



A Big Adventure: Delayed!

Inglés 2º de Nivel Básico A2

Enseñanzas
Oficiales de
Idiomas

Lesson

A big adventure
Delayed!



Focus on

Juan meets some friends, most are not British and they talk about their experience coming to London. He talks about the problems he *had* when he *flew* to the UK. The flight *was* delayed and he *left* his passport on the counter after having a drink at the cafeteria.

"*Did you have* bad weather?", they *asked*. "No" he *answered*, "The reason is quite strange."



What do you think?

Why was the flight delayed?

a) A dog ran on the runway.

b) [Bees](#) went in the plane.

c) A [flight attendant](#) hit a passenger.

Check here for the [answer](#).

Look at the words in ***bold letters***. These words are verbs in *Simple Past* form.

Have > **had**; Fly > **flew**; Be > **was**; leave > **left**; Have (In question form) > **did you have ...?**;
Ask > **asked**; Answer > **answered**

We use them to talk about events from the past.

Why **was** Juan's flight delayed? It was delayed by a [swarm](#) of bees.

1. Working with words: Transport



Look at these words.

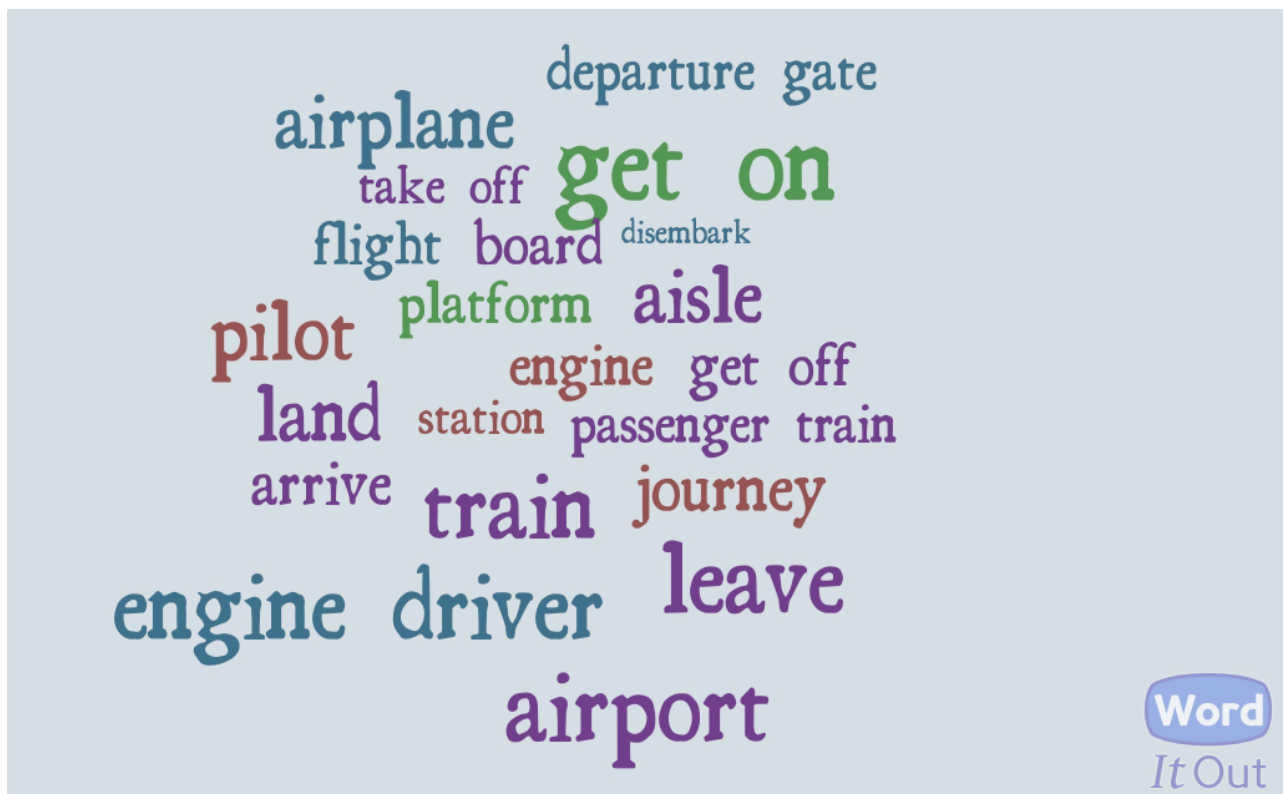


Imagen de elaboración propia elaborac

Write down on a piece of paper the words that are used for:

Air Travel	Both	Railway Travel
<i>airport</i> ...	<i>arrive</i>	<i>train</i>



Do it yourself

Listen to these descriptions. What form of transport are they talking about?

1.



 [Hint](#)

- ☐ Car
- ☐ Bus
- ☐ Plane
- ☐ Train

Wrong

Wrong

Correct Option

Wrong

Solution

- 1. Wrong
- 2. Wrong
- 3. Correct Option
- 4. Wrong

2.



 [Hint](#)

- ☐ Car
- ☐ Bus
- ☐ Plane
- ☐ Train

Wrong

Correct Option

Wrong

Wrong

Solution

1. Wrong
2. Correct Option
3. Wrong
4. Wrong

3.



[Hint](#)

- ☐ Car
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Wrong

Wrong

Correct Option

Solution

1. Wrong
2. Wrong
3. Wrong
4. Correct Option

4. 



[Hint](#)

- ☐ Car
- ☐ Bus
- ☐ Plane
- ☐ Train

Correct Option

Wrong

Wrong

Wrong

Solution

1. Correct Option
2. Wrong
3. Wrong
4. Wrong



ARRIVE

Note the different possibilities with ARRIVE:

*We arrived **in** London/France* (= countries and cities)

*We arrived **at** John's house/the station/airport* (= places)

We arrived home (= no preposition)

Never: ~~we arrive to~~

TRAVEL

Use *travel* as a verb: *I travelled round Britain.*

Never use it as a noun: *Did you have ~~a good travel~~?* > *Did you have a good trip/journey?*

Exception: The title of the book by Jonathan Swift, *Gulliver's travels* (in plural).

2. Recalling the past



To
describe
things
that
happened
in the
past

in a
historical
context
we use
the
*Simple
Past*
tense.

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*Queen
Victoria
died in
1901.*

*What war
finished
on
November
11th 1918?*

*I **went** to
London in
2012 for
the
Olympics.*

To describes events occurring at a certain moment in the past
we use the past continuous.



The orchestra **was playing** while the ship sank.

People **were swimming** in the cold sea.

The radio **wasn't working** after the accident.

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Culture counts

Storytelling

The UK and many English speaking countries have a vast storytelling tradition, it is very popular. There are many associations and storytelling festivals where you can listen to and watch people telling all type of stories. Most stories refer to times in the past.



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Do it yourself

Did you know there are storytelling schools? They are schools where children learn maths, languages, arts and ... to tell stories.

What is storytelling?

Stories are all around us – in newspapers, novels, on TV and the Web. True storytelling happens when the story is told person to person, live, without print or technology.

Storytelling is a unique human skill shared between people, in ordinary conversation, full of anecdotes and real life stories. It is one of our oldest artforms. It brings words and the world to live together, stimulates the imagination, and builds a sense of community between tellers and listeners.

Many older stories are originally traditional folktales. But historical stories, legends and contemporary stories can equally be the subject of the storyteller's art, and they too embody a strong element of community or collective experience.

"The story is told eye to eye, mind to mind, and heart to heart." Scottish Traveller Proverb

Source: thescottishstorytellingcentre.co.uk

1. Find the words in the text that mean ...

a) Occurs, becomes reality. (paragraph one)

b) Used in common. (paragraph two)

c) Popular story or legend. (paragraph three)

2. Write True or False according to the text.

a) Stories need technology or print.

b) Storytelling is an ancient form of art.

c) Historical stories are better for storytellers.

1. Find the words in the text that mean ...

a) Occurs, becomes reality. (paragraph one) True storytelling **happens** (becomes reality)

b) Used in common. (paragraph two) Storytelling is **shared** (used in common) between people ...

c) Popular story or legend. (paragraph three) Traditional **folktales** (popular stories)

2. Write True or False according to the text.

a) Stories and storytelling need technology or print. False, true storytelling happens when it is told person to person.

b) Storytelling is an ancient form of art. True, it is the oldest human artform.

c) Historical stories are better for storytellers. False, they are equal to legends and modern stories.



An excellent speaking and pronunciation practice is to repeat and memorize short poems.

A limerick is a short poem in five lines with a strict rhyme AABCA.

Listen and repeat the rhyme below. Remember to record your voice, listen and compare.



There was an Old Man of the West,
Who never could get any rest;
So they set him to spin on his nose and his chin.
Which cured that Old Man of the West.

They wept like anything to see

Such quantities of sand:

'If this were only cleared away,'

They said, 'it WOULD be grand!'

Source: [Lit2go](#)

[Poem](#)



Do it yourself

Order the words in this Limerick by A. de la Riva and form the rhyme.

Kent/ There/ an/ old/ was/
fellow/ in
who/ dollars or cents/ have/

didn't

money/ have/ didn't/ He

He/ funny/ thought/ was/ it

paying/ was/ the/ problem/
rent/ the

There was an old fellow in Kent

who didn't have dollars or cents.

He didn't have money

he thought it was funny

the problem was paying the rent.



You are babysitting for your English neighbour's daughter. She is bored and wants to listen to a short tale. You remember [this story](#) >> [Documento de descarga](#) but she doesn't understand any Spanish. Tell her the story in English summarising the main points. Talk for about 2-3 minutes.

2.1. Grammar review: past events



Past tense

To describe things that happened before today we have to use the past tenses. In English, there are three main verb forms of the past tense. They are: Simple past, Present perfect and Past perfect. They also have continuous forms.

Past
Simple Use it to describe events completed in the past.

(also called ***I arrived in England at 5 o'clock.***

Simple ***Llegué en Inglaterra a las 5.***
Past)

Use it to describe events that have started in the past and continue in the present.

Present
perfect It connects past and present.
I have known Peter since I was 12.



Conozco a Peter desde que tenía 12 años.

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Use it to describe events that have started and finished in the past.

Past
perfect ***The plane had already taken off when I arrived at the airport.***

El avión había ya despegado antes de que llegué al aeropuerto.

Let's review the Simple Past.

The simple past describes an action or a state of being that began and was completed in the past.

- Completed actions: I **broke** my leg in the accident. He **parked** his car in the garage.
- Past state of being: She **was** happy. I **felt** sad after my birthday party.

These past events are normally described with *Time Markers* or temporal adverbs like *Yesterday, Last night, Last year, Five months ago, ...*

- For example: I **went** to the park **yesterday** She **bought** her new coat last **Saturday**

The negative sentences are formed with *Did not* (or *didn't*) + the infinitive of the verb.

- For example: They **did not go** out on Friday. He **didn't drive** his car after the party.

To form most questions we use *Did* too. It goes at the beginning of the sentence. (Did + subject + verb?)

- For example: **Did he go** to the library? **Did you feel** OK after the boat ride?

The modal verbs and **BE** don't use the auxiliary verb *do/did*.

- For example: **Was she** at school yesterday? I **wasn't** happy.
- **Were they** in France last summer? You **were not** there on time.
- **Could** they hear him? No, they **couldn't**

Watch this video in Spanish

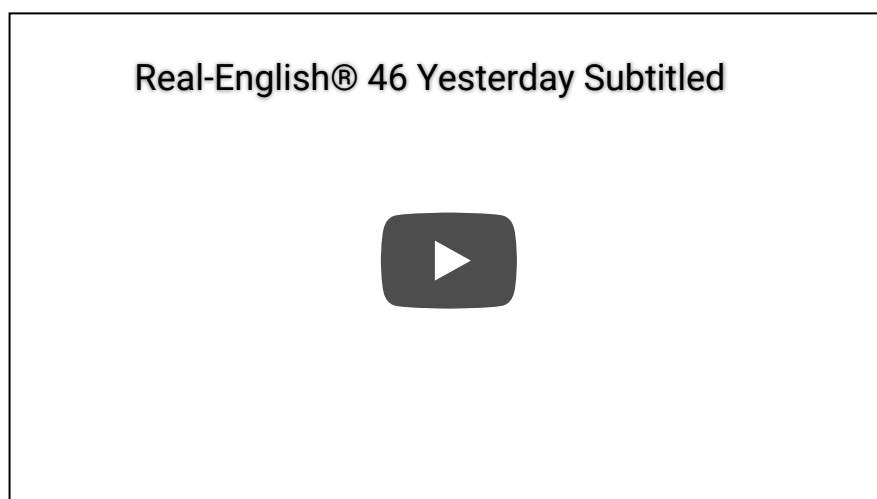
[Enlace a recurso reproducible >> http://www.youtube.com/embed/4i7D75FaakI](http://www.youtube.com/embed/4i7D75FaakI)



Watch this video in [Real English](#): these people are asked about yesterday.

Try these [exercises](#) for extra practice.

[Enlace a recurso reproducible >> http://www.youtube.com/embed/7JA1y2Q7Z EQ?feature=player_embedded](http://www.youtube.com/embed/7JA1y2Q7Z EQ?feature=player_embedded)



As you know, the English language uses both regular and irregular verbs forms. When forming the past tense or the present/past perfect tense of these verbs, we use different methods.

To form the past tense of a **regular verb** we add -ed (plant > planted). But there are some rules.

Unlike regular verbs, **irregular verbs** do not follow a pattern. You must memorize them or learn them by use.

Here are some spelling rules for regular verbs:

<http://edu.glogengine.com/view/DkIfGPQgSMJAnHcvPty2:6jutr7am4jeoiijv9v5hcpo>

Source: https://edu.glogster.com/glog/_/23bssjaw6mq

** Remember, there are exceptions to these rules.*



Do it yourself

Match the rules with the example in the box. Write a, b, c, d, e, f, g, or h

Verbs ending in ...		Rule
1. consonant group	plant = planted , finish = finished , kiss = kissed , watch = watched , fix /fiks/ = fixed , buzz = buzzed	<input type="checkbox"/>
2. vowel + consonant	stop = stopped , admit = admitted , swap = swapped	<input type="checkbox"/>
3. vowel + consonant	visit = visited , inherit = inherited	<input type="checkbox"/>
4. consonant + y	study = studied , marry = married , carry = carried	<input type="checkbox"/>
5. vowel + l	travel = travelled , cancel = cancelled	<input type="checkbox"/>
6. -c	panic = panicked	<input type="checkbox"/>
7. silent e	smile = smiled , die = died , phone = phoned	<input type="checkbox"/>
8. vowel + semivowel	play = played , enjoy = enjoyed , show = showed	<input type="checkbox"/>



Do it yourself

Read the paragraph below and fill in the missing words.

Put these regular verbs into the simple past :

1. The children (play)
in the garden all Saturday morning.
2. We (visit) our family in Boston last summer.
3. They (want) to watch the game last night.
4. The flight assistant (open) the emergency doors.
5. Who (invent) the SMS messages?
6. Last night, I (show) my little brother the new game for Xbox®.
7. We finally (decide) to go to Ibiza.
8. What (happen) yesterday?
9. We (talk) about our old girl friends.
10. All the students (work) on the science project during the last class.



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The most difficult aspect about regular verbs in the *Past Simple Tense* is the correct pronunciation.

There are three possible pronunciations:

Group 1) /t/ - pronounce -ed as "T"	Group2) /d/ - pronounce -ed as "D"	Group 3) /id/ -pronounce - ed as "ID"
After all Voiceless sounds: - p - k - s - ch - sh - f - x - h - example: ask > <u>asked</u> kiss > <u>kissed</u>	After all Voiced sounds : - l - v - n - m - r - b - v - g - w - y - z - and vowel sounds (diphthongs) example: learn > <u>learned</u> tie > <u>tied</u>	After T or D : example: need > <u>needed</u> invite > <u>invited</u>

Hint: As you can hear, the difference between /t/ and /d/ is very small and most native speakers use an intermediate position.

Listen to lived played rained

Never pronounce groups 1) and 2) as group 3). ~~/ask Id/~~ ~~/kis Id/~~ ~~/ti Id/~~ ~~/lov Id/~~



Do it yourself

Write the correct form of these verbs and write the correct pronunciation group.

Example:

N°	Infinitive	Simple past	Group

Ex:	need	needed	3
-----	------	--------	---

N°	Infinitive	Simple Past	Group
1	<input type="text"/>	stopped	<input type="checkbox"/>
2	copy	<input type="text"/>	<input type="checkbox"/>
3	switch	<input type="text"/>	<input type="checkbox"/>
4	<input type="text"/>	tried	<input type="checkbox"/>
5	<input type="text"/>	hurried	<input type="checkbox"/>
6	cook	<input type="text"/>	<input type="checkbox"/>
7	swap	<input type="text"/>	<input type="checkbox"/>
8	mail	<input type="text"/>	<input type="checkbox"/>
9	wait	<input type="text"/>	<input type="checkbox"/>
10	love	<input type="text"/>	<input type="checkbox"/>

2.2. Dealing with the past



The past continuous tense



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The past continuous tense expresses **activity** at a particular moment in the past.

*The river **was flooding** the wood.*

The action started before that moment and continues at that moment we describe.

It is formed with the verb **BE in past tense + an infinitive verb ending in -ing**

For example, *I **was watching** a Humphrey Bogart film on TV last night but I fell asleep on the couch.*

*They **were talking** about Rick's café.*

Spelling rules

1) Consonant after a short, stressed vowel at the end of the word	Double the consonant.	sit – sitting, put – putting
-------------------------------------------------------------------	-----------------------	------------------------------

2) In British English	double one -l at the end of the word:	travel - travelling
3) One -e at the end of the word But with double -e: (-ee)	Leave out the -e. add -ing	write - writing take - taking see - seeing
4) Verbs ending in -ie	Change 'ie' to 'y'.	lie - lying
5) Verbs ending in -c	Change 'c' to 'ck'.	picnic - picnicking

Use

- Use it to describe that a longer action in the past was interrupted.

The interruption is usually a shorter action in the Simple Past.



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*He **was drinking** when the stranger **came** into the bar.*

Estaba bebiendo cuando el extraño entró al bar.

- Use it to describe parallel actions taking place in the past.

*Rick **was smoking**
while Victor **was talking**
about Lisa.*

*Rick estaba fumando
mientras Victor estaba
hablando de Lisa.*

*(Nota: En castellano lo
expresaríamos de
forma distinta)*

- Or simply use it to describe events that are occurring at that moment in the past.

*Where were you last
night at 10:00 pm?*

*I **was sitting** at my
desk, working.*

*¿Dónde estuviste
anoche a las 10?*

*Estaba sentado a mi
mesa, trabajando.*

Watch this video in Spanish for more explanations.

[Enlace a recurso reproducible >> http://www.youtube.com/embed/FQZ0-sRdotA?list=PLsIQO64w1YN-Qo8PLwt_FcwuWxgjiQgcI](http://www.youtube.com/embed/FQZ0-sRdotA?list=PLsIQO64w1YN-Qo8PLwt_FcwuWxgjiQgcI)

Pasado Continuo - Aprender Inglés



Do it yourself

How to study Irregular verbs.

Listen to this teacher talk about it.

[Enlace a recurso reproducible >> https://www.youtube.com/embed/W8roFghG_10](https://www.youtube.com/embed/W8roFghG_10)

The best Way to learn Irregular Verbs



Video alojado en [Youtube](https://www.youtube.com)

Does he recommend you study word lists?

- ☐ Yes he does. He recommends his students study verb tables.

- No he doesn't. He recommends they study verbs in context. Like chunks (= pieces) or different expressions.

That's incorrect. He does not agree but studying lists is OK for some people.

That's right. He recommends people memorize chunks of language, like children do.

Solution

1. Wrong
 2. Correct Option
-

3. Jamie's grandad



Culture counts



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The Empire Windrush story

The *S. S. Empire Windrush* arrived at the port of Tilbury on 22 June 1948, carrying 492 passengers from Jamaica wishing to start a new life in the United Kingdom. The passengers (including one [stowaway](#)) were the first large group of West Indian immigrants to the UK after the Second World War. The arrival of the boat immediately prompted complaints from some members of parliament, but legislation controlling immigration was not passed until 1962. These people were temporarily housed in the *Clapham South deep shelter* in south-west London, less than a mile away from the *Coldharbour Lane Employment Exchange* in Brixton, where some of the men and

women sought work. Many intended to stay for a few years and came alone, although the majority remained and settled permanently when their families came.

Source: adapted from MV Empire Windrush.
http://en.wikipedia.org/wiki/MV_Empire_Windrush



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The Empire Windrush story

I know it's hard and difficult to leave your own country, settle in a new place and learn a new language. I, too, came here as an immigrant more than 20 years ago with my husband and then three year old son from the former Czechoslovakia, where we escaped communism. Not knowing much English, I was pleased to have the opportunity to learn the language once I arrived in London.

At that time, English as a Second Language (ESL) classes were offered at Fanshawe College, in a few churches, and at libraries. There were also evening programs offered at a few public schools.

After finishing my course in ESL at Fanshawe College, I continued studying and I also volunteered at public schools. I used to be an elementary teacher in Czechoslovakia, where I developed my passion for teaching.

Source: Adapted from ESL. <http://immigration.london.ca/Pages/default.aspx>



Do it yourself

Read the two stories carefully and choose:

1. Who arrived by boat?
2. Who was received in their new country with some problems?
3. Who travelled with their family?
4. Who came with the idea of returning to their country of origin?
5. Who had to learn a new language?
6. Who received help from some English institutions?
7. Who continued working in their profession?
8. Who could not return to their country of origin?
9. Who had to look for a job?
10. Who had to study before working in their new country?

1. Who arrived by boat? The Windrush passengers arrived at the port of Tilbury. The SS Empire Windrush was an old war ship.

2. Who was received in their new country with some problems? The Windrush passengers, some politicians complained about the entrance of Jamaicans to the UK. They came as British citizens of the British Empire.

3. Who travelled with their family? Eva Dlouhy came with her husband and son.

4. Who came with the idea of returning to their country of origin? The Windrush passengers, planned to stay for a few years and go back to Jamaica.

5. Who had to learn a new language? Eva Dlouhy, came from Czechoslovakia and had to learn English. Jamaicans speak English.

6. Who received help from some English institutions? Both, Eva's family learned English in British schools and the Windrush travellers lived temporarily in Clapham south shelter and looked for their first job at the Employment office.

7. Who continued working in their profession? Eva Dlouhy, worked as a teacher in Czechoslovakia.

8. Who could not return to their country of origin? Eva Dlouhy and her family left for political reasons and her country didn't exist after that.

9. Who had to look for a job? Both, the Windrush immigrants came because Britain needed workers after the war and it was easy to find a job but for Eva's family it was probably more difficult.

10. Who had to study before working in their new country? Eva Dlouhy had to study the language and train as an ESL teacher.



Do it yourself

Listen, read and complete the story below. Use contracted forms with the verbs in negative. (~~was not~~ / wasn't, ~~did not~~ / didn't)

Juan meets Mati's friend Jamie at the pub. Jamie talks about his grandfather's experience when he came to London.



"My grandad(come) here in the 1950's. He (leave) Jamaica when he (be) 20 and he (come) by *boat*. Imagine! The *journey* almost (take) 20 days. The *ship* (not be) like the modern *cruisers* either, it was a shabby, tiny nutshell compared with today's *ocean liners*. He said he (feel) *seasick* most of the time and he was always hungry. He (not like) the British food that they (serve) and most of the time he (eat) bread and (drink) water. Life *on board* wasn't easy either. He shared the *ship cabin* with half a dozen other travellers and it got colder and colder as he approached Britain. When he landed on the *docks* of the Port of Tilbury it was a terrible shock - it was midwinter and he didn't have a coat! Lucky that his brother, my granduncle was waiting outside the *immigration office* and he brought him a coat. After that, they ran off to catch the train. He stayed with my granduncle until he found a nice rented room with an Irish family. And guess what? He met my grandmother there. That's where I get my blue-green eyes, but that's another story!"



Do it yourself

Look at the words in **bold letters**.

1. Choose the word that does not belong to this group: **boat, ship, docks, oceanliner, cruiser**

2. Choose the word that means:

a) A bedroom in a boat.

b) A travel, from one place to another.

c) Vomiting caused by sea travel.

d) Foreign people visit this place to work and live in a new country.

e) On the ship.

Learn more [vocabulary](#) about [boats](#) and [sea travel](#).

1. **Boat, ship, ocean liner and cruiser** are words that describes water transport vessels. A **Dock** is a platform in a port.

2.a) A **ship cabin** is like a bedroom in boat.

2.b) You **make a journey** when you travel from one place to another.

2.c) You **get seasick** when you feel nausea and vomit on a boat.

2.d) The **Immigration office** is the place you must visit in a foreign country before you can work and live.

2.e) A person is **on board** when they are on the ship.

Bite size



Past tense review. Past Simple and Past Continuous.



Regular verbs in Past tense /t/ /d/ /id/.



Air, sea and rail travel.



Describing events from the past. Describing travel experiences.



UK Immigrants.

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