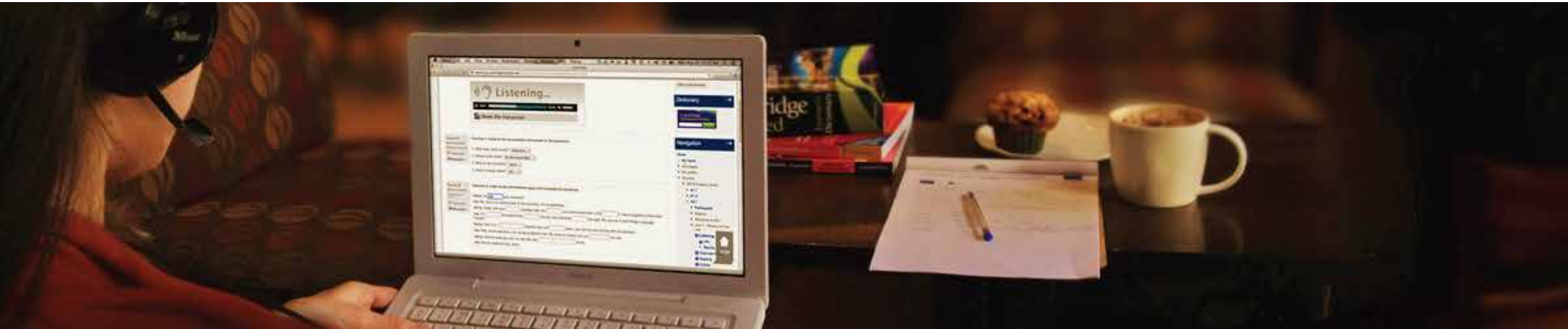




Education Development for a Global Experience



**ONLINE DISTANCE LEARNING PLATFORM**  
**HOW TO STUDY USING THIS COURSE?**

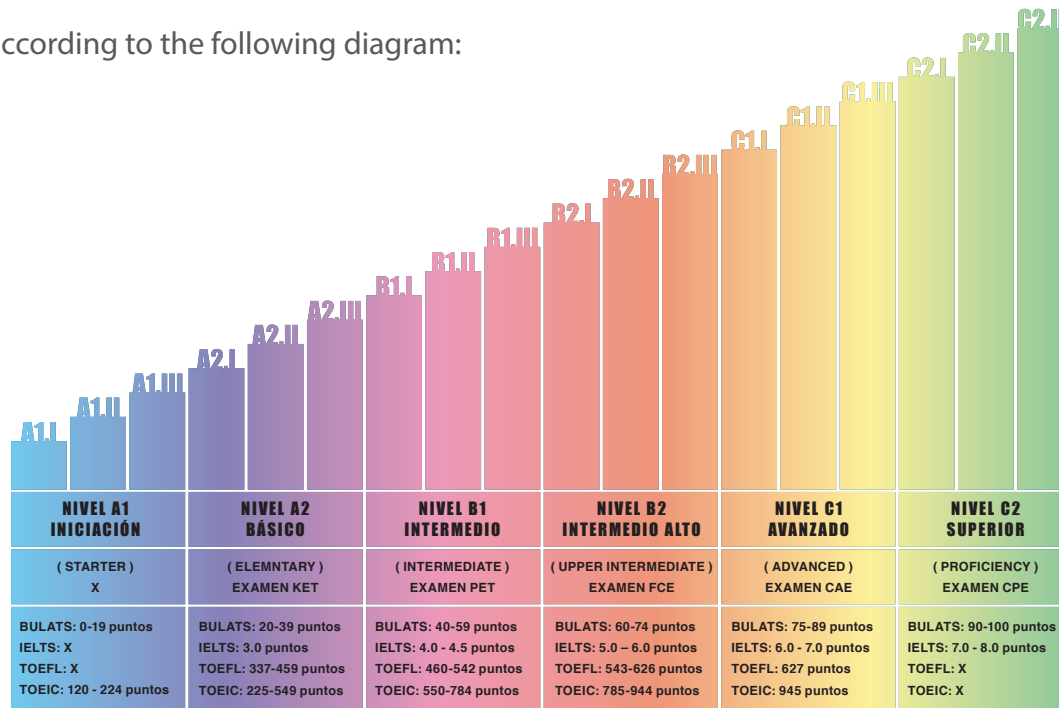
**ONLINE DISTANCE LEARNING PLATFORM**
**HOW TO STUDY USING THIS COURSE?**

Dear student,

Welcome to your online course with Cambridge Institute. Please, read the following instructions carefully in order to fully understand how to use our online platform to learn English.

Our courses follow the model established by the Common European Framework for Languages (CEFL). We are currently offering five of its levels: A1, A2, B1, B2, C1 and C2. A1 is the most basic level, and C2 is the most advanced one.

These levels have been divided according to the following diagram:



Our platform uses a learning system which alternates theory and practice. The course will be developed entirely in English; this has proved to be a much more efficient method for students to get used to working in that language.







## HOW TO ACCESS THE EXERCICES?

Once inside your course, you can access the exercises by clicking on one of the links displayed in each section as shown in the picture below:

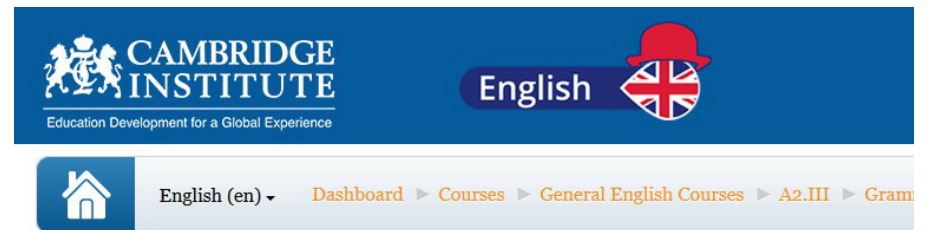
### Unit 3



#### IT WAS BUILT IN THE 11TH CENTURY

-  British and American timeline
-  Tower of London
-  School Subjects
-  **Passive Voice**
-  Anne Boleyn
-  Tower of London


On the page these links take you to, only click the blue button either to start the exercises for the first time or to keep working on your latest try.



### Grammar - Passive Voice

Grading method: Average grade

Attempts: 49

 [Start studying now!](#)

In our courses you will find the following sections:

## **VOCABULARY**

Here you may find glossaries, illustrated lists of vocabulary, or even animations which show words and their meanings. After that, you will find several exercises which will allow you to practice each unit's vocabulary.

## **READING**

Each unit contains a text which is related to that unit's main topic. Their length and level of difficulty will increase as you progress through the levels. Every Reading section comes with several comprehension questions, so that you can test your understanding of the text in each case.

## **GRAMMAR**

Each unit deals with one grammar topic, which is normally related to the unit's main topic, too. You will be presented with detailed explanations, examples and exercises which will help you to put in practice the theory you have previously studied.

## **LISTENING**

Our courses have plenty of recordings where you can listen to all sorts of accents: American, British, Irish, Scottish, Australian, and even from countries where English is not the official language. That means you will be able to develop good listening skills for international or multicultural situations. Each Listening section comes with a transcript of the recording, as well as with different exercises which will test your level of comprehension.

## **WRITING**

There are two types of Writing activities in our courses: open-ended questions, where you will be asked to express your opinions and check your comprehension of a text, and formal writing tasks, where you will learn how to write different types of text: formal and informal letters, reports, essays, articles or reviews.

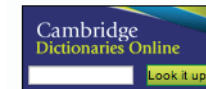
## **COMICS**

Some units begin with a comic strip. This is a good way for you to get familiar with the unit's topic while, at the same time, you can understand English-speaking humor a bit better.

## DICTIONARY

In every page you will find an online dictionary, which will allow you to look up the meaning of the words you don't understand.

Dictionary



## NEWS

You can also access some of the best English-speaking news websites on the right-side toolbar. *Use these links to further develop and test your skills.*

News



The New York Times

theguardian



## COMEDY

You will also find a link to the website of a famous satirical magazine. Conceived mainly for advanced students, this is a funny, lighthearted way to learn new expressions while you get to learn more about English-speaking cultures.

Comedy



the ONION

This online course is made up by different units, which have been divided into the following sections:

### Warm up

Students are presented here with different exercises, which have been conceived as a first approach to the unit. You will find cartoons, quizzes or matching activities. You do not need to worry about the answers to these exercises; their objective is simply to introduce the topic, so they will not have an influence on your final grade.

### Vocabulary

First of all, you will find a list of vocabulary which he have considered relevant for each unit. After that, there will normally be a “fill in the gaps” exercise, where you will have to complete some sentences with one of the words provided in a list, or complete a text or a dialogue with some of the words you learnt along the unit. Sometimes you will also find “multiple choice” exercises, where we will ask you to choose from a list the best word to complete a sentence.

### This is important!

Whenever you write words or sentences in a gap, remember that, if you use a contracted form, you need to type an apostrophe (’), not an accent mark (´). Please do not use a period (.) at the end of sentences either, or else the system will not interpret your answers as being correct.



#### VOCABULARY

**Hire-** To give someone a position of employment.

**Dismiss-** To terminate someone's position at a place of employment. This is a employee or financial hardship at a place of work.

**Fire-** To terminate someone's position of employment, usually after an error.

**Well-paid job-** A job where the salary is higher than that of the same job of another person.

**Retire-** To permanently stop working after doing so for an extended period. The person receives a monthly wage on which he or she lives.

**Exercise: Complete the sentences by filling in the blank.**

well-paid job	benefits	do overtime	retire	hired	dismiss
---------------	----------	-------------	--------	-------	---------

1. My boss  me for showing up late to work every day.

2. I have to  a lot of . If I don't, I will lose my job.

## Grammar

After an explanation of the unit's grammar contents, you will be presented with several activities, where you will have to complete a series of sentences, choose the best option for a gap in a given context, correct mistakes, or even produce your own short pieces of text.

## Listening

The first thing we will ask you to do here is click the "Play" button, in order for you to listen to the selected extract(s) for each unit. After that, you will find different activities, where you will be required to produce short pieces of text and/or answer some "true or false" or "multiple choice" questions. The transcript of the recording will always be provided; you just need to click the "Show the transcript" button.

**GRAMMAR: The present simple and the present continuous**

**Present simple:** The present simple tense is mainly used to express a permanent state or a general truth, as the infinitive, except for the third person singular which takes an 's'.

**Affirmative:** I eat, You eat, We eat, He/She/It eats, They eat.

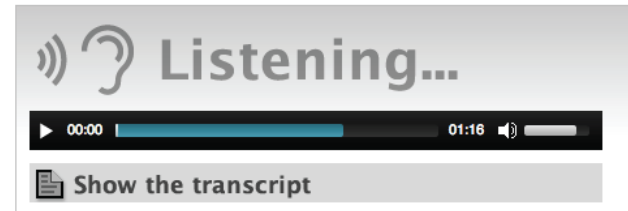
**Negative:** I don't eat, You don't eat, We don't eat, He/She/It doesn't eat, They don't eat.  
**Interrogative:** Do I eat? Do you eat? Do we eat? Does he/she eat? Do they eat?

Fill in the blanks with the following verbs in the correct form.

understand   sit   argue   tell   get   play   say

1.- He  football all the time.

2.- He never  down to eat with us.



The image shows a listening player interface. At the top, there is a speaker icon and a question mark icon, followed by the text "Listening...". Below this is a progress bar with a play button on the left, a blue progress indicator, and the time "00:00" on the left and "01:16" on the right. To the right of the time is a volume icon and a volume slider. Below the progress bar is a button with a document icon and the text "Show the transcript".

**Exercise 1. Answer the following questions about the text:**

1. Who is away from home most of the time?
2. Which job seems to have the most benefits, why?
3. Whose job seems to be the most at-risk of being lost?
4. Mick seems to be the least upset about his daily routine.

## Reading

Students will have to read a text and then answer several questions. In some cases, you will have to decide whether a sentence is “true” or “false”. You may also find “multiple choice exercises” and, occasionally, you will be asked to produce short texts about your own experiences in relation to the topic presented in each unit. After being submitted, your written compositions will be corrected by our teachers **within 48-72 hours**.

## Writing / Now You

First of all, you will find a text. After reading it, you will be asked to write a text which responds to a specific situation or a topic we will suggest you. Your written compositions will be corrected by our teachers **within 48-72 hours**.

3. Why can stereotypes be harmful?

Select one:

- a. D. They are always negative and mean.
- b. C. They make people feel very arrogant.
- c. B. They prevent people from thinking about their culture critically.
- d. A. They make women feel inferior to men.

Answer the questions

4. Do you ever think that stereotypes can be a good thing?



A rich text editor toolbar with the following elements: Font family dropdown, Font size dropdown, Paragraph dropdown, Undo, Redo, Bulleted list, Numbered list, Decrease indent, Increase indent, Bold (B), Italic (I), Underline (U), ABC, x, x², Bulleted list, Numbered list, Decrease indent, Increase indent, Link, Unlink, Text color, Background color, Text background color, HTML, and ABC dropdown.

**Now You:** Please create a cover letter and CV for the

Your name is Sam White and you have been a manager at [redacted] and barista for 2 years. Previously you worked at Zara as [redacted] in Madrid and acquired a degree in International Business [redacted] animal shelter for the last 4 years. You possess basic com[redacted]

### Phrases / Useful expressions

You will be asked to complete a conversation or a text, either by choosing from several options or just by typing in the correct word.

Put the dialogs in the correct order:

I'm fine, thanks. And you?

I'm Ok.

Hello, how are you?

### Idioms and collocations.

We will present you with a list of idioms or collocations which we have found relevant for each unit. After that, you will be required to complete a series of sentences with the correct idiom or collocation.

**to be head over heels (in love)**      to fall completely in love with someone

**to hit it off**      to get along with someone

**to fall in/out of love**      to start/stop loving someone

Finish the sentence with the correct idiom in its appropriate form.

1. Last summer was the best time of my life! I met Henry and we

2. I really hope that he ! I think that he likes me but he won't do a

## Speaking

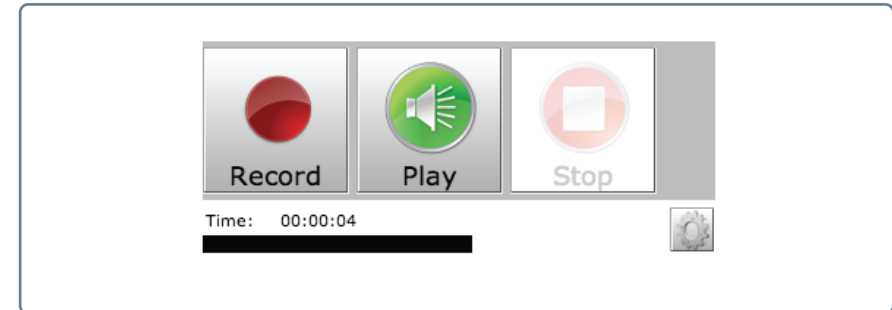
Firstly, you will have to listen to a short extract. Then, you will read it aloud and record it. You just need to click the red rounded button (REC), then click “permitir” (or “allow”) when a pop-up window appears, and, finally, say the sentence(s) out loud. Press the red squared button (STOP) when you have finished speaking. You should listen to your recording before sending it; to do so, just click the green rounded button (PLAY). To listen to the correct pronunciation of the sentence(s) before recording it, click the “Play” button which is next to the streaming bar.

## Phrasal verbs

You will find different “fill in the gaps” or “multiple choice” exercises, which you will have to complete with the verbs you have learned in that unit.

## Speaking Spotlight (C1 level only)

An interesting tip to improve your conversational skills will be suggested in each unit.



### Choose the correct phrasal verb to finish the sentence

1. I don't want to  with you over this, but
2. What are you doing tomorrow? I'm not working. Wo
3. Your clothes look really . You should

## Speaking Spotlight

### "Might I add?"

To supplement the end of a sentence while speaking with an additional piece of information, we will use that piece of information followed by *might I add?* which functions as a rhetorical question. That is, it doesn't need to be answered. It can also be formed with *I might add*.

Ex. 1 – I got the promotion! And a nice bonus, *might I add?*