

**2º Técnico/a Administrativo/a - Aprendizagem - 2º ano**

**Manual com exercícios de aplicação – Comunicar em Inglês**

**UFCD 6664 – Realizar uma exposição sobre as instituições internacionais**

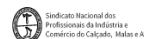
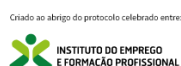
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Formadora: Luciana Pinto

2022/2023

Cofinanciado por:



## WHAT'S AN INTERNATIONAL ORGANIZATION

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### International organization



2

Read the following text.

An **international organization** is an organization of international scope or character. There are two main types of international organizations:

- international intergovernmental organizations (IGOs), whose members are sovereign states or other intergovernmental organizations (like the European Union and the WTO \_World trade organization).
- and non-governmental organizations (NGOs), which are private organizations.

Generally and correctly used, the term international organization is used to mean international governmental organizations only.

Translate the text above.

In your own words explain what an international organization is.

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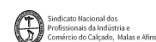
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## INTERNATIONAL ORGANIZATIONS

### Legal nature



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Legally speaking, an international organization must be established **by** a treaty providing it **with** legal recognition. International organizations so established are subjects of international law, capable of entering into agreements among themselves or with states. Thus international organizations in a legal sense are distinguished **from** mere groupings of states, such as the G-8 and the G-77, neither **of** which have been founded by treaty, though in non-legal contexts these are sometimes referred to as international organizations as well.

International organizations must also be distinguished from treaties; while all international organizations are founded on a treaty, many treaties (e.g., the North American Free Trade Agreement (NAFTA)) do not establish an international organization and rely purely on the parties for their administration.

**Translate the text above.**

**In your own words explain the legal nature of an international organization**

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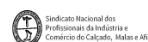
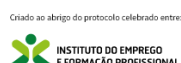
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## INTERNATIONAL ORGANIZATIONS

### Membership and function



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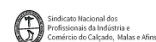
International organizations differ in function, membership and membership criteria. Membership of some organizations (global organizations) is open to all the nations of the world. This category includes the United Nations and its specialized agencies and the World Trade Organization. Other organizations are only open to members from a particular region or continent of the world, like European Union, African Union, ASEAN and so on.

Finally, some organizations base their membership on other criteria: cultural or historical links (the Commonwealth of Nations, La Francophonie, the Community of Portuguese Language Countries), level of economic development or type of economy (Organisation for Economic Co-operation and Development (OECD), Organization of Petroleum-Exporting Countries (OPEC), or religion (Organization of the Islamic Conference).

Were it to come about, the ultimate international organization would be a Federal World Government.

In the nineteenth century, France was the *fons et origo* of many international organizations: This means that much of the driving force to form such bodies came from the French, and that their headquarters is in France, often in Paris. Under the Third Republic, the International Exposition of 1878 in that city held a great number of meetings of such international organizations - as opposed to the preceding regimes. The motivation was that to keep France a republic and not slip back into either a monarchist or Bonapartist regime, the republicans would underscore their inheritance of the crusading nature of the French Revolution against feudal cultural remnants within France, which had been generalized to the rest of feudal Europe, eventually to the world. Some conclude from this example that internationalism often has national origins.

Cofinanciado por:



**1) Answer the following questions:**

**a) What do international organizations differ in?**

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**b) Give examples of different membership.**

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**c) What does it mean to differ in function?**

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**d) What is the most common origin of most organizations? Why?**

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## GLOBAL ORGANIZATIONS

### United Nations



Flag of the United Nations

6

Kofi Annan

as wartime alliance: January 1, 1942

as international organization: October 24, 1945

New York City, New York, USA

<http://www.un.org>

191 member states

Arabic, Chinese, English, French, Russian, Spanish

Look at the mixed information in the table and find out the following information about the United Nations.

- Where is The United Nations headquarters?
- When was it formed?
- Who is the Secretary general?
- How many members does it have?
- What are the official languages?
- What's the UN website?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Cofinanciado por:

### Translate the following text.

The **United Nations (UN)** is an international organization that describes itself as a "global association of governments facilitating co-operation in international law, international security, economic development, and social equity." It was founded in 1945 by 51 countries, replacing The League of Nations which was founded in 1919.



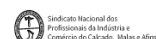
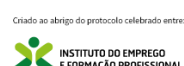
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There are 191 United Nations member states, including virtually all internationally recognized independent nations, except Vatican City (the Holy See) (which has declined membership but is an observer state), Palestine (whose status is still one of a de facto state, and has not yet legally declared statehood), Niue and the Cook Islands (whose foreign affairs are dealt with by the New Zealand Government) and Taiwan, which has not been internationally recognized as independent or as the Republic of China (whose status as a member state was transferred to the People's Republic of China in 1971). Palestine and the Holy See both have Permanent Observer Missions to the UN.

From its headquarters in New York City, the UN's member countries and specialized agencies give guidance and decide on substantive and administrative issues in regular meetings held throughout each year. The organization is divided into administrative bodies, including the UN General Assembly, UN Security Council, UN Economic and Social Council, UN Trusteeship Council, UN Secretariat, and the International Court of Justice, as well as counterpart bodies dealing with the governance of all other UN system agencies, such as the WHO and UNICEF. The UN's most visible public figure is the Secretary-General.

The UN was founded after the end of World War II by the victorious world powers with the hope that it would act to prevent conflicts between nations and make future wars impossible, by fostering an ideal of collective security. The organization's structure still reflects in some ways the circumstances of its founding. For example, the five main victors of World War II are the Security Council permanent members with veto power: The United States of America, the Soviet Union (which was replaced by Russia), the United Kingdom, France, and the Republic of China (later replaced by the People's Republic of China). Writer Alistair Cooke suggested in one of his "Letter from America" radio programmes that Stalin had in fact come up with the idea of the present structure of the UN with its permanent members with veto powers.

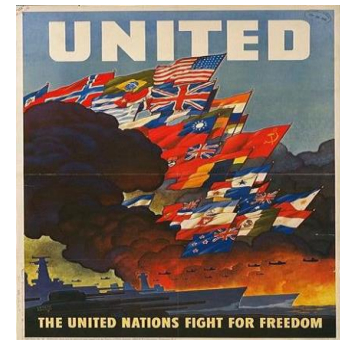
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**Answer the following questions with information from the text you translated.**

- a. Identify the four main objectives or functions of the UN.
- b. What organization was replaced by the UN?
- c. Which nations aren't members of the UN?
- d. How is the UN organized?
- e. Who is the most important figure of the UN?
- f. What was the objective of the UN when it was founded after the World War II?
- g. Do the founders of the UN still have special powers?





# INTERNATIONAL ORGANISATIONS



An international organization is an organization of international scope or character. There are two main types of international organizations:

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- non-governmental organizations (NGOs), which are private organizations.

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Legally speaking, an international organization must be established by a treaty providing it with legal recognition. International organizations so established are subjects of international law, capable of entering into agreements among themselves or with states.

International organizations differ in function, membership and membership criteria. Membership of some organizations (global organizations) is open to all the nations of the world. This category includes the United Nations and its specialized agencies and the World Trade Organization. Other organizations are only open to members from a particular region or continent of the world, like European Union, African Union, ASEAN and so on.

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[www.about.com](http://www.about.com) (adapted)

1. Answer the following questions.

a) What is the main difference between NGO's and GO's?

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b) Identify the main membership criteria of most international organizations.

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c) Due to its history and culture, Portugal is a member of an important organization referred to in the text. Identify it.

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**or·gan·iza·tion** (BrE also or·gan·isa·tion)

1[C] a group of people who form a business, club, etc. together in order to achieve a particular aim:

*to work for a business / political / voluntary organization*

*the World Health Organization*

*He's the president of a large international organization.*

1. What is a NGO? Give an example of a NGO.

10

2. What do the following abbreviations stand for?

NATO \_\_\_\_\_

UN or UNO \_\_\_\_\_

FAO \_\_\_\_\_

UNESCO \_\_\_\_\_

UNICEF \_\_\_\_\_

3. Match the abbreviations in ex.2 with the logo?

1



2



3



4



5



There are many environmental organizations. Match their logos with the correspondent description.

A

1



\_\_\_\_\_ founded in 1973, is dedicated to protecting and restoring rivers for people, fish and wildlife.

B

2



\_\_\_\_\_ fights powerful special interests to save endangered wildlife, habitat and biodiversity. Join Defenders Electronic Network to save something wild for future generations!

C



As the non-profit law firm for the environment, \_\_\_\_\_ protects people, wildlife and natural resources by providing free legal representation to citizen groups to enforce our environmental laws.

D



As the U.S voice of an international network spanning 70 countries, \_\_\_\_\_ champions a more healthy and just world.

E

5



\_\_\_\_\_ is an independent campaigning organization that uses non-violent direct action to expose global environmental problems and to force solutions, which are essential to a green and peaceful future.

F

6



With experience in media relations, issue campaign management, government affairs, federal environmental law, and investigative research, \_\_\_\_\_ provides public education campaign and communications expertise on national

G



Protecting and enhancing America's National Park System for present and future generations. Ten parks are in critical condition. You can help.

12

H

8



Through science-based advocacy, research, and public education, the \_\_\_\_\_ informs, inspires and empowers people to act for the oceans.

I

9



The \_\_\_\_\_ is a non profit partnership of scientists and citizens combining rigorous scientific analysis, innovative policy development and effective citizen advocacy to achieve practical environmental solutions.

J



\_\_\_\_\_, the global conservation network known by its Panda logo, is dedicated to preserving wildlife and wild lands through science, policy advocacy and the Conservation Action Network.



# REVIEW OF TENSES

## PRESENT TENSES

 Present Simple – I **study**

 Present Continuous – I **am studying**

 Present Perfect – I **have studied**

 Present Perfect Continuous – I **have been studying**

## PAST TENSES

 Past Simple – I **studied**

 Past Continuous – I **was studying**

 Past Perfect – I **had studied**

 Past Perfect Continuous – I **had been studying**

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### PRESENT SIMPLE (I study)

- Acção habitual ou repetida  
*Ex.: I **go** to school on foot.*
- Situações imutáveis ou permanentes  
*Ex.: The sun **moves** round the earth.*
- Planos futuros relativos a viagens, espectáculos e horários  
*Ex.: When **does** the show **begin**?  
The show **begins** at 12.30.*
- Em ligação com certas expressões de tempo:  
frequently always everyday  
generally often once a week  
usually sometimes several times  
rarely

### PRESENT CONTINUOUS (I am studying)

- Acções que acontecem no momento em que se fala  
*Ex.: The telephone **is ringing**.*
- Situações temporárias de mudança  
*Ex.: I **am working** in a factory for the time being.  
It **is getting** colder.*
- Projectos pessoais num futuro próximo  
*Ex.: She **is arriving** in Lisbon next Saturday.*
- Em ligação com certas expressões de tempo:  
now at present at this moment

Usa-se o **Present Simple** e não o Present Continuous, com os seguintes verbos:

#### Verbs of thinking

 think  
believe  
agree  
understand  
know  
remember  
forget

#### Verbs of feeling

 want  
wish  
like  
love  
hate

#### Verbs of perception

 see  
hear  
notice

#### Verbs of possession

 have  
own  
belong

#### Reporting verbs

 say  
ask  
tell  
answer

#### Other verbs

 cost  
weigh  
seem  
appear  
need

## PRESENT SIMPLE

Affirmative		Negative		like	Interrogative	
I	like	I	don't		Do	I
You		You				you
He		He				he
She	likes	She	doesn't		Does	she
It		It				it
We		We				we
You	like	You	don't		Do	you
They		They				they
						like?

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### 3rd person singular (spelling changes):

- Verbs ending in -ss, -sh, -ch, -x, -o, add -es (**e.g.** dresses, fishes, catches, fixes, goes);
- Verbs ending in vowel + -y, add -s (**e.g.** says);
- Verbs ending in consonant + -y, take out the -y and add -ies. (**e.g.** tries).

### USE – We use the present simple for:

- repeated actions or routines  
**e.g.** I *take* the bus to school every day.  
On Saturdays, I *wake up* at 10.00.
- states, facts and things that are true  
**e.g.** My brother *lives* in Australia.  
The planets *move* around the stars.
- thoughts and feelings  
**e.g.** I *don't like* getting up early.  
I *think* this school year will be good.
- schedules and timetables  
**e.g.** Lessons *start* at 8.25.  
The bus *leaves* at 8.00.

## PRACTICE

- A. Look at the verbs in colour and say whether it's a routine, a fact, a thought or a timetable.**  
**e.g.** I often *study* late in the evening. – a routine

- I *go* to the swimming pool twice a week. \_\_\_\_\_
- My sister *believes* she's the best. \_\_\_\_\_
- That book *costs* £19. \_\_\_\_\_
- My friends never *have* breakfast at home. \_\_\_\_\_
- The train *arrives* at 6.00. \_\_\_\_\_
- I *think* school is very important. \_\_\_\_\_
- Science lessons *finish* at 5.00 p.m. on Thursday. \_\_\_\_\_
- I *hate* taking the bus in the morning. \_\_\_\_\_
- Kenya *is* in Africa. \_\_\_\_\_
- We usually *go* to the cinema on Saturdays. \_\_\_\_\_



**C. Complete the sentences using the present simple form of the verbs in brackets.**

*e.g. I **send** (send) postcards to all my friends when I'm on holiday.*

1. John \_\_\_\_\_ (start) work at 8.00 downtown.
2. \_\_\_\_\_ you \_\_\_\_\_ (like) playing basketball?
3. My parents \_\_\_\_\_ (not let) me stay up late.
4. All my friends \_\_\_\_\_ (love) Art class.
5. My cat usually \_\_\_\_\_ (sleep) next to me when I'm studying.
6. Paul and I \_\_\_\_\_ (not go) to the beach in the summer.

**D. Complete the text about Karl's school day. Put the verbs in the present simple.**

"I have to get up early, because school **starts** (start) at a quarter to eight. We (1) \_\_\_\_\_ (be) five pupils and one teacher, Tina. The first class we (2) \_\_\_\_\_ (have) on Monday is PE: we either (3) \_\_\_\_\_ (go) jogging or (4) \_\_\_\_\_ (do) gymnastics. Then we have Maths, German, History and English. Like most German schoolchildren, we (5) \_\_\_\_\_ (not wear) uniforms at school. Because we are all of different ages, our teacher (6) \_\_\_\_\_ (give) us different tasks to get on with. If I (7) \_\_\_\_\_ (have) a problem, I clip a clothes peg to my jumper, and when Tina sees it she (8) \_\_\_\_\_ (come) over to help. That way I (9) \_\_\_\_\_ (not disturb) the others by shouting her name. At a quarter to twelve it's break time: we all (10) \_\_\_\_\_ (go) home for a late breakfast, for half an hour. After the break we do subjects which we can all do together, like Art or Religious Education. We also (11) \_\_\_\_\_ (use) the computer to learn English or to do research. School (12) \_\_\_\_\_ (finish) at 2 p.m. when we all go home for lunch."



## READING COMPREHENSION

- A. If your ideal career is related to office work, you should read this text. If not, you may change your ideas.**

Top executives need support to do their jobs effectively, and their assistants are considered an indispensable part of a well-run office. Executive assistants combine the organizational talents of an office manager, the skills of an accountant, and the professional foundation of a secretary, in one flexible role.

Brenda Hendron is an executive assistant and this is what she says about her job:

"At the moment, I'm working for Broadbase Software in Natick, Massachussets, and I'm really enjoying it! I spend my days coordinating meetings, making travel arrangements, managing schedules and, in between, I answer telephones, e-mails, and faxes. There is a deep respect for this position with top executive staff, because we make their lives easier by doing all the work behind an important business contract. For example, now I'm working on a long project and I know that after this I'll be awarded with compensatory time and plenty of thank-yous."

So, if you have a broad range of office skills, thrive on multitasking, stay calm under pressure, and enjoy making your boss and your company look good, put down the coffee pot, pick up the phone... and dream on!



*www.salary.com (abridged and adapted)*

- B. Complete the sentences according to the text.**

1. Executive assistants need to be...
2. Brenda is currently working for...
3. Her ordinary working day consists of...
4. Top executives respect her job because...

- C. Answer the questions.**

1. Why is the work of an executive assistant so important?
2. What kind of compensation do the assistants get for their work?
3. What qualities do you need to have if you want to work as an assistant?

**GRAMMAR**
**INTERROGATIVE FORM WITH QUESTION WORDS**
**Question words for open questions**
*e.g. What are the downsides?*

<b>What</b>	O quê, Qual	<b>Whose</b>	De quem
<b>Who</b>	Quem	<b>Which</b>	Qual
<b>When</b>	Quando	<b>How</b>	Como
<b>Where</b>	Onde	<b>How many</b>	Quantos,
<b>Why</b>	Porquê	<b>How much/How old</b>	Quanto/Que idade

**Yes/No questions**
*e.g. Are they brothers? No, they aren't.*

**REMEMBER:** When making questions always use the auxiliary verb *do*. However do not use it with *be*.

- *Do you like working in a hotel?*
- *Yes, I do.*
- *Are you happy with your job?*
- *Yes, I am.*

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**PRACTICE**
**A. Choose the correct question word for each sentence.**

- \_\_\_\_\_ is your supervisor?  
a. What  
b. Who  
c. Which
- \_\_\_\_\_ did you quit your job?  
a. Why  
b. Who  
c. Whose
- \_\_\_\_\_ colour is your uniform?  
a. Who  
b. Whose  
c. What
- \_\_\_\_\_ do you start working?  
a. Which  
b. Where  
c. When
- \_\_\_\_\_ are my car keys?  
a. Where  
b. When  
c. What
- \_\_\_\_\_ phone calls do you take every day?  
a. How much  
b. How many  
c. Which
- \_\_\_\_\_ is your dog?  
a. Who  
b. How old  
c. How many
- \_\_\_\_\_ are you smiling?  
a. Why  
b. What  
c. Which





**B. Choose the correct answer for each question.**

*e.g. Where do you work?*

**a.** I work 12 hours a day.

**b.** I work for Harrods.

**c.** I work in Oxford Street.

**1.** Do you like your job?

**a.** Yes, I do.

**b.** I love.

**c.** I welcome customers.

**2.** When do you have a break at work?

**a.** Yesterday.

**b.** At the café.

**c.** At 10 a.m.

**3.** How do you go to work?

**a.** By car.

**b.** At 8.30 a.m.

**c.** Fine.

**4.** Who is your boss?

**a.** The Grand Hotel.

**b.** Receptionist.

**c.** Mr Phyllis.

**5.** Is your life different now?

**a.** I wake up early.

**b.** Yes, it is.

**c.** No, I like my colleagues.

**6.** How much is the plane ticket?

**a.** Yes, it is.

**b.** About \$150.

**c.** To Brazil.

**7.** Why don't you take the bus?

**a.** Because it's crowded.

**b.** No, I don't.

**c.** Tomorrow morning.

**8.** Where do you go after school?

**a.** In the afternoon.

**b.** My friends and me.

**c.** To the gym.

**9.** What are you doing?

**a.** Great!

**b.** I'm studying.

**c.** No, I'm not.

**10.** Which jacket do you prefer?

**a.** No, I don't.

**b.** H&M.

**c.** The brown one.

**C. Make the right questions to the answers.**

*e.g. Who do you see every morning in the office?*

*I see your brother every morning in the office.*

**1.** \_\_\_\_\_?

I wake up at 7 o'clock to go to work.

**2.** \_\_\_\_\_?

I usually have a sandwich and a salad for lunch.

**3.** \_\_\_\_\_?

I'm not going to work today because I'm ill.

**4.** \_\_\_\_\_?

The hotel is in Oxford Street.

**5.** \_\_\_\_\_?

The jeans cost €75.

**GRAMMAR**

## PAST SIMPLE – REGULAR VERBS

Look at the following verbs taken from the text:

started; majored; received; performed

These verbs are in the past simple. They are regular verbs, that is, we add **-ed** to the infinitive of the verb:

Infinitive	Past simple	Past participle
to start	ed	ed
to major	ed	ed
to receive	ed	ed

### Examples:

Kidman *majored* in voice production and theatre history.

She *received* her breakthrough role in 1989.

### Exceptions in the spelling of regular verbs

### Example

Verbs ending in:

**-e** only add **-d**

Change – changed

Final consonant after a single stressed vowel or **l** double the consonant and add **-ed**

Travel – travelled

Admit – admitted

Consonant before **y**, the **y** changes to **i** and add **-ed**

Hurry – hurried

In the negative and interrogative, we have to use the auxiliary verb **to do**:

Kidman *didn't major* in sciences and communication.

*Did she receive* her breakthrough role in 1979?

Affirmative	Negative	Interrogative
I realized	I didn't (did not) realize	Did I realize?
He/She/It played	He/She/It didn't play	Did he/she/it play?
We/You/They arrived	We/You/They didn't arrive	Did we/you/they arrive?

### Signal words of the past simple:

yesterday, 2 minutes ago, in 2005, the other day, last Friday, the week before, last year, etc.

### USE

The past simple is used to talk about actions or situations that happened in the past.



## PRACTICE

### A. Fill in the gaps with the verbs given in the past simple.

receive

announce

work

happen

appoint

In 2006, Nicole Kidman **happened** to be the highest paid actress in the film industry. That same year, Kidman \_\_\_\_\_ Australia's highest civilian honour when she was \_\_\_\_\_ to become a Companion of the Order of Australia. On 25 June 2007, Nintendo \_\_\_\_\_ that Kidman would be the new face of Nintendo's advertising campaign for the Nintendo DS game *More Brain Training* in its European market. She also \_\_\_\_\_ to help raise money for and draw attention to the plight of the most disadvantaged children in Australia and around the world!

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### B. Establish the right connections between the two columns.

- |   |  |
|---|--|
| 1. They didn't hear the question... <b>c)</b> | <b>a.</b> ... because they loved parties.      |
| 2. Peter and Adler invited the twins...       | <b>b.</b> ... and didn't appear again.         |
| 3. The magician disappeared...                | <b>c.</b> ... so she repeated it.              |
| 4. I walked back home alone...                | <b>d.</b> ... yet Peter complained he was hot. |
| 5. We closed the window...                    | <b>e.</b> ... but I enjoyed it.                |

### C Use the past simple to:

#### Form affirmative sentences:

**e.g.** You / ask / a question / and / I / answer. *You asked a question and I answered.*

1. Yesterday / they / call / us / quite late.
2. She / react / to my questions in an awful way.

#### Form negative sentences:

**e.g.** I / want / a new car. *I didn't want a new car.*

1. We / cause / much trouble / but / we / behave / properly.
2. Steve / watch TV / last night.

#### Form interrogative sentences:

**e.g.** Tracy / live / in Taiwan last summer? *Did Tracy live in Taiwan last summer?*

1. Andrew / visit / Cape Verde / a month ago?
2. The terrorist's car / explode / last week?

### D. These sentences are in the present simple. Change them into the past simple.

**e.g.** Kyla doesn't hug her little brother. *Kyla didn't hug her little brother.*

1. Colin and Fred water the plants.
2. Do you remember the way to the Town Hall?
3. Miranda dreams about her summer holidays.



## GRAMMAR

© Porto Editora

### PAST SIMPLE - IRREGULAR VERBS

Look at the following verbs taken from the text:

found; spent; said; did not know

These verbs are in the past simple. They are irregular verbs, that is, we don't add -ed to the infinitive of the verb:

Infinitive	Past simple	Past participle
to find	found	found
to know	knew	known

#### Example

After some research, child protection experts *found* that children are ignorant of the dangers of meeting people to whom they talk online.

Almost all chat users *did not know* how or where to report anything offensive.

	Affirmative	Negative	Interrogative
<b>Singular</b>	I/you/he/she/it found	I/you/he/she/it didn't (did not) find	Did I/you/he/she/it find?
<b>Plural</b>	We/you/they knew	We/you/they didn't know	Did we/you/they know?

#### Verb to be

	Affirmative	Negative	Interrogative
<b>Singular</b>	I/he/she/it was	I/he/she/it wasn't (was not)	Was I/he/she/it?
<b>Plural</b>	We/you/they were	We/you/they weren't (were not)	Were we/you/they?

#### Verb there to be

	Affirmative	Negative	Interrogative
<b>Singular</b>	There was	There wasn't (was not)	Was there?
<b>Plural</b>	There were	There weren't (were not)	Were there?

### PRACTICE

A. Quote from the text all the regular and irregular verbs in the past simple.

Regular	Irregular
<i>launched</i>	<i>found</i>

**B. Complete the sentences with “was”, “were”, “there was” or “there were”.**

*e.g. My cousin and I **were** in the bus. We **were** going home.*

1. It \_\_\_\_\_ the right thing to do. \_\_\_\_\_ nothing else you could do.
2. \_\_\_\_\_ a huge amount of heavy bags. The men who took them \_\_\_\_\_ very strong.
3. The weather \_\_\_\_\_ fabulous: it \_\_\_\_\_ sunny and warm.
4. Dinner \_\_\_\_\_ great! \_\_\_\_\_ so much delicious food!

**C. Complete the sentences with the verbs given in brackets.**

*e.g. Emma and I **saw** (see) Lauren last week. She **looked** fine.*

1. The telephone \_\_\_\_\_ (keep) on ringing while you \_\_\_\_\_ (be) out.
2. Brian \_\_\_\_\_ (tear) his jeans when he \_\_\_\_\_ (fall) off his bike.
3. Clark \_\_\_\_\_ (leave) his mobile at home. He \_\_\_\_\_ (have) to go back to get it.

**D. Establish the right connections between the two columns.**

- |   |  |
|---|--|
| 1. Did the concert begin on time? <i>h.</i> | <b>a.</b> No, I sat down.                  |
| 2. Did you drink tea every day?             | <b>b.</b> No, he learnt Japanese.          |
| 3. Did you wake up early?                   | <b>c.</b> No, I woke up late.              |
| 4. Did you find your book?                  | <b>d.</b> No, I really lost it.            |
| 5. Did Mary throw the ball?                 | <b>e.</b> No, I just drank it once a week. |
| 6. Did you stand for a long time?           | <b>f.</b> No, she caught the ball.         |
| 7. Did it cost a lot?                       | <b>g.</b> No, it was cheap.                |
| 8. Did the student learn English?           | <b>h.</b> No, the musicians were late.     |

**E. Choose the correct answer for each sentence.**

*e.g. Who **ran** for President in the last election?*

**a.** ran                      **b.** run                      **c.** runs

1. Mr. Thorn \_\_\_\_\_ our class last week because our regular teacher was sick.  
**a.** teach  
**b.** drove  
**c.** taught
2. I think you misunderstood me. I \_\_\_\_\_ ‘bird’ not ‘bed’!  
**a.** went  
**b.** meant  
**c.** mean
3. We \_\_\_\_\_ an interesting program about artificial intelligence on TV last week.  
**a.** saw  
**b.** seen  
**c.** see