)

1. Task 8: Group Debate (15 minutes)

- Divide the class into two groups. Each group will take a position on the following statement:

- "English should be the mandatory language for all international law enforcement communication."

- Group 1 (Pro): Argue that English should be mandatory due to its widespread use, its status as the international lingua franca, and the need for effective cross-border communication.

- Group 2 (Con): Argue that it's unfair to require all officers to speak English, and that translation services and multilingual cooperation should be prioritized.

Goal: Encourage students to think critically about the pros and cons of using a single language in law enforcement communication.

2. Task 9: Class Discussion (5 minutes)

- After the debate, facilitate a class discussion where students can express their opinions about the importance of English in law enforcement and offer their own ideas on how language barriers can be managed.

VI. Writing Activity: The Importance of English for Law Enforcement Officers (15 minutes)

1. Task 10: Writing Essay (10 minutes)

- Ask students to write a short essay (150-200 words) on the topic:

"Why is English an essential skill for law enforcement officers in today's world?"

- Encourage students to:

- Discuss how English improves international cooperation and access to legal information.
- Provide examples of situations where knowing English would benefit law enforcement officers.

2. Peer Review (5 minutes)

- Pair students to exchange essays and provide feedback on:
 - The clarity and structure of the writing.
 - The use of legal vocabulary.
 - Grammar and language accuracy.

VII. Conclusion and Reflection (5 minutes)

1. Summary of Key Points

- Summarize the main points of the lesson: the global importance of English for law enforcement, the role it plays in cross-border investigations, and how it facilitates international cooperation.

2. Final Reflection

- Ask students to reflect briefly on the lesson:
 - "How does English help in international law enforcement?"
 - "Do you think English proficiency will be important for your future career in law enforcement? Why or why not?"

SELF-STUDY

Research and write a report on an international law enforcement agency that uses English.

Research an international law enforcement agency (e.g., INTERPOL, FBI) and write a report on how they use English in their operations.

Write an essay about how English proficiency can benefit law enforcement officers in Ukraine.

CLASSES 3-4. LAW-ENFORCEMENT ACTIVITIES: DEFINITION AND TYPES

Objectives:

- Define and understand different types of law-enforcement activities.
- Learn and practice relevant vocabulary.
- Enhance reading comprehension and critical thinking.
- Improve speaking and writing skills through discussions and tasks.

I. Warm-Up and Introduction (10 minutes)

1. Opening Discussion (5 minutes):

- Ask students: "What are some of the law-enforcement agencies you know in your country or around the world?"
 - Encourage students to think of different types (e.g., local police, federal agencies, international organizations). Write their responses on the board.
 -

2. **Introduce the Topic (5 minutes):**
 - Explain that today’s lesson will focus on different types of law-enforcement organizations, their roles, and how they work together to ensure public safety and order.
 - Briefly mention a few examples, such as **local police, federal agencies,** and **international organizations**(e.g., INTERPOL).

II. Vocabulary Introduction (15 minutes)

1. **Task 1: Vocabulary Pre-Teaching (10 minutes)**
 - Introduce key vocabulary related to law-enforcement organizations. Write the words on the board and go over their definitions:
 - **Local Police**
 - **Federal Agencies** (e.g., FBI, DEA)
 - **International Organizations** (e.g., INTERPOL)
 - **Specialized Agencies** (e.g., SWAT, Border Patrol, Cybercrime Units)
 - **Regulatory Agencies** (e.g., SEC, FDA)
 - **Paramilitary Forces** (e.g., National Guard, Gendarmerie)
 - **Private Security**
 - Use simple definitions and examples. For instance, “Federal agencies are responsible for enforcing national laws, like the FBI in the U.S. dealing with major crimes.”
2. **Task 2: Matching Exercise (5 minutes)**
 - Provide students with a worksheet where they match the law-enforcement organizations to their descriptions. Example:
 - **INTERPOL:** A global police organization working across countries.
 - **FBI:** Investigates federal crimes such as terrorism and organized crime.
 - **National Guard:** A reserve military force that can assist in law enforcement during emergencies.

III. Listening Activity: Types of Law-Enforcement Organizations (20 minutes)

1. **Task 3: Listening for Main Ideas (10 minutes)**
 - Play an audio or video clip that describes various law-enforcement agencies and their roles. For example, an overview of the FBI, local police, and INTERPOL.
 - While listening, students should note down the names of the organizations mentioned and their primary functions.
2. **Discussion (5 minutes):**
 - After the listening activity, ask students to compare their notes and share what they learned. Discuss the main types of law-enforcement organizations.
 - Write key points on the board.
3. **Task 4: Listening for Specific Details (5 minutes)**
 - Re-play a short section of the audio/video and ask students to answer more specific questions. Example:
 - What specific crimes does the FBI investigate?
 - Which organization works across international borders to combat crime?

IV. Reading Activity: Types of Law-Enforcement Organizations (20 minutes)

1. **Task 5: Reading Comprehension (10 minutes)**
 - Provide students with a short reading passage that explains the roles and responsibilities of different law-enforcement organizations (local police, federal agencies, international organizations). Example reading might focus on how the **FBI** handles national security threats, while **INTERPOL** helps coordinate international crime-fighting efforts.
 - After reading, ask students to answer comprehension questions, such as:
 - What is the main difference between local police and federal agencies?

- How does INTERPOL assist in solving international crimes?
- What types of crimes does a specialized agency like SWAT handle?
- 2. **Group Discussion (5 minutes):**
 - In small groups, have students discuss the differences between the types of organizations they read about. Encourage them to share their thoughts on which agency they think is the most effective for specific types of crimes and why.
- 3. **Task 6: Fact Check (5 minutes)**
 - Ask students to fact-check and verify the information they read. Encourage them to use the internet or their own knowledge to see if there are any updates or changes in the way law-enforcement organizations operate.

V. Speaking Activity: Role Play (20 minutes)

1. **Task 7: Law-Enforcement Scenarios (15 minutes)**
 - Divide the class into pairs or small groups and assign them different law-enforcement roles (local police, FBI agent, INTERPOL officer, SWAT team member, etc.).
 - In their groups, students will role-play a situation where multiple law-enforcement organizations work together to solve a crime.
 - For example, **Scenario 1:** A terrorist plot is discovered in multiple countries, and the FBI, local police, and INTERPOL must work together to prevent it.
 - **Scenario 2:** A cybercrime group is stealing information globally, and the FBI collaborates with international cybercrime units to catch the hackers.
 - Encourage students to use relevant vocabulary and work collaboratively to discuss the issue.
2. **Presentation (5 minutes):**
 - After role-playing, each group will present their scenario to the class, explaining how different law-enforcement organizations work together to solve the problem.

VI. Writing Activity: Compare and Contrast (15 minutes)

1. **Task 8: Writing Assignment (10 minutes)**
 - Ask students to write a short paragraph (7-10 sentences) comparing two types of law-enforcement organizations (e.g., local police vs. FBI, or INTERPOL vs. national police).
 - They should focus on the differences in their roles, areas of jurisdiction, and specific responsibilities.
 - Example prompt: "Compare the roles of local police and the FBI in handling criminal investigations."
2. **Peer Review (5 minutes):**
 - Have students swap their written paragraphs with a partner and provide feedback on clarity, grammar, and how well the comparison is made.

VII. Conclusion & Reflection (5 minutes)

1. **Class Reflection (5 minutes)**
 - Ask students to reflect on what they learned:
 - "Which type of law-enforcement organization do you think is most important in your country? Why?"
 - "How do different organizations collaborate to ensure public safety?"
 - Summarize the lesson by highlighting the main points about the various types of law-enforcement organizations and their roles in society.

SELF-STUDY:

Create a presentation about one type of law-enforcement organization (e.g., INTERPOL, FBI, or a local police department), describe their main functions and operations.

Write an essay with in-depth details about specific types of law-enforcement organizations (e.g., federal vs. local agencies or specialized units), describe ethical dilemmas faced by law enforcement.

CLASSES 5-6. TYPES OF LAW-ENFORCEMENT ORGANIZATIONS

Objective:

By the end of the lesson, students will be able to articulate the definitions of law enforcement activities, analyze the different types of law enforcement operations, and discuss these concepts fluently in both oral and written forms. They will also improve their academic and professional vocabulary related to law enforcement.

I. Warm-Up Discussion (10 minutes)

Activity 1: Group Brainstorming

- **Instructions:** Start by asking the class:
 - "What is law enforcement? What comes to mind when you think of law enforcement activities?"
 - Write key terms on the board that students mention (e.g., police, investigation, arrest, surveillance, patrol, crime prevention).
 -
 - **Task:** Encourage students to discuss the role of law enforcement in society and what types of activities are involved. Pose deeper questions like:
 - "What are the main objectives of law enforcement activities?"
 - "Do you think law enforcement methods vary across countries? How?"

II. Vocabulary Introduction & Contextualization (15 minutes)

Activity 2: Vocabulary Presentation & Matching Exercise

- **Instructions:** Present a list of 10–15 advanced law enforcement terms related to the topic (see examples below).
 - **Task:** Give students a handout that includes definitions and have them match the vocabulary to the appropriate definition. Once completed, review the answers as a class.
- Vocabulary Terms:**
- **Forensic investigation:** The application of science and technology to solve crimes.
 - **Surveillance:** The close observation of someone or something, often to gather evidence.
 - **Interdiction:** The process of preventing or stopping criminal activity, often at borders or transportation hubs.
 - **Counter-terrorism operations:** Activities designed to prevent and respond to terrorist threats.
 - **Undercover operation:** When law enforcement agents work in disguise to infiltrate criminal organizations.
 - **Evidence chain:** A documented trail that proves the handling of evidence from crime scene to court.
 - **Riot control:** Measures taken to prevent or stop public disturbances.
 - **Search warrant:** Legal authorization to search a place for evidence of a crime.
 - **Corruption investigation:** The investigation of illegal or unethical conduct within law enforcement or government.
 - **Probable cause:** A reasonable belief that a crime has been, is being, or will be committed.

Follow-Up Task: After the matching exercise, students must create sentences using 5 of the vocabulary terms in context. For example:

"The police used surveillance techniques to monitor the suspect's movements for several weeks."

III. Reading & Analysis: Case Study of Law Enforcement Activities (20 minutes)

Activity 3: Case Study Reading

- **Instructions:** Provide students with a short, detailed case study about a well-known law enforcement operation (e.g., an FBI investigation, international drug interdiction, or counter-terrorism operation).

- **Case Study Example:** "Operation Trojan Shield" – A global sting operation in which law enforcement agencies infiltrated encrypted communication devices used by criminals.

- **Task:** Have students read the case study individually or in pairs. After reading, ask them to answer the following questions:

- What was the main objective of this operation?
- Which law enforcement activities were involved?
- What challenges did law enforcement face in carrying out this operation?
- How did the operation impact the criminal network?

Discussion:

- After students answer the questions, hold a class-wide discussion. Encourage students to use the advanced vocabulary in their responses. Focus on critical thinking:

- "What ethical issues could arise from this kind of operation?"
- "Do you think the methods used in this case would be effective in other countries?"

IV. Listening Comprehension (15 minutes)

Activity 4: Video or Audio Clip

- **Instructions:** Show a 5-10 minute video or play an audio clip from a documentary or interview with a law enforcement official, focusing on a specific law enforcement activity (e.g., an undercover operation, police detective work, or a forensic investigation).

- **Task:** Students will listen for specific details and take notes. Afterward, ask the following comprehension questions:

1. What specific law enforcement activity was discussed?
2. What techniques or tools did the officers use?
3. What challenges or obstacles did they face during the operation?
4. What was the outcome of the operation?

Follow-Up:

- Ask students to summarize the main points of the video/audio in a few sentences.

- Discuss any new vocabulary or phrases that appeared in the clip and clarify their meaning.

V. Role Play Activity (15 minutes)

Activity 5: Law Enforcement Simulation

- **Instructions:** Divide students into pairs or small groups. Each group will simulate a law enforcement operation (e.g., a counter-terrorism investigation, a robbery investigation, or a police raid).

- **Task:** Assign specific roles to each participant (e.g., police officer, detective, informant, suspect, etc.). Students will use the vocabulary and phrases they've learned to role-play a law enforcement scenario. Encourage them to focus on:

- Using formal language appropriate for law enforcement interactions.
- Ensuring the conversation follows logical steps (e.g., identifying the crime, conducting an interrogation, analyzing evidence).

- **Example Scenario:**

- **Police Officer 1:** "We've just received intelligence about a possible drug shipment. I need to coordinate a search of the warehouse. Are all the team members ready?"

- **Detective:** "We've already secured a search warrant. I suggest we proceed with surveillance before making the move."

Feedback: After the role-plays, offer feedback on language use, fluency, and vocabulary. Encourage peer feedback as well.

VI. Debate or Discussion (10 minutes)

Objective: Enhance critical thinking and oral fluency by discussing controversial or complex topics related to law enforcement.

Activity 6: Class Debate

- **Instructions:** Present students with a controversial statement related to law enforcement activities (e.g., "Law enforcement agencies should have more power to conduct surveillance on citizens without a warrant to prevent crime" or "The use of force in law enforcement should be more strictly regulated").

- **Task:** Divide the class into two groups. One group will argue in favor of the statement, and the other will argue against it. Encourage students to use advanced vocabulary and concepts they've learned in the lesson.

- **Possible Debate Questions:**

- "Should law enforcement officers be allowed to use drones for surveillance without a warrant?"

- "Is it ethical for law enforcement to use undercover agents in communities with high crime rates?"

VII. Wrap-Up and Reflection (5 minutes)

Objective: Review key concepts, reinforce learning, and assign homework.

Activity 7: Summary & Homework Assignment

- **Instructions:** Review the key points covered in the lesson:

- Definitions of law enforcement activities.
- Different types of law enforcement operations.
- Vocabulary and expressions related to law enforcement.

- **Reflection:** Ask students:

- "What aspect of law enforcement activities did you find most interesting?"

- "Which law enforcement vocabulary do you find most useful?"

- **Homework:** Write a short essay (250–300 words) on one of the following topics:

- "How effective are undercover operations in solving serious crimes?"

- "The role of law enforcement in ensuring public safety versus protecting individual privacy."

- "The ethical implications of surveillance and monitoring by law enforcement agencies."

CLASSES 7-8. JUSTICE & COURTS IN UKRAINE

Objective:

By the end of the lesson, students will be able to understand the structure of the justice system in Ukraine, including the role of different courts and legal institutions. They will practice discussing legal topics in English, using relevant vocabulary and improving their listening, speaking, reading, and writing skills.

I. Warm-Up and Introduction (10 minutes)

1. Opening Discussion (5 minutes):

- Ask students: "What do you know about the justice system in Ukraine?"
- Encourage students to share what they know about courts, judges, and legal procedures in Ukraine. Write their responses on the board.

2. Introduction to the Topic (5 minutes):

- Explain that today's lesson will focus on the structure of justice and the court system in Ukraine.
- Provide an overview: "In Ukraine, the justice system includes various levels of courts, with a Supreme Court at the top. There are also specialized courts for different types of cases, such as criminal or administrative matters."

II. Vocabulary Introduction (15 minutes)

1. Task 1: Vocabulary Pre-Teaching (10 minutes)

Introduce key legal vocabulary related to courts and justice in Ukraine. Write these words and phrases on the board and go over their definitions:

- Court of First Instance
- Supreme Court
- District Court
- Administrative Court
- Criminal Court
- Judges
- Prosecutors
- Defendant
- Plaintiff
- Verdict
- Appeal
- Legal Aid
- Constitutional Court

Explain each term with examples and relate it to the Ukrainian context (e.g., "The Supreme Court in Ukraine is the highest court in the country, which hears appeals on important legal matters.")

2. Task 2: Matching Exercise (5 minutes)

- Hand out a worksheet where students match the legal terms with their definitions or descriptions.
- Example: Match "Defendant" with "The person accused of committing a crime."

III. Listening Activity: Ukrainian Court System Overview (20 minutes)

1. Task 3: Listening for Main Ideas (10 minutes)

- Play an audio or video clip that explains the court system in Ukraine. This could be a documentary, a news report, or an interview with a Ukrainian legal expert explaining how the justice system works.

- While listening, students should take notes on the key points such as:
- The structure of courts in Ukraine.
- The role of different types of courts (e.g., local, administrative, criminal).
- Key differences between Ukrainian courts and those in other countries.

2. Discussion (5 minutes):

- After listening, ask students to compare their notes and discuss the following questions:

- How is the court system in Ukraine structured?
- What are the roles of the Supreme Court, District Court, and Administrative Court?
- Are there any unique features of Ukraine's justice system?

3. Task 4: Listening for Specific Details (5 minutes)

- Re-play a short section of the video/audio. Ask students to answer more specific questions:

- What is the primary role of the Constitutional Court in Ukraine?
- Who are the key figures involved in a court case in Ukraine?

IV. Reading Activity: Justice and Court System in Ukraine (20 minutes)

1. Task 5: Reading Comprehension (10 minutes)

- Provide a reading passage about the structure and function of the Ukrainian justice system. The text could cover the different types of courts (e.g., criminal, civil, administrative), the role of judges, prosecutors, and the process of legal proceedings.

- After reading, students should answer comprehension questions:
- What is the role of a judge in the Ukrainian court system?
- How are cases appealed in Ukraine?
- What types of cases are heard in the Administrative Court?

2. Group Discussion (5 minutes):

- In small groups, have students discuss the following questions:

- What differences do you see between Ukraine's justice system and that of your country?

- How do you think the court system in Ukraine could be improved?

3. Task 6: Fact-Checking (5 minutes)

- Have students use their phones or the internet to verify some information they have learned about Ukraine's justice system. For example, students could research the latest developments in the reform of the judicial system in Ukraine.

V. Speaking Activity: Role Play – Courtroom Simulation (20 minutes)

1. Task 7: Courtroom Role Play (15 minutes)

- Divide students into pairs or small groups and assign each group a role in a courtroom setting (judge, prosecutor, defendant, plaintiff, lawyer).

- Present a fictional case scenario where students must play their roles. For example:

- Scenario 1: A defendant is accused of theft, and the lawyer must defend the client in front of a judge.
- Scenario 2: A civil case where a plaintiff sues for damages caused by negligence.
- Students will perform their role plays, using legal terminology and practicing language related to presenting arguments, cross-examining, and delivering a verdict.

2. Feedback and Reflection (5 minutes):

- After each role play, give feedback on their use of legal vocabulary, sentence structure, and fluency.
- Discuss how each participant contributed to the process of the court case.

VI. Writing Activity: Legal Case Analysis (15 minutes)

1. Task 8: Writing Assignment (10 minutes)

- Ask students to write a short essay (7-10 sentences) on one of the following topics:
 - "The role of the Supreme Court in Ukraine's legal system."
 - "How the Administrative Court helps maintain order in Ukraine."
 - "Compare the Ukrainian court system with that of another country you know."
- Encourage students to use the vocabulary they've learned during the lesson.

2. Peer Review (5 minutes):

- Have students exchange their essays with a partner for peer review. The reviewer should check for clarity, use of legal terminology, and overall coherence.

VII. Conclusion & Reflection (5 minutes)

1. Class Reflection (5 minutes)

- Ask students to share their thoughts on the Ukrainian justice system:
 - "Which part of Ukraine's legal system do you find most interesting?"
 - "What do you think is the most important court in Ukraine?"
- Summarize the main points from the lesson, such as the role of different courts, the function of the judiciary, and the importance of legal professionals in maintaining justice.

SELF-STUDY

Prepare a presentation about recent legal reforms in Ukraine, particularly those related to judicial independence, chose one reform.

Write an essay about roles of legal professionals in Ukraine, such as judges, prosecutors, and lawyers (chose one).

Explore and write a report about international legal principles and how they relate to Ukraine's legal system.

CLASSES 9-10. CRIME INVESTIGATION AND FORENSIC SCIENCE

Objective:

By the end of the lesson, students will be able to discuss crime investigations, forensic science techniques, and related vocabulary in English. They will also develop skills in analyzing texts, discussing criminal investigations, and using forensic terminology.

I. Warm-Up and Introduction (10 minutes)

1. Opening Discussion (5 minutes):

- Begin with a brief discussion. Ask students:
 - "What do you think of when you hear the words 'crime investigation' or 'forensic science'?"
 - "Can you think of any popular TV shows or movies that feature crime investigations? What are some common elements you see in them?"
 - Write responses on the board and briefly touch on what forensic science is and how it is used in solving crimes.

2. Introduce the Topic (5 minutes):

- Explain that today's lesson will focus on crime investigation techniques and the role of forensic science in solving crimes.
- Provide an overview of the lesson: "We will learn vocabulary related to crime investigation and forensic science, practice listening and speaking skills, and analyze a forensic science case."

II. Vocabulary Introduction (15 minutes)

1. Task 1: Vocabulary Pre-Teaching (10 minutes)

- Introduce and explain key vocabulary related to crime investigation and forensic science. Write the terms on the board and explain their meanings:
 - Forensic Science
 - Crime Scene
 - Evidence
 - Autopsy
 - DNA Analysis
 - Fingerprinting
 - Ballistics
 - Toxicology
 - Suspect
 - Murder Weapon
 - Victim
 - Criminal Profiling
 - Coroner
 - Witness Testimony
- Provide examples of how these terms are used in crime investigations, e.g., "The detective collected evidence from the crime scene to identify the suspect."

2. Task 2: Matching Exercise (5 minutes)

- Distribute a matching exercise where students match the terms to their definitions.
- Example:
- DNA Analysis: A method of identifying individuals based on their unique genetic makeup.
 - Autopsy: A post-mortem examination of a body to determine the cause of death.

III. Listening Activity: Crime Investigation Process (20 minutes)

1. Task 3: Listening for Main Ideas (10 minutes)

- Play an audio or video clip that explains the process of crime investigation, including steps like crime scene examination, evidence collection, and forensic analysis.

- While listening, students should take notes on the key stages of a crime investigation, such as:

- What happens at the crime scene?
- How is evidence collected and analyzed?
- What forensic methods are used in solving crimes?

2. Discussion (5 minutes):

- After the listening activity, ask students to share their notes. Discuss:
 - How are crime scenes preserved?
 - What is the role of forensic scientists in solving a case?
 - Which forensic science methods do they think are the most important in criminal investigations?

3. Task 4: Listening for Specific Details (5 minutes)

- Re-play a section of the video/audio and ask students to answer more specific questions:

- What role does DNA analysis play in crime investigations?
- What is the importance of an autopsy in a criminal case?

IV. Reading Activity: Forensic Science Case (20 minutes)

1. Task 5: Reading Comprehension (10 minutes)

- Provide students with a short reading passage describing a real-life or fictional forensic science case (e.g., the use of DNA to solve a cold case or a murder investigation).

- Example passage: “In a recent case, investigators used DNA samples found at the crime scene to match with a suspect, leading to the resolution of a cold case from 10 years ago.”

- After reading, students should answer comprehension questions:

- What type of evidence was key in solving the case?
- What forensic technique was used to identify the criminal?
- What challenges did the investigators face in the case?

2. Task 6: Fact-Checking (5 minutes)

- Ask students to use their phones or computers to research any facts or information mentioned in the reading (e.g., DNA technology, forensic methods).

- Discuss any new information they find and how it relates to the case discussed in class.

3. Group Discussion (5 minutes):

- In small groups, have students discuss the following:
 - Which forensic science method do you think is the most powerful in solving crimes? Why?

- Can you think of any famous cases where forensic science played a major role?

V. Speaking Activity: Crime Scene Investigation Role Play (20 minutes)

1. Task 7: Role Play – Investigating a Crime Scene (15 minutes)

- Divide the class into pairs or small groups. Each group will role-play a crime investigation scenario. One student will act as a detective or investigator, while others can be witnesses, suspects, or forensic experts.

- Provide a scenario, for example:

- Scenario 1: A robbery at a jewelry store. The detective must interview witnesses, collect evidence (e.g., fingerprints), and investigate the crime scene.

- Scenario 2: A murder case where forensic scientists are brought in to analyze DNA samples and determine the cause of death.

- The detective will ask questions and use forensic vocabulary (e.g., “What evidence was found at the crime scene?” “Do you have any fingerprints to analyze?”).

2. Feedback (5 minutes):

- After each role play, give feedback on how students used forensic vocabulary, how fluent their responses were, and how well they described the investigation process.

VI. Writing Activity: Forensic Science Report (15 minutes)

1. Task 8: Writing Assignment (10 minutes)

- Ask students to write a short report (7-10 sentences) on the following prompt:

- "Describe a criminal investigation, including the type of evidence found, the forensic science methods used to analyze it, and the outcome of the investigation."

- Encourage students to use the vocabulary learned during the lesson.

2. Peer Review (5 minutes):

- Have students exchange their reports with a partner. The partner should provide feedback on clarity, use of forensic terminology, and structure of the report.

VII. Conclusion & Reflection (5 minutes)

1. Class Reflection (5 minutes)

- Ask students to reflect on the lesson:

- "What part of the crime investigation process do you find most interesting?"

- "How do you think forensic science has changed criminal investigations in the modern world?"

- Summarize the lesson by reviewing key vocabulary and main concepts related to crime investigation and forensic science.

SELF-STUDY

Create a presentation on one specific forensic science method (e.g., DNA analysis, fingerprinting, toxicology) and its role in crime investigations.

Write a 200-300 word essay about legal aspects of crime investigations, such as how evidence is presented in court and the role of forensic experts as witnesses.

CLASS 11. POLICE

Objective:

By the end of the lesson, students will be able to understand the role of police in society, use relevant vocabulary related to law enforcement, and engage in discussions and activities involving police work and crime prevention.

I. Warm-Up and Introduction (10 minutes)

1. Opening Discussion (5 minutes):

- Start with an open discussion to activate prior knowledge. Ask students:
 - “What comes to mind when you hear the word ‘police’?”
 - “What are some key responsibilities of the police?”
 - “How do you think police officers help keep communities safe?”
- Write down the students' responses on the board to guide the conversation.

2. Introduce the Topic (5 minutes):

- Tell the class that today’s lesson will focus on the role of the police, their responsibilities, and the different types of police work (e.g., community policing, criminal investigations, traffic enforcement).
- Give a brief overview: “We’ll learn about police roles in law enforcement, the types of tasks they do, and how police interact with the public.”

II. Vocabulary Introduction (15 minutes)

1. Task 1: Vocabulary Pre-Teaching (10 minutes)

- Introduce and explain key vocabulary related to police work. Write the following terms on the board and discuss their meanings:
 - Police Officer
 - Patrol
 - Investigation
 - Detective
 - Arrest
 - Criminal
 - Suspect
 - Witness
 - Evidence
 - Law Enforcement
 - Interrogation
 - Patrol Car
 - Traffic Stop
 - Search Warrant
- Provide examples in sentences:
 - “A detective is responsible for investigating crimes.”
 - “Police officers often patrol neighborhoods to prevent crime.”

2. Task 2: Vocabulary Matching (5 minutes)

- Distribute a worksheet where students match the vocabulary words to their definitions or descriptions. Example:
 - Investigation: The process of collecting evidence and interviewing witnesses to solve a crime.

III. Listening Activity: A Day in the Life of a Police Officer (20 minutes)

1. Task 3: Listening for Main Ideas (10 minutes)

- Play an audio or video clip about the daily life of a police officer, such as a documentary, interview, or short film. Ensure the content covers aspects like patrolling, responding to emergencies, investigations, and community engagement.

- While listening, students should take notes on the main points. Ask them to focus on:

- The daily tasks of a police officer.
- The types of situations police officers encounter.
- Any specific police roles or specialized units mentioned.

2. Discussion (5 minutes):

- After listening, ask students to discuss in pairs or small groups:
- What are the primary responsibilities of a police officer based on the listening activity?

- How do police officers contribute to public safety?
- What challenges do police face in their work?

3. Task 4: Listening for Specific Information (5 minutes)

- Re-play a section of the audio or video. Ask students to answer specific questions about the police officer's daily routine:

- What is one thing a police officer does during a typical shift?
- How do police officers handle traffic accidents or emergencies?

IV. Reading Activity: The Role of Police in Society (20 minutes)

1. Task 5: Reading Comprehension (10 minutes)

- Provide students with a short article or passage about the role of police officers in maintaining public order and enforcing laws. The passage can cover topics like community policing, criminal investigations, and maintaining peace.

- Example reading:

- "Police officers have various responsibilities, from responding to emergencies to conducting investigations. They often work with the community to prevent crime and improve safety. In some areas, police officers engage in community policing, which helps build trust between law enforcement and the public."

- After reading, ask students to answer comprehension questions:

- What is community policing and why is it important?
- How do police contribute to public safety in society?
- What are some of the challenges that police officers face?

2. Group Discussion (5 minutes):

- In small groups, ask students to discuss:
 - How can police improve their relationship with the community?
 - What strategies might help prevent crime?

3. Task 6: Fact-Checking (5 minutes)

- Ask students to use their phones or computers to verify any information from the reading. For example, students can look up different types of police units (e.g., SWAT, K9) or the concept of community policing in different countries.

- Discuss the new information they find.

V. Speaking Activity: Role Play – Police Scenarios (20 minutes)

1. Task 7: Role Play – Police Scenarios (15 minutes)

- Divide students into pairs or small groups and assign them roles in a police scenario.

For example:

- Scenario 1: A police officer pulls over a driver for speeding. One student is the officer, and the other is the driver.
- Scenario 2: A detective interrogates a suspect in a robbery case. One student plays the detective, and the other plays the suspect.
- Scenario 3: A police officer interviews a witness to a crime.
- Students should use police-related vocabulary, such as “license and registration,” “You’re under arrest,” and “Do you have an alibi?”

2. Feedback and Reflection (5 minutes):

- After each role play, provide feedback on their use of vocabulary, fluency, and how realistic the interaction was.
- Ask students to reflect:
 - “What was difficult about this role play?”
 - “What language did you need to use to sound more like a police officer?”

VI. Writing Activity: Police Report (15 minutes)

1. Task 8: Writing Assignment (10 minutes)

- Ask students to write a police report based on a fictional crime scenario. For example:
 - Scenario: “A theft occurred at a local store. The suspect was caught on security cameras, and the police are now conducting an investigation.”
 - The police report should include:
 - A description of the crime (who, what, where, when, and how).
 - Details about the evidence found.
 - Any witnesses or suspects.

2. Peer Review (5 minutes):

- Have students exchange their police reports with a partner and provide feedback. The reviewer should check for clarity, correct use of police vocabulary, and grammatical accuracy.

VII. Conclusion & Reflection (5 minutes)

1. Class Reflection (5 minutes)

- Ask students to reflect on the lesson:
 - “What did you learn today about police work?”
 - “How do you think police work differs in various countries?”
 - “What aspects of police work do you think are the most challenging?”
- Summarize key points of the lesson, including police responsibilities, types of police work, and the importance of police in maintaining order.

SELF-STUDY

Create a presentation about a specific type of police unit (e.g., SWAT, K9, Traffic Police).

Write an essay (200-300 words) about criminal investigations and the role of detectives in solving crimes, including methods like forensics, interrogation, and evidence collection.

CLASS 12. CRIMINAL LAW

Objective:

By the end of the lesson, students will be able to understand and use criminal law-related vocabulary, comprehend a text about criminal law, discuss key concepts, and write a basic criminal law case report.

I. Warm-Up and Introduction (10 minutes)

1. Opening Discussion (5 minutes):

- Start with an open discussion to activate prior knowledge:
 - “What do you understand by the term ‘criminal law’?”
 - “What kinds of crimes do you think are classified under criminal law?”
 - “Can you think of any famous criminal cases?”
- Write responses on the board to guide the discussion.

2. Introduce the Topic (5 minutes):

- Explain that today’s lesson will focus on ****criminal law****, which deals with crimes and their punishments.
- Provide an overview of what will be covered: vocabulary related to criminal law, a discussion of the major categories of crimes, and a case study activity.

II. Vocabulary Introduction (15 minutes)

1. Task 1: Vocabulary Pre-Teaching (10 minutes)

- Introduce and explain key vocabulary related to criminal law. Write the following terms on the board and provide definitions:
 - Crime: An act that violates the law and is punishable by the state.
 - Criminal: A person who commits a crime.
 - Offense: A violation of law.
 - Felony: A serious crime, often punishable by imprisonment for more than one year.
 - Misdemeanor: A less serious crime, typically punishable by fines or short-term imprisonment.
 - Defendant: A person charged with a crime.
 - Prosecutor: A lawyer who represents the government in bringing a case against a defendant.
 - Defense Attorney: A lawyer who defends the accused in a criminal trial.
 - Verdict: The decision made by a judge or jury in a criminal case.
 - Punishment: The penalty imposed on someone convicted of a crime.
 - Appeal: A request to a higher court to review a case.
 - Witness: A person who sees an event (such as a crime) and may be called to testify in court.
 - Evidence: Information, documents, or objects that support a claim or argument in court.
 - Sentencing: The process of determining the punishment for a convicted person.

2. Task 2: Vocabulary Matching (5 minutes)

- Distribute a matching worksheet where students match the vocabulary words to their definitions or descriptions. Example:
 - Felony: A serious crime, such as murder or robbery.
 - Prosecutor: A lawyer who brings the case against the accused.

III. Listening Activity: Criminal Law Case Study (20 minutes)

1. Task 3: Listening for Main Ideas (10 minutes)
 - Play an audio or video clip that explains a criminal law case, such as a high-profile criminal trial or a summary of how a criminal case progresses from arrest to trial.
 - While listening, students should take notes on the major stages of a criminal case and the roles of different legal professionals (e.g., prosecutor, defense attorney, judge).
2. Discussion (5 minutes):
 - After the listening, ask students to discuss the case in pairs or small groups:
 - What were the main steps in the criminal trial process?
 - How did the prosecutor and defense attorney argue their cases?
 - What was the final outcome of the case?
3. Task 4: Listening for Specific Information (5 minutes)
 - Re-play a section of the audio/video and ask students to answer specific questions:
 - What crime was the defendant accused of?
 - What type of evidence was used in the case?
 - How did the jury or judge make their decision?

IV. Reading Activity: Understanding Criminal Law (20 minutes)

1. Task 5: Reading Comprehension (10 minutes)
 - Provide students with a short reading passage or article explaining the basics of criminal law. For example:
 - “Criminal law is the body of law that relates to crime. A crime is an act or the commission of an act that is forbidden or the omission of a duty that is commanded by a public law and that makes the offender liable to punishment by that law. Crimes are typically classified as felonies or misdemeanors, depending on their severity.”
 - After reading, students should answer comprehension questions, such as:
 - What is the difference between a felony and a misdemeanor?
 - What roles do the prosecutor and defense attorney play in a criminal case?
 - What is the purpose of evidence in a criminal trial?
2. Group Discussion (5 minutes):
 - In small groups, ask students to discuss:
 - Which types of crimes do you think are the most severe? Why?
 - What should happen if a person is ****wrongly convicted**** of a crime? Should they be able to appeal?
3. Task 6: Fact-Checking (5 minutes)
 - Have students use their phones or computers to research any facts or concepts mentioned in the reading, such as criminal law categories (felonies, misdemeanors) or famous criminal trials.
 - Discuss their findings and clarify any misconceptions.

V. Speaking Activity: Debate – Crime and Punishment (20 minutes)

1. Task 7: Debate – Crime and Punishment (15 minutes)

- Divide students into two groups and assign each group a position on the following debate topic:

- “The punishment for felony crimes should always be more severe than for misdemeanor crimes.”

- Group 1 will argue in favor of harsher penalties for felony crimes, while Group 2 will argue against this idea.

- Encourage students to use legal vocabulary and examples from criminal law to support their arguments (e.g., “A felony like murder deserves a harsher punishment than a misdemeanor like petty theft because it causes more harm to society.”)

2. Feedback and Reflection (5 minutes):

- After the debate, provide feedback on students’ use of vocabulary, arguments, and speaking fluency.

- Ask students to reflect:

- What makes a punishment appropriate for a crime?

- Should there be a difference between punishments for different types of crimes?

VI. Writing Activity: Criminal Law Case Report (15 minutes)

1. Task 8: Writing Assignment (10 minutes)

- Ask students to write a brief criminal law case report based on a fictional crime. Provide a scenario:

- Scenario: “A person has been charged with armed robbery after an incident at a bank. The police found evidence, including fingerprints on the stolen money and a witness who saw the suspect leave the scene.”

- Students should include:

- The crime and offense committed.

- Evidence supporting the case.

- The roles of the prosecutor, defense attorney, and judge.

2. Peer Review (5 minutes):

- Have students exchange their reports with a partner and provide feedback on clarity, use of criminal law vocabulary, and grammatical accuracy.

VII. Conclusion & Reflection (5 minutes)

1. Class Reflection (5 minutes)

- Ask students to reflect on the lesson:

- “What did you learn today about criminal law?”

- “What part of the criminal law process do you find most interesting?”

- “Do you think punishments for crime should always be fixed, or should they depend on the situation?”

2. Summarize the Lesson:

- Review key vocabulary and concepts related to criminal law (e.g., felony, misdemeanor, evidence, verdict).

- Reinforce the importance of understanding criminal law in the context of societal order and justice.

SELF-STUDY

Choose a famous criminal case (e.g., a well-known trial) and write a 200-300 word summary of the case, including the roles of the prosecutor, defense attorney, and verdict.

Write an essay, focus on civil law and the differences between criminal and civil cases. Explore the court system and how civil cases are handled in the legal system.

CLASS 13. TYPES OF CRIMES

Objective:

By the end of the lesson, students will be able to identify, define, and discuss various types of crimes, understand related vocabulary, and engage in activities that reinforce their understanding through speaking and writing.

I. Warm-Up and Introduction (10 minutes)

1. Opening Discussion (5 minutes):

- Start by asking the students some general questions to activate their prior knowledge:

- “What is a crime?”
- “Can you think of any famous crimes in the news or movies?”
- “What types of crimes do you think exist?”
- Write responses on the board to guide the discussion and highlight any common crime categories (e.g., theft, violence, fraud).

2. Introduce the Topic (5 minutes):

- Explain that today’s lesson will focus on different types of crimes.
- Provide a brief overview: "We’ll be looking at different categories of crime, including property crimes, violent crimes, white-collar crimes, and cybercrimes. You will also learn key vocabulary related to these crimes."

II. Vocabulary Introduction (15 minutes)

1. Task 1: Vocabulary Pre-Teaching (10 minutes)

- Introduce and explain key vocabulary related to types of crimes. Write the following terms on the board:

- Crime
- Murder
- Theft
- Burglary
- Robbery
- Assault
- Fraud
- Vandalism
- Drug trafficking

- Cybercrime
- Bribery
- Domestic violence
- Embezzlement

Provide definitions and use them in context:

- Murder: The unlawful killing of another person, with intent.
- Burglary: Breaking into a building with the intent to commit a crime, often theft.
- Fraud: Deceptive actions intended to secure financial gain.

2. Task 2: Vocabulary Matching (5 minutes)

- Distribute a worksheet with crime types and definitions. Students should match each type of crime to its correct definition. Example:

- Fraud: The illegal act of deceiving someone for financial gain.
- Assault: Intentionally causing physical harm to someone.

III. Listening Activity: Types of Crimes Around the World (20 minutes)

1. Task 3: Listening for Main Ideas (10 minutes)

- Play an audio or video clip that describes different types of crimes around the world, focusing on how different societies define and deal with them. The clip should mention common crimes like theft, murder, fraud, and their legal consequences.

- While listening, students should take notes on:
 - Which crimes were mentioned in the clip?
 - Are there any crimes that are treated differently in various countries?

2. Discussion (5 minutes):

- After listening, ask students to discuss in pairs or small groups:
 - What is the most common crime mentioned in the video?
 - How do you think different countries deal with certain crimes?

3. Task 4: Listening for Specific Information (5 minutes)

- Re-play a section of the audio and ask students to answer specific questions:
 - What are some key differences in how crimes are punished in different parts of the world?

- Which crime do you think has the most serious consequences and why?

IV. Reading Activity: Types of Crimes in Detail (20 minutes)

1. Task 5: Reading Comprehension (10 minutes)

- Provide a short passage or article that discusses various types of crimes in more detail. For example:

- “In many countries, violent crimes such as murder, assault, and rape are considered the most severe. Property crimes, such as burglary and theft, are also common but generally carry less severe punishments. White-collar crimes, including fraud and embezzlement, are crimes committed by people in positions of power, usually for financial gain.”

- After reading, students should answer comprehension questions:
 - What are some examples of violent crimes?
 - What is the difference between robbery and burglary?
 - How are white-collar crimes different from other types of crime?

2. Group Discussion (5 minutes):

- In small groups, ask students to discuss:
- Why do you think violent crimes are considered the most serious?
- How should society prevent fraud or embezzlement in the workplace?

3. Task 6: Fact-Checking (5 minutes)

- Have students use the internet to check facts about different types of crime, for example:
- Look up statistics about the most common crimes in their country or region.
- Find examples of recent cybercrimes or white-collar crimes.

V. Speaking Activity: Crime Scenario Role Play (20 minutes)

1. Task 7: Role Play – Crime Scenarios (15 minutes)

- Divide students into pairs and assign each pair a crime scenario to role-play. Each scenario should involve a conversation between a victim, a witness, or a police officer. Example scenarios:
- Scenario 1: Burglary – A police officer interviews a person who has had their house broken into.
- Scenario 2: Cybercrime – A victim reports a fraud case to a police officer over the phone.
- Scenario 3: Assault – Two people discuss an incident of physical assault they witnessed in a park.
- Encourage students to use the vocabulary and crime-related phrases learned in the lesson.

2. Feedback and Reflection (5 minutes):

- After each role play, provide feedback on students' use of vocabulary, fluency, and realism.
- Ask the class:
- What would you do if you were a witness to one of these crimes?
- How did your partner use vocabulary in the role play?

VI. Writing Activity: Crime Report (15 minutes)

1. Task 8: Writing Assignment (10 minutes)

- Ask students to write a crime report based on a fictional scenario. For example:
- “A person has been accused of theft after stealing items from a store. The suspect was caught on camera and arrested. The store manager has agreed to give a statement.”
- The crime report should include:
- A brief description of the crime (what happened, where, and when).
- Any evidence collected (e.g., security footage, witness statements).
- Actions taken by the police or security officers.

2. Peer Review (5 minutes):

- Have students exchange their crime reports with a partner. They should give feedback on:
- Clarity and detail in the report.
- Correct use of vocabulary.
- Grammar and sentence structure.

VII. Conclusion & Reflection (5 minutes)

1. Class Reflection (5 minutes)

- Ask students to reflect on the lesson:
 - “What types of crimes did you find most interesting today?”
 - “Why do you think some crimes are considered more serious than others?”
 - “What can be done to prevent crime in society?”

2. Summarize Key Points:

- Summarize the main types of crimes covered (violent crimes, property crimes, white-collar crimes, cybercrimes, etc.).
- Reinforce vocabulary and explain any concepts that may have been unclear.

SELF-STUDY

Write a research essay a specific type of crime (e.g., cybercrime, white-collar crime) and write a 200-word report on it, including real-world examples.

Make a presentation (chose one) about criminal investigations and how crimes are solved. Discuss the roles of investigators, detectives, and forensics in solving crimes.

CLASS 14. CRIMINAL PROCEDURE

Objective:

By the end of the lesson, students will be able to understand and explain the stages of criminal procedure, use related legal vocabulary, and engage in discussions and activities that reinforce their learning of the criminal justice system.

I. Warm-Up and Introduction (10 minutes)

1. Opening Discussion (5 minutes):

- Start with an open discussion to activate prior knowledge:
 - "What do you know about the process someone goes through when they are accused of a crime?"
 - "What steps do you think are involved in criminal procedure?"
 - “What roles do you think lawyers, judges, and police officers play in criminal cases?”
- Write students’ ideas on the board, highlighting key terms like investigation, trial, and punishment.

2. Introduce the Topic (5 minutes):

- Explain that today’s lesson will focus on criminal procedure, which refers to the rules and processes used by law enforcement and courts to investigate and prosecute crimes.
- Outline the lesson objectives: learning the stages of the criminal procedure, understanding legal vocabulary, and practicing speaking and writing skills.

II. Vocabulary Introduction (15 minutes)

1. Task 1: Vocabulary Pre-Teaching (10 minutes)

- Introduce and explain key vocabulary related to criminal procedure. Write the following terms on the board:
 - Investigation: The process of gathering evidence and facts to determine whether a crime has occurred.
 - Arrest: The act of detaining a suspect who is believed to have committed a crime.
 - Charge: A formal accusation made by law enforcement or a prosecutor stating that someone has committed a crime.
 - Bail: Money or property that a defendant gives to the court to ensure they will appear at trial.
 - Indictment: A formal charge or accusation of a serious crime.
 - Pretrial Hearing: A meeting before the trial where the judge decides if there is enough evidence to proceed.
 - Trial: The legal process where a defendant is judged based on evidence presented by both sides.
 - Verdict: The decision made by a judge or jury on whether the defendant is guilty or not guilty.
 - Appeal: The process of asking a higher court to review a decision made by a lower court.
 - Sentence: The punishment given to a defendant after a conviction.
- Provide simple definitions and example sentences. Example:
 - Charge: "The police charged the suspect with theft after finding stolen goods in his possession."

2. Task 2: Vocabulary Matching (5 minutes)

- Distribute a matching worksheet where students match each vocabulary term to its correct definition. Example:
 - Investigation: The process of gathering evidence to solve a crime.
 - Bail: Money or property given to ensure a defendant will appear in court.

III. Reading Activity: Stages of Criminal Procedure (20 minutes)

1. Task 3: Reading Comprehension (10 minutes)

- Provide students with a reading passage that explains the stages of criminal procedure. For example:
 - "Criminal procedure consists of several stages, beginning with an investigation. Once sufficient evidence is gathered, the suspect may be arrested. Following an arrest, the prosecutor may file charges, and the defendant may be released on bail until the trial. During the trial, both the prosecution and defense present their arguments. The judge or jury then delivers a verdict. If the defendant is found guilty, a sentence is imposed, but the defendant may appeal the decision."
- After reading, students should answer comprehension questions, such as:
 - What is the first stage in criminal procedure?
 - What happens during a pretrial hearing?
 - How does the appeal process work?

2. Task 4: Fact-Checking (5 minutes)

- Ask students to use their phones or computers to look up real-life examples of a criminal trial. They can focus on high-profile cases or recent developments in criminal law.
- After research, ask students to share one example with the class and explain what happened at each stage of the criminal procedure.

3. Discussion (5 minutes):

- In small groups, students discuss:
- How do you think the criminal procedure ensures fairness in a trial?
- What might happen if someone is wrongly convicted during the trial stage?

IV. Listening Activity: Criminal Procedure Explained (20 minutes)

1. Task 5: Listening for Main Ideas (10 minutes)

- Play an audio or video clip that explains the steps involved in criminal procedure. The clip should include the main stages such as investigation, arrest, charge, trial, verdict, and sentencing.

- While listening, students should take notes on:
 - What are the key stages mentioned in the video?
 - Who are the key people involved in criminal procedure (e.g., police, prosecutor, judge)?

2. Task 6: Listening for Specific Information (5 minutes)

- Re-play a part of the clip and ask students to answer more detailed questions:
 - What does the prosecutor do during a criminal case?
 - What happens during the bail process?
 - How is evidence presented in court?

3. Discussion (5 minutes):

- After listening, ask students to discuss in pairs:
 - What do you think is the most critical stage in the criminal procedure?
 - Why is it important to have pretrial hearings before a full trial begins?

V. Speaking Activity: Criminal Procedure Role Play (20 minutes)

1. Task 7: Role Play – Simulating a Criminal Trial (15 minutes)

- Divide the class into groups and assign roles. Each group will simulate a criminal trial, where they must follow the stages of the procedure.

- Group 1: Prosecutors who present the case.
- Group 2: Defense attorneys who defend the accused.
- Group 3: Judges who will make the final decision after the trial.
- Group 4: Witnesses who will testify in court.
- Give each group a scenario, such as:
 - A person is accused of theft at a local store.
 - A person is accused of assault at a public event.
- Each group should role-play their part, including presenting evidence, questioning witnesses, and giving opening and closing statements. The judge will then deliver a verdict based on the information presented.

2. Feedback and Reflection (5 minutes):

- After each role play, provide feedback on the use of criminal procedure vocabulary, the clarity of arguments, and the fluency of the students.
- Ask students:
 - How did you feel playing the role of the defendant, prosecutor, or judge?
 - What part of the criminal procedure did you find most challenging?

VI. Writing Activity: Writing a Criminal Case Summary (15 minutes)

1. Task 8: Writing Assignment (10 minutes)

- Ask students to write a ****criminal case summary**** based on a fictional case. For example:

- “A person is charged with fraud after deceiving a bank to obtain a large loan. They are arrested, go through a pretrial hearing, and the case is taken to trial. During the trial, evidence is presented, and the defendant is found guilty. The judge then delivers a sentence.”

- Students should include:

- The crime committed.
- The stages of the criminal procedure (investigation, charge, trial, verdict, etc.).
- The outcome of the trial (guilty or not guilty).

2. Peer Review (5 minutes):

- After writing, have students exchange their case summaries with a partner and provide feedback on:

- The clarity of the explanation of the criminal procedure.
- The correct use of criminal law terminology.
- Grammar and sentence structure.

VII. Conclusion & Reflection (5 minutes)

1. Class Reflection (5 minutes)

- Ask students to reflect on the lesson:
 - “What stage of the criminal procedure did you find most interesting?”
 - “Why do you think the investigation stage is so important in criminal cases?”
 - “How would you feel if you were the defendant in a trial?”

2. Summarize the Lesson:

- Recap the key stages of criminal procedure (investigation, arrest, charge, trial, verdict, appeal).
- Reinforce the vocabulary and explain any concepts that may have been unclear.

SELF-STUDY

Prepare a presentation about a famous criminal case (e.g., a landmark trial) and summarize the criminal procedure in that case, focusing on key stages like the investigation, trial.

CLASS 15. EVALUATION COURSE TEST

Objective:

The «Evaluation Course Test» is designed to assess students' understanding and proficiency in using legal English terminology, comprehension of legal texts, and ability to communicate effectively in both written and spoken forms on legal topics. The test evaluates the student's knowledge of core legal concepts, their ability to interpret legal materials, and their capacity to apply legal language in various real-world scenarios.

Test Structure:

The evaluation consists of four main components, each focusing on different aspects of legal English:

1. Vocabulary and Terminology
 - Format: Multiple Choice, Fill-in-the-Blank, and Matching.
 - Objective: Assess students' understanding of essential legal vocabulary and their ability to apply terms correctly in context.
 - Example Tasks:
 - Define legal terms such as "tort," "plaintiff," "defendant," "warrant," "subpoena," etc.
 - Match legal terms with their correct definitions.
 - Complete sentences with appropriate legal terms (e.g., "The ____ is responsible for ensuring that justice is served during the trial.").
2. Reading Comprehension
 - Format: Reading passages followed by comprehension questions.
 - Objective: Evaluate students' ability to understand and analyze legal texts (statutes, case summaries, or legal articles).
 - Example Tasks:
 - Read a short passage of a legal document (e.g., a case summary, a statute, or a legal opinion) and answer questions about the key points, legal terms used, and the interpretation of the text.
 - Identify legal principles or laws referenced in the reading.
 - Infer the meaning of specific phrases or legal jargon used in the passage.
3. Writing
 - Format: Short essay or legal writing task.
 - Objective: Assess students' ability to write clearly and accurately in legal English, demonstrating their understanding of legal concepts and procedures.
 - Example Tasks:
 - Write a brief summary of a legal case, highlighting the key facts, legal issues, and the decision made.
 - Draft a legal opinion or legal memorandum addressing a hypothetical case, where students will analyze a scenario, explain the relevant legal concepts, and provide a reasoned conclusion.
 - Respond to a legal question (e.g., "What are the elements of a valid contract?") using correct legal terminology and clear structure.

ASSESSMENT CRITERIA OF A COURSE

- Grading Scale – the final grade for the course will be based on the following breakdown:
- A (Excellent): 90-100% – Exceptional understanding and application of legal English, demonstrating critical thinking and fluency.
 - B (Good): 80-89% – Strong understanding with minor mistakes in terminology or structure.
 - C (Good): 70-79% – good understanding with some mistakes in terminology or structure.

- D (Satisfactory): 60-69% – Adequate understanding, but with noticeable gaps in knowledge or expression.
- E (Needs Improvement): 50-59% – Limited understanding, significant errors in the use of legal English.
- F (Fail): Below 50% – Insufficient understanding of legal terminology and concepts.