

New Inside Out

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Pre-Intermediate
Student's Book



MACMILLAN

with
CD-ROM



Grammar Subject questions. Dynamic and stative meanings. Future forms

Vocabulary Climate change. Opinions. *have* and *have got*

Useful phrases On the telephone

Reading & Vocabulary

1 Work with a partner. Look at the photographs and discuss the questions.

- What do you think is happening?
- Do people worry about climate change in your country?



Read the article. Are these statements true or false?

- World leaders participated in protest marches and demonstrations.
- The protestors carried banners and shouted political messages.
- A group of protesters on bicycles went to 10 Downing Street.
- They delivered a letter asking world leaders to do something immediately about the economy.
- Trafalgar Square was extremely crowded and very busy in the afternoon.
- A small group of protesters separated from the peaceful demonstrators and went shopping.

Climate change march

In London today, 20,000 people **took part in** protest marches and demonstrations as world leaders were meeting for climate change talks. The event was organised by the Campaign Against Global Warming.

The day started early outside the US embassy with poetry readings and speeches.

- 5 Protestors then marched slowly to Trafalgar Square, carrying banners and shouting **slogans**.

A group of protesters on bicycles **made their way** to 10 Downing Street and delivered a letter to the Prime Minister **demanding urgent action on** climate change.

- 10 By three o'clock in the afternoon, Trafalgar Square was **swarming with people** and **buzzing with activity**. There was a carnival atmosphere with music provided by a samba band, a New Orleans jazz band and Scottish pipers.

Most of the protesters marched peacefully, but a small group of people **broke away from** the peaceful demonstrators. They smashed shop windows and tried to set fire to a supermarket. Five people were arrested.

3 Look at the highlighted phrases in the article. Find phrases with similar meanings in the sentences (a-f) in Exercise 2.

took part in = *participated in*

4 What evidence of climate change have you noticed in your country? What are you and your family, your local government, your national government doing about it? Discuss with your partner.

Listening & Vocabulary

- 1  2.21 Listen to interviews with four protestors at the Climate change march. Match each person with an opinion (1–4).



▲ Jo, 26

▲ Jake, 14

▲ Debbie, 37

▲ Ronny, 27

- 1 'I'm in favour of protecting wild animals.'
- 2 'I'm against food imports.'
- 3 'I'm against big cars in the city.'
- 4 'I believe in responsible tourism.'

- 2 Complete the sentences below with the words and phrases in the box.

against anti believe don't feel in favour really care support

- | | |
|--|---------------------------------------|
| a) I'm not <i>anti</i> -cars – I just think more people should use public transport. | d) I _____ in responsible tourism. |
| b) I don't _____ about people. They can look after themselves. | e) I'm _____ cars in the city centre. |
| c) I'm _____ of small family-run companies. | f) I _____ local farmers. |
| | g) I _____ strongly about politics. |

Which statements do you agree with? What other things do you feel strongly about? Discuss with your partner.

Grammar

Subject questions

subject **object**
John hates **cars**.

Subject question:
Who hates **cars**?

Object question:
What does **John** hate?

- 1 Look at the sentence and the questions (1 and 2) below. Answer questions (a–c).

subject **verb** **object**
Jo believes in responsible tourism.

- | | |
|--|----------------------------|
| 1 Who believes in responsible tourism? | 2 What does Jo believe in? |
| a) What is the subject of the main verb in question 1? | |
| b) What is the subject of the main verb in question 2? | |
| c) In questions where <i>Who</i> (<i>Which</i> , <i>What</i> or <i>Whose</i>) is the subject of the verb, do you use <i>do</i> , <i>does</i> or <i>did</i> ? | |

- 2 Write questions for the missing subjects or objects.

- a) Mahatma Gandhi believed in **[object]**. *What did Mahatma Gandhi believe in?*
- b) **[subject]** said, 'I have a dream' in a famous speech. *Who said, 'I have a dream' in a famous speech?*
- c) 'Slogan' means **[object]**. *What ...*
- d) **[subject]** has a boat called 'Rainbow Warrior'. *Which organisation ...*
- e) Thirty-six million people protested against **[object]** in 2003. *What ...*
- f) **[subject]** fought against apartheid for over fifty years. *Who ...*

Ask your partner the questions. Choose answers from the box below.


Greenpeace Martin Luther King Nelson Mandela non-violent protest
political message the Iraq war

Pronunciation

- 1 Look at some words ending in *tion*. Say the words and add them to the table.

demonstration	destruction	education	explanation	globalisation
modernisation	organisation	pollution	revolution	solution

A: □□□	B: □□□□	C: □□□□□
	demonstration	

- 2  2.22 Listen, check and repeat.

Grammar

Dynamic and stative meanings

Dynamic meanings

(something 'happens')

He **has lunch** at 1.00 p.m.

He's **having lunch** now.

Note: use simple or continuous forms.

Stative meanings

(nothing 'happens')

I **believe** in democracy.

We **want** to help.

Note: use simple forms only.

Some verbs (*have, look, think*) can have both meanings.

- 1 Look at the verbs in these extracts from the interviews on page 61. Answer the questions.

'I'm having fun with my friends.' *'They're polluting our rivers.'*

- Do the verbs describe actions or states?
- What is the name of the tense used in each extract?

- 2 Rewrite these sentences by putting the verb in brackets in the present continuous.

- A phone (ring) _____. *A phone is ringing.*
- A teacher in another class (talk) _____. *A teacher is talking.*
- The traffic (make) a lot of noise _____. *The traffic is making a lot of noise.*
- A clock (tick) _____. *A clock is ticking.*
- Birds (sing) _____. *Birds are singing.*
- Rain (fall) _____. *Rain is falling.*
- A student (laugh) _____. *A student is laughing.*
- People (chat) _____. *People are chatting.*

Listen in silence for fifteen seconds and tick the actions that are happening now.
Note down other things that are happening now.

- 3 Look at the verbs in two more extracts from the interviews. Answer the questions.

'I want to help polar bears.' *'I have a car.'*

- Do the verbs describe actions or states?
- What is the name of the tense used in each extract?
- Is it possible to use a continuous tense with verbs when they describe a state?

- 4 Look at the verbs in brackets. Do they describe an action or a state? Complete the sentences with the present simple or the present continuous.

- Sue (think) *is thinking* of going out this evening.
- Rosa (think) *thinks* politics is boring.
- Marta (have) _____ a TV in her bedroom.
- Julie (have) _____ difficulty with this exercise.
- Brian (look) _____ like his father.
- Rob (look) _____ for a new place to live.
- Jane (like) _____ James Bond films.
- Tony (know) _____ how to play the piano.

Replace the names with names of students in the class to make as many true sentences as you can.
Ask questions to help you.

'Are you thinking of going out this evening?'

'Do you think politics is boring?'



- 5 **Grammar Extra 7, Part 1** page 138. Read the explanations and do the exercises.

Speaking



1 Work in small groups. Discuss which of these activities are good/bad for the environment.

- | | |
|---|----------------------------------|
| a) Cycling to work/school. | g) Using public transport. |
| b) Buying a hamburger in a plastic container. | h) Travelling alone in your car. |
| c) Paying more for environmentally-friendly products. | i) Picking up litter. |
| d) Buying imported fruit and vegetables. | j) Drinking bottled water. |
| e) Using plastic bags for your shopping. | k) Recycling bottles. |
| f) Buying cheap, mass-produced clothes. | l) Travelling by air. |

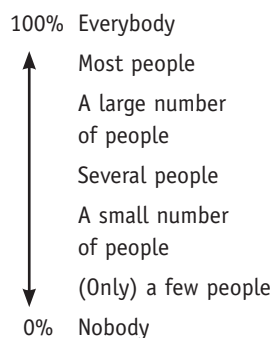
Think of any other activities that are either good or bad for the environment.

2 Do a survey to find out how many people have done the different activities in Exercise 1 in the last two weeks. Follow these instructions.

- Prepare the question you are going to ask for each activity.
a) *Have you cycled to work/school in the last two weeks?*
- Decide which person in the group is going to ask each question.
- Go round the class. Ask your question(s) and note down the answers.
- In your groups, write down the results of the survey for each activity.

Activities	Yes	No
<i>cycled to work/school</i>	✓✓✓	XXXXXXXXXXXXX
<i>bought a hamburger in a plastic container</i>	✓✓✓✓✓✓✓✓✓✓	XXXXX

Writing



1 Read a survey report for Greensville, USA. Complete the report with one of the following phrases.

very green not very green

SURVEY REPORT

How green are you?

Eco Magazine travelled to Greensville, USA, where they interviewed 1,000 people for a new survey. The aim of the survey was to find out how green the people of Greensville are.

According to the survey, only a few people have used public transport in the last two weeks, but everybody has travelled alone in their car. Nobody has cycled to work. Several people have bought imported fruit and vegetables, and most people have bought a hamburger in a plastic container. However, only a few people have picked up litter.

A large number of people have drunk bottled water in the last two weeks, but only a few people have recycled their bottles.

The survey found that nobody has paid more for something because it is environmentally friendly.

Everybody has used plastic bags for their shopping, and several people have bought cheap, mass-produced clothes.

Finally, a small number of people have travelled by air in the last two weeks.

The results of the survey suggest that the people of Greensville, USA, are ____.



2 Write a survey report for your class. Replace the underlined expressions in the Greensville report with information from your own survey in Speaking Exercise 2 above. Change other parts of the report if necessary.

Reading & Listening

1 Read this list of different duties that people volunteer to do in developing countries. Which duties do you feel you could do / couldn't do? Compare with a partner.

- | | |
|-----------------------------|---|
| a) work in an orphanage | e) teach English |
| b) teach children to read | f) help to construct houses, bridges, roads |
| c) look after sick animals | g) do housework and help in people's homes |
| d) visit people in hospital | h) plant trees and do organic farming |

Read the website information and match the projects (1 and 2) with the duties (a-h). Which duties does the information not mention?



2 2.23 Listen to Helen and her friend. Which project is Helen going to join?

3 Tick the things Helen says she's going to do.

- | | |
|---------------------------|-------------------------|
| a) change her life ✓ | d) work with animals |
| b) get a better boyfriend | e) work in an orphanage |
| c) do something important | f) get a good salary |

Which of the two projects would you like to do? Tell your partner.

Grammar

Future: (be) going to

Future plans and intentions

How **are you going to** lose weight?

I'm going to do more exercise.

I'm not going to eat so much bread.

1 Correct the mistakes in these sentences from the conversation.

- 'I going to change my life.'
- 'I'm not go to work with animals.'
- 'How much are they going pay you?'

2 Complete the sentence with the words *future* and *past* to describe the use of (be) going to.

You use (be) going to when you talk about a decision you made in the (1) _____ to do something in the (2) _____.

3 Write questions about the future with (be) going to.

- | | |
|--|--|
| a) drive home / after the lesson ?
<i>Are you going to drive home after the lesson?</i> | d) buy any new clothes / this weekend ? |
| b) watch TV / this evening ? | e) do anything interesting / next week ? |
| c) learn another foreign language / one day ? | f) travel abroad / next year ? |

Ask your partner the questions.

Listening



- 1 2.24 Listen to a conversation between Helen and her mother about Helen's arrangements for her trip to Ghana. Underline the correct word.
 - a) Helen is **confident** / **depressed** / **surprised**.
 - b) Helen's mum is **angry** / **embarrassed** / **worried**.
- 2 Listen again and underline the correct information.
 - a) Helen is arriving in Accra at 10.00 **a.m** / **p.m**.
 - b) Bob White is taking her to her **school** / **accommodation**.
 - c) She's staying with a **Ghanaian** / **Nigerian** family.
 - d) She's starting work on **Wednesday** / **Monday**.
 - e) She's working in a **big** / **small** town near Accra.
 - f) She's coming back in time for her **mum's** / **dad's** birthday.

In what situations do your parents worry about you?



Grammar

Future: present continuous

Future arrangements

He's **arriving** tomorrow.

She **isn't coming** with him tonight.

Where **are** you **meeting** them next week?

- 1 The sentences (a–f) in Listening Exercise 2 all use the present continuous to talk about the future. Is the following explanation true or false?
You can use the present continuous with a future time expression to talk about future arrangements.
- 2 In many situations (be) going to and the present continuous are both possible. Put a tick if both options are possible. Put a cross if the present continuous is *not* possible.
 - a) I'm **going to meet** / **meeting** a friend after the lesson. ✓
 - b) I'm **going to start** / **starting** guitar lessons one day. ✗
 - c) My friends are **going to come** / **coming** round this evening.
 - d) I'm **going to see** / **seeing** my grandparents this weekend.
 - e) I'm **going to read** / **reading** a novel in English one of these days.
 - f) I'm **going to win** / **winning** my tennis match this weekend!
 - g) I'm **going to play** / **playing** football on Monday.
 - h) I'm **going to learn** / **learning** Chinese one day.

Are any of these sentences true for you?

- 3 **Pairwork** Student A: page 118 Student B: page 123

- 4 **Grammar Extra 7, Part 2** page 138. Read the explanations and do the exercises.

Useful phrases

- 1 Matt Walker (M) is phoning a big chemicals company. Underline the most appropriate expressions to complete his conversation with the receptionist (R).



- R: Good morning. Regal Chemicals.
M: (1) I want to speak to the Managing Director. / Could I speak to the Managing Director, please?
R: Do you mean Mr Carr?
M: Yes, that's right. Mr Carr.
R: (2) Who's speaking? / Who are you?
M: My name's Matt Walker.
R: Hold on, please, and (3) I'll try to put you through. / I'll get him. ...
Hello. (4) He's not there. / I'm afraid Mr Carr is out at the moment.
M: Oh. Do you know when he'll be back?
R: I'm not sure. (5) Would you like to leave a message? / You can leave a message.
M: Yes, please.
R: Right. (6) Wait. / Hold on a moment, please. OK, what would you like to say?
M: Please tell Mr Carr that REGAL CHEMICALS IS POLLUTING THE ATMOSPHERE AND DESTROYING THE PLANET. THE CAMPAIGN AGAINST GLOBAL WARMING ...

2.25 Listen and check your answers.

- 2 2.26 Listen and repeat the useful phrases.
- Could I speak to the Managing Director, please?
 - Who's speaking?
 - I'll try to put you through.
 - I'm afraid Mr Carr is out at the moment.
 - Would you like to leave a message?
 - Hold on a moment, please.

- 3 Work with a partner. Practise the conversation. Take it in turns to be Matt and the receptionist.

Vocabulary Extra

Environmental problems and solutions

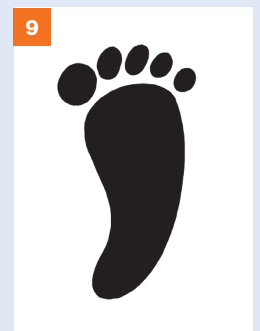
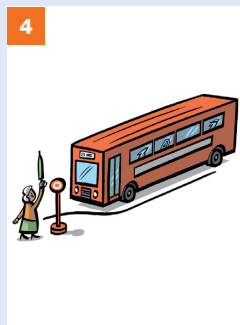
1 Match the pictures with the phrases.

- ☐ 3 a bottle bank
☐ a carbon footprint
☐ environmentally-friendly products
☐ global warming
☐ mass-produced clothes
☐ organic vegetables
☐ a plastic container
☐ public transport
☐ renewable energy

2 Work with a partner. List the expressions from Exercise 1 under the following headings.

Problems	Solutions
global warming	organic vegetables

Add your own ideas to each list.



Focus on have / have got

1 Complete the sentences using *do*, *don't*, *got*, *have*, *haven't*.

- a) 'Do you have a car?' 'Yes, I ____.' 'No, I ____.'
b) 'Have you ____ a car?' 'Yes, I ____.' 'No, I ____.'

Complete the sentence with *have/has* and *have/has got*.

When (1) ____ means to own or possess, you can also use (2) ____.

2 Write questions using *have* / *has got*.

- a) you / any brothers and sisters? *Have you got any brothers and sisters?*
b) you / more than one credit card?
c) you / a pet?
d) you / a headache?
e) your mother / the same eyes as you?
f) your father / any hobbies?

Ask and answer the questions with your partner.

3 Look at some uses of *have*. Tick the sentences where *have/has* can be replaced by *have/has got*.

- a) Do you have a laptop? ✓
b) I always have lunch at home.
c) My mother has short, grey hair.
d) I don't have an MP3 player.
e) Do you have any children?
f) Are you having a birthday party this year?

Rewrite the sentences you have ticked with *have got*.

- a) *Have you got a laptop?*