

Ministry of Education and Science of Ukraine

V.N. Karazin Kharkiv National University

Institute of International Education for Study and Research

Language Training Department

«APPROVED»

Acting Director of
the Institute of
International Education
for Study and Research
Oleksandr KAGRAMANIAN



" " _____ 2023 p.

WORK PROGRAM OF THE ACADEMIC DISCIPLINE

ENGLISH LANGUAGE

(name of the discipline)

level of higher education	training of foreign trainees of the preparatory department
field of knowledge	22 Healthcare
speciality	222 Medicine (English language, intensive training)
educational program	_____
specialisation	_____
type of discipline	compulsory

Institute of International Education for Study and Research

2023 / 2024 academic year

The program is recommended for approval by the Academic Council of the Institute of International Education for Study and Research of V. N. Karazin Kharkiv National University

" 15 " June 2023, minutes No. 7


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The program was approved at a meeting of the Language Training Department

Minutes of " 14 " June 2023 No. 9

Acting Head of the Department _____  Natalia USHAKOVA

The English Language program has been approved by the Scientific and Methodical Commission of
Institute of International Education for Study and Research

Minutes of " 14 " June 2023 No. 7

Head of the Scientific and Methodical Commission of the Institute of International Education for Study and Research

_____  Oksana TROSTYNSKA

INTRODUCTION

The program of the discipline **"English Language» is** designed in accordance with the curriculum for foreign trainees of the preparatory department, approved by the Academic Council of the Institute of International Education for Study and Research on 23 March 2023, Protocol No. 4 for the **specialty 222 Medicine (English, intensive training)**.

1. Description of the discipline

1.1. The purpose of teaching the discipline is to develop communicative competence: language (phonetic and graphic) and speech competence of foreign trainees, to facilitate their adaptation to further professional training in Ukrainian higher education institutions in English. Achieving an adequate level of English language proficiency will enable foreign trainees of the preparatory department to meet basic communication needs in situations of daily communication and help them adapt to a foreign language environment.

1.2. The main tasks of studying the discipline:

- formation and development of foreign trainees' necessary language skills (lexical, grammatical, etc.) and speech abilities in all types of speech activities to achieve the communicative goal of learning and meet the communicative needs in educational, professional and everyday communication in English;

- mastery of various forms of communication in the social, everyday and socio-cultural spheres of communication in English.

1.3. Number of credits.

1.4. The total number of hours is 890 hours.

1.5. Characteristics of the discipline	
Compulsory	
Full-time education	Part-time (distance) form of study
A year of preparation:	
preparatory department	-
Semester	
1st, 2nd	-
Lectures	
-	-
Practical classes, seminars	
340 hours.	-
Laboratory classes	
-	-
Independent work	

550 hours.	-
Individual tasks	
-	-

1.6. Planned learning outcomes

In accordance with the requirements of the discipline program, foreign trainees must achieve the following learning outcomes:

- **know the** phonetics, vocabulary and grammar of the English language;
- **master** grammatical, lexical and phonetic skills corresponding to the entry level in various types of speech activities in oral and written language;
- **be able to** use language tools to implement different types of speech activities (listening, reading, writing, speaking):

in reading

- to have the skills of studying, introductory and introductory-study types of reading texts on educational, professional and socio-cultural topics;

in listening

- be able to perceive and respond appropriately to statements in English in the social and everyday sphere of communication;
- Understand and respond appropriately to statements in discussions on social and cultural topics;

in speaking

- be able to articulate clearly and understandably, using basic intonation patterns, accents for different communication needs;
- to speak in dialogue and monologue in actual situations of everyday communication;
- use the basic strategies and tactics of speech behaviour within the framework of the topics relevant to this level;
- understand and reproduce the information from the textbooks and lectures read and listened to in the relevant disciplines of this stage of study;
- be able to ask questions about the text read (listened to) and understand how to answer them;
- be able to express their own views and opinions on topics that are familiar or of personal interest, evaluate the information received, describe impressions, events, dreams, hopes and aspirations;

in writing

- be able to use basic lexical and grammatical structures and lexical combinations to perform certain tasks;
- be able to make different types of outlines of the texts being studied;
- be able to describe a certain place, person, object or event, etc.

2. Thematic plan of the discipline

Section 1. Elementary level (A1).

Topic 1. Good morning.

Dictionary: Greetings. Names. Countries and nationalities. Numbers (0-100). Nouns to describe academic subjects. Phrases of communication in the classroom.

Grammar: *What? How? How old? Where ... from?* The imperative mood of verbs in affirmative and negative sentences.

Topic 2. My world.

Dictionary: Colours. Personal belongings. Occupation. Signs of objects. Telling the time.

Grammar: Verb *to be*. Plural nouns. Possessive adjectives. Possessive case. The verb *can*.

Topic 3. What I do.

Dictionary: Daily work. Days of the week. Music styles and film genres.

Grammar: Present simple tense of the verb. *Would like to to / want to. Like / love etc. + -ing. How often...? When...?*

Topic 4. Somewhat different.

Dictionary: Family. Home. Walking around the city. Prepositions of place. Weather.

Grammar: Present progressive tense of the verb. *Whose...? Possessive pronouns. There is / There are. Why?*

Topic 5. A topic for reflection.

Dictionary: Food and drink. Health.

Grammar: Collective and substantive nouns. *Some / any / no. How much / How many ...? Personal pronouns. Verb: should.*

Topic 6. I did it.

Dictionary: Education. Weekend classes. Professions. Skills and abilities.

Grammar: Past simple tense of the verb. The verb *could*. in the past tense. Adjectives and adverbs of mood.

Topic 7. What is going on?

Dictionary: Months and dates. Ordinal numerals. Animals. Wishes.

Grammar: Future tense: *be going to*. Modal verbs in sentences: *can, could, may, will, would, have to. Let's... / How about...? / Why don't you...?*

Topic 8. Everything ingenious is simple.

Dictionary: Things and accessories. Appearance. Personality. Types of transport. Location and directions of travel.

Grammar: Pronouns substituting for nouns to avoid repeating them: *One/ones. Too / enough.*) Prepositions of motion. Superlative and superlative degrees of comparison.

Topic 9. What an experience!

Vocabulary: Geographical features. Equipment. Active sports.

Grammar: Present perfect simple verb tense. Direct and indirect speech.

Section 2. Intermediate level (A2).

Topic 10. Networking.

Dictionary: Spoken English. Communicative phrases. Words that are easy to confuse. Adjectives that characterize a person.

Grammar: Present simple verb tense compared to present progressive verb tense. Verbs of state. The past simple tense of the verb. The verb HABIT. Prepositions of time.

Topic 11. Unbelievable.

Vocabulary: Adjectives describing food. Weather. Common phrases for correspondence.

Grammar: The past progressive tense of a verb. The past simple is simple compared to the past progressive of a verb. Subjunctive tense in a complex sentence. Present perfect simple tense of a verb. The present perfect simple compared to the past simple of a verb.

Topic 12. What a place!

Dictionary: Travelling by plane. Adjectives that describe the area. Geographical features. Accommodation (accommodation, lodging).

Grammar: Modal verbs. Indirect questions. Comparison.

Topic 13. New times.

Dictionary: Money. It is worth buying. Abbreviations and sentences with them.

Grammar: Adjectival word formation: suffixes with the meaning of quality and antonyms formed from nouns or verbs: -ful, -less. Sentences like: Should / had better. Passive voice.

Topic 14. Helping hand.

Vocabulary: Idioms describing feelings. Phraseology. Phrases with the preposition B. Words that describe an accident. Words that are easy to confuse.

Grammar: The past simple tense of the verb. The verb *could*. Adjectives and adverbs of modes of action.

Topic 15. Time to live!

Vocabulary: Phraseological expressions characterizing sport. Compound nouns. Places for entertainment. Phraseology. Words describing films.

Grammar: Modal verbs may, might, could. Conditional sentences of the first type. Complex sentences with if / when, so / neither / too / either conjunction. Present perfect progressive / Present perfect simple tenses of verbs.

Topic 16. Looking for a job.

Dictionary: Antonyms. Words that are easy to confuse. Words that describe the bank and money. Jobs. Words related to employment and qualifications.

Grammar: Interrogative tags. Negative interrogatives. Compound sentences with a subordinate clause. Reflexive (reflexive) pronouns. Simple past perfect tense of the verb.

Topic 17. Lifestyle.

Dictionary: Making music. Words that are easy to confuse. Kitchen. Celebrations.

Grammar: Indirect speech. Conditional sentences of type II. Verbs with prepositions. Conditional sentences of the second type with the modal verbs *would*, *could*, *might* with the infinitive of the verb without the particle *to* and with the conjunction *if*, *which* convey the unreality of events.

Section 3. Boundary level (B1).

Topic 18. Culture and customs of different nations.

Dictionary: Words that are easy to confuse. British and American versions of the English language. Verbs with prepositions. Prefixes and suffixes that give words an opposite (negative) meaning.

Grammar: Present simple tense and present progressive verb tense. Verbs of state (not used in the progressive verb tenses). Questions and auxiliary question words used in subject and complement questions. Questions in indirect speech. Simple past tense of the verb. A verb construction that conveys the meaning of *used to - be/get used to*.

Topic 19. People are passionate.

Vocabulary: phrasal verbs with prepositions on/off. Phraseological units with the verbs speak, say. Adjectives formed from nouns / Nouns formed from adjectives. Words related to natural disasters.

Grammar: The past progressive tense of a verb. The past simple is simple compared to the past progressive verb tense. Determinative subordinate clauses. Adjectives / Adverbs of mood. Comparison.

Topic 20. Everyday life.

Dictionary: Vocabulary about sports. Adjectives with the reinforcing particle *must, have to, need*. Phrasal verbs "*make and do*". Words that are easy to confuse. Nouns formed from verbs.

Grammar: The present perfect simple is easier to understand than the present perfect progressive verb tense. Modal verbs *must, have to, need, would rather, had better, May, might, could, Must, can't*.

Topic 21. Mother Nature.

Vocabulary: Vocabulary: geographical features. Words that are easy to confuse. Vocabulary (animals, units of measurement).

Grammar: Future tenses of verbs. Compound sentences with subordinate clauses. A conditional sentence expressing a real or probable situation in the present or future tense (type 1) and a conditional sentence expressing an unreal situation in the present tense (type 2). Nouns: articles and other determiners (words that come before nouns).

Topic 22. Truth or fiction.

Vocabulary: Verbs used in direct and indirect speech that convey speaking: agree, refuse, give, remind, ask, order. Phrasal verbs with the particle *up* (do, let, appear, stay). Words related to crime. Established phrases with the word *time*. The verb *be* with prepositions.

Grammar: Past perfect simple compared to past perfect progressive. Indirect speech (judgements, questions, commands, and requests).

Topic 23. Pack your belongings.

Dictionary: Words that are easy to confuse. Noun phrases that refer to the same object. Words related to the place of stay. Phrases with prepositions *at / in*. Adjectival suffixes.

Grammar: Passive voice 1. Complex subordinate clauses with subordinate consequent, condition, purpose. Passive voice 2.

3. The Structure of the academic discipline

Chapter and topic titles	Number of hours		
	full-time form		
	in total	including	
p.		Indep.	
First semester			
Section 1. Elementary (A1)			
Topic 1. Good morning.	34	14	20
Topic 2. My world.	41	16	25
Topic 3. What I do.	41	16	25
Topic 4. Somewhat different.	41	16	25
Topic 5. A topic for reflection.	41	16	25
Topic 6. I did it.	41	16	25
Topic 7. What is going on?	41	16	25
Topic 8. Everything ingenious is simple.	41	16	25
Topic 9. What an experience!	41	16	25
<i>Total for section 1</i>	362	142	220
Section 2. Intermediate (A2)			
Topic 10. Networking.	43	18	25
Topic 11. Unbelievable.	43	18	25
Topic 12. What a place!	43	18	25
Topic 13. New times.	43	18	25
<i>Total for section 2</i>	172	72	100
<i>Total for the first semester</i>	534	214	320
Second semester			
Section 2. Average (A2) (continued)			
Topic 14. Helping hand.	35	12	23
Topic 15. Time to live!	35	12	23
Topic 16. Looking for a job.	35	12	23
Topic 17. Lifestyle.	35	12	23
<i>Total for section 2 (continued)</i>		48	92

	140		
Chapter 3. Boundary (B1)			
Topic 18. Culture and customs of different nations.	35	12	23
Topic 19. People are passionate.	35	12	23
Topic 20. Everyday life.	35	12	23
Topic 21. Mother Nature.	37	14	23
Topic 22. Truth or fiction.	37	14	23
Topic 23. Pack your belongings.	37	14	23
<i>Total for section 3</i>	216	78	138
<i>Total for the second semester</i>	356	126	230
Total hours	890	340	550

4. Topics of practical classes

№ s/n	Topic title	Quantity hours
First semester		
1	Good morning.	14
2	My world.	16
3	What I do.	16
4	It's a little different.	16
5	A topic for reflection.	16
6	I did it.	16
7	What's going on?	16
8	Everything ingenious is simple.	16
9	What an experience!	16
10	Network.	18
11	It's incredible.	18
12	What a place!	18
13	New times.	18
	<i>Total for the first semester</i>	214
Second semester		
14	A helping hand.	12
15	It's time to live!	12
16	I'm looking for a job.	12

17	Lifestyle.	12
18	Culture and customs of different nations.	12
19	People are fascinated.	12
20	Everyday life.	12
21	Mother Nature.	14
22	Truth or fiction.	14
23	Pack your belongings.	14
	Total for the second semester	126
	Total for the academic year	340

5. Tasks for independent work

№ n/a	Types and content of independent work	Number of hours
1	Work with vocabulary topics in the lessons.	280
2	Work with the grammar material of the lessons.	180
3	Independent preparation of communication tasks.	60
4	Performing control tasks independently.	30
	Total for the academic year	550

6. Individual tasks not planned

7. Teaching methods

The following methods of teaching foreign trainees are aimed at achieving educational goals:

- consciously practical (*the leading method of teaching foreign languages. The method is conscious, because in the course of classes, trainees are expected to become aware of the language forms necessary for communication, while the method is practical, because the decisive factor in learning is recognized as foreign language and speech activity*);

- explanatory and illustrative (*used to teach and learn new educational material, facts, approaches, assessments, conclusions, etc;*)

- Reproductive (*for trainees to apply the algorithm learnt on the basis of a model or rule, which corresponds to the instructions, rules, in situations similar to the model presented*);

- grammar-translation (*used for teaching foreign languages, borrowed from the classical (traditional) method of teaching Greek and Latin*). In grammar and translation

lessons, trainees learn the rules of grammar and then apply these rules by translating sentences from the target language into their native language);

- direct method, or natural (used in foreign language classes; teachers use this method to repeat words or sample sentences repeatedly, which enables trainees to better memorise foreign language words, etc;)

- audio-linguistic (ensured by repeated repetition of the same material, because language learning is over-learning. Thus, the students' speech becomes error-free, which is a prerequisite for the successful development of oral and linguistic skills);

- audio-visual (helps students to perceive new material by ear, and the meaning of language units is revealed through visuals);

- the consciously comparative or contrastive method, or typological (a set of techniques for studying and describing a language through its systematic comparison with another language in order to identify its specificity);

- the suggestive method, or "method of suggestion" (used in teaching foreign languages and tapping into trainees unconscious reserve capacities. The teacher's direct influence on the students, who are in a state of "pseudo-passivity", his/her suggestive and suggestive effect helps to eliminate psycho-traumatic factors (constraint, fear, fear of possible mistakes, isolation, uncommunicative behaviour, difficulties in overcoming stereotypes of the native language and the language barrier of the foreign language). This creates favorable conditions for organizing foreign language communication. In addition, it helps to reveal the reserve capabilities of students to memorize a significant amount of educational material);

- partially searching or heuristic method (in the organization of active search for solutions to cognitive tasks put forward by the teacher (or independently formulated) either under the guidance of the teacher or on the basis of heuristic programs and instructions. The thinking process becomes productive, but it is gradually guided and controlled by the teacher or trainees themselves through work on programs (including computer programs) and textbooks. This method, one of the varieties of which is a heuristic conversation, is an effective way to activate thinking and encourage cognition;)

- the method of problem-based teaching (using various sources and means, the teacher poses a problem, formulates cognitive tasks before teaching foreign trainees, and then, revealing the system of proofs, comparing views, different approaches, shows ways to solve the problem. Students become witnesses and participants in scientific research).

8. Control methods

Current control is carried out at each practical lesson. It helps to check the level of skills and abilities in all types of speech activities.

The control works provided for in the curriculum are carried out during the semester: two (2) c/works in the first (1) semester; one (1) c/work in the second (2) semester.

*Final control: an **exam** (in a combined form) is held at the end of the first semester (1); after the second semester (2) - an **exam** (in a combined form).*

9. Scoring scheme

First semester

Current control, independent work					Examination	Amount
Section 1	Section 2	Control work, provided for educational plan (2)	Individual task	In total		
T 1 - 2	T 10 - 3	20	-	60	40	100
T 2 - 2	T 11 - 3					
T 3 - 2	T 12 - 3					
T 4 - 2	T 13 - 3					
T 5 - 2						
T 6 - 2						
T 7 - 2						
T 8 - 2						
T 9 - 2						

*Note: an additional 10 points per semester are awarded for class attendance and student activity during the semester.

Second semester

Current control, independent work					Examination	Amount
Section 2	Section 3	Control	Individual	In		

(continued)		work, provided for educational plan (1)	ual task	total	tion	unt
T 14 - 3	T 18 - 3	20	-	60	40	100
T 15 - 3	T 19 - 3					
T 16 - 3	T 20 - 3					
T 17 - 3	T 21 - 3					
	T 22 - 3					
	T 23 - 3					

*Note: an additional 10 points per semester are awarded for class attendance and student activity during the semester.

Criteria for assessing academic achievement

The tests in the first semester are graded from 0 to 10 points; the control paper in the second semester is graded from 0 to 20 points (taking into account the complexity of the material studied).

The examination at the end of the first (1) semester is conducted in the form of an exam (in a combined form), which involves the completion of three tasks:

- 1) read the text and retell it (20 minutes are allocated for reading the text) (15 - maximum score);
- 2) write a story on the topic (15 - the maximum number of points);
- 3) a discussion on the topic (10 - the maximum number of points).

Assessment criteria: adequacy of the communicative task; violation of speech etiquette (- 0.5 points for each case); communicatively significant lexical and grammatical error (- 1 point for each); communicatively "minor" lexical and grammatical error (- 0.5 points for each error); violation of phonetic and intonation norms (- 1 point).

The exam at the end of the second (2nd) semester is conducted in the form of an examination (in a combined form) and consists of two parts (written and oral) and lasts for two (2) days, namely:

1) *written part* - completion of lexical and grammatical tasks studied during the semester (10 - maximum number of points).

The purpose of the written test is to check the level of language competence in accordance with the B1 level. The exam paper tests the following skills: correct use of the appropriate verb tenses, phrasal verbs, phrases, words that can be easily confused, words with prepositions in a particular context; use of complex sentence structures and composing questions to the selected words. The written part of the exam consists of 8 tasks and contains 50 control points. The duration of the written part of the exam is 2 hours.

10 points - 1-2 mistakes	6 points - 11-14 errors	2 points - 23-24 errors
9 points - 3-4 errors	5 points - 15-17 errors	1 point - 25 errors
8 points - 5-7 mistakes	4 points - 18-20 errors	0 points - not available
7 points - 8-10 mistakes	3 points - 21-22 errors	

2) *the oral part* involves performing tasks in the following types of speech activity: reading, speaking, listening. The scoring is as follows: reading (10 - maximum number of points), speaking (10 - maximum number of points), listening (10 - maximum number of points).

The purpose of the *reading test* is to check the level of development of reading skills and abilities. The following skills are tested: understanding of the main information of the text, as well as some nuances that have an important semantic load; understanding of the essential elements of additional information of the text. The texts are provided in printed form. The topics of the texts are related to the social and cultural spheres of communication. The volume of the literary text is 250-300 words (1.5% of unfamiliar words). The time for reading the text is 20 minutes. The time for completing the test is 10 minutes.

Criteria for assessing text reading and comprehension:

- 1) correctness and speed of reading the text;
- 2) completion of test tasks after reading the text (choose one of the proposed options that corresponds to the content of the text). Each correct answer is worth 1 point.

The purpose of the *speaking test* is to check the level of development of skills and abilities of a monologue, which should contain at least 15 sentences on a given topic. Indicators taken into account during the independent speech: relevance of the story to the given topic; completeness of the topic; independence and reasoning of statements, expression of one's own attitude to the material being taught; coherence and logic of the presentation; degree of proficiency in language and adequacy of its use, lexical and grammatical correctness and phonetic and intonation of the statement; communicatively significant and communicatively insignificant errors. Preparation of the topic - 30 minutes. Speaking time - at least 3 minutes.

Criteria for evaluating a statement:

- 1) relevance of the statement to the proposed topic (- 1 point for deviation from the topic);
- 2) the length of the statement (- 1 point for a statement that is insufficient in length);
- 3) logical and coherent presentation (- 1 point for each violation);
- 4) communicatively significant errors (- 1 point for each);
- 5) communicatively insignificant errors (- 0.5 points for each);
- 6) gross violations of phonetic and intonation norms (- 1 mark per task).

The purpose of the *listening test* is to check the level of development of skills and abilities of dialogic speech, the ability to participate in a dialogue in accordance with the communication situation (to give a response-reply). Indicators taken into account when assessing the level of proficiency in dialogic speaking skills and abilities: understanding

the communicative intention of the interlocutor; adequacy of speech behaviour in accordance with the communication situation, achieving the purpose of the dialogue; compliance with generally accepted norms of speech etiquette; mastery of language and speech material (lexical and grammatical correspondence and phonetic and intonation of the utterance). Communicative errors are taken into account. The number of questions for the interview is 10-15.

Criteria for evaluating the interview:

- 1) adequacy of the communication task;
- 2) violation of language etiquette (-0.5 points for each case);
- 3) communicatively significant error (- 1 point for each);
- 4) a communicatively "insignificant" lexical and grammatical error (-0.5 points for each);
- 5) gross violations of phonetic and intonation norms (- 1 point).

Rating scale

Sum of points for all types of learning activities during the semester	Assessment.	
	for a four-level rating scale	for a two-level rating scale
90 - 100	excellent	enrolled
70-89	well	
50-69	satisfactorily	
1-49	unsatisfactorily	not credited

10. Recommended literature

Basic literature

1. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Elementary A1. Student's book. MM Publications, 2014. 168 p.

2. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Elementary A1. Workbook book. MM Publications, 2014. 104 p.

3. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Elementary A1. Teacher's book. - MM Publications, 2014. 176 p.

3. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Elementary A1. Workbook book. Teacher`s edition. MM Publications, 2014. 104 p.

4. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Pre-Intermediate A2.

Student's book. MM Publications, 2014. 168 p.

5. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Pre-Intermediate A2. Workbook book. MM Publications, 2014. 96 p.

6. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Pre-Intermediate A2. Teacher's book. - MM Publications, 2014. 181 p.

7. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Pre-Intermediate A2. Workbook book. Teacher`s edition. MM Publications, 2014. 96 p.

8. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Intermediate B1. Student's book. MM Publications, 2015. 184 p.

9. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Intermediate B1. Workbook book. MM Publications, 2015. 86 p.

10. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Intermediate B1. Teacher's book. MM Publications, 2015. 198 p.

11. H.Q. Mitchell, Marileni Malkogianni. New Destinations. Intermediate B1. Workbook book. Teacher`s edition. MM Publications, 2015. 86 p.

12. Eric H. Glendining, Ron Howard. Professional English in Use. Medicine. Cambridge university press, 2006. 176 p.

Additional literature

1. R. Murphy. Essential Grammar in Use: Elementary. 2nd edition. Cambridge University Press, 1997. 300 p.

2. KET (Key English Test) Vocabulary List A2. Cambridge ESOL, 2012. 33 p.

3. M. McCarthy, F. O'Dell. English Vocabulary in Use: Elementary. Cambridge University Press, 1999. 168 p.

11. Links to information resources on the Internet, video lectures, other methodological support

1. British Council Learn English URL: <http://learnenglish.britishcouncil.org/en>.

2. English Oxford Living Dictionaries URL: <https://en.oxforddictionaries.com/>.

3. EngVid: Free English Video Lessons URL: <https://www.engvid.com/>.

4. MM publications Quality ELT books & e-learning. URL: <https://www.mmpublications.com/>.