

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SUMY NATIONAL AGRARIAN UNIVERSITY**

**Foreign Language Department  
Biology-Technological Faculty**

**MODULE SYLLABUS**


**English  
(compulsory)**

**Area of specialization “Preparatory Department (Biological Area)”**

**Sumy-2021**

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Module syllabus agreed at the Foreign Language Department meeting	Minutes No 21 dated June 17, 2021
	Head of Department  (T.I. Klochkova)


**Approved by:**

Dean of the Faculty



(V.O. Opara)

Representative of the Department of Education Quality assurance, licensing and accreditation

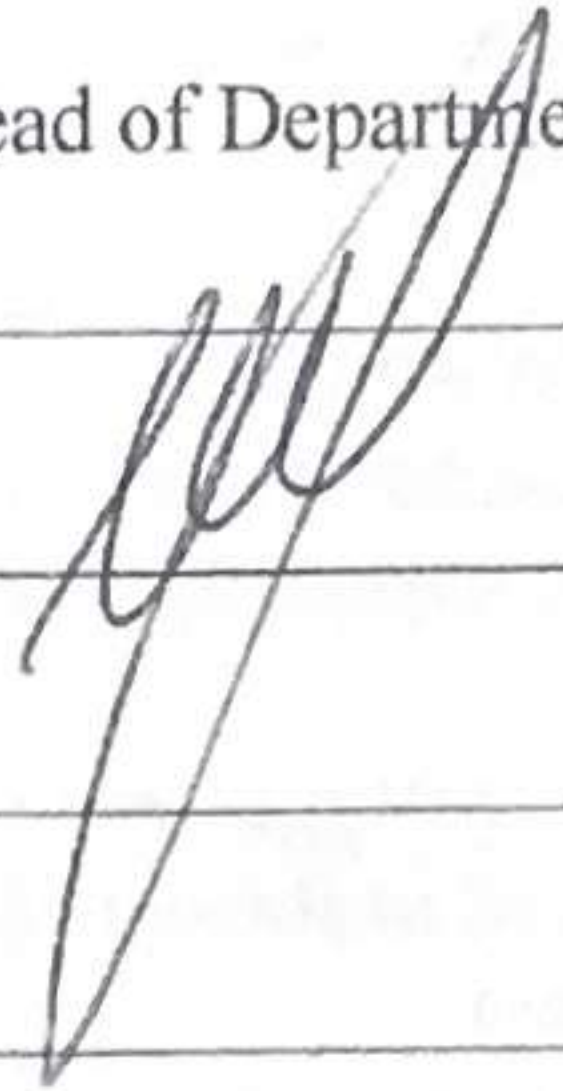


Registered in electronic data base

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**Syllabus review data:**

The academic year in which changes are made	The Academic program attachment number with changes description	Changes revised and approved		
		Minutes No and date of the department meeting	Head of Department	Guarantor of the Academic program
2022-23		N20, June, 2022		-



## 1. MODULE OVERVIEW

1.	Title	English		
2.	Faculty/Department	Biology-Technological/ Foreign Language		
3.	Type (compulsory or optional)	Compulsory		
4.	Program(s) to which module is attached (to be filled in for compulsory types)	Preparatory Department (Biological Area)		
5.	Module can be suggested for (to be filled in for optional types)			
6.	Level of the National Qualifications Framework	-		
7.	Semester and duration of module	Autumn semester – 17 weeks Spring semester – 20 weeks		
8.	ECTS credits number	36		
9.	Total workload and time allotment	Directed study		Self-directed study
		Lectures	Practicals	Labs
			552/ 168	276/ 84
10.	Language of instruction	English		
11.	Module leader	Liudmyla Pikulytska, senior lecturer		
12.	Module leader contact information	<a href="mailto:lyudmilapikulickaya75@gmail.com">lyudmilapikulickaya75@gmail.com</a>		
13.	Module description	Module syllabus enables students to enhance and acquire English language skills in reading writing, listening and speaking. In addition, it supports each skills-based lesson with speaking activities designed to allow students to acquire and practice vocabulary and grammar.		
14.	Module aim	This course aims to improve all four language skills, speaking, listening, reading and writing to achieve level B1.2 of the CEFR. In addition, it provides students with the confidence to communicate in English in a variety of different settings, for example social, professional and academic.		
15.	Module Dependencies (prerequisites, co-requisites, incompatible modules)			
16.	The policy of academic integrity	<p>Observance of the policy of academic integrity for students of the preparatory department provides for independent doing of training tasks, progress tests and final tests.</p> <p>Violations of academic integrity are academic plagiarism, academic cheating (possessing, copying, or any sharing of exam questions or answers, presenting work done by others as one's own), using notes, books, electronic devices and other unauthorized materials in closed-book examinations.</p> <p>For violation of academic integrity, students may be held accountable.</p> <p><b>Academic plagiarism</b> - grade 0, repeated task fulfilment.</p> <p><b>Academic cheating</b> - the cancellation of the received points; re-assessment, re-doing not independently completed work.</p>		



		Using notes, books, electronic devices and other unauthorized materials in closed-book examinations - suspension from work, grade 0, re-passing the final control.
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## 2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

MLOs:	How assessed
On successful completion of the module the learner will be able to:	
MLO 1. Reading Understand texts that consist mainly of high-frequency everyday or job-related language, understand the description of events, feelings and wishes in personal letters, recognize the correct grammatical form, and guess the unknown words on a contextual basis.	Semester test, examination (written and spoken)
MLO 2. Listening Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	Semester test
MLO 3. Speaking Deal with most situations likely to arise whilst travelling in an area where the language is spoken. Connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. Briefly give reasons and explanations for opinions and plans. Narrate a story or relate the plot of a book or film and describe their reactions.	Oral questioning, examination (written and spoken); monologic speech at the end of each unit
MLO 4. Grammar Use the basic grammatical structures necessary to express relevant functions and concepts, as well as to understand and produce the main types of texts in the academic and professional fields.	progress test at the end of each unit, examination (written and spoken)
MLO 5: Navigate through information flow; find, perceive, analyze, evaluate, apply in practice the information obtained in verbal or other forms	Oral questioning, progress test at the end of each unit
MLO 6. Enter unprepared into conversation on familiar topics, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Oral questioning
MLO 7. Writing Express in writing your own thoughts and observations on the described situation.	Semester test



### 3. MODULE INDICATIVE CONTENT

#### Autumn semester

Topics	Distribution of hours			Self-directed study	Learning resources
	Directed study				
	Lectures	Practicals	Labs		
Topic 1. English alphabet. Sentence stress and word stress. Numbers (1-50). Countries (Argentina, Ukraine, Turkey, etc.) and Nationalities. Teens introducing themselves. Personal information. Real names. How do you spell...? Greetings – saying hello and goodbye. Classroom language.		14		10	No 1, 2, 5, 6
Topic 2. Personal pronouns. The verb to be (affirmative, questions, negative) with I, he, she, it.		8		5	No 1, 2, 5, 6
Topic 3. Possessive pronouns (my, his, her, etc.). Phone numbers. Listening for personal information. Plural nouns. Be – plural forms. Sentence stress in questions.		10		5	No 1, 2, 5, 6
Topic 4. Have got (affirmative, questions, negative). Articles: a/an, the. In the classroom. Asking about classroom items.		18		10	No 1, 2, 5, 6
Topic 5. Talking about ability and asking for permission. Action verbs (dance, ride a bike, etc.). Can for ability. Pronunciation can and can't. Vocabulary: parts of the body.		10		10	No 1, 2, 5, 6
Topic 6. This/that, these/those. Reading an email and a postcard. Writing a postcard. Speaking: look at a café menu and act the conversation. Real life: prices.		10		5	No 1, 2, 5, 6
Topic 7. Family. Family members (aunt, son, stepbrother, etc.). Have got. Possessive's. Describing a family photo.		12		10	No 1, 2, 5, 6
Topic 8. Present Simple (affirmative, negative, question). Pronunciation: third person singular endings.		12		15	No 1, 2, 5, 6
Topic 9. Housework. Teens talking about housework. Write about your family members. Vowels: same spelling, different sounds. Distinguishing similar sounds.		10		5	No 1, 2
Topic 10. Singular and plural nouns. Plural and singular forms. Reading: Sibling rivalry. Gapped sentence tasks. Adjectives and dependent prepositions.		6			No 1, 2



Topic 11. Describing people. Useful words for describing people. Listening: Describing friends		6		5	No 1, 2
Topic 12. A personal profile. Writing in paragraphs. Using contractions appropriately. Personality adjectives. Culture Corner: The Royal family. Exam skills trainer 1.		14		5	No 1, 2
Topic 13. Daily routine. Verbs (get dressed, wake up, etc.). School subjects. Times. Tim's timetable. Using do or does to form questions.		12		10	No 1, 2
Topic 14. Have to (affirmative, negative, question). Object pronouns. Likes and dislikes. Free-time activities.		6		10	No 1, 2, 5, 6
Topic 15. Saying numbers, dates, times. Comparing your school with a democratic school. Listening: Studying at the Brooklyn Free School. Adverbs of frequency. Question words.		16		5	No 1, 2, 5, 6
Topic 16. Prepositions of time (in, on, at, before, after, during). Talking about your daily routine, school year. Reading: Unusual routine. Ask another student about his/her daily routine.		12			No 1, 2, 5, 6
Topic 17. Reading: Dangerous journeys. Matching sentences with texts. Landscape (mountain, river, etc.). Adjectives to describe feelings. Grammar: should/shouldn't. Teens discussing problems and giving advice.		10		5	No 1, 2
Topic 18. School events (play, school club, sports day, etc.). Writing an announcement. Culture Corner: The University of Oxford. Exam skills trainer 2 (multiple choice)		10		5	No 1, 2
Topic 19. Clothes. Colours. Describing people's clothes. Discussing clothes. Present Continuous (affirmative, negative, question).		16		5	No 1, 2, 7, 8
Topic 20. Adjectives to describe clothes (casual, smart, etc.). A radio programmer about fashion. Listening: Clothes at work.		6		5	No 1, 2, 7, 8
Topic 21. Contrast: present simple and present continuous. A phone conversation about shopping. Adjectives: opposites (negative		14		10	No 1, 2, 7, 8



prefix un-). Talking about buying things.				
Topic 22. Present Continuous for future arrangements. Making suggestions. Making plans for free-time activities. Writing an informal email. Exam Skills Trainer 3.	14		5	No 1, 2, 5, 6
Topic 23. Food and drink. Countable and uncountable nouns. Articles a/an and the. Eating habits.	6		5	No 1, 2, 7, 8
Topic 24. There is/ there are. Some and any. An interview with a freegan. Reading: Healthy diets around the world.	14		5	No 1, 2, 7, 8
Topic 25. How much/ how many. Much/ many/ a lot of/ a few/ a little. A dialogue about ingredients. Adjective +preposition.	8			No 1, 2, 7, 8
Topic 26. In a restaurant. Ordering food at a restaurant. Grammar: would like. Describing a favourite place to eat. Culture corner: British food. Exam skills trainer 4.	12		5	No 1, 2, 7, 8
Topic 27. Places in towns and cities (airport, bank, bus station, etc.). Preposition of place. Teen talking about where he lives. Town and a country (farm, lake, etc.). Speaking: Advantages and disadvantages of living in your town or village.	14		5	No 1, 2, 5, 6
Topic 28. Comparatives. Comparative and superlative adjectives. Discussing travel options. Unusual cities. Adjectives to describe towns and cities. Giving direction. Asking for and giving direction. Culture Corner: New York.	14		5	No 1, 2, 5, 6
Topic 29. Past Simple of be. Reading: Born in 1900. Listening: When they were young. Interview your partner about his/her childhood. Real life: years and ages.	6		5	No 5, 6
Topic 30. Past Simple: regular and irregular. Pronunciation: -ed endings. Past time expressions (last week, ten years ago, etc.). Time events. Reading: The Kennedys. Past Simple negative and questions. Holiday expression. The weather. Listening: Holiday in the USA.	14		10	No 5, 6, 1, 2
Topic 31. Computing. Computing nouns (charger, tablet, etc.). Computing verbs (delete, print, etc.). Technology collocations (visit	16		5	No 1, 2



a web page, click on a button, etc.). Dialogues about technology. Listening to instruction. Phrasal verbs: plug in, shut down, etc.				
Topic 32. Past Simple. Talking about a musical festival. Reading: Dancing man. Gapped sentence tasks: thinking about the sequence of events. Vocabulary: gadgets. Buying a gadget. Culture corner: British scientists. Exam skills trainer 5.	16		5	No 1, 2, 9
Topic 33. Sports and hobbies. Verbs (play, do, go). Monologues about sport. To be going to do smth. Future time expressions (this evening, next week, etc.). Discussing weekend plans. Future Simple. Writing things, you want and don't want to do. Culture corner: Football.	18		5	No 1, 2, 5, 6
Topic 34. My home. Furniture (bed, wardrobe, etc.). Parts of a home (bathroom, kitchen, etc.). Discussing a university accommodation. Listening: Finding a place to live. Reading: Island home. Describing rooms. Adjectives to describe rooms.	16		5	No 1, 2
Topic 35. Present Perfect (affirmative). Just for recent events. Present Perfect (negative and questions). Already and yet. Discussing housework. Collocations with do, make, have, take, bring. Culture Corner: The White House. Exam skills trainer 6.	18		5	No 1, 2, 7, 8
Topic 36. How do you feel? Adjectives to describe feelings (anxious, delighted, etc.). Identifying how people feel. Listening: Problems, problems. Giving advice. Past Simple. Question words. Reading: A life without pain. Speaking: Summer activities.	12		5	No 3, 4, 9
Topic 37. Landscapes: cave, waterfalls, etc. Landscape adjectives (narrow, steep, etc.). Preposition of movement and position. Adverbs for adventure holidays. Listening: Interview with a BASE jumper.	12		5	No 3, 4
Topic 38. Past Continuous. Contrast Past Simple and Past Continuous.	12		5	No 3, 4, 9



Word building: relative verbs and nouns. Reading: Lost at sea. Extreme adjectives (delicious, filthy, etc.). Speaking: Outdoor activities. Culture corner: Robinson Crusoe. Exam skills trainer 7.				
Topic 39. Films and TV programmes, Adjectives to describe films and TV programmes (confusing, gripping, etc.). Aspects of a film (acting, characters, etc.). Dialogues about films. Talking about game shows. A TV advert.	14		10	No 3, 4
Topic 40. Grammar: Must, mustn't and needn't/ don't have to. Negative adjective prefixes. Reading: Why video games are good for your health. Writing an informal letter. Presenting opinions and arguments. Culture corner: Screen exports. Exam skills trainer 8.	18		5	No 3, 4, 9
Topic 41. Weather. Weather nouns and adjectives (cloudy, frost, etc.). Describing temperature. Speaking: Preparing and presenting a weather report. Listening: Weather reports.	14		5	No 3, 4,
Topic 42. Comparison. Comparative adjectives (not) as ... as, far/ much + comparative forms. Natural disasters (avalanche, mudslide, etc.) Interview with a survivor of a natural disaster.	12		5	No 3, 4, 9
Topic 43. Superlative adjectives too and enough. Superlative adjectives with of and in. Phrasal verbs. Environment: compound nouns (climate change, sea level, etc.)	10		5	No 3, 4, 9
Topic 44. Reading: A bumpy ride. Checking a gapped sentence task. Verbs of movement. Speaking: Photo comparison. Must and can't for making a deduction. Writing a report about the weather in your country. Culture Corner: The English language. Exam skills trainer 9.	12		11	No 3, 4,
Topic 45. Ambition. Jobs. Describing jobs (badly paid, creative, etc.) Work activities (travel a lot, work alone, etc.) Teens talking about summer jobs. Listening: Sean Alken's 52 jobs.	12		5	No 3, 4,
Topic 46. Will and going to. Using adverbs to make a prediction. First conditional. Reading: The best jobs	12		5	No 3, 4, 9



in the world. Speaking: choosing a holiday job. Exam skills trainer.				
<b>Total autumn semester: 828</b>		552		276

**Spring semester**

Topics	Distribution of hours			Learning resources	
	Directed study		Self-directed study		
	Lectures	Practicals			Labs
Topic 1. Tourism. Visitor attractions (aquarium, castle, etc.) Describing visitor attractions (cheap, touristy, etc.) Discussing visitor attractions. Grammar: will and going to. Listening: A guided tour.		6		6	No 3, 4, 7, 8
Topic 2. Grammar: present perfect. Contrast present perfect and past simple. Professionally oriented reading.		6			No 3, 4, 7, 8
Topic 3. Compound nouns: nouns + noun; adjective + noun. At an airport. Reading: Free at last. Speaking: Tourist attractions.		8			No 3, 4, 7, 8
Topic 4. Holiday activities. Writing a blog about attraction. Culture corner: Wall Street. Exam skills trainer.		8		6	No 3, 4,
Topic 5. Money. Numbers and currencies Shops and services (bank, florist, etc.) Shopping (bargain, discount, etc.) Listening: dialogues in shops. Present perfect with ever for asking about experiences.		8			No 3, 4,
Topic 6. Second conditional. Professionally oriented reading.		6			No 3, 4, 9, 10
Topic 6. Verbs to do with money (afford, borrow, etc.) Listening: A story about money. Talking about money.		8			No 3, 4,
Topic 7. Grammar: Past perfect.		6	5		No 3, 4, 9
Topic 8. Verbs + infinitive form or verb + ing form. Verbs patterns. Professionally oriented reading.		6			No 3, 4, 9
Topic 9. Reading: Box clever. Gapped sentences task. Business: contract, funding, etc. Speaking: using set phrases to structure a presentation.		8			No 3, 4
Topic 10. Writing: an opinion essay. Culture corner: Sherlock Holmes.		6		4	No 3, 4
Topic 11. Professionally oriented reading. Exam skills training.		8		5	No 3, 4, 10



Topic 12. Crime and criminals (arson, smuggler, etc.) Collocations: police work (arrest a suspect, search an area, etc.). Listening: news reports.	8	5	No 3, 4
Topic 13. Reported speech. Pronouns and time expressions in reported speech. Vocabulary: A life of crime. Bonnie Clyde.	8	5	No 3, 4
Topic 14. Reported speech: tell and say. Adjective suffixes. Reading: Who was the Camerton Man?	6	5	No 3, 4, 9
Topic 15. Speaking: express an opinion. Professionally oriented reading.	6	5	No 3, 4, 10
Topic 16. Writing an email. Culture corner: Sherlock Holmes. Exam skills trainer.	6	5	No 3, 4
Topic 17. Gadgets. Materials. Describing technology (curved, battery, etc.) Gadget shop dialogues. Zero conditional.	8	6	No 3, 4
Topic 18. The passive (present simple and past simple). Adverbs with the passive.	8	5	No 3, 4, 9
Topic 19. Professionally oriented reading.	6	4	No 10
Topic 20. Verbs that take more than one preposition. Reading: great inventions. Speaking: making a complaint.	8	4	No 3, 4
Topic 21. Culture corner: Computer pioneers. Writing a formal letter.	6	4	No 3, 4
Topic 22. Professionally oriented reading.	8	4	No 10
Topic 23. Exam skills trainer. Professionally oriented reading.	6	4	No 3, 4, 10
Topic 24. Placement test: elementary to intermediate. Cumulative test.	8	4	No 3, 4
<b>Total spring semester: 252</b>	<b>168</b>	<b>84</b>	
<b>Total year:1080</b>	<b>720</b>	<b>360</b>	

#### 4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
MLO 2 MLO 3 MLO 6	Discussion, brainstorm, role-playing games, case studies, pair work, group work, presentation	250	Doing training lexical and speech exercises. Preparation of oral presentations.	150



MLO 4	The practice of grammatical structures in different types of speech activity. Training exercises (multiple-choice, correction of mistakes, filling in gaps)	150	Doing training grammatical exercises	100
MLO 1	Skimming, scanning, revision reading.	200	Construction topical vocabulary lists; construction terminology vocabulary lists	60
MLO 5 MLO 7	Project-based teaching, creative tasks, mental map, presentation, writing letters, e-mails, essays.	120	Writing e-mails, posts, blogs, short messages	50
	<b>total</b>	720		360

## 5. ASSESSMENT

### 5.1. Diagnostic assessment

### 5.2. Summative assessment

#### 5.2.1. Intended learning outcomes methods:

No	Summative assessment methods	Grades	Deadline
<b>Autumn semester</b>			
1.	Progressive test at the end of each unit	40 points (4×10)/ 40%	4, 8, 12, 16 weeks
2.	Monological speech at the end of each unit	40 points (4×10)/ 40%	4, 8, 12, 16 weeks
3	Oral questioning	10 points/ 10%	7 week
4	Semester test	10 points/ 10%	17 week
<b>Spring semester</b>			
1.	Progressive test at the end of each unit	32 points (4×8)/ 32%	5, 10, 15, 19 weeks
2.	Monological speech at the end of each unit	32 points (4×8)/ 32%	5, 10, 15, 19 weeks
3	Oral questioning	6 points/ 6%	11 week
4.	Examination (written and spoken)	30 points/ 30%	20 week

#### 5.2.2. Grading criteria

##### Autumn semester

Summative assessment method	Unsatisfactory	Satisfactory	Good	Excellent
Progressive test at the end of each unit	<6 <60% Correct answers	6-7 60-70% Correct answers	8-9 80-90% Correct answers	10 100% Correct answers
Monological speech at the end of each unit	<6 <60% Insufficient amount of	6-7 60-70%	8-9 80-90%	10 100%



	knowledge required for the implementation communication process. Poor language skills.	Presence of basic language communication skills in a foreign language. Full sample playback. Language is simplified. Use of language patterns with numerous mistakes that make it difficult to understand the content.	The language is lexically and grammatically diverse. Statements are logical, reasoned and based on known materials. There are a few mistakes.	The content of the statement corresponds to the situation of communication, consistent, reasoned and expresses one's own point of view. The language is lexically and grammatically diverse, 1-3 mistakes are allowed.
Oral questioning	<6 <60% Insufficient amount of knowledge required for the implementation communication process. Poor language skills.	6-7 60-70% Presence of basic language communication skills in a foreign language. Full sample playback. Language is simplified. Use of language patterns with numerous mistakes that make it difficult to understand the content.	8-9 80-90% The language is lexically and grammatically diverse. Statements are logical, reasoned and based on known materials. There are a few mistakes.	10 100% The content of the statement corresponds to the situation of communication, consistent, reasoned and expresses one's own point of view. The language is lexically and grammatically diverse, 1-3 mistakes are allowed.
Semester test	<6 <60% Correct answers	6-7 60-70% Correct answers	8-9 80-90% Correct answers	10 100% Correct answers

**Spring semester**

<b>Summative assessment method</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Progressive test at the end of each unit	<4 <60% Correct answers	4-5 60-70% Correct answers	6-7 80-90% Correct answers	8 100% Correct answers
Monological speech at the end of each unit	<4 <60% Insufficient amount of knowledge required for the	4-5 60-70% Presence of basic language communication	6-7 80-90% The language is lexically and grammatically	8 100% The content of the statement



	implementation communication process. Poor language skills.	skills in a foreign language. Full sample playback. Language is simplified. Use of language patterns with numerous mistakes that make it difficult to understand the content.	diverse. Statements are logical, reasoned and based on known materials. There are a few mistakes.	corresponds to the situation of communication, consistent, reasoned and expresses one's own point of view. The language is lexically and grammatically diverse, 1-3 mistakes are allowed.
Oral questioning	<2 <60% Insufficient amount of knowledge required for the implementation communication process. Poor language skills.	2-3 60-70% Presence of basic language communication skills in a foreign language. Full sample playback. Language is simplified. Use of language patterns with numerous mistakes that make it difficult to understand the content.	4-5 80-90% The language is lexically and grammatically diverse. Statements are logical, reasoned and based on known materials. There are a few mistakes.	10 100% The content of the statement corresponds to the situation of communication, consistent, reasoned and expresses one's own point of view. The language is lexically and grammatically diverse, 1-3 mistakes are allowed.
Examination (written and spoken)	<18 <60% Correct answers	18-21 60-74% Correct answers	22-26 75-89% Correct answers	27-30 90-100% Correct answers

### 5.3. Formative assessment

Formative exercises are designed to enable students to develop particular aspects of their learning, prior to summative assessments. Formative exercises are designed to help students use feedback and self-reflection to manage and develop their learning so that they can see how to improve their work.

No	Formative Assessment elements	Date
1.	Lexical test with teacher's feedback	Every week
2.	Grammatical test with teacher's feedback	Every week
3.	Oral presentation (discussion, debate)	Every week
4.	Self-assessment and mutual assessment	At the end of the unit
5.	Monitoring in student's participation in the learning process (oral comments and the teacher's mentorship)	Every day

## 6. LEARNING RESOURCES



### **6.1. Key resources**

1. Tim Falla, Paul A Davies Solutions 3d Elementary Student's Book – Oxford University Press, 2018. – 164p.
2. Tim Falla, Paul A Davies Solutions 3d Elementary Workbook – Oxford University Press, 2018. – 129p.
3. Tim Falla, Paul A Davies Solutions 3d Pre-Intermediate Student's Book – Oxford University Press, 2017. – 163p.
4. Tim Falla, Paul A Davies Solutions 3d Pre-Intermediate Workbook – Oxford University Press, 2017.

### **6.2. Guidelines**

### **6.3. Additional resources**

5. Sarah Cunningham, Chris Redston Cutting Edge Starter Student's Book – Pearson Longman, 2014.
6. Sarah Cunningham, Chris Redston Cutting Edge Starter Workbook – Pearson Longman, 2014.
7. Sarah Cunningham, Chris Redston Cutting Edge Elementary Student's Book – Pearson Longman, 2013.
8. Sarah Cunningham, Chris Redston Cutting Edge Elementary Workbook – Pearson Longman, 2013.
9. Murphy R. Essential grammar in Use. – Cambridge: Cambridge University Press, 5<sup>th</sup> edition, 2019.
10. Biology Success in 20 minutes a Day – Learning Express, 2007.

### **6.4. Computer Applications and soft**

<https://www.oxfordonlineenglish.com/free-english-lessons>

<https://learnenglish.britishcouncil.org/>