

# a tot<sup>®</sup> of English



## LANGUAGE LEVEL AND ANNUAL ISSUES

A TOT OF ENGLISH magazine is aimed at students learning English as a second language. It is structured in accordance with the Common European Framework. In relation to the three reference levels – basic level (A1, A2), autonomous level (B1, B2), mastery level (C1, C2) – **A TOT OF ENGLISH magazine sits between levels A2 and B1** (pre-intermediate level).

A TOT OF ENGLISH has two goals: to entertain and inform students with articles, games, comics, and cut-outs; and to provide teachers with materials that are simple and easy to use.

The magazine has a modular structure and is divided into five issues, each corresponding to a complete learning unit. A TOT OF ENGLISH can be used on its own, or as a valuable complement to a textbook, either in class or at home. This means, by the end of the school year, students will have completed a course in English at pre-intermediate level.

The structure of A TOT OF ENGLISH makes it ideal for:

1. **developing an academic programme that is complete and co-ordinated**
2. **preparing for linguistic certification**
3. **promoting self-study**
4. **promoting interdisciplinary study**

After they have completed a full academic year of the magazine, students will be able to understand the key points of familiar topics regarding the world of animals, the joy of reading, the importance of solidarity, and topical issues closely related to their own interests. They will be able to produce simple texts related to familiar topics or personal interests, describe experiences, and recount events, dreams and plans. Moreover, they will encounter cultures different from their own, from an interdisciplinary perspective.

## A TOT OF ENGLISH'S STRUCTURE

**1** Each issue is structured around **a complete teaching unit**. This unit includes: an article about an app on page 6; a detailed report on pages 7, 8, and 9; and a games review on page 14. All of the above will reflect the issue's main topic. This cyclic structure, where the same topics return (in different guises) throughout the magazine, is useful because it:

- gives the magazine a strong thematic structure
- supports the memorisation and continuous review of vocabulary and grammar structures
- allows students to put into practice what they have learnt, by reading articles that are topical and related to their own interests

**2** In addition to the above, each issue contains **5 PAGES OF CULTURE AND RECENT TOPICS FROM THE ENGLISH SPEAKING WORLD**. These are: a section dedicated to 'great cities' throughout the English-speaking world, on page 4; 'find out about' articles on events, customs and holidays in the English-speaking world on pages 12 and 13; and an insert for the English edition on page 16. Each of these pages takes an active approach, in order to reuse and reinforce vocabulary and structures right away.

**3** This year, the **People** section has been developed further. This section contains an interview with a young international star. Over the year there will be five entertaining **Tests**, which facilitate English language learning in an engaging way.

As with previous years, you will find the Language Portfolio on the final pages of this guide. The portfolio will help students take note of the progress of their English language learning over the course of the year.

	Month	Vocabulary	Communicative Functions	Grammar
1	September/October <b>Tourism? Let's take it slowly!</b>	Vocabulary associated with nature and travel, tourism, and hospitality in various holiday spots (sea, mountains, countryside...).	Reflection about travel as a moment of peace, about contact with nature and true rest, silence and regeneration.	<ul style="list-style-type: none"> <li>· Use of the infinitive</li> <li>· Relative pronouns</li> </ul>
2	November/December <b>This Christmas, make a gift of yourself</b>	Vocabulary and expressions associated with volunteering, and the organisations and businesses that focus on equality and giving free assistance to those in need.	Reflection and discussion about the importance of volunteering in our society, about the work the UN does around the world, and about how helping the poor and those less fortunate can benefit us personally.	<ul style="list-style-type: none"> <li>· Modal verbs</li> <li>· Use of the infinitive of purpose</li> </ul>
3	February <b>Young influencers around the world</b>	Vocabulary and expressions associated with social media and young men and women who become entrepreneurs.	Reflection and discovery about how to become an influencer and what characteristics and qualities are needed to make others listen to you and your advice.	<ul style="list-style-type: none"> <li>· The superlative form</li> <li>· Time expressions</li> <li>· The Past Simple</li> </ul>
4	March/April <b>The cities where history began</b>	Learning of historical places and dates, and discovery of some of the world's oldest cities where civilisation began.	Reflection and study about the birth of civilisation, the evolution of history and the changes that have taken place over time.	<ul style="list-style-type: none"> <li>· Use of the impersonal 'you'</li> <li>· The past participle</li> </ul>
5	May/June <b>The ocean tells its story</b>	Vocabulary and expressions associated with the ocean and pollution, about projects focused on protecting the marine habitat and species.	Learning how to respect the ocean, reflecting on what we can do to avoid pollution, and discovering projects that help the ocean.	<ul style="list-style-type: none"> <li>· Review of use of prepositions</li> <li>· Review of forms introduced during the year</li> </ul>

## ANSWERS

### Issue 1: SEPTEMBER/ OCTOBER

**1A:** 1. who, 2. that, 3. where, 4. that, 5. where/that, 6. who.

**1B:** 1e, 2a, 3d, 4b, 5f, 6c.

**1C:** 1. to say/to think, 2. to finish/to throw away, 3. to take/to seem, 4. to relax/to understand.

### Issue 2: NOVEMBER/ DECEMBER

**2A:** 1. PP, 2. PP, 3. PS, 4. PP, 5. PS, 6. PS, 7. PP, 8. PS.

**2B:** WANT/WANT/SHOULD/CAN/  
CAN.

**2C:** A. candle (Amnesty International), B. child (Save the Children), c. mother/child (Unicef).

### Issue 3: FEBRUARY

**3A:** 1. the most famous/S, 2. the best known/S, 3. more popular/C, 4. better known/C, 5. more committed/C, 6. the most dedicated/S.

**3B:** 1. chose/followed/opened, 2. decided/wanted/wanted/was/would, 3. tried/posted/tried, 4. differentiated/were/served, 5. interacted/commented/liked/saw, 6. wrote/used, 7. kept/used.

**3C:** 1d, 2a, 3e, 4b, 5c.

### Issue 4: MARCH/APRIL

**4A:** 1. impersonal/impersonal, 2. subject, 3. impersonal, 4. subject, 5. subject, 6. impersonal, 7. impersonal/impersonal.

**4B:** 1. wanted, 2. wrote, 3. slept, 4. lost, 5. saw, 6. expressed, 7. heard, 8. blessed.

**4C:** 1.T, 2.F (it's a Phoenician city), 3.F (it's full of canals, with a mild climate), 4.T, 5.T, 6.F (it comes from the word 'papyrus'), 7.T, 8.F (it's the colour gold).

### Issue 5: MAY/JUNE

**5A:** 1. was originally considered/are called/is used, 2. originally, scientifically, 3. Greek, great, emerged, single, continuous, minor, large, considerable, figurative, literary, poetic, boundless.

**5B:** of, of, from, in, in, from, of.

**5C:** a.4, b.2, c.1, d.3.

### PHOTOCOPIABLE ACTIVITIES

**Activity 1:** 1.a; 2.b; 3.a; 4.c; 5.b.

#### Activity 2:

**philosophy:** a theory or attitude that acts as a guiding principle for behaviour

**destination:** place where you are travelling to

**kennel:** place for breeding or keeping dogs

**humility:** modesty, the feeling that you are of no special importance

**ambassador:** person who represents something: a country or an association

**prevention:** action taken to block a harmful or unwanted event

**bark:** external part of the trunk of trees

**settlement:** place where people live

**microorganisms:** very small living beings

**waste:** rubbish products from various human activities

#### Activity 3:

1. Scientists say that those who walk live longer, have better memory and develop their thinking ability. Walking also gives us a great sense of freedom.

2. Some volunteers bring blankets, cakes and sweets and hot tea to the

homeless on the street, especially in winter. For those who live on the street, it is an unexpected and much-appreciated gift!

3. Julie graduated from the Fashion Institute of Design and Merchandising in California and created her personal blog, Sincerely Jules. Over the years the blog has become a style reference, and she's now an international fashion designer. Today she's the owner and creative director of a clothing line.

4. Legend has it that in Byblos Adonis, the god of beauty, was born, perhaps from the bark of a cedar of Lebanon or from that of another tree.

5. Because the Mediterranean Sea is 10 times richer in number of species than the world average: in total there are about 17,000 species, including some very rare ones, such as the leatherback turtle, the sperm whale, the monk seal and the bull shark.

**Activity 4:** free choice

**Name and surname**..... **Class**.....

**1A** Insert the correct relative pronoun in the sentences below: *what, who, that* and *where*.

1. Slow tourism is ideal for those \_\_\_\_ love silence and nature.
2. It's magical to see the trees and plants \_\_\_\_ awaken every spring.
3. Widespread hotels are places \_\_\_\_ you can stay in local accommodation.
4. Every trip \_\_\_\_ you take remains forever in your heart and mind.
5. Horse trails are special roads \_\_\_\_ horses travel.
6. The explorer Erling Kagge, \_\_\_\_\_ wrote the book *Walking*, tells how he managed to reach the three 'poles' on foot.

**1B** Match the past participles of the verbs with the infinitives below.

1. killed
  2. been
  3. said
  4. had
  5. run
  6. chosen
- 
- a. to be
  - b. to have
  - c. to choose
  - d. to say
  - e. to kill
  - f. to run

**1C** Find the 'odd one out' among these synonyms of verbs.

to say	to finish	to take	to relax
to think to speak to narrate to suggest to pronounce	to complete to conclude to terminate to throw away to end	to get to obtain to procure to seem to acquire	to rest to understand to chill out to unwind to sit back

# A TOT OF ENGLISH N.2 ☉ PHOTOCOPIABLE ACTIVITES

**Name and surname**..... **Class**.....

**2A** Indicate whether the sentences below are in the Past Simple (PS) or in the Present Perfect (PP).

- |   | PS                       | PP                       |
|---|--------------------------|--------------------------|
| 1. He has worked as a volunteer for years.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. She has spent Christmas with her family since 2000.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Last year, he donated a lot of money to Oxfam.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. They've already done their Christmas shopping.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Two years ago my mother bought us all presents made of recycled materials. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Last week I volunteered at a soup kitchen.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I've never volunteered at a homeless shelter at Christmas.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. We stopped sending Christmas cards many years ago.                         | <input type="checkbox"/> | <input type="checkbox"/> |

**2B** Complete the text with the deliberately misspelt modal verbs. It is Charlie Chaplin's (adapted) monologue from the film *The Great Dictator*.

I'm sorry, but I don't TWAN \_\_\_\_\_ to be an emperor. That's not my business. I don't AWNT \_\_\_\_\_ to rule or conquer anyone. I ULDSHO \_\_\_\_\_ like to help everyone - if possible - Jew, Gentile - black man - white. We all want to help one another. Human beings are like that. We want to live by each other's happiness - not by each other's misery. We don't want to hate and despise one another. In this world there is room for everyone. And the good earth is rich and ANC \_\_\_\_\_ provide for everyone. The way of life NAC \_\_\_\_\_ be free and beautiful, but we have lost the way (...). You are men! You have the love of humanity in your hearts!

**2C** Work out the secret codes below and discover which are the logos for: Amnesty International, Save the Children and Unicef.

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| A = * | D = ☿ | H = ☉ | L = ♠ | N = ☼ | R = ☞ |
| C = ☉ | E = ↑ | I = ❖ | M = → | O = ■ | T = ☺ |

☉ \* ☼ ☿ ♠ ↑  
 — — — — — SURROUNDED BY BARBED WIRE: AMNESTY INTERNATIONAL

☉ ☼ ❖ ♠ ☿  
 — — — — — WITH ITS HANDS RAISED: SAVE THE CHILDREN

→ ■ ☺ ☉ ↑ ☞ ☉ ☼ ❖ ♠ ☿  
 — — — — — AND — — — — — INSIDE A GLOBE: UNICEF

Name and surname..... Class.....

**3A Underline the comparative or superlative in the sentences and indicate in the square if it is comparative (C) or superlative (S).**

1. Who are the most famous influencers in the world? Read the Report and you'll find out!
2. Nash Grier one of the best known young comic sketch video producers.
3. Netflix has awarded Cameron Dallas, a beloved influencer like Nash Grier, with a TV series, *Chasing Cameron*, which is more popular with teenagers than adults.
4. Tyler Blevins is better known than his wife on the web, especially among video game players.
5. Zoella is more committed to the National Citizen Service and the Mind association than most people.
6. Who's one of the most dedicated influencers? Huda Kattan!

**3B Transform these sentences, about how to become an influencer, into the Past Simple.**

1. I choose a strategy and follow it precisely when I open an Instagram profile for professional purposes.
2. I decide if, and how often, I want to appear, and if I want to talk about food, fashion, travel, or my audience. The more specific my profile's identity, the more likely it is that I will be chosen by a brand.
3. I try to be an active member of the community. I post between 1 and 3 items a day and always try to have 10 stories active in 24 hours.
4. I differentiate between posts and stories: posts are creative and professional, while stories serve to keep me close to my followers.
5. I interact with the community, so I comment or 'like', when I see stories by others similar to me.
6. I write in a simple way, and I use clear and nice images.
7. I keep my posts short and use the right hashtags, neither too many nor too few.

**3C Match the two parts of the sentences.**

1. Don't spend too much time at the computer
  2. If you decide to buy online
  3. Use your mobile and write messages
  4. While you prepare a post on FB,
  5. Your followers don't love you
- 
- a. ask your parents to check the purchase site.
  - b. your brother is playing soccer in the garden.
  - c. as much as your best friends!
  - d. when it's a beautiful day outside.
  - e. only when you're not in school!

# A TOT OF ENGLISH N.4 ☺ PHOTOCOPIABLE ACTIVITES

Name and surname..... Class.....

## 4A Underline when the sentences use the 'impersonal you' rather than you as a subject pronoun.

1. When you walk the streets of Jericho, you feel its age.
2. Can you ask the archaeologists what they do every day?
3. When you travel to far off places, it's best to read up about the climate before leaving.
4. You should make a visit to Jericho, a city mentioned in the Bible.
5. I know you loved that city, but I didn't.
6. When you visit ancient cities, it feels like time-travel!
7. You don't know if you will like a city, until you visit it.

## 4B Write the past simple of the following verbs below.

1. want: \_\_\_\_\_
2. write: \_\_\_\_\_
3. sleep: \_\_\_\_\_
4. lose: \_\_\_\_\_
5. see: \_\_\_\_\_
6. express: \_\_\_\_\_
7. hear: \_\_\_\_\_
8. bless: \_\_\_\_\_

## 4C Answer true or false to the following statements you read about the oldest cities in the history of the world.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. The city of Jerusalem has been besieged many times.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sidon, in Lebanon, is an ancient Spartan city.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Damascus is a very dry city.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Muhammad said that Damascus was as beautiful as paradise. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The city of Aleppo has been destroyed by war.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The name Byblos derives from the word "flower".           | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Byblos was once a fishing village.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The old city of Aleppo is all red.                        | <input type="checkbox"/> | <input type="checkbox"/> |

Name and surname..... Class.....

**5A Read the text, which gives us a definition of 'ocean', and locate and circle the following:**

1. three verbs in passive form
2. two adverbs
3. twelve adjectives

The god Oceanus, son of Uranus – the sky – and of Gea – the earth – was originally considered in the Greek world to be a river surrounding the earth. Scientifically, it is the great mass of sea-water that surrounds the emerged lands in a single and continuous whole, comprising about 70% of the earth's surface. Large collections of water, delimited by continents, are called oceans (Atlantic, Pacific etc. ). These bodies of water also have minor collections that are dependent on them, i.e seas, gulfs, etc.

In a figurative sense, 'ocean' is used to describe a large quantity or considerable abundance. We also use the word 'ocean' in expressions of admiration of the literary and poetic tradition to signify the concept of immensity, extension and boundless multiplicity.

**5B Insert the missing prepositions in the following passage, taken from the famous novel *The Old Man and the Sea*, by Ernest Hemingway.**

The line rose slowly and steadily and then the surface ..... the ocean bulged ahead ..... the boat and the fish came out. He came out unendingly and water poured ..... his sides. He was bright ..... the sun and his head and back were dark purple and ..... the sun the stripes on his sides showed wide and a light lavender. His sword was as long as a baseball bat and tapered like a rapier and he rose his full length ..... the water and then re-entered it, smoothly, like a diver and the old man saw the great scythe-blade ..... his tail go under and the line commenced to race out.

**5C Complete each sentence by combining the first and second parts.**

- a. World Oceans Day was established
  - b. Sea Sheperd boats block whaling boats
  - c. Sea birds and fish die
  - d. To avoid being carried away by the current
- 
1. because of the plastics in their stomach.
  2. to prevent whales being hunted.
  3. the seahorse attaches itself to coral.
  4. to protect and draw attention to the importance of the sea.

**Name and surname**..... **Class**.....

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**Did you enjoy reading the reports in “A Tot of English”?  
What did you learn? Complete the exercises, count your  
score, and read your profile!**

**1 Tick the correct answer. Give each correct answer 1 point.**

**1. Widespread hotels are...**

- a.  refurbished houses in small towns.
- b.  hotels located all over the world.
- c.  wooden houses.

**2. Taking a trip to a developing country allows you to...**

- a.  have fun and forget about life's problems.
- b.  gain an understanding of how people live elsewhere.
- c.  spend lots of money and do some shopping.

**3. Why do companies employ influencers?**

- a.  Because they allow companies to advertise their products and services.
- b.  Because they are beautiful and nice.
- c.  Because they are under 18 years old.

**4. From what name, and why, is the word “Bible” derived?**

- a.  From “good” because it is a work about being kind.
- b.  From “book” because it is the most important holy book.
- c.  From “biblia” because it was made of small books.

**5. What kind of creatures live in the Mariana Trench?**

- a.  Whales, sperm whales and large fish.
- b.  Microorganisms.
- c.  Only shrimp and shellfish.

**Total: 5 marks**

**Your score:** .....

**Name and surname**..... **Class**.....

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**2** The following words are new terms that you have learned by reading this year's editions of "A Tot of English". Do you remember what they mean? Write the definition next to each word! Each accurate definition is worth 1 point.

- philosophy:** .....
- destination:** .....
- kennel:** .....
- humility:** .....
- ambassador:** .....
- prevention:** .....
- bark:** .....
- settlement:** .....
- microorganisms:** .....
- waste:** .....

**Total: 10 marks**

**Your score** .....

**3** Here are some questions about the "A Tot of English" reports from this year. Each correct answer is worth 5 points.

1. What are the effects of walking according to scientists?  
.....
2. What can you do to help those who live on the street?  
.....
3. Do you remember the professional career of Julie Sariñana?  
.....
4. What myth is the city of Byblos linked to?  
.....
5. Why do we say that the Mediterranean Sea is an extraordinary ecosystem?  
.....

**Total: 25 marks**

**Your score:** .....

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**Name and surname**..... **Class**.....

**4 Write a short summary of the article in "A Tot of English" that you liked the most, and explain why you liked it!**

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**Your teacher will mark this!**

## Profile

**➔ Above 35 points!**

Very good! You read "A Tot of English" very carefully. You know the vocabulary and the grammar well. In other words... you understand the English language very well!

**➔ Between 25 and 35 points**

Well done! You remember almost everything! You can improve your results by re-reading the reports from "A Tot of English" that you remember least.

**➔ Fewer than 25 points**

Um... not bad, but you're a little confused! You should re-read the reports. You'll see that everything will become much clearer!