



# help

# 2



## VLOGS

**Q:** What's your favourite animal?

**1** ▶ Watch the video. Number the animals in the order you hear them.

dog horse meerkat orangutan  
panda parrot turtle

**2** What's your favourite animal?



Global  
Scale of  
English

## LEARNING OBJECTIVES

- 2A LISTENING** | Understand stories about animal rescues: animals  
Talk about rescues: past simple and continuous  
Pronunciation: weak forms: *was, were*  
Write an animal story; use past time expressions
- 2B READING** | Read an article about travel mistakes: air travel;  
at the airport  
Talk about a problem with transport: definite article: *the*  
Pronunciation: strong and weak forms: *the*
- 2C HOW TO ...** | make and accept offers: actions  
Pronunciation: intonation in offers
- 2D BBC PROGRAMME** | Understand a programme about  
a family in trouble  
Do a survey: *all, some, both, none of them*  
Write a class report

# 2A To the rescue!

GRAMMAR | past simple and continuous

VOCABULARY | animals

PRONUNCIATION | weak forms: *was, were*



## LISTENING

- 1 A** Work in pairs and look at the photos. Which animals are in danger? Why?
- B** **2.01** | Listen to a radio phone-in about animal rescues. For each story, which animal was in danger?
- C** Work in pairs and read the story summaries. Find two pieces of incorrect information in each summary.

**Freddie's story:** A couple saw a baby bird. The man picked up the bird and put it on a gate. A cat tried to play with the bird. The woman cried because she was happy.

**Bea's story:** A woman saw something in the road. She stopped her car and found a tortoise. Some other drivers were unhappy because her car was stopping the traffic. She picked up the thing she saw and put it on the side of the road.

**Lucas's story:** A dog was in a garden. A car hit the dog and the dog ran away. The owners couldn't find the dog. A few days later, someone found the dog near a bridge. He rescued the dog.

- D** **2.01** | Listen again and check.

## GRAMMAR

### past simple and continuous

- 2A** Look at these sentences and find the verbs.

- One day, we were walking down a street and we saw a baby bird on the side of the road.
- While we were watching, a cat came out and jumped on it!
- I was driving home in the early evening and I saw something on the side of the road.
- Anyway, last year Ezra was playing in the garden when a car crashed into the fence.

- B** Which verbs are in the past simple? Which are in the past continuous? How do we form the past continuous?

- C** Choose the correct words to complete the rules.

- We use the **past simple** / **past continuous** for the main events in a story.
- We use the **past simple** / **past continuous** for the background situation, at the start of the story.
- We use the **past simple** / **past continuous** for the action that takes a longer time.
- We use **when** / **while** with the past simple.

- D** Learn and practise. Go to the Grammar Bank.

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## PRONUNCIATION

**3A**  **2.02** | **weak forms: was, were** | Listen and write the sentences.

**B**  **2.02** | Listen again and choose the correct alternative.

- 1 In the past continuous, *was* and *were* are **stressed** / **unstressed**.
- 2 We pronounce *was* /wəz/ / /wɒz/ in these sentences.
- 3 We pronounce *were* /wə/ / /wɜː/ in these sentences.

**C** Work in pairs. Make questions for the answers in Ex 3A. Add two more of your own questions using the past continuous.

What were you doing this time yesterday?

**D** Work with a new partner. Ask and answer the questions from Ex 3C.

## VOCABULARY

### animals

**4A** Work in pairs and look at the words in the box. Which things can you see in the photos?

feather fur shell skin tail  
trunk web wing

**B** Work in pairs. List seven animals that are not on this page. Check your ideas in the Vocabulary Bank.

 page 129 **VOCABULARY BANK** animals

**5** Work in pairs. Student A: Think of an animal. Student B: Ask questions to guess the animal. Then swap roles.

A: Does it have fur?

B: Yes, it does.

A: Is it a type of cat?

B: No, it isn't.

A: Does it have a tail?

## SPEAKING

**6A** Work in pairs and read the headlines. What do you think happened?

Duck to painter: 'You're my hero!'

Lost teddy bear rescued from bus

Who says dogs can't fly?

Firefighters catch runaway monkey

Elephant surprises supermarket shoppers

Pet rabbit returns after 50 km journey

**B** Work in pairs and tell a story. Student A: Go to page 144. Student B: Go to page 148.

## WRITING

write an animal story; use past time expressions

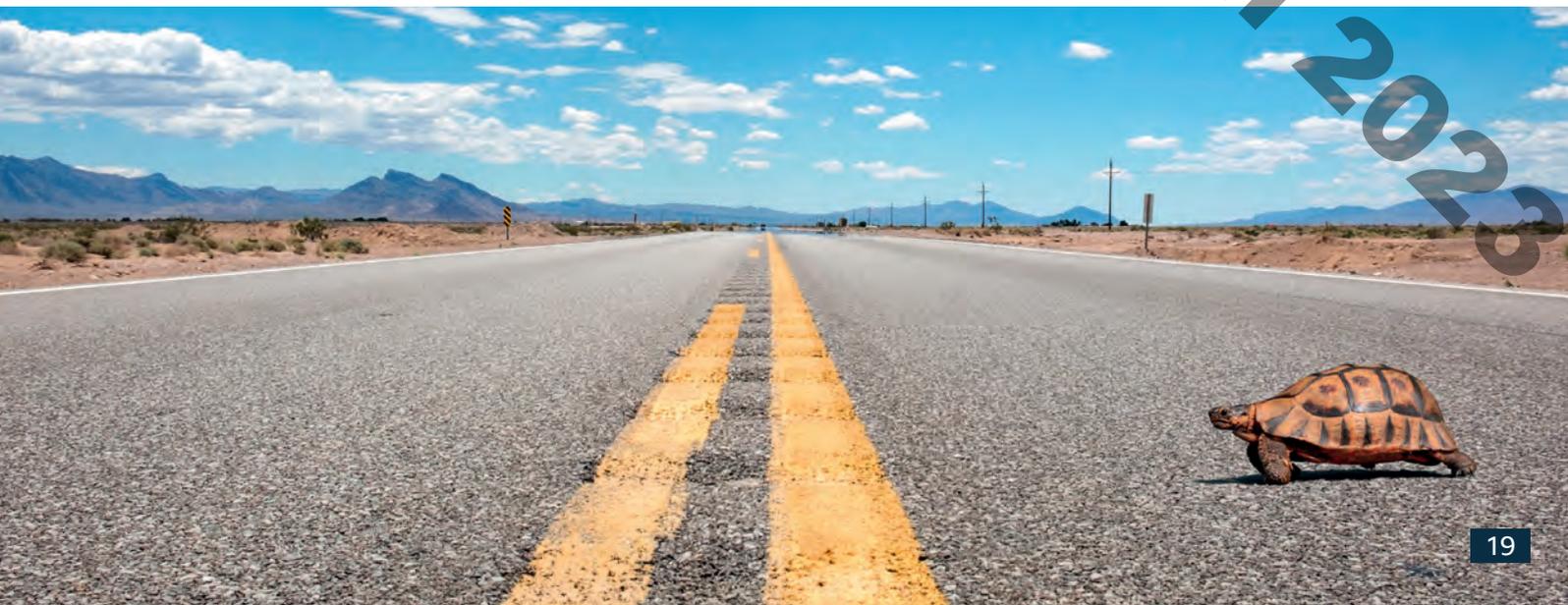
**7A** Read the beginning of a story. Match the story with a headline from Ex 6A.

I'm a teacher. Last year I took my primary school class to the zoo, and one of the workers at the zoo was showing us a . The  was in a large cage, and he was jumping around and trying to get out. While the worker was getting some food for him from another room, one of the children – one of my students – opened the cage. I ran over to close it, but at that exact moment, the  ran out.

**B** Work in pairs. What else do you think happens in the story?

**C** Check your ideas in the Writing Bank. Then write about a rescue.

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# 2B Oops!

**GRAMMAR** | definite article: *the*

**VOCABULARY** | air travel; at the airport

**PRONUNCIATION** | strong and weak forms: *the*



## VOCABULARY

### air travel

**1 A** Work in pairs and discuss. Do you prefer travelling by plane, bus, train or car? Why?

**B** Read Lucas's blog post about travel mistakes. What were his two mistakes?



**lucas239**

Posted 13:45 | 2 days ago

### A long trip!

When I was younger, in my mid-twenties, I was living in Vienna. I loved travelling and I wanted to go to Cairo to see the Pyramids, so I booked a **flight** at a travel agent's. The travel agent told me that the plane **took off** at 10.30 a.m. and arrived at 1.55 a.m. That's a long time to fly from Vienna to Cairo, but I didn't really think about it – the ticket was cheap and I was excited about my trip. There was probably a shorter flight, but I didn't ask – that was the first mistake. I **made a reservation** for a hotel room in Cairo before I left. Anyway, there was a short **delay** and we **flew out** from Vienna at 11.00, and we **got in** at 14.20, to ... Istanbul, Turkey! I checked the ticket and it said **change** in Istanbul! It was a ten-hour wait at the airport – a very long ten hours in a very small waiting room. I didn't sleep.

We finally **landed** in Cairo at 1.55 a.m. and I went to the hotel. They were very surprised to see me. The receptionist said, 'You were **due to arrive** yesterday. We don't have a room for you.' Of course, I gave the wrong day – the day of the flight – in the reservation. I forgot that the **arrival time**, 1.55 a.m., was actually the next day. That was a very long trip.



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9



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**C** Look at the words and phrases in bold in the post. Choose the correct words to complete the sentences.

- The plane **takes off** / **flies** at 7 p.m. and **changes** / **gets in** at 9 p.m.
- The **arrival time** / **flight** takes two hours.
- There is a one-hour **flight** / **delay** because of bad weather.
- The plane **flies out** / **lands** from Edinburgh airport and we **change** / **delay** in Berlin.
- We are **due to arrive** / **delaying** at Sydney airport at eight o'clock tomorrow morning.
- I'm going to **change** / **make** a reservation for a seat.
- They changed the **arrival time** / **delay** from 8 a.m. to 8.30, but in the end, we **landed** / **changed** before 8.

**D** Work in pairs. Read the Future Skills box and answer the question. Use the post in Ex 1B to help you.

### FUTURE SKILLS

#### Self-management



When you write new vocabulary in your notebook, include useful prepositions to use with the words or phrases. For example, 'a plane takes off **from** the airport **at** 9 a.m.'

Which prepositions are useful to write after: *get in*, *make a reservation*, *fly out*, *change* and *land*?

**2A** Work in pairs. Which words and phrases in bold in Ex 1B can we also use for travel by bus or train?

**B** Work in pairs. Tell each other about the last long journey you went on by plane, bus or train. Use at least five words or phrases from Ex 1B.

**C** Work in pairs. How many places at an airport can you think of?

*check-in desk, ...*

**D** Check your ideas in the Vocabulary Bank.

▶ page 130 **VOCABULARY BANK** at the airport

## READING

- 3A** Work in pairs and discuss. Do you ever make mistakes when you travel?  
Sometimes I take the wrong clothes and once I went to the wrong airport!
- B** Read the first part of an article about travel mistakes. What is the mistake connected to each 'lesson', do you think?

### Travel Mistakes: Lessons I learnt the hard way

We all make mistakes, but when we travel, we probably make more mistakes than usual. I worked as a travel writer for thirty years and I think I made every mistake possible – more than once. I didn't like making the mistakes, but I learnt some good lessons. Here are the most important ones.

- Check the weather before you leave.
- Check your mobile phone package.
- Don't get too comfortable in the train station or in the airport.
- Don't take taxis from airports or train stations.
- Be careful, foreign place names can look very similar.
- Don't put all your important things in one place, for example, in a money belt.
- Be sure your suitcase is your suitcase!
- Read your travel information carefully.

Want to know why? Read on ...

- C** Work in pairs and read more of the article. Student A: Go to page 141. Student B: Go to page 147.
- 4** Work in pairs and discuss the questions.
- 1 Do you ever make these sorts of mistakes?
  - 2 Which story was the most surprising or the funniest?
  - 3 Which 'lesson' is the most useful? Why?

## GRAMMAR

### definite article: *the*

- 5A** Work in pairs and look at the nouns in bold below. Which ones have a definite article (*the*)? Why?
- 1 In some cities, **taxis** are a good way to travel.
  - 2 On the journey we went past the **Alps**.
  - 3 There was **snow** everywhere.
  - 4 **Deserts** are hot, right?
  - 5 I thought, 'the **Sahara Desert** is very hot'.
  - 6 I ordered **food** and drink ...
  - 7 I started watching a film ... At the end of the **film**, I looked at the clock.
  - 8 I use a money belt ... and I never take the **money belt** off.
- B** Match the sentences (1–8) in Ex 5A with the rules (a–d).
- a Use *the* before a noun when you say the noun for the second time.
  - b Use *the* with some geographical names and places.
  - c Use no article before plural nouns for general meaning.
  - d Use no article before uncountable nouns for general meaning.

- C** Learn and practise. Go to the Grammar Bank.

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## PRONUNCIATION

- 6A** | strong and weak forms: *the* |  
Work in pairs. Look at the sentences and find five examples of the weak pronunciation of *the* /ðə/ and two examples of the strong pronunciation /ði:/.

- 1 I took a picture of the Alps.
- 2 I wanted to share the photo.
- 3 I thought, 'the Sahara Desert is very hot.'
- 4 At the end of the film, I looked at the clock.
- 5 I never take the money belt off.

- B** 🎧 2.03 | Listen and check.

- C** Choose the correct word to complete the rules.

- 1 We use /ðə/ before **vowel** / **consonant** sounds.
- 2 We use /ði:/ before **vowel** / **consonant** sounds.

- D** Work in pairs. Say the sentences in Ex 6A and pay attention to your pronunciation of *the*. Is it /ðə/ or /ði:/?

- 7** Work in pairs. Student A: Go to page 141. Student B: Go to page 146.

## SPEAKING

- 8A** Think about a transport or travel situation where you had a problem recently. Make notes on these questions.

- Where did it happen?
- When did it happen?
- Who were you with?
- What were you doing?
- What happened?
- What did you do next?
- How did you feel?

- B** Work in pairs and tell each other your stories. Use your notes to help.

- C** Work with a new partner. Tell your story again, but try not to use your notes.

- 9A** Before you tell your story for the third time, think about your use of articles. Check you are using them correctly.

- B** Work with a new partner and tell your story.

# 2C How can I help?

**HOW TO ...** | make and accept offers

**VOCABULARY** | actions

**PRONUNCIATION** | intonation in offers



## VOCABULARY

### actions

**1 A** Work in pairs. How often do you help other people? What do you do to help them?

**B** Read the questions and make notes on your answers. Then discuss the questions in pairs.

- 1 You're having a birthday party and your best friend can't come. Do you **cancel** the party?
- 2 A classmate from childhood, someone you didn't like, gets your email address from a class list and sends you an email. Do you **answer** the email?
- 3 I invite you to dinner at my house. Do you **bring** a gift?
- 4 You meet someone at a party and they tell you about a great new restaurant. Do you **make** a note of the name of the restaurant?
- 5 You see an old man walking slowly down the street with a very heavy suitcase. Do you **carry** the suitcase for him?
- 6 You didn't do your homework last night. You can see another student's book. It's open. Do you **take** a look at their answers?
- 7 You're sitting in a train station. A woman asks, 'Can you hold my bag for a moment? I want to buy a ticket.' Do you **hold** her bag?

**2 A** Complete 1-7 in the word webs with the verbs in bold in Ex 1B.

an appointment      a door open      **b** .....

1 **cancel** .....

2 .....

a meeting      **a** a party.....      someone's hand

some flowers      an appointment      **d** .....

3 .....

4 .....

5 .....

me a coffee      **c** .....

time for something      a tray      **e** .....

a break      **f** .....

6 .....

7 .....

a shower      your phone      the door      **g** .....

**B** Complete a-g in the word webs with the nouns after the verbs in bold in Ex 1B.

**C** Work in pairs and take turns. Ask questions to practise the collocations.

**A:** What are three things you can cancel?

**B:** You can cancel a meeting, an appointment and a party.

## How to ... make and accept offers

**3A** Work in pairs. Look at the photos and discuss the questions.

- 1 Where are the people?
- 2 What are they doing?
- 3 What is the problem in each photo?
- 4 What is going to happen next?

**B**  **2.04** | Listen to the conversations and check your ideas.

**4A** Complete the extracts with one or two words in each gap.

- 1 Josie: I'll answer that.  
Tim: It's \_\_\_\_\_, thanks.
- 2 Sarah: I have to give that presentation at two o'clock.  
Tim: Do you want \_\_\_\_\_ do it? I can. I have it on my laptop.  
Sarah: Can you? That's really good \_\_\_\_\_.
- 3 Tim: I have a meeting at twelve thirty.  
Josie: \_\_\_\_\_ cancel that for you? You need to look at the presentation.  
Tim: Thank you, that's \_\_\_\_\_ help.
- 4 Erin: Can you do twelve o'clock, but not tomorrow, on Wednesday? Is that possible?  
Café: \_\_\_\_\_ take a look for you. Is it still for three?
- 5 Café: I can give you a table at 1.30, but we're fully booked at 12.  
Erin: That \_\_\_\_\_ be great.
- 6 Erin: Oh, one of my friends is allergic to eggs. She can't eat anything with eggs in it.  
Café: Oh, right. \_\_\_\_\_ make a note in the book.
- 7 Vikram: Do you want me to come over?  
Dev: Thank you, \_\_\_\_\_ I'm OK.
- 8 Vikram: I'll come over right now. I'll \_\_\_\_\_ there in fifteen minutes. You can charge your mobile in my car.  
Dev: That's kind \_\_\_\_\_.

**B**  **2.05** | Listen and check.

**C** Look at the extracts in Ex 4A and find:

- 1 five ways to make an offer. I'll ... ,
- 2 four phrases to accept an offer.
- 3 two phrases to say no to an offer.

**D** Learn and practise. Go to the Grammar Bank.

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## PRONUNCIATION

**5A**  **2.06** | intonation in offers | Listen and choose the offer that sounds more polite, A or B.

- 1 A / B
- 2 A / B
- 3 A / B
- 4 A / B

**B** Choose the correct word to complete the rule.

An offer sounds polite if your voice is **high** / **low** on the stressed words.

**C**  **2.07** | Listen and repeat the polite offers.

**D**  **2.08** | Work in pairs. Listen to the situations. For each situation, think of two ways to make an offer.

- 1 I'll carry it for you.

## SPEAKING

**6** Work in pairs. Prepare to have two conversations and practise making and accepting offers. **Student A:** Follow the instructions below. **Student B:** Go to page 140.

### Situation 1

You work in a tourist office. A tourist comes into the office and asks for help with several things. They are going to ask you about:

- finding a hotel.
- finding a good place to eat and booking a table.
- checking the tour bus departure times and price.

Think about these questions.

- 1 What information can you give the person?
- 2 How can you offer to help them?

### Situation 2

You're in a town abroad and you don't speak much of the local language. Earlier you lost your bag with your phone, your money and all your important documents in it. You ask Student B, a stranger, for help with these things:

- You want to know where the police station is.
- You need a small amount of money for something to eat.
- You would like to make a short phone call to your family at home.

Think of the questions you need to ask.

## MEDIATION SKILLS

### taking turns

work together in simple, shared tasks

 page 153 **MEDIATION BANK**



## 2D BBC Entertainment

## Difficult situations

GRAMMAR | *all, some, both, none of them*

SPEAKING | do a survey

WRITING | write a class report

## PREVIEW

## 1 A Work in pairs and discuss the questions.

- 1 Do you like travelling to popular tourist places?
- 2 Do you enjoy travelling with your family?
- 3 When you travel with a group, do you try to have time alone?

## B Read the BBC programme information. Are the statements True (T) or False (F)?

- 1 In the family, they are all unhappy.
- 2 Douglas is married to Connie.
- 3 Douglas wants to end the marriage.
- 4 They're all happy to travel together.



## Us

The Petersen family are in trouble. Douglas wants the family to stay together. However, his wife, Connie, wants to end the marriage and their 18-year-old son, Albie, is tired of his parents. Douglas plans the trip of a lifetime around Europe. Connie and Albie don't really like the idea, but they agree to go. The trip doesn't go very well. Albie disappears in Venice and Douglas tries to find him. What else can go wrong?

## VIEW

## 2 A Watch the BBC video clip and answer the questions.

- 1 Douglas doesn't understand the Italian word 'caldo' (which means 'hot'). What does he think it means?
- 2 How does Douglas feel at the end? Why?

## B Watch again and number the phrases in the order you hear them.

- |                      |                    |
|----------------------|--------------------|
| a I've got to go.    | d Keep the change. |
| b It doesn't matter. | e One of these.    |
| c Just like that.    |                    |

## C Work in pairs. What should Douglas do next?

## GRAMMAR

*all, some, both, none of them*

## 3 A Choose two correct alternatives to complete each sentence.

- 1 There are three people in the family and **they all / all them / all of them** go on holiday together.
- 2 **Two of them / Both of them / Two people** don't really want to go on the trip.
- 3 Douglas and Connie are married and **they are both / both of them are / two of them are** unhappy.

## B Learn and practise. Go to the Grammar Bank.

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## SPEAKING

### do a survey

**4A** Work in pairs. How do you feel in the situations (1–8)? For each situation, choose from the list (a–c), and say what you usually do.

- 1 You miss a train or a bus and you're late for an important meeting.
  - 2 You don't understand something in English.
  - 3 You forget someone's name at a party.
  - 4 You get food or drink on your favourite shirt.
  - 5 You have a test, but you didn't know about it before.
  - 6 Your computer crashes and you lose all of your morning's work.
  - 7 You answer the phone, you talk to someone for two minutes, and you don't know who you're talking to.
  - 8 You have a big argument with a friend or colleague.
- a I get really stressed.  
b I get stressed for a moment, but then I'm fine.  
c I'm fine. These things aren't a problem.

**A:** How do you feel when you miss a train or a bus and you're late for an important meeting?

**B:** I get stressed for a moment, but then I'm fine.

**A:** And what do you usually do?

**B:** I call the office and tell them. It's not a big problem.

**B** Work in pairs. Each choose one situation from Ex 4A to ask other students about.

**C** Talk to other students. Ask each student about your situation. Make notes of their answers.

How do you feel when ... ?

**5A** **2.09** | Listen to two students talking about surveys they did. Answer the questions.

- 1 Which topics from Ex 4A did they ask people about?
- 2 What did most people say?

**B** **2.09** | Listen again and tick the phrases you hear.

### KEY PHRASES

What did people/they say?  
One person mentioned ...  
None of them said ...  
All eight of them said ...  
All nine, including me.  
Did they say anything else about it?  
Why did they say that?  
Most people thought ...  
What did the rest of them say?

**6A** Prepare to talk about the results of your survey from Ex 4C. Choose some Key phrases that you can use.

**B** Work with your partner from Ex 4B. Tell each other about other students' answers to your question. Use the Key phrases to help.

## WRITING

### write a class report

**7A** Read a report about the survey. Is your answer to the questions the same as most people's?

### Difficult situations – a survey

How do we react in different situations? Do we all feel stressed? Do we all do the same things? We asked people in our class some questions, and these are the results.

How do we feel when we forget someone's name at a party? Most of us said that we feel stressed at first. The interesting part is that we do different things in this situation. Two people said they end the conversation. One person mentioned that they go and ask someone else the first person's name, and then go back to that person. None of us said that we simply tell the person that we forgot their name.

And how do we feel when our computer crashes and we lose all of our work? All of us said that we get really stressed. Most people thought that it's possible to find the lost work, but none of us knew how to do this. Maybe we all need to learn more about computers!

- B** Write a report on your survey. Use the information from your own survey and from your partner's survey.
- C** Read your partner's report. What differences are there between your two reports?
- D** Read other students' reports. Are your answers to the questions the same as most other students?

## GRAMMAR

## past simple and continuous

## 1 A Complete the story with the correct form of the verbs in brackets.

I had a funny experience in Fortaleza, Brazil, last year. I <sup>1</sup>..... (have) dinner in a restaurant and there was a couple at the next table. The man <sup>2</sup>..... (hold) the woman's hand and then he <sup>3</sup>..... (put) a ring on her finger. It was very romantic. Then I <sup>4</sup>..... (see) something: a spider <sup>5</sup>..... (hang) from the ceiling over the woman's head. The couple <sup>6</sup>..... (not see) it, because they <sup>7</sup>..... (look) at each other. I <sup>8</sup>..... (want) to say something, but they were in the middle of this romantic moment. Finally, they realised that I <sup>9</sup>..... (watch) them. I pointed at the spider. The man and woman <sup>10</sup>..... (look) up and at that moment ...

## B Work in pairs and write an ending for the story.

definite article: *the*2 A Complete the animal facts with *the* or no article (-).

- Did you know that ..... butterflies can only see three colours: red, green and yellow?
- I read that cows up in ..... Alps have a different 'moo' from cows in ..... USA.
- If you see a snake, don't be afraid. Usually ..... snakes are afraid of you and will go away.
- ..... China has the most goats in ..... world.
- It's a fact that ..... whales only live in ..... cold water, for example in ..... Atlantic Ocean, and not in ..... Mediterranean Sea.
- Imagine that you are swimming and a crocodile catches you. What can you do? Push your thumb into ..... crocodile's ears and it will let you go.

## B Work in pairs. Which two sentences in Ex 2A do you think are false?

## all, some, both, none of them

## 3 A Match the sentences (1–5) with their pairs (a–e).

- There are four of us in my family. **e**
  - My best friend and I often take walks together.
  - The shops in my hometown are not expensive.
  - I have too many clothes.
  - There are ten students in this group.
- a All of us are learning Spanish.  
b Both of us enjoy being outside.  
c I never wear some of them.  
d Lots of them have discounts all the time.  
e None of us like pizza.

## B Work in pairs. Change words in the sentence pairs so they are true for you.

## VOCABULARY

## 4 A Add one letter to complete the animal words.

- Animals have one at the back: ail **tail**
- Birds have these: fathers
- Bears are warm because they have this: fr
- You find this in the sea or on the beach: sell
- This is on the outside of all animals: sin
- An elephant has one: tunk
- A spider makes this: we
- Birds have two, and they help them fly: wins

## B Work in pairs and take turns. Student A: Think of an animal that has one of the things in Ex 4A and tell your partner the first letter of the animal. Student B: Guess the animal and the thing from Ex 4A.

## 5 A Add vowels to complete the words.

- He h \_ l d her hand. **4** I didn't \_ n s w \_ r the email.
- I br \_ \_ g h t a gift. **5** She m \_ d \_ a note.
- I c \_ n c \_ l l \_ d the appointment. **6** We t \_ \_ k a break.

## B Work in pairs and take turns. Student A: Give a reason for doing one of the actions in Ex 5A, but don't say the action. Student B: Guess the action.

A: Because it was her birthday. B: You brought a gift!

## 6 A Choose the correct option (A–C) to complete the text.

Ten-year-old Jimmy K. was travelling with his parents from Miami, Florida, to London and was <sup>1</sup>..... his bag with his favourite toy inside, a toy <sup>2</sup>..... named 'Jacko'. The family went through <sup>3</sup>..... and were sitting in the <sup>4</sup>..... lounge when Jimmy asked, 'Where's Jacko?' There wasn't time to go back to look for the toy, so the family <sup>5</sup>..... the plane. When they were <sup>6</sup>..... planes in New York, Jimmy's dad called the airport, but Jacko wasn't there.

At about that time, an airport worker in Miami found Jacko near the <sup>7</sup>..... desks and she had an idea. So, when the family returned from London one week later, Jimmy had a surprise. The airport worker <sup>8</sup>..... for him with Jacko in her hands and a photo album full of photos of Jacko in different parts of Miami airport: in the restaurant with a lemonade, going through <sup>9</sup>....., in the baggage <sup>10</sup>..... area with some workers and in the duty-free shop with lots of other 'friends' (a monkey, a <sup>11</sup>..... and two <sup>12</sup>.....). Jimmy was very happy, and so was Jacko.



- |              |               |             |
|--------------|---------------|-------------|
| 1 A carrying | B caring      | C delaying  |
| 2 A web      | B tail        | C rabbit    |
| 3 A reclaim  | B security    | C passport  |
| 4 A take off | B reserve     | C departure |
| 5 A boarded  | B took off    | C flew out  |
| 6 A changing | B delaying    | C flying    |
| 7 A landing  | B arrival     | C check-in  |
| 8 A waits    | B was waiting | C waited    |
| 9 A changes  | B arrival     | C customs   |
| 10 A resale  | B reclaim     | C plain     |
| 11 A fox     | B fix         | C box       |
| 12 A mouse   | B mice        | C mouses    |

## B R2.01 | Listen and check.