**INFO ZI AN 1**

**Present Tense Continuous**

**1.Form:**

|  |  |  |  |
| --- | --- | --- | --- |
| Affirmative | Interrogative | Negative | Negative-Interrogative |
| I **am** work**ing**  you **are** work**ing**  he/she/it **is** work**ing**  we **are** work**ing**  you **are** work**ing**  they **are** work**ing** | **Am** I work**ing**?  **Are** you work**ing**?  **Is** he/she/it work**ing**?  **Are** we work**ing**?  **Are** you work**ing**?  **Are** they work**ing**? | I **am not** work**ing**  You **are not** work**ing** (**aren’t**)  He/She/It **is not** work**ing** (**isn’t**)  We **are not** work**ing** (**aren’t**)  You **are not** work**ing** (**aren’t**)  They **are not** work**ing** (**aren’t**) | **Am** I **not** work**ing**? **Are** you **not** work**ing**? (**Aren’t** you work**ing**?)  **Is** he/she/it **not** work**ing**? (**Isn’t** he/she/it work**ing**?)  **Are** we **not** work**ing**? (**Aren’t** we work**ing**?)  **Are** you **not** work**ing**? (**Aren’t** you work**ing**?)  **Are** they **not** work**ing**? (**aren’t** they work**ing**?) |

**2.Spelling: (the spelling of present participle -Ving-)**

* verbs ending in a single ’’-e’’, drop this ’’-e’’ before adding the ’’-ing’’:

e.g. to love→ lov+ ing→ loving

Exceptions: to age → ageing (a îmbătrâni)

to dye → dyeying (a vopsi)

to singe → singeing (a pârli)

* verbs ending in ’’–y’’ add the ’’-ing’’ ending without affecting the spelling of the verb:

e.g. to play → playing

to cry → crying

* verbs ending in ’’-l’’, double it when adding the ’’-ing’’ ending in B.E.:

e.g. to travel → travelling (B.E.)

!!! In the A.E., the final ’’–l’’ is doubled only if the last syllable is stressed. For example, in A.E. the verb *to travel* does not double the final ’’–l’’ because the stress lies on the first syllable: ’’tra-’’. So, in A.E. we find the form *traveling*. The verb *to compel* doubles the final ’’-l’’ because the stress lies on the last syllable, ’’-pel’’: *compelling*.

* if a verb has one syllable and it ends in a single consonant, this consonant is doubled when adding the ’’-ing’’ ending:

e.g.to hit→ hitting

* if a verb has several syllables and the last syllable is stressed and ends in a single consonant, this final consonant is doubled when adding the ’’-ing’’ ending:

e.g. to admit→ admitting (the final consonant ’’-t’’ is doubled because the final syllable ’’-mit’’ bears the stress; in the example, the first syllable ’’ad’’ is not stressed.)

but:

to enter→entering (the final consonant ’’-r’’ is not doubled because the final syllable ’’-ter’’ does not bear the stress; in the example, the first syllable ’’en’’ is stressed.)

**3.Use:**

* to express an action that is happening precisely at the moment of speaking, with such adverbs as *now*, *at (this) moment*, etc.:

e.g. I *am repairing* the printer now.

* to express an action that takes place in the present, but not at the very moment of speaking, but in a larger period of time, including the present moment:

e.g. What *are* you *doing* these days?

I *am reading* a book on network security:

* to express a repeated but annoying action with the adverb *always*:

e.g. They *are* always *sending* me e-mails early in the morning or late at night!

* to express a personal plan, a case in which it has a future meaning:

e.g. He *is arriving* tomorrow morning.

!!! If the context does not indicate a future meaning, it is compulsory to use an adverbial of future time: *tomorrow, next week/month/year*, etc.

**NOTE**

There are verbs that are not normally used in the continuous aspect because they express durable characteristics or states. However, there are cases when these verbs refer to temporary actions and, therefore, they can be used in the continuous aspect. They can be grouped into the following categories:

1. Perception verbs- verbs expressing senses: *to hear, to see, to smell, to sound, to taste, to look, to feel, to appear, etc.*

**!!!** The continuous aspect of the perception verbs can be rendered by **Can and Could**:

e.g. I *hear* this strange noise coming from the hard disk every day.

I *can hear* a strange noise coming from the hard disk this very moment!

**!!!** Apart from this, there are special cases when the above mentioned perception verbs can be used in the continuous aspect (namely, temporary actions).

*TO HEAR*

I *hear* (*can hear*) a strange noise now. (simple aspect)

But:

It can be used in the continuous aspect when:

- it means *to listen formally to* (courses, lessons, complaints, evidence, etc.):

e.g. We *are hearing* a course of informatics now. (continuous aspect)

The teacher *is hearing* my lessons now. (continuous aspect)

The judge *is hearing* evidence at this moment. (continuous aspect)

-it means to receive news and letters (in the present perfect and future):

e.g. I’*ll be hearing* all about the new iPhone 13 at our next meeting.

*TO SEE*

I *see* (*can see*) the new display now. (simple aspect)

But:

It can be used in the continuous aspect when:

- it means *to visit* (as a tourist):

e.g. I *am seeing* the new IT museum in this town now. (continuous aspect)

-it means *to meet somebody by appointment, to interview*:

e.g. Tom *is seeing* his dentist tomorrow. (continuous aspect)

e.g. The IT manager *is seeing* the applicants now. (continuous aspect)

-it means *to accompany someone* :

e.g. He *is seeing* the manager *out*. (continuous aspect) (*to see somebody out* means to escort somebody to the door)

e.g. I *am seeing* my manager *home*. (continuous aspect) (*to see somebody home* means to escort somebody to his/her house)

e.g. I *am seeing* the manager *to* her car. (continuous aspect) (*to see somebody to + place* means *to escort somebody tohis/her place*)

e.g. I *am seeing* my manager *off* at the railway station. (continuous aspect) ( *to see somebody off* means *to say goodbye at the starting point of his/her journey*)

* it means *to take care of*:

e.g. My colleague *is seeing* *to* the peripherals. (continuous aspect)

TO SMELL

When it is a link verb it is used in the simple aspect:

e.g. The new print paper *smells* nice. (simple aspect)

But:

It can be used in the continuous aspect when:

- it refers to a temporary state, when it means *to sniff at*:

e.g. She *is smelling* the new print paper. (continuous aspect)

*TO TASTE*

The cake *tastes* of strawberry. (simple aspect)

This juice *tastes* sweet. (in this case, *to taste* is a link verb) (simple aspect)

But:

It can be used in the continuous aspect when it expresses a temporary state:

e.g. My mother *is tasting* the stew to see if it is tasty or not. (continuous aspect)

*TO LOOK*

It is used in the simple aspect when:

-it is a link verb:

e.g. That device *looks* interesting. (simple aspect)

- it is used with the preposition *on*: *to look on* meaning *to consider*:

e.g. Most people *look on* computers as an essential part in their lives. (continuous aspect)

- it is used with the prepositions *down on*: *to look down on* meaning *to despise*:

e.g. He *looks down on* me because I have failed in breaking that code. (continuous aspect)

- it is used with the prepositions *up to*: *to look up* *to* meaning *to respect*:

e.g. His colleagues look up to him because he succeeded in breaking that code. (continuous aspect)

But:

It is used in the continuous aspect when it refers to deliberate actions:

e.g. I *am looking for* my laptop. (continuous aspect)

He *is looking at* the display and can not realize what is going on! (continuous aspect)

I *am looking into* this matter right now. (continuous aspect)

*TO FEEL*

It is used in the simple aspect when:

-it means *to sense*:

e.g. *Do* you *feel* that the hard disk is shaking?

-it means *to think*:

e.g. He *feels* I am wrong.

-it is used as a link verb:

e.g. This material *feels* soft.

But:

It is used in the continuous tense when:

-it means *to touch*:

e.g. He *is feeling* the ink cartridge now. (continuous aspect)

-it is used with the preposition *for*, meaning *to try to find something by touching*:

e.g. He *is feeling for* the start button in the dark now. (continuous aspect)

**!!!** When *to feel* is accompanied by an adjective indicating emotions, mental or physical conditions, both the simple and the continuous aspects can be used, though the simple aspect is more frequent:

e.g. How *do* you *feel*?/ How *are* you *feeling*?

I *feel* rather tensed./ I *am feeling* rather tensed.

1. Verbs expressing mental activities: *to think (꞊to have an opinion)*, *to understand, to know, to assume, to expect (꞊to think), to imagine, to mean, to suppose (꞊to have an opinion), to believe, to realize, to doubt, to agree, to remember, to recall, to recollect, to recognize, to forget, to see (꞊to understand), to suspect, to consider, etc.*

**!!!** The verbs belonging to this category can not be used in the continuous aspect when:

- they are followed by a THAT-clause or by a WH-clause.

e.g. I *think* that the printer is out of order!

I *don’t understand* why you haven’t repaired the printer.

But:

-they can be used in the continuous aspect when they refer to an activity, not to a passive state of the mind.

e.g. Turn off the music! I *am thinking* now! I *am thinking* about introducing the data into the cells.

*To think*

It can not be used in the continuous aspect when an opinion is asked for or opinion is given:

e.g. What *do* you *think* about this device?

I *think* it will help us a lot!

But:

It can be used in the continuous aspect when it refers to the activity of thinking:

*e.g.* He *is thinking* of inputting data into the computer.

*To expect*

It can not be used in the continuous aspect when it means *to believe*:

e.g. I *expect* he will finish installing his home network.

But:

It can be used in the continuous aspect when it means *to await*:

e.g. We *are expecting* an offer from their company!

1. Verbs expressing feelings and wish: *to like, to dislike, to love, to hate, to detest, to loathe, to admire (꞊to respect), to hope, to respect, to value, to adore, to appreciate (꞊ to value), to enjoy, to desire, to want, to wish;*

e.g. I *like* the image displayed on your desktop.

He *detests* his job.

I *want* to buy a new mouse.

**!!!** The verbs belonging to this category can be used in the continuous aspect when they express very strong temporary feelings:

e.g. What a terrible day! I am hating it!

*To appreciate*

It can not be used in the continuous aspect when it means *to value someone*:

e.g. I *appreciate* him because he is a very good programmer.

But:

It can be used in the continuous aspect when it refers *to an increase in value*:

e.g. The euro *is appreciating* and our national currency is depreciating.

*To value*

It can not be used in the continuous aspect when it means *to respect someone*:

e.g. I *value* him for his skill in repairing hard disks.

But:

It can be used in the continuous aspect when it means *to estimate the financial worth of*:

e.g. He *is valuing* his grandmother’s jewellery.

4) State verbs- verbs that suggest the idea of permanence: *to belong, to appear, to concern, to consist of, to contain, to hold (꞊to contain), to cost, to depend on, to deserve, to equal, to hold, to keep on (꞊to continue), to matter, to owe, to own, to possess, to resemble, to result, to seem, to signify, to sound (꞊to seem, to appear), to suit*, etc.

e.g. This folder *contains* the information you need.

He *owns* a performant display.

*To appear*

It can not be used in the continuous aspect when it means *to seem*:

e.g. It *appears* that the price of the processors will go up.

But:

It can be used in the continuous aspect when it means to come before the public:

e.g. The founder of IBM *is appearing* on the stage now.

*To cost*

It can not be used in the continuous aspect when it is used as a state verb:

e.g. How much *does* this software *cost*?

But:

It can be used in the continuous aspect when it has a temporary meaning:

e.g. This meal *is costing* me a fortune!

**!!!** *To Be* and *To Have* are the best known state verbs.

*To be*

It can not be used in the continuous aspect when:

- it denotes existence:

e.g. He *is* in the laboratory right now.

-gives information about somebody/something:

e.g. He *is* a programmer.

-expresses physical or mental sate:

e.g. He *is* excited/cold/happy.

-is used to express age, size, weight, price:

e.g. I *am* 20 years old.

This laptop *is* 2 kg.

This software is £ 1000.

But:

It can be used in the continuous aspect when it is accompanied by such words as: *wise/foolish, good/bad, quiet/noisy, clever/stupid, selfish/unselfish, optimistic/pessimistic, etc.* all denoting temporary states:

e.g. Don’t pay attention to my colleague! He *is* just *being* foolish!

*To have*

It can not be used in the continuous aspect when it expresses possession:

e.g. They *have* one desktop, three laptops and two printers.

But:

It can be used in the continuous aspect when it is used in phrases such as: to have a meal/food/drink/bath/lesson/fun/ a baby/a party/trouble/difficulties/a good time/etc.

e.g. They *are having* the informatics lesson right now.

**EXERCISES**

**Translate into English:**

1. Acum încerc să încarc hârtie în imprimantă.

2. Chiar în acest moment cumpăr cerneală pentru imprimantă.

3. Uită-te la ecrannul calculatorului! Se face verde! Ce se întâmplă?

4. - ,,Ce faci aici?’’

- ,,Citesc o carte despre cum să-mi instalez o reţea de calculatoare acasă.’’

5. Auzi zgomotul acesta? Scrie la calculator lucrarea pentru mâine.

6. Mă duc să-mi cumpăr o tastatură nouă chiar acum.

7. Mă uit în vitrină la acel calculator. O să-l cumpăr mâine.

8. Nu înţeleg de ce nu merge imprimanta! Mâine chem un specialist să o repare.

9. Aşteaptă un moment! Tocmai transfer datele de pe stick pe calculator.

10. Chiar acum conectez calculatorul meu la reţea.

11. În acest moment mut unfişier de pe Desktop în fişierul intitulat ,,Chitanţe’’.

12. Chiar acum imprimanta tipăreşte teza mea de doctorat.

13. În acest moment schimb cartuşul de cerneală.

14. Cumpăr de la papetărie hârtie de calitate superioară pentru imprimantă.