

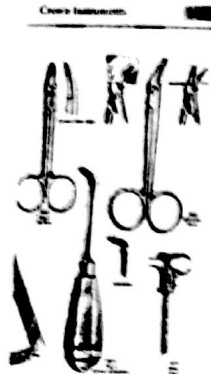
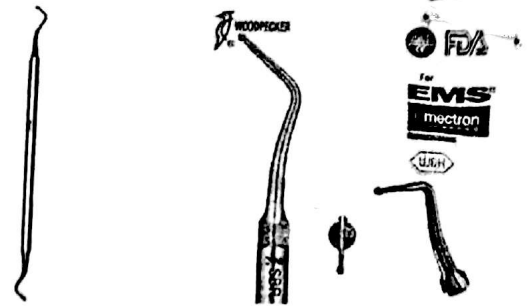
المعهد التقاني لطب الأسنان
قسم مساعدات
السنة الأولى – الفصل الثاني
للعام الدراسي 2017-2018

اللغة الإنكليزية

Dental Assistant

مدرس المادة : الأستاذ أسامة سرحان

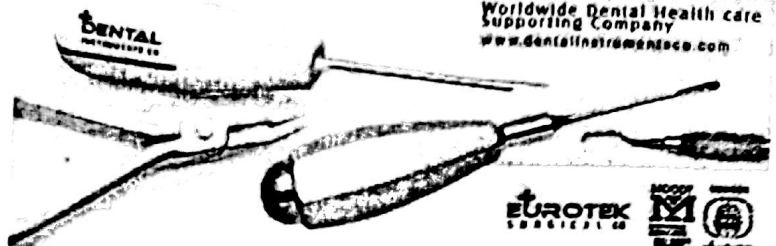
ENT .SE



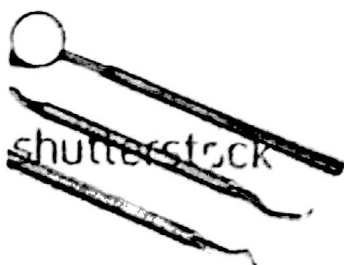
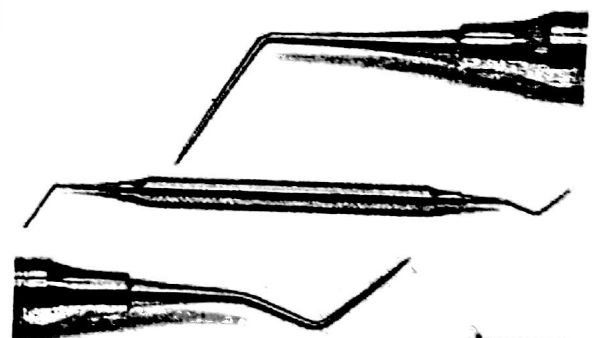
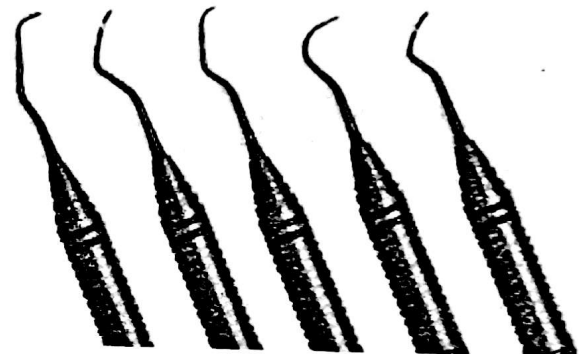
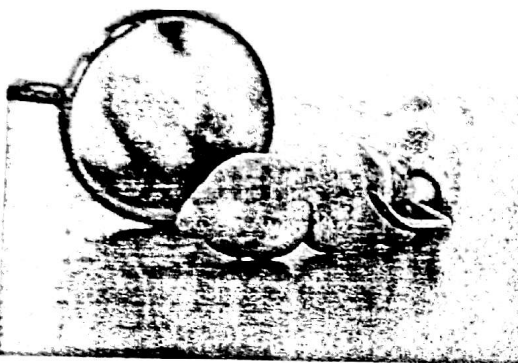
UMG



DENTAL CHISELS



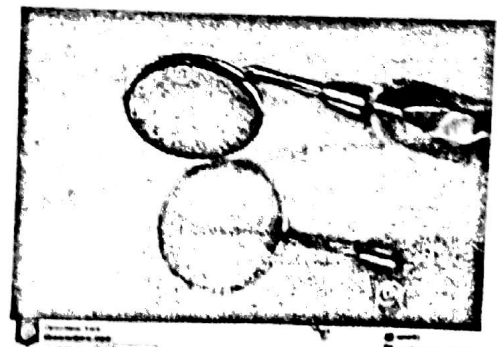
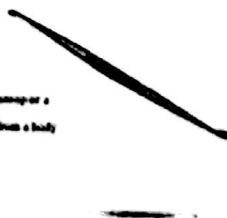
EUROTEK



www.shutterstock.com 88340696

Bone Curette

surgical instrument shaped like a scoop or a spoon
used to remove tissue or growth from a body cavity

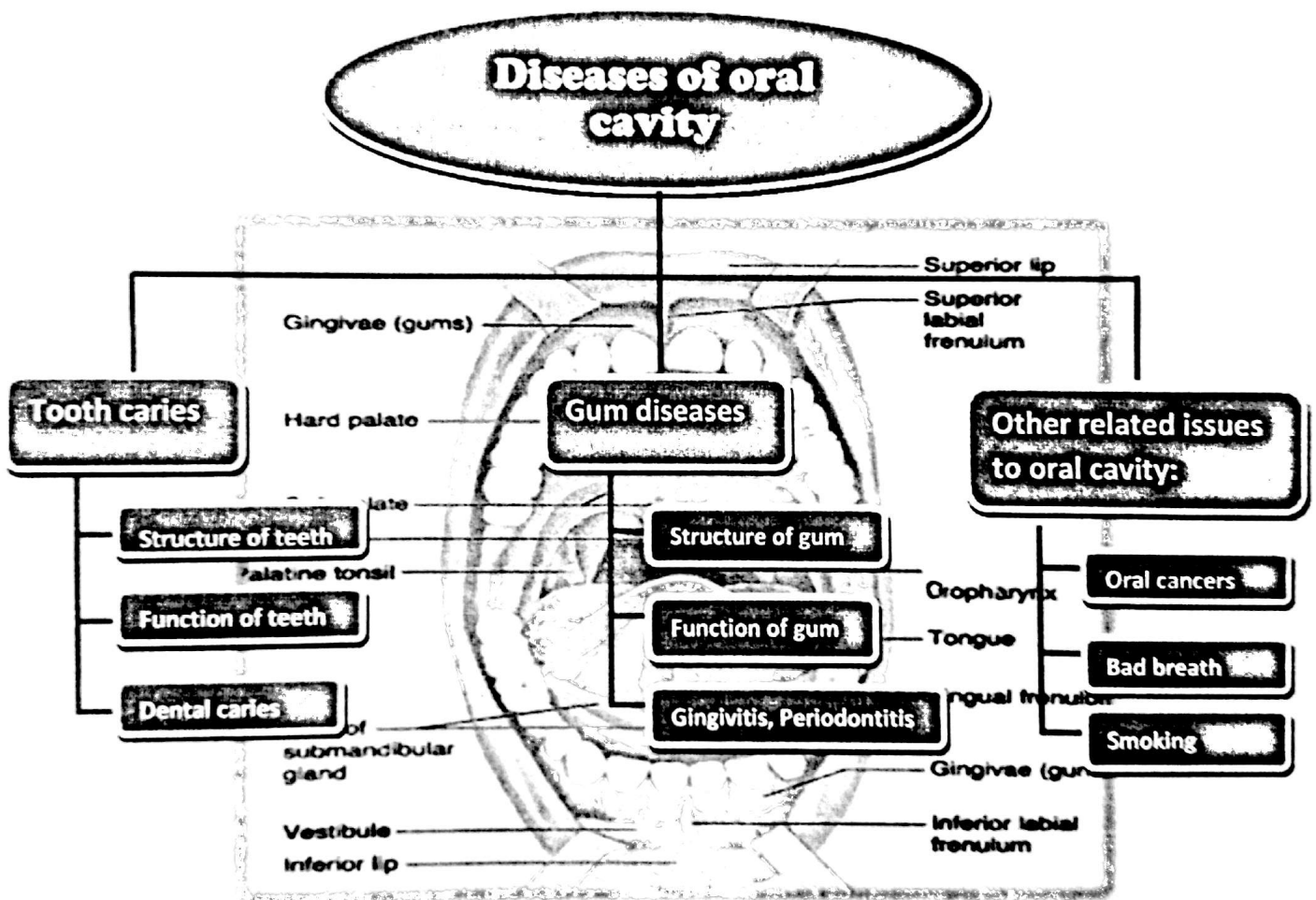


11:00 28/10/2017

1-1

CONTENTS:

- Introduction.
- Basic rules of oral health.
- Diseases of oral cavity:
 - Teeth caries.
 - Gum diseases.
 - Other related issues to oral cavity.
- How to protect your teeth.
- Scope of materials covered in restorative dentistry.



The concept of preventive dentistry

The concept of Preventive Dentistry

Your smile is pawned with your happiness and your happiness is pawned with your teeth so let's keep an eye on it:

- ☒ Have you ever thought about its health?
- ☒ Have you ever thought about the value of your smile in your life?
- ☒ Have you ever thought about the value of feeling comfortable?

You may be from the people who don't take care of their oral health.

Or you may be from the people who don't appreciate the blessings till they are gone.

To help you with that we will say to you:



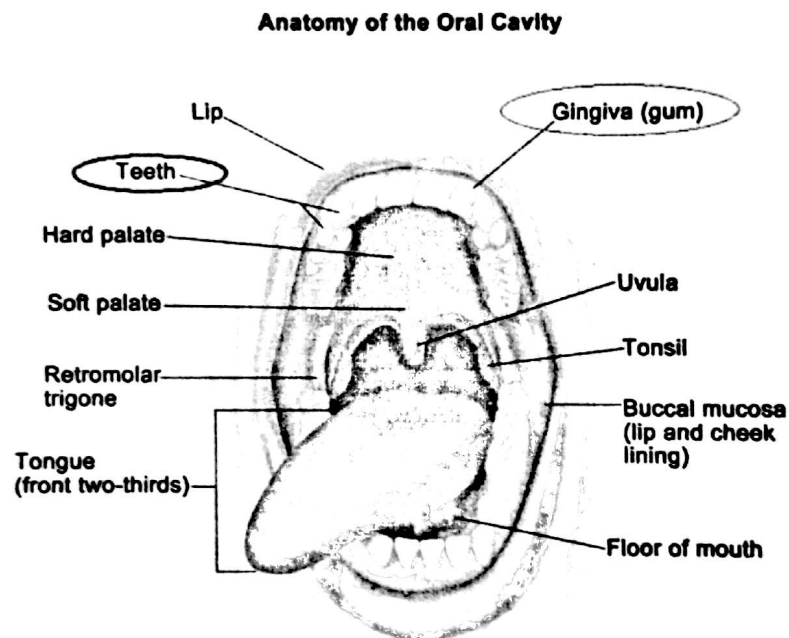
Do not neglect or postpone that invitation that we are inviting you to get rid of the reasons that's causing you to be away from your happiness that's related with your bright smile.

BASIC RULES OF ORAL HEALTH:

oral health is not something we can get from the dentist or pharmacist. It is a gift that the person give himself cause in the end your are the only responsible of your oral health in other meaning we can say: (with your hands you can create or crush your happiness).

If you want to keep your oral health in the best shape you should know what's in it..

What's in oral cavity..???



© 2012 Teresa Winslow, LLC
All rights reserved.

The concept of preventive dentistry

Oral condition depends on two basic structures.

- 1- Teeth.
- 2- Gum.

And to accomplish health protection we should maintain both of them.

TEETH:

Teeth are hard, bony structures that grow from the jawbone. Humans and other animals use their teeth to bite and chew

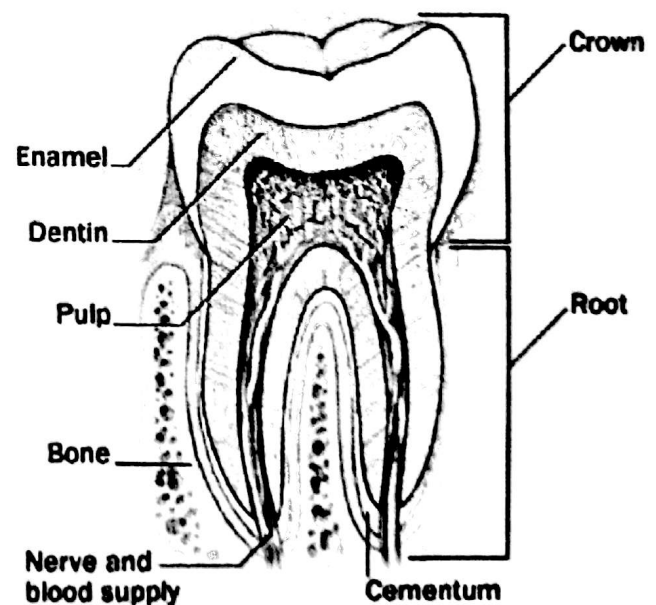
food. **Unlike** your brain, your teeth were not ready to work from the day you were born. **Although** babies start growing their first teeth before they are born, you can't see them until they are about 6 to 12 months old. Humans grow two sets of teeth during their lives. The first set has 20 teeth baby teeth. When a child is about



6 years old, these teeth become loose and fall out. Over the next few years 28 permanent teeth replace the baby teeth. When a person is around 20, four more back teeth, called wisdom teeth grow in. Many people have their wisdom teeth removed, so that the others have more space to grow straight.

A. STRUCTURE OF TEETH:

The part of the tooth that you can see is called the crown. The outer part of it is covered with a hard white material called enamel which protects the tooth. It is often hard and **shiny** and acts as a tooth's bodyguard. It protects the inside parts of the tooth. Below it is dentin, a yellow bonelike material that is softer than the outer part. Dentin makes up the largest part of the tooth.



© 1997 Pearson Education, Inc. All rights reserved.

The concept of preventive dentistry

The centre of the tooth is called pulp. It is soft and **contains** blood and nerves.

When you eat hot soup, bite into cold ice cream, fall or hurt a tooth it's your pulp that hurts. Nerves in your teeth send signals to the **brain** about **heat**, cold or **pain**. The pulp also keeps the tooth alive.

The soft tissue around the base of each tooth is called **gum**. The **roots** of the teeth are below the gums. A tooth can have between one and three roots.

B. FUNCTION OF TEETH:

The **Incisors** are the teeth in the very front. They're the sharpest teeth, built to cut food and shaped to shovel the food inward.

The **Canine** teeth are in the corners of your mouth. Because they're meant for grasping and tearing food, they have very long roots.

Premolars are located just behind your Canine teeth. Premolars have a more flat chewing surface because they're meant for crushing food.

The **Molars** are the last teeth towards the back of your mouth. Molars are much bigger than the Premolars and have bigger, flatter chewing surfaces because their job is to chew and grind the food into smaller pieces.

C. DENTAL CARIES:

What causes dental caries?

Dental caries is caused by the action of acids on the enamel surface. The acid is produced when sugars (mainly sucrose) in foods or drinks react with bacteria present in the dental biofilm (plaque) on the tooth surface. The acid produced leads to a loss of calcium and phosphate from the enamel; this process is called demineralisation.

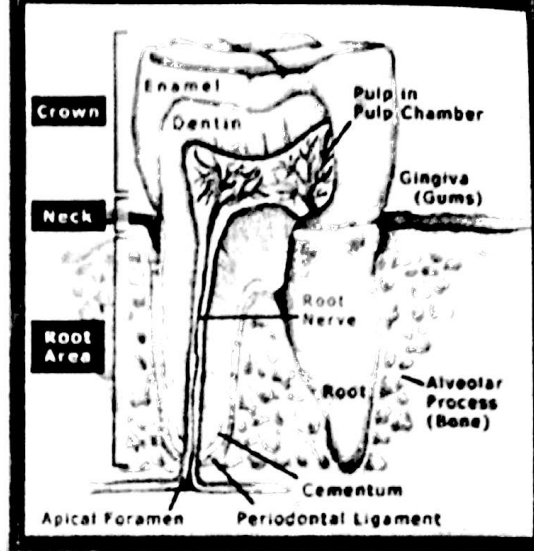
The concept of preventive dentistry

Alveolar process and socket –

If you were to look at a skull that is missing teeth, you would see that the jaws are not just flat planes of bone. Within the bone are small craters that mark where the teeth had been.

These craters are the alveolar sockets. The walls of the craters are called the alveolar processes. As teeth erupt through the gums, the alveolar processes develop around the teeth to help support them.

Parts of Your Teeth and Gums



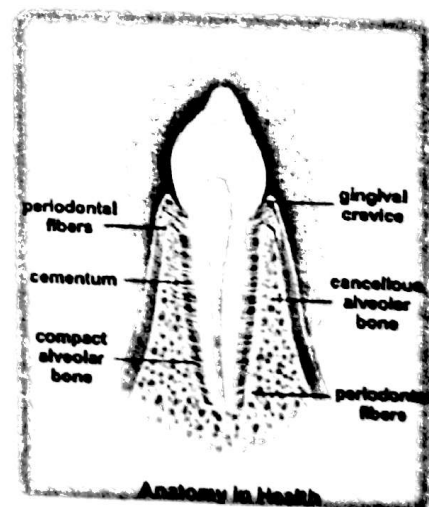
- **Gingiva** – the gingiva is the pink flesh we call our gums. It lies over the bones of the jaw and hugs the tooth tightly at its neck. The earliest stage of gum disease is called gingivitis. At this stage, gums can become red, inflamed and bleed easily. The later stages, when bone loss and possibly tooth loss can occur, are known as periodontitis.

B. FUNCTION OF GUM:

ALVEOLAR BONE: surround the tooth, keep it in place, feed and protect it.

GUMS: supports the tooth structure inside the alveolar bone

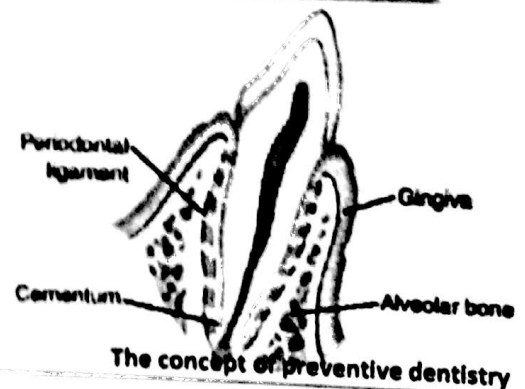
PERIODONTAL LIGAMENT: It consists tough little elastic fibers that keep the tooth attached to the jaw.



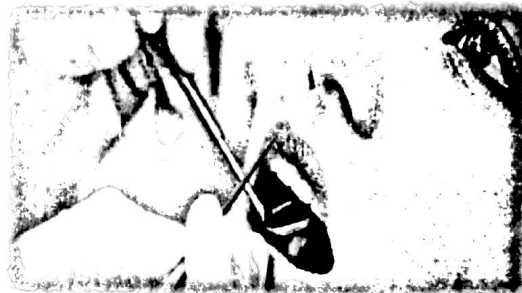
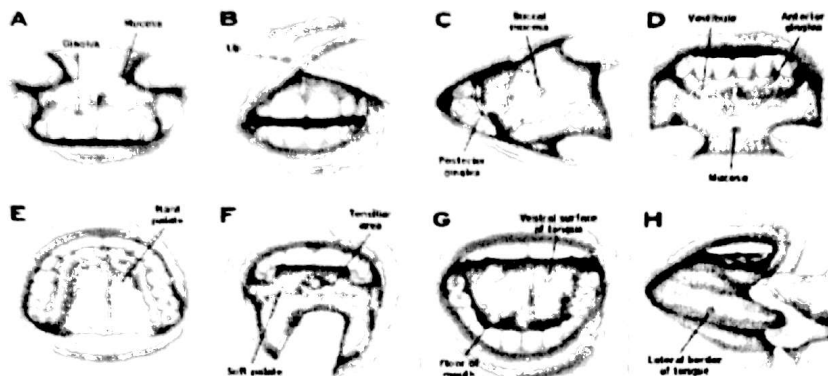
of

C. GUM DISEASE:

What causes gum disease?



The 8-Step Oral Cancer Screening



SMOKING AND ORAL HEALTH:

How Does Smoking Lead to Gum Disease?

Smoking and other tobacco products can lead to gum disease by affecting the attachment of bone and soft tissue to your teeth. More specifically, it appears that smoking interferes with the normal function of gum tissue cells. This



The concept of preventive dentistry



interference makes smokers more susceptible to infections, such as periodontal disease, and also seems to impair blood flow to the gums - which may affect wound healing.

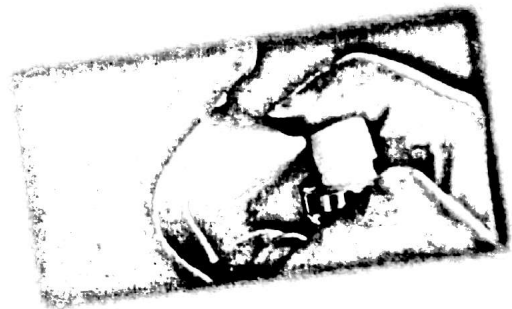
DENTAL HEALTH AND BAD BREATH:

Bad breath, medically called halitosis, can result from poor dental health habits and may be a sign of other health problems. Bad breath can also be made worse by the types of foods you eat and other unhealthy lifestyle habits.



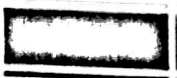
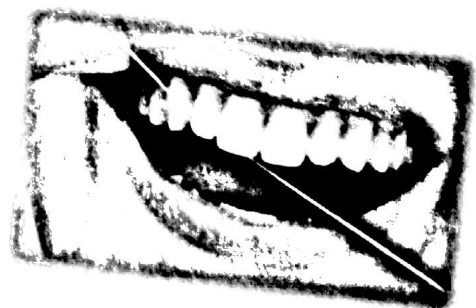
How Does What You Eat Affect Breath?

Basically, all the food eaten begins to be broken down in your mouth. As foods are digested and absorbed into the bloodstream, they are eventually carried to your lungs and given off in your breath. If you eat foods with strong odors (such as garlic or onions), brushing and flossing -- even mouthwash -- merely covers up the odor temporarily. The odor will not go away completely until the foods have passed through your body.

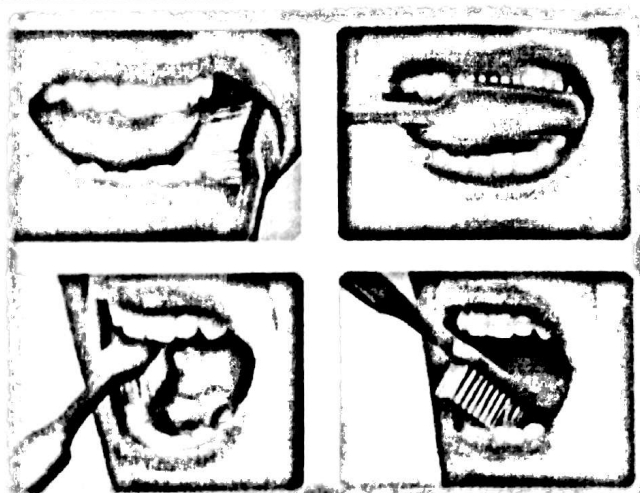


Why Do Poor Habits Cause Bad Breath?

If you don't brush and floss teeth daily, food particles can remain in your mouth, which promotes bacterial growth between teeth, around the gums, and on the tongue. This causes bad breath. Antibacterial mouth rinses can also help reduce bacteria. In addition, odor-causing bacteria and food particles can cause bad breath if dentures are not properly cleaned.

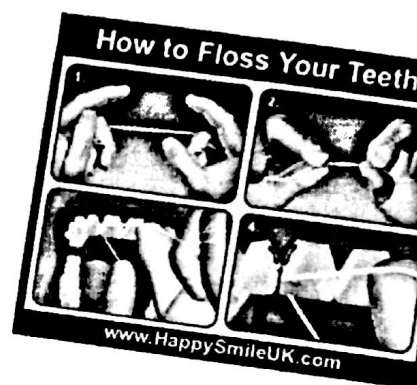


c. Spend time moving the bristles at and below the gum line, where it is most important to clean. The toothpaste can go on after those two minutes, and you can have the advantage of fluoride, whitening, stain removal or whatever works better for you because it's applied to a nice clean surface.



2-FLOSS YOUR TEETH:

- a. Floss your teeth** daily and after any food that will stick in your teeth (i.e. corn on the cob, caramel, peanut butter, etc.). This cleans the other sides of your teeth that you couldn't reach with your toothbrush.
- b. Use a tongue scraper:** A tongue scraper is an important part of oral hygiene that will also work wonders with stale, smelly breath. Use it to remove the plaque on your tongue, which will freshen breath and presumably slow down the accumulation of plaque on your teeth. Alternatively, you can use your toothbrush to clean your tongue.



3-USE MOUTH WASH:

Find a fluoride mouthwash: Fluoride mouthwashes help to strengthen tooth enamel. Teach children between the age of six and twelve good rinsing skills to prevent swallowing. Follow the directions on the bottle. Right before you got to bed is a good time.



The concept of preventive dentistry

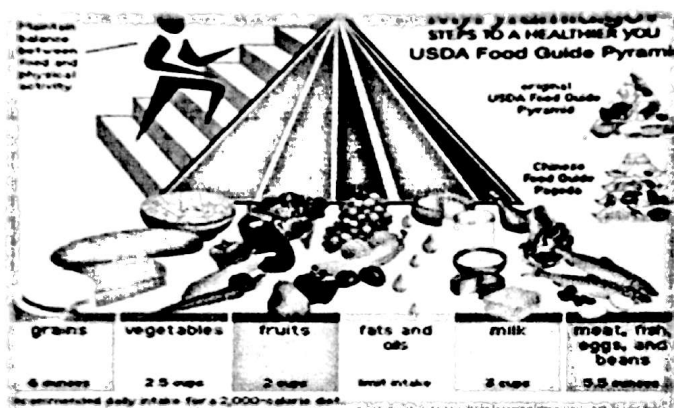


4-CHOOSE YOUR FOOD WISELY:

- a. Avoid snacking constantly!** Snacking constantly can cause plaque to build up on your teeth, which can increase the risk of getting cavities.
- b. Avoid sugary and/or sticky foods:** Sugar feeds the bacteria in your mouth, which then excrete substances that break down tooth enamel.

Eat lots of vegetables, and drink water instead of soda or juice.

- c. Drink health supplements:** Keep drinking these to a minimum or only drink them at meal-times, when the saliva is flowing most.
- d. Try to chew less seeds:** It may produce fissures in your molars.



5- VISIT THE DENTIST:

- a. Visit your dentist at least every six months and every time that you have a problem with your teeth:** Schedule a professional cleaning with a registered dental hygienist. #Visit the dentist twice a year and Be an "informed health care consumer" and pay attention to what is going on. Ask your dental hygienist what your probings are at each visit! (They should be between 1 mm and 3 mm deep.)
- b. Most important:** In addition to checking for signs of cavities or gum disease, the dentist and dental hygienist can give you feedback about how effective your plaque removal at home is, and more importantly help you learn the best way to brush and floss. You need to know how to prevent problems by having your skills evaluated. If you are not effective with flossing and brushing technique, you are only wasting your time while leaving the door open for infection and disease. How many times a day you



The concept of preventive dentistry

1 C

V illness and treatment
P consonant and vowel sounds

You're the doctor!

1 SPEAKING & VOCABULARY illness and treatment

- a Read about the two situations and work out the meaning of the **highlighted** words. Then decide which you think is the correct answer for each one.

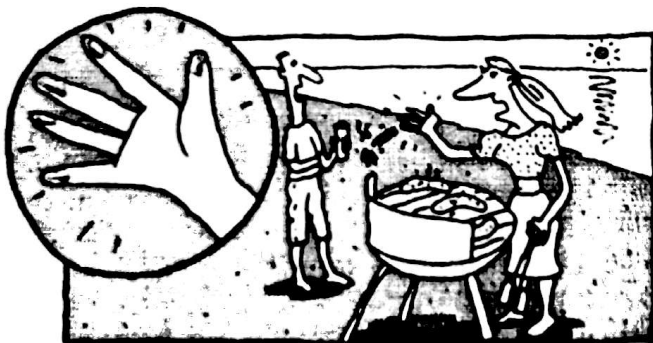
You're the doc!



- 1 You're at home with some friends watching a football match on TV. In the excitement, one of your friends suddenly starts having a **nosebleed**.

DO YOU...?

- a get some ice from the freezer and put it on his nose
- b get some toilet paper, tell him to put it in his nose, and suggest that he goes to the doctor to check his **blood pressure**
- c tell him to **pinch** the soft part of his nose for five minutes



- 2 You're having a barbecue with some friends on the beach. One of your friends accidentally picks up a very hot piece of wood and **burns** her hand. It **hurts** a lot and she has **blisters** on her skin.

DO YOU...?

- a pour cold water on the hand and then cover it with a plastic bag
- b cover the burn with sunscreen
- c break the blisters and put on **antiseptic cream**

- b **Communication** You're the doc! p.116. Check your answers.

- c **Vocabulary Bank** Illness and treatment.

2 PRONUNCIATION consonant and vowel sounds

The phonetic symbols in a dictionary help you check the pronunciation of words which have an irregular sound-spelling relationship.

- a **LISTEN** Use the phonetic symbols to help you pronounce these words. Then listen and check.
- | | |
|------------------|-------------------------|
| 1 cough /kɒf/ | 4 bruise /bru:z/ |
| 2 heart /hɑ:t/ | 5 blood /blʌd/ |
| 3 asthma /'æsmə/ | 6 diarrhoea /,daɪə'riə/ |
- b How do you pronounce the sounds below? Write the words from the list in the correct column.
- ache infection ankle bandage specialist chemist
choking GP allergy pressure rash check-up
stomach temperature unconscious



- c **LISTEN** Listen and check. Practice saying the words.
- d **Sound Bank** Look at the typical spellings for these sounds.
- e Ask and answer the questions below with a partner.
- 1 What are the main symptoms of...?
 - a a cold
 - b flu
 - c a twisted ankle
 - d a heart attack
 - e an allergic reaction
 - f food poisoning
 - 2 What should you do if you have the illnesses or injuries above?

3 READING & LISTENING

- a You are going to read an article about two people who found themselves involved in life or death situations. Work in pairs. A read the first article and B read the second.

Help! My friend's choking!

Library assistant, Mrs Johnson was having dinner with friends in a restaurant. They were all having steak and Mrs Johnson had just swallowed a piece of meat when she suddenly found that she couldn't breathe. Her friends hit her hard on the back, but the piece of steak remained stuck in her throat. She was starting to panic. One of her friends shouted out desperately, 'Excuse me, can anyone help my friend? She's choking.' At another table in the restaurant Trisha Goddard, a TV chat show presenter, saw what was happening and rushed over to try to help. She stood behind Mrs Johnson and put her arms round her waist, and then pulled hard inwards and upwards three times...



Trisha Goddard



The day my little boy swallowed a tomato

'Look at me, Mum,' giggled my three-year-old son. I could hardly understand him, as his mouth was full of cherry tomatoes. He had taken them out of the fridge while I was making lunch. 'Oh Peter, don't be silly,' I laughed. This was a big mistake. Peter tried to laugh too, and as he did so, one of the tomatoes got stuck in his throat. He tried to cough, but nothing happened. He was choking. I hit Peter on the back, but the tomato didn't move. Peter began to turn blue. I ran outside into the street, screaming for help, but the road was completely deserted. I was desperate. I put my whole hand in his mouth and pushed my fingers as far as I could down his throat...



- b Take turns to tell each other your story. Explain...
- 1 what the situation was.
 - 2 what the person who was giving first aid did.
- c Discuss whether you think they did the right thing or not.
- d 1.15 1.16 Now listen to what happened next and answer the questions.
- 1 What happened to Mrs Johnson in the end? Did Trisha Goddard do the right thing?
 - 2 What happened to Peter in the end? Did his mother do the right thing?

4 SPEAKING

GET IT RIGHT keep going!

Even when you know a lot of vocabulary connected with a topic, you may find that you don't know the exact word or phrase for what you want to say. If this happens, don't freeze! Paraphrase (use other words to say what you mean) and keep going!

Useful language

What I mean is...

I can't remember / I don't know the word, but it's...

She had a sort of / kind of...

Talk to a partner.

Have you ever had to give first aid?

YES

NO

Who to? Why?

What happened?



First Aid

Has anyone ever had to give you first aid?

YES

NO

What happened?



How much do you know about first aid?

What can you do?

What do you think you should do if...?

- a someone is stung by a wasp
- b someone has too much to drink and loses consciousness
- c someone accidentally takes too many painkillers

5 GRAMMAR present perfect (simple and continuous)

a Check what you know: present perfect / past simple. Right (✓) or wrong (X)? Correct the wrong **highlighted** phrases.

1 A **Have you ever had** an operation?

B Yes, **I've broken my leg** two years ago.

2 A **How long was** your uncle in hospital?

B Since last Tuesday. He's coming home tomorrow.

3 **You haven't taken** your medicine yet.

Any problems? ☐ Workbook p.11

4 A **Have you gone** to see the doctor?

B Not yet. I'm going this afternoon.

5 Ouch! **I cut** my finger! Have you got a plaster?

6 **I know my doctor for ten years**. She's very good.

b **1.17** New grammar. Read the jokes and use your instinct to cross out the wrong form (present perfect simple or continuous). Listen and check.

Patient Doctor, my son *has swallowed / has been swallowing* my pen, what should I do?

Doctor Use a pencil until I get there.



Doctor You look exhausted!

Patient Yes. *I've run / I've been running* after a cat.

Doctor After a cat?

Patient Yes, I think I'm a dog, doctor.

Doctor I see. How long *has this gone on / has this been going on* for?

Patient Since I was a little puppy.

Doctor OK. Just lie down here on the couch and we'll talk about it.

Patient I can't!

Doctor Why not?

Patient I'm not allowed on the furniture.



Patient *Have they sent / Have they been sending* you the results of my tests yet?

Doctor Yes. The news isn't good, I'm afraid.

Patient How long have I got to live, doctor?

Doctor Ten...

Patient Ten WHAT? Months? Weeks?

Doctor Nine, eight, seven, six...



c ☐ p.132 Grammar Bank 1C. Read the rules and do the exercises.

d In pairs, use the prompts to ask and answer the questions. Is there anything you could do to improve your health?



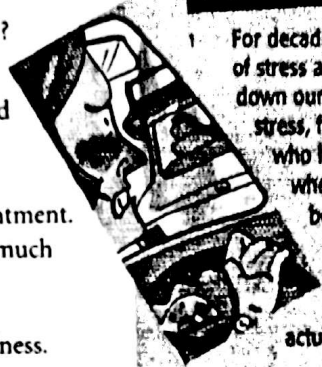
- 1 / drink much water? How many glasses / drink today?
- 2 do any physical exercise? What? How long / do it?
- 3 eat a lot of fruit and vegetables? How many portions / have today?
- 4 walk to school/work/university? How far / walked today?
- 5 smoke? How long / smoke? How many cigarettes / have today?
- 6 take any vitamins at the moment? How long / take them?
- 7 How many hours / sleep a night? / sleep well recently?
- 8 allergic anything? / ever have a serious allergic reaction?

6 READING

- a What symptoms do people have when they feel stressed?
- b Which *three* of these things do you think are the most stressful? Number them 1-3 (1 = the most stressful) and compare with a partner.
- ☐ Packing for a trip at the last minute.
 - ☐ Being stuck in a traffic jam when you have an appointment.
 - ☐ Writing a report for your boss when you don't have much time to finish it.
 - ☐ Running for a bus or train.
 - ☐ Looking after a family member who has a chronic illness.
 - ☐ Shopping in your lunch break.
 - ☐ Programming a DVD player using the instruction manual.
- c Read the article once quite quickly and then tick (✓) the activities that are bad for your health. What does the article say about the others?
- d Read the article again more slowly. Circle the correct *main idea* for each paragraph.
- 1 a Being in traffic jams is bad for our health.
b Some people think that not all kinds of stress are bad for us.
c Doctors don't agree how we can reduce our levels of stress.
 - 2 a Young people suffer more from stress than older people.
b Alzheimer's is one of the illnesses many old people suffer from.
c Good stress stops us from getting ill.
 - 3 a Situations which produce good stress are always short term.
b Some stress can make our cells stronger.
c Too much protein can make us ill.
 - 4 a We need some stress to exercise our cells' self-repair mechanism.
b Doing physical exercise makes us feel less stressed.
c Packing your suitcase in a hurry is an example of good stress.
- e Complete the sentences using words from the article.
- 1 When we try to do less of something, we try to c _____
d cut (paragraph 1).
 - 2 An illness that you have for a very long time is called a c _____
illness (1).
 - 3 Something which is good for us is b _____ (2).
 - 4 The verb to make something stronger is s _____ (2).
 - 5 Our body is made up of millions of c _____ (2).
 - 6 When we treat our body badly we d _____ it (3).
 - 7 Another word for illness is d _____ (3).
 - 8 Something which is bad for us is h _____ (3).
 - 9 Doing exercise helps to make our m _____ bigger and stronger (4).
- f Use your dictionary to check the pronunciation of the words in e.
- g Discuss these questions with a partner.
- 1 Do you agree with what you have read in this article? Why (not)?
 - 2 What kinds of 'good stress' do you have in your life?
 - 3 What other health stories have you heard about recently?
Do you pay much attention to them? Do you believe them?

● p.157 Phrasal verbs in context File 1.

Get stressed, stay young



For decades doctors have warned us about the dangers of stress and have given us advice about how to cut down our stress levels. Everyone agrees that long-term stress, for example having to look after someone who has a chronic illness, or stressful situations where there is nothing we can do, for example being stuck in a traffic jam, is bad for our health and should be avoided whenever possible. However, some medical experts now believe that certain kinds of stress may actually be good for us.

Dr Marius Kyriazis, an anti-ageing expert, claims that what he calls 'good stress' is beneficial to our health and may, in fact, help us stay young and attractive and even live longer. Dr Kyriazis says that 'good stress' can strengthen our natural defences which protect us from illnesses common among older people, such as Alzheimer's, arthritis, and heart problems. He believes that 'good stress' can increase the production of the proteins that help to repair the body's cells, including brain cells.

According to Dr Kyriazis, running for a bus or having to work to a deadline are examples of 'good stress', that is situations with short-term, low or moderate stress. The stress usually makes us react quickly and efficiently and gives us a sense of achievement - we did it! However, in both these situations, the stress damages the cells in our body or brain and they start to break down. But then the cells' own repair mechanism 'switches on' and it produces proteins which repair the damaged cells and remove harmful chemicals that can gradually cause disease. In fact, the body's response is greater than is needed to repair the damage, so it actually makes the cells stronger than they were before.



As the body gets older, this self-repair mechanism of the cells starts to slow down, says Dr Kyriazis. 'The best way to keep the process working efficiently is to 'exercise' it, in the same way you would exercise your muscles to keep them strong. This means having a certain amount of stress in our lives.' Other stressful activities that Kyriazis recommends as being good stress include redecorating a room in your house over a weekend, packing your suitcase in a hurry to reach the airport on time, shopping for a dinner party during your lunch break or programming your DVD player by following the instruction manual.



So next time your boss tells you that she wants to see that report finished and on her desk in 45 minutes, don't panic, just think of it as 'good stress' which will have benefits for your long-term health!

From The Times

GRAMMAR

Circle the right answer, a, b, or c.

- 1 Some people think that _____ don't pay enough tax.
a the rich
b the rich people
c rich
- 2 A Which shoes do you like best?
B I like _____.
a the reds
b the red
c the red ones
- 3 I got a _____ bag for my birthday.
a beautiful leather Italian
b Italian leather beautiful
c beautiful Italian leather
- 4 We _____ for about five hours when we decided to stop and rest.
a were driving
b had been driving
c have driven
- 5 When we got to Terminal 2, the flight from London _____.
a had already landed
b had already been landing
c already landed
- 6 As soon as we arrived at the airport, we _____.
a had checked in
b were checking in
c checked in
- 7 Her father _____.
a speaks very fluently English
b speaks English very fluently
c speaks English very fluent
- 8 I just need another five minutes. _____.
a I've nearly finished
b Nearly I've finished
c I've finished nearly
- 9 The driver _____ in the accident.
a seriously was injured
b was injured seriously
c was seriously injured
- 10 It was _____ boring film that we left in the middle of it.
a a so
b such a
c a such

VOCABULARY

a Word groups. Underline the word that is different. Say why.

1 striped	spotted	hooded	patterned
2 silk	cotton	fur	smart
3 station	flight	land	pilot
4 backpack	scarf	vest	cardigan
5 to fit	to suit	to hang up	to match
6 lately	slowly	nearly	friendly

b Complete the sentences with one word.






- 1 The plane took _____ at 7.15.
- 2 I've just found _____ that my boss is going to work for another company.
- 3 You'd better walk a bit faster if you don't want to get left _____.
- 4 People here dress _____ a lot for weddings – long dresses and suits.
- 5 We checked _____ as soon as we got to the airport.
- 6 My new jeans fit _____ a glove – they're so comfortable.
- 7 I live quite near here, _____ the end of this road.

c Circle the right word.

- 1 We haven't seen each other much *late* / *lately*.
- 2 The skirt doesn't *fit* / *suit* me. It's a bit too big.
- 3 The view is awful! You can't *even* / *ever* see the sea!
- 4 I've been working so *hard* / *hardly* that I think I need a holiday.
- 5 How much *cases* / *luggage* have you got?
- 6 I love all pasta, *especially* / *specially* lasagne.
- 7 Can I go in jeans? I don't feel like *getting dressed* / *getting changed*.

PRONUNCIATION

a Underline the word with a different sound.

1	 aisle	flight	<u>linen</u>	striped
2	 <u>nearly</u>	early	heard	fur
3	 wear	airline	carefully	<u>weren't</u>
4	 crew	loose	suit	<u>took</u>
5	 crashed	missed	<u>changed</u>	dressed

b Underline the stressed syllable.

<u>stylish</u>	undressed	arrivals	<u>passenger</u>	<u>actually</u>
----------------	-----------	----------	------------------	-----------------



Health

Health

Aches and pains

You have a pain in a part of your body:

► She felt a sharp pain in her stomach.

or you or a part of your body aches:

► He ached all over.

► My head was aching dully.



There are special words for aches or pain in some parts of the body. Some of these aches are countable and some are uncountable. There are also differences between British and American English:

- headache [C]
 - She told us she had a headache.
- stomach ache [C] (BrE also [U])
 - He went to bed early with a stomach ache.
 - He went to bed early with stomach ache.
- backache, earache and toothache [U] (BrE), [C] (especially NAmE)
 - He's in excellent health except for occasional backache. (BrE)
 - I've got earache/toothache. (BrE)
 - He's in excellent health except for an occasional backache. (NAmE)
 - I have an earache/a toothache. (NAmE)

Accidents and injuries

Injury [U] or an injury [C] is something that happens when your body is hurt, for example in an accident.

- A local man suffered serious injuries when his car went off the road and ran into a tree.
- Two drivers escaped injury when their vehicles collided.



A wound is the place on the body where the injury happened and can often be seen.

- The nurse changed the bandage on the wound every day.

Cuts and scratches

An injury is usually something fairly serious. Other words are used for less serious things.

- The knife slipped and cut my finger, but it's only a scratch.
- I fell on the ice, but only got a small bruise (= a place where the skin turns dark).
- She fell over and grazed her knees.



Diseases and illnesses

Illness is a general word for a period of not being in good health:

- He died unexpectedly after a short illness.
- The doctor asked whether she had a history of any serious illness.

A disease is a particular illness with a name, or an illness that affects a particular part of the body:

- Measles is the most devastating of all the major childhood diseases.
- A healthy diet and regular exercise can help prevent heart disease.

A condition is a permanent health problem that affects a particular part of the body:

- Asthma can be a very frightening condition, especially in a child.
- She suffers from a heart condition.



medicine



pills
(BrE also tablets)



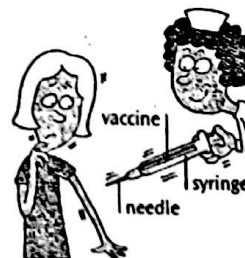
capsules



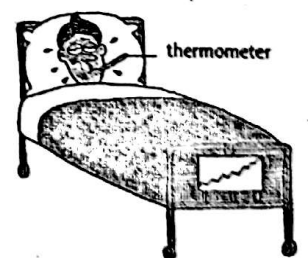
prescription



ointment



have an injection



He's got a temperature. (BrE)
He has a fever. (NAmE)



cough



sneeze

Having a disease

People usually talk about **having** a disease or an illness:

- ▶ I'm warning you – I have a bad cold.
- ▶ Have the kids had chickenpox yet?

When you start to have a disease or an illness you **catch** it, **get** it or **come down with** it:

- ▶ I must have caught this cold from you.
- ▶ He gets really bad hay fever every summer.
- ▶ I've been sneezing and coughing all day – I must be coming down with something.

In more formal contexts and with more serious diseases you can talk about people **suffering from** and **contracting** diseases:

- ▶ This medicine is often recommended by doctors for their patients who suffer from arthritis.
- ▶ people who contract Aids

Being ill

There are different ways of talking about being or becoming ill in British and American English:

- ▶ I've never **been** so **ill** in my life.
- ▶ What's wrong?
Are you **feeling unwell**? (both BrE)
- ▶ He's not in the office today – he's **sick**. (NAme)
- ▶ She **was taken ill** (= became ill suddenly) with severe pains in the stomach. (BrE)
- ▶ I just can't afford to **get sick**. (NAme)

To **feel sick** means different things in British and American English. In American English it means that you feel ill:

- ▶ He began feeling sick Friday afternoon and was diagnosed as having suffered a minor heart attack.

In British English it means that you feel that you want to **VOMIT** (= bring food up from your stomach):

- ▶ The smell of stale cigarettes always makes me feel sick.

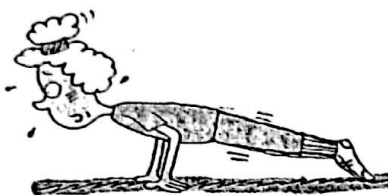
To express this idea in American English, you can use **sick to your stomach**:

- ▶ The smell of stale cigarettes always makes me sick to my stomach.

Staying healthy

If you are fit (BrE), physically fit, or in shape (especially NAme), you are healthy and strong, especially as a result of diet and exercise:

- ▶ Top athletes have to be very fit. (BrE)
- ▶ People who are physically fit have a lower risk of heart disease.
- ▶ After my heart attack, the doctor advised me to get in shape and stay that way.
- ▶ The doctor said I should get more exercise (BrE also ... **take more exercise**).
- ▶ No cream for me – I'm **on a diet**.
- ▶ I need to **go on a diet**.
- ▶ She cycles up to 90 miles a day to **keep fit**. (BrE)
- ▶ She rides her bike up to 90 miles a day to **stay in shape**. (especially NAme)



press-up (BrE)
push-up (NAme)



pull-up
chin-up (especially NAme)



sit-up



jogging

JIM WINS LBV AWARD

Jim Patterson is the winner of the 'Local Businessman of the Year' award. His company, Gargantuan Games, designs and sells computer games. It started in 1993 and it now sells 20 different games. It has a turnover of £2 million a year and makes a small profit. The game that people like best, and that is the biggest seller is *Space Rally Seven*. In this game, players travel through space in a race against other space ships. The players have to be careful not to crash into asteroids and not to get lost in black holes. Jim always thinks that his next new game will be the best ever!

[From The Swenton Times]



form

infinitive	singular	plural
talk	I talk you talk he / she / it / Mark talks	we talk you talk they / Mark and Sarah talk

After I, we, you and they, we use the infinitive form (e.g. talk / like / hope). After he, she, and it, we add s (e.g. knows / likes / hopes). But with ch, o, sh, ss, we add es:

I teach → she teaches we do → he does
you push → it pushes they pass → she passes

if the infinitive ends in consonant + y, it changes to consonant + ies:

I study → she studies we fly → it flies

have changes to has:

I have → he has

states

We use the present simple to talk about *states and situations that we expect to stay the same*:

- I like this band a lot. (I like it now and I will probably like it next month.)
- Sajjad wants to be an engineer.
- Tom lives in the centre of town.
- Alex works in the accounts department.

repeated events

We also use the present simple say that *something happens again and again*:

- Michael cycles to work in the morning. Madeleine walks to school.
- The computer shop opens at 10 a.m.
- The leaves go brown and fall from the trees in autumn.

We can also use the present simple to say *how often something happens* –

with an *adverb* (e.g. always, often, usually, sometimes, never):

- Seema always turns off her computer in the evening.
- I usually watch the news on the TV in the morning.
- I never look at my emails at the weekend.

or with an *adverb phrase* (e.g. every day, once a week, every weekend):

- Sanjit cleans his car every weekend.
- I pay all my credit card bills once a month.

headlines

Newspapers use the present simple, particularly in headlines, to describe *recent events*:

- Mason wins gold!
- Thieves steal film star's cat

2 present simple – negatives and questions



JANICE: Why **do** you **want** to become a pilot, Tom?
 TOM: Well, I love flying – I am an airline steward,
 you see – but I **don't like** serving food all the
 time.
 JANICE: **Do** you **need** perfect eyesight to be a pilot?
 TOM: No, you **don't need** perfect eyesight – 20/20
 vision, I mean – but I expect you need good
 eyesight (with or without glasses).
 JANICE: Go on! Fill in the application form. You have
 to put your name in the top right box.
 TOM: Which box? Sorry, often I **don't know** which is
 left and which is right.
 JANICE: Oh dear! I **don't think** they will like that!

negatives

To make the negative of the present simple, we use **do not / does not + infinitive**:

infinitive	singular	plural
swim	I do not swim you do not swim he / she / it does not swim	we do not swim you do not swim they do not swim

We often use the contractions **don't** and **doesn't**:

do not → **don't** does not → **doesn't**

We use the negative present simple to talk about –

states and long-term situations now:

- I know Maria but I **don't know** her husband.
- Henry **doesn't like** his school.
- I **don't have** a mobile phone.
- They **don't live** in Ireland – they have a house in Italy now.

things that never happen:

- Ingrid and Sam are vegetarians. They **don't eat** meat. (= *They never eat meat.*)
- Sunita **doesn't buy** anything on the Net. (= *She never buys anything on the Net.*)

Note: after **never** we use a positive verb:

- Sonia **never walks** to work.

questions

To make questions in the present simple, we use **do / does + subject + infinitive**:

infinitive	singular	plural
swim	do I swim? do you swim? does he / she / it swim?	do we swim? do you swim? do they swim?

We can use present simple questions to ask about –

states and long-term situations now:

- **Does Helga work** in advertising?
- **Why do they want** to buy a new car?
- **Where does Mary live?**

things that happen again and again:

- **Do you eat** fruit every day?
- **Where does Ismah buy** her clothes?

Note this idiom:

- **What do you do?** (= *What's your job?*)

Note: in the UK, we don't usually say **Do you have...?** We say **Have you got...?**:

- **Have you got** some food?

Alisha Dearly: Here we **are**, at the Montreal Annual Student fashion awards. There **are** hundreds of people in the room, but I **am** with the famous Maya Bukowski and we're very close to the catwalk! How **are** you, Maya?

Maya Bukowski: I'm just **divine**, darling.

Alisha: That's wonderful. Now, all the designers **are** in the back room, helping the girls and boys to add the perfect final touches to their clothes. And here's the first – oh my goodness! It's an amazing creation – covered in peacock feathers! What do you think, Maya?

Maya: Darling! I think it's just **divine**!

Alisha: It **is**, isn't it? But then this **is** by Giacomo Stretti, who **is** always **superb**. And what about this next creation? I think the students this year **are** more courageous than last year.

Maya: Oh absolutely, darling. But it's all **divine**!



form

infinitive	singular	plural
be	I am (I'm) you are (you're) he / she / it is (he's / she's / it's)	we are (we're) you are (you're) they are (they're)

We usually contract **am**, **are** and **is** after *pronouns* and *names*:

- I'm ready to begin.
- She's the only girl in the football team.
- I hope you're not afraid of dogs.
- Jack's taller than Paolo.

We also usually contract **is** after *there*, *here*, and *that* (but NOT after *this*):

- There's a lot of water on the bathroom floor.
- Here's a slice of pizza for you.
- That's a lovely hat!

When we write, we don't usually contract **are** after *here*, *there*, *these* and *those*.

use

We use **be** in the present to –
describe *a person or thing*:

- Deven **is** tall and dark.
- Those cars **are** very expensive!
- Jeanne **is** the girl I met in Paris.

talk about *a current situation*:

- Jacob's **is** in the gym.
- Sue and Jamie **are** on holiday.

talk about *something which happens from time to time* (often with an adverb like **often**, **always**, **sometimes**):

- We're **sometimes** late for our dance class.
- Gavin **is always** happy to see you.

Note: we use **be + a / an** when we are talking about *what job someone does*:

- My sister's **a** nurse.
- Kevin's **an** architect.
- I'm **a** teacher.

4 present simple of be – negatives and questions



JAKE: Mum, is our bus coming soon?
 TANYA: I don't know, Jake. **Are** you tired?
 JAKE: Yes, and I'm **not** very happy. It's cold. My jacket's **not** warm enough and Freddy's **not** warm enough.
 TANYA: Freddy's fine.
 JAKE: No, he's **not**. We're hungry, Mum.
 TANYA: I've got some apples in my bag...
 JAKE: We're **not** hungry for fruit – we're hungry for chocolate!
 TANYA: No chocolate! **It isn't** very good for you. Have an apple.
 JAKE: Why **is it** cold today? It was sunny yesterday.
 TANYA: Because this is England! Thank goodness, the bus is coming!

negatives

To make the negative of the present simple of **be**, we use **not** or **n't**:

singular	plural
I am not / 'm not	we are not / 're not / aren't
you are not / 're not / aren't	you are not / 're not / aren't
he / she / it is not / 's not / isn't	they are not / 're not / aren't

We usually use one of the contracted forms, especially when we speak:

- I'm **not** ready to go out.
- You **aren't** too thin!
- John **isn't** very busy.
- We're **not** hungry, thank you.
- Guo Guifang's **not** a doctor.

questions

To make questions with **be**, we put **am** / **is** / **are** before the subject:

singular	plural
am I?	are we?
are you?	are you?
is he / she / it?	are they?

We don't usually contract the verb in questions, when we write:

- Where **am I?** NOT ~~Where'm I?~~

We use these questions to ask *if something is true*:

- **Are you** angry?
- **Is your car** a Honda?

We use these questions with question words (e.g. **where**, **why**) to ask for information about people and things:

- Why **is Misha** in New York?

with always etc.

In a negative sentence we put a frequency adverb (**always**, **sometimes**, **usually** etc) after **not** or **n't**:

- Frank **isn't always** in the office.
- You **aren't often** so patient!

In a question we usually put the frequency adverb after the subject:

- **Is Gabriella** sometimes late?
- **Are we** always the first to arrive?

5

present continuous (I am listening)



KAREN: Hi Rupert! Yes ... I'm fine. ... And you? ... Good. ... No, I'm sitting on a train in the middle of Wales! I know! I'm going to Carmarthen, or I'm trying to ... No, the train is delayed. I'm waiting for the train to leave Llanelli station. ... Yes, Simon's here too; he's sitting next to me, enjoying the Welsh countryside. Oh, the train is moving now, thank goodness! Oh, we're going into a tunnel. I'm losing you. Sorry Rupert, the connection is breaking up ...

form

We make the present continuous with the auxiliary verb **be** (am / is / are) and the **ing form** of the main verb:

singular	plural
I am playing (I'm playing)	we are playing (we're playing)
you are playing (you're playing)	you are playing (you're playing)
he / she / it is playing (he's playing)	they are playing (they're playing)

We usually use the contracted form (I'm, he's etc), especially when we speak.

If the main verb ends in **consonant + e**, we cut off the **e** and add **ing**:

make → making	move → moving
have → having	smile → smiling

If the verb ends in **ie**, we change it to **y + ing**:

lie → lying	die → dying
--------------------	--------------------

If the main verb ends with a **single vowel + single consonant**, we usually double the consonant and add **ing**:

put → putting	cut → cutting
hit → hitting	drum → drumming

Exceptions: visit → **visiting** listen → **listening** remember → **remembering**

We don't double **w** and **y**:

know → knowing	spray → spraying
-----------------------	-------------------------

use

We use the present continuous to talk about –
things happening now:

- I'm **writing** an email at the moment.
- They're **cooking** dinner in the kitchen.

temporary situations:

- Julia's **working** for a solicitor during her summer holiday.
- Deven and I **are taking** the business studies course.

things that people plan to do in the future:

- Rachel's **going** to the rehearsal this evening.
- We're **moving** into a new flat next week.

(See unit 19 for more on the present continuous used for the future.)

6

present continuous – negatives and questions



RACHEL: Hello Darren. Is Gabriela playing today?
 DARREN: No. She's not coming today.
 RACHEL: Oh, what a shame. Am I playing first or second violin? I can't remember what the conductor said last week ...
 CHRISTINA: Rachel, can you help me with this music stand. I'm not managing very well. I cut my hand this afternoon.
 RACHEL: Oh, is it bleeding?
 CHRISTINA: No, it isn't bleeding now, but it's quite painful.
 RACHEL: Give the music stand to me. There. Are you sitting next to me?
 CHRISTINA: I think so. Oh, thank you. Now, I hope I can play my cello!

negatives

We make the present continuous negative by adding **not** after the auxiliary **be**:

singular	plural
I'm not singing	we're not / aren't singing
you're not / aren't singing	you're not / aren't singing
he / she / it's not / isn't singing	they're not / aren't singing

There is no difference in meaning between the two contracted forms.

Note: if there are two verbs close together, we don't need to repeat the subject and the auxiliary **be** (+ **not**):

- Tom **isn't** eating or drinking anything.
- The children **aren't** swimming or playing tennis.

We use the negative present continuous to say that *something is not happening now or in the future*:

- I'm **not** working at the moment – I'm reading the paper.
- Mario **isn't** going on holiday in August; he has to work all summer.

We sometimes use this form to say *we refuse to do something*:

- I'm **not** speaking to Jane any more! She's horrible!
- I'm **not** cooking dinner tonight. It's your turn!

questions

To make present continuous questions, we put **am / is / are** before the subject:

singular	plural
am I winning?	are <u>we</u> winning?
are <u>you</u> winning?	are <u>you</u> winning?
is <u>he / she / it</u> winning?	are <u>they</u> winning?

We also use this form after a question word like **where, why, how, what** etc. and we don't use the contracted form of the verb:

- Where **are** you calling from? NOT ~~Where're you~~ ...
- Why **is** Tom shivering? NOT ~~Why's Tom~~ ...

Note: if there are two verbs close together, we don't need to repeat the subject and the auxiliary **am / is / are**:

- Is Diana singing and dancing in the show?

From:

To:

Cc:

Bcc:

Attachments:

none

Font

Text

present simple or present continuous

Ros,
What are you doing these days? I haven't seen you in months. Are you very busy? I'm still working in the same job, but I am getting a bit bored with it. I want to meet some new people and have new experiences. I go to Salsa classes twice a week. I am learning the steps but I often make mistakes. It's a lot of fun, but I don't meet any gorgeous men! I meet up for lunch or go shopping. She seems really happy with her life. Did you know she has three kids now! She's on holiday in Wales at the moment.
I am writing this email at work and I must stop now - my boss is walking towards my desk!
Let's meet for lunch soon. Give me a ring!
Julie



present simple

We use the present simple to talk about - *permanent situations*:

- Hilary **works** in a bank in Edinburgh.
- The Krugers **live** in a big house with a gym and a swimming pool.
- Raoul **speaks** six languages!
- The Statue of Liberty **stands** on an island.

things that happen again and again:

- The sun **rises** in the East.
- I often **study** at night.
- Alam **designs** cars.
- Anna **plays** the violin beautifully.
- People **come** here to fish.

We frequently use adverbs before the verb in the present simple to say *how often something happens*:

- I usually **cook** for my family.
- Sam always **seems** very busy.
- We never **go** on holiday in the winter.

Note: we put the adverb after **be**:

- Tom **is** usually late for work.
- We're frequently bored at school.

If we use a time phrase it usually goes at the end of the clause:

- Jeff **buys** a new computer every year.
- Sanjay **walks** his dog every morning.

We do not usually use the present continuous with *describing verbs*, e.g:

be, have, seem like, want, need think, know, understand, remember, mean, notice

We use the present simple with *describing verbs* to talk about *something that is happening now*:

- Sam **is** in his office. He's writing a report. NOT ~~Sam is being in his office.~~
- Sana **doesn't seem** very happy today. NOT ~~Sana isn't seeming very happy today.~~
- What **does** that road sign **mean**? NOT ~~What is that road sign meaning?~~

(See unit 8 on *describing verbs*.)

present continuous

We use the present continuous to talk about - *temporary situations*:

- Hilary **is working** in Glasgow this month.
- Joe **is studying** Italian at university.
- Alam **is designing** a sports car at the moment.
- The Krugers **are living** in a flat because the builders are working in their house.

things that are happening now:

- Look, the sun **is rising**.
- Listen! Anna's **playing** a piece by Mozart.
- Ssh! I'm **speaking** on the phone.
- 'Why is that man **standing** in the rain?'
'He's waiting for a taxi, I think.'

We sometimes use **still** with the present continuous to say that *something is continuing to happen*:

- I can't come to the phone right now. I'm **still cooking** dinner.

To talk about *something happening in a current period of time* we use the present continuous, with phrases like **this month**, **these days**, **at the moment** at the end of the clause:

- Mae-Ling **is going** to the gym a lot these days.
- Jo **is working** very hard at the moment because she's doing her exams this week.

9 past simple (I listened)



The Burns family's cat, Jasper, **died** last night. He **belonged** to their youngest son, Isaac, and always **slept** on his bed. He **was** a very beautiful ginger cat, and he **had** very soft fur and a very independent character. Every night the stupid animal **ran** across a very busy road into the park, to hunt for mice and birds.

Last year Mr Burns **paid** over a thousand pounds for an operation after a car **hit** him! Last night another car **hit** him and this time he **didn't survive**. Mrs Burns **buried** him in the garden and **marked** the grave with a little stone. Isaac was very sad, and the Burns' dog, Jack, was very sad too. Now he has nothing to chase!

form: regular verbs

To make the past simple, we usually add **ed** to the infinitive form of the verb:

infinitive	singular	plural
follow	I / you followed	we / you followed
	he / she / it followed	they followed

■ The police car **followed** the white van through the city.

If the infinitive ends with **e**, we usually add **d** in the past simple:

arrive → **arrived** bake → **baked** die → **died**
save → **saved** use → **used**

If the verb ends in a **consonant + y**, we use **ied**:

try → **tried** carry → **carried** bury → **buried** study → **studied**

With verbs that end with a **single vowel + single consonant** (e.g. **stop**), we usually double the consonant and add **ed**:

stop → **stopped** plan → **planned** prefer → **preferred**

Note: We don't double **w** and **y**:

snow → **snowed** play → **played**

Exceptions: If a verb has more than one syllable and the **STRESS** is not on the last syllable, we **don't** double the final consonant, unless it is **l**:

LISTen → **listened** reMEMber → **remembered**
BUT TRAVel → **travelled**

form: irregular verbs

A lot of frequently-used verbs are irregular – they don't have **ed** in the past simple, e.g:

be → was / were	buy → bought	come → came
give → gave	go → went	have → had
hide → hid	make → made	read (/ri...d/) → read (/red/)
run → ran	say → said	see → saw
take → took	think → thought	write → wrote

■ We **went** to an auction yesterday and **bought** an antique clock.

■ Lee Peixin **took** a brush and **wrote** some Chinese characters.

(For a complete list of irregular verbs, see page 222.)

use

We use the past simple to talk about *things that happened in the past and are finished*, often with a **time phrase** to say *when*:

■ I **went** to the market **on Friday morning**.

■ The employees **arrived** **before 9**.

■ Frances **lived** in this house **from 2000 to 2004**.

We also use it to talk about *things that happened regularly or frequently in the past, but not now*:

■ Darren **worked** in the warehouse **on Saturdays**.

■ Guido **showed** his paintings **each year** at the Spring exhibition.

10 past simple – negatives and questions



ROS: Did you eat all the apples?
 TOM: No, I didn't eat them. I made an apple pie with them. Do you want some?
 ROS: No, you know I'm on a diet! I didn't want apple pie, with loads of high calorie sugar and pastry. I just wanted to eat an apple!
 TOM: Oh, I'm really sorry. I didn't know about your diet. I thought you liked apple pie!
 ROS: Did you finish all the oranges as well? I can't believe it!
 TOM: Oh dear! I think I gave the last one to Rob when he was here. I'm sorry. Did you buy any fruit when you went to the market this morning?
 ROS: No, I didn't go to the market this morning. But I'll have to go now - I'm starving!

negatives

To make negatives in the past simple, we use **did + not / n't + infinitive**:

infinitive	singular	plural
laugh	I did not / didn't laugh you did not / didn't laugh he / she / it did not / didn't laugh	we did not / didn't laugh you did not / didn't laugh they did not / didn't laugh

- Kieran **did not** laugh when he fell over.
- We **didn't** laugh at Deven's stupid joke.
- Sam's really unhappy because she **didn't** pass her driving test.
- I **didn't** like that film - it was really boring.
- He **didn't** buy the picture because he **did not have** enough money.
- She **didn't** go to work yesterday because she was ill.
- Joshua **didn't seem** very pleased with his present.
- I **didn't** get home till 12 o'clock last night! (= I finally got home at 12.)

Note that we put **adverbs** (e.g. really) after **did not / didn't**:

- You **didn't** get the job because you **didn't really** want it. (= you didn't want it very much.)
- He **didn't really** do anything wrong. (= He didn't do anything very wrong.)

questions

To make questions in the past simple, we use **did + subject + infinitive**:

infinitive	singular	plural
stop	did I stop? did you stop? did he / she / it stop?	did we stop? did you stop? did they stop?

- **Did you stop** when the lights changed to red?
- **Did the children stop** talking, eventually, last night?
- **Did you see** Tamsin this morning?

We often use question words (e.g. **what, where**) with the past simple:

- **What** did you say to John last night?
- **Where** did Frank stay when he went to Rome?
- **Why** did Rob decide to leave the company?
- **How long** did you wait for a train?

We put frequency **adverbs** like **often** and **always** before the main verb:

- Did you **often** go to the theatre when you lived in London?

11 past simple of be (I was)

When Guido was small, he was always very good at drawing and painting. His mother **was** a doctor, but she **was** happy to help him, and she paid for him to have extra art classes in the evening. He **was** a pupil at the Art School in Palermo. The teachers there **were** young and enthusiastic, and Guido **was** their favourite. He **was** so small they had to give him a box to stand on when he **was** painting!

When he **was** about 15, he discovered abstract art, and **wasn't** satisfied with painting pretty pictures of flowers or people any more. He started to wear black clothes and big hats and to throw paint around. His bedroom **was** a terrible mess! His father **wasn't** very pleased! Why **was** Guido so angry?

form

The past simple of the verb **be** is irregular:

infinitive	singular	plural
be	I was	we were
	you were	you were
	he / she / it was	they were

use

We use the past simple of **be** to describe *a person or thing in the past*:

- Olga's grandmother **was** Norwegian.
- The trees in the garden **were** very tall.

or, to talk about *a situation at a particular time in the past*:

- Patrick **was** in the hall when I arrived.
- Ismah and Adnan **were** quite busy this morning.

or, to talk about *a situation which existed often or regularly in the past*:

- The dog **was** always tired after his walk.
- Giovanni **was** usually in the library in the afternoon.

negatives

We make the negative by adding **n't** or **not** after **was** / **were**:

singular	plural
I was not / wasn't	we were not / weren't
you were not / weren't	you were not / weren't
he / she / it was not / wasn't	they were not / weren't

- He **wasn't** in the office - he **was** at home.
- She said she **wasn't** angry but I didn't believe her.
- Jane and Mark **weren't** very happy about Tom's behaviour at their party last night.
- We **weren't** sure that the taxi driver knew where to go.

questions

We make questions with **was** / **were** + **subject**:

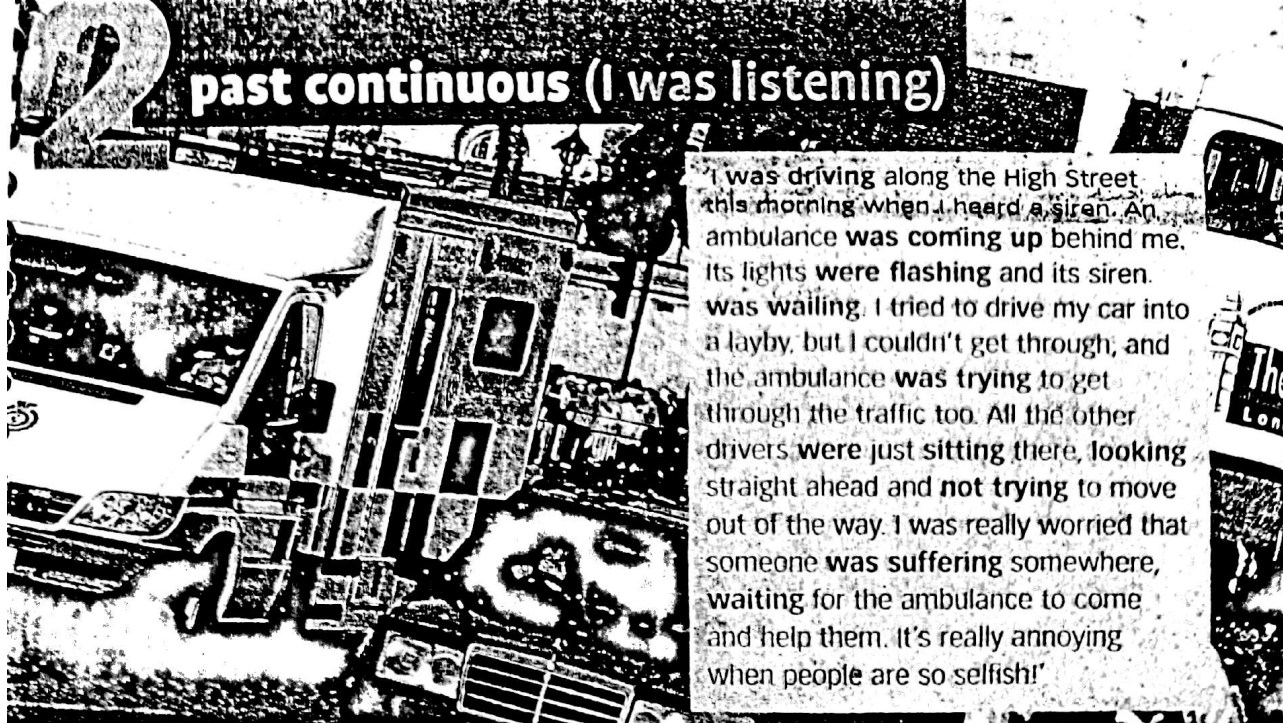
- **Were you** in the bath when I phoned?
- **Was the hotel** you stayed in expensive?

If we want to ask a question with a question word (**how**, **why**, **where** etc), we use **question word** + **was** / **were** + **subject**:

- **Where was Tom** this morning?
- **Why was he** so late?

If we want to ask about *a particular quality of something*, we use **how** + **big** / **long** / **old** / **hot** etc. + **was** + **subject**:

- 'How long **was the meeting**?' 'It **was** three hours long!'
- 'How tall **was your grandfather**?' 'He **was** more than two metres tall.'



I was driving along the High Street this morning when I heard a siren. An ambulance **was coming up** behind me. Its lights **were flashing** and its siren **was wailing**. I tried to drive my car into a layby, but I couldn't get through, and the ambulance **was trying** to get through the traffic too. All the other drivers **were just sitting** there, looking straight ahead and **not trying** to move out of the way. I was really worried that someone **was suffering** somewhere, waiting for the ambulance to come and help them. It's really annoying when people are so selfish!

form

We make the past continuous by using the past of the auxiliary verb **be (was, were)** and the **ing form** of the main verb:

singular	plural
I was making	we were making
you were making	you were making
he / she / it was making	they were making

Note: We often use one auxiliary with more than one **ing form**, if the subject of the verbs remain the same:

- The people **were sitting** in their cars, just staring ahead.

use

We use the past continuous to talk about *something happening at a particular time in the past*:

- Adnan **was working** in the stockroom **at 8 p.m. yesterday**.
- The Bells **were sitting** in their garden **at lunchtime**.

We often use it to talk about *something that was in progress when an event happened*:

- Adnan **was driving** home **when Ismah phoned**.
- Tom **was parking** his car **when the traffic warden appeared**.

We also use it with **while** to talk about *two things happening at the same time*:

- **While** the pastry **was cooking**, Andrea prepared the tea.
- **While** Jim **was cooking**, Mary **was paying** some bills.

We also use it to talk about *repeated actions over a past period of time*:

- Last winter, Craig **was going** to Sweden every month.
- When my fridge was broken, I **was going** to the shop every day.

questions

We make questions by putting the auxiliary verb (**was / were**) before the **subject**:

- **Was Gaby talking** on the phone?
- **Were the customers buying** the new fashions?
- **Why was Tom shouting** at Jake?

negatives

The negative is formed by adding **not** or **n't** after **was / were**:

- The audience **wasn't laughing** at the comedian.
- We **weren't trying** very hard in the exam.
- Jeremy **wasn't working** for Reuters in 2004.