



Chapter 1

THE INDICATIVE

It is generally accepted that the word TIME stands for the concept with which all mankind is familiar, divided into past, present and future. And, one must also underline that it is something independent of language.

By TENSE we understand the correspondence between the form of the verb and our concept of time.

ASPECT is the manner in which a verbal action is experienced or regarded. If the action is complete, the **simple/common/indefinite aspect** is used. If it is in progress at a given moment, the **continuous/progressive/expanded aspect** is used.

Some grammarians hold that, in English, there is also a third aspect of the verb showing that an action is repeated. They call this aspect the **frequentative** form. It is made up of **will**, for the present :

Children **will** be children.

When the cat is away, the mice **will** play.

and of **would/used to**, for the past :

When my brothers were on holiday, they **would/used to** get up at nine o'clock.

It must be shown that TIME is not the only concept rendered by the tense of the verb. TENSE may also express the completeness or incompleteness of an action which is or was still on its way :

We **are spending** next week-end in the mountains. (we'll spend)



1.1. THE SIMPLE PRESENT

1.1.1. Form

Affirmative	Interrogative
I/you/we/they speak	Do I/you/we/they speak ?
He/she/it speaks	Does he/she/it speak ?

Negative	Negative-Interrogative
I/you/we/they do not speak	Do I/you/we/they not speak ?
I/you/we/they don't speak.	Don't I/you/we/they speak ?
He/she/it does not speak.	Does he/she/it not speak ?
He/she/it doesn't speak.	Doesn't he/she/it speak ?

1.1.2. Use

- To express "eternal"/"general" truths, or to make statements of general validity :
 - Ice **melts** in the sun.
 - The sun **rises** in the East and **sets** in the West.
- To express repeated/habitual/permanent actions. Such actions are usually accompanied by the adverbs: **every (day/week/month/year/, etc.)**, **never**, **occasionally**, **often**, **sometimes**, **seldom**, **twice a week**, **usually**, etc.
 - We **go** to school every morning. (repeated)
 - Father **smokes** too much. (habitual)
 - Jane **works** in a big factory. (permanent)
- In Direct Speech, to introduce quotations :
 - Shakespeare **says** :
 "Not marble, nor the gilded monuments
 Of princes shall outlive this powerful rhyme". (*Sonnet 55*)
- Sometimes in giving the summary of a story, being called "Narrative"/"Historic" Present :

I went into the dark room and, suddenly, I **hear** a strange noise.

But, in telling stories, both Simple Present and Present Continuous can be employed, although there is a difference between their uses. While the Simple Present is used for the events that happen one after another (**sees**, **meets**, **says**, **goes**, etc.) the Present Continuous occurs with "background situations", that is with the things that are already happening when the story starts or at a certain moment of the story :

The Prince **enters** the cave and there he sees a witch. The witch is **boiling** something and **is talking** to a huge black cat that **is looking** at itself in a mirror.

5. In step-by-step instructions or demonstrations :

First, I **take** the potatoes and **slice** them. Then, I **slice** the tomatoes, **fry** the onion and parsley in a little fat until the onions are translucent...

6. In sports commentaries. In this case the Simple Present refers to quicker actions (which are finished before the sentences that described them). The Present Continuous is used for longer activities :

The goal-keeper **passes** to Maradona, but Hagi **intercepts** ; Hagi **to** Lăcătuș and he shoots and it's a goal ! The Romanians **are leading** by three goals to nil in the second half.

Năstase **serves** ! (this very moment)

Năstase **is serving** in the game we are watching now. (the service is a continuing activity)

7. To express an officially planned action or an action belonging to a settled programme :

The championship **starts** next Saturday. (will start)

The tourists **visit** the British Museum on Friday morning. (will visit)

8. To express a future action

a) in a conditional clause :

If your cousin **comes** here tomorrow, we'll go to the cinema.

b) in a time clause whose action is simultaneous with another future action :

Tom will like English grammar when he **understands** it.

9. In proverbs, sayings :

Despair **gives** courage to a coward.

10. In certain contexts, especially in interrogative sentences, to render a modal hint :

Why **do** you **move** so slowly ? (reproach)

11. In exclamatory sentences beginning with **here** or **there** :

Here they **come** !

There **goes** the train !

But, if these statements are not exclamatory, the progressive aspect must be used :

They're **coming**.

The train **is going** now.

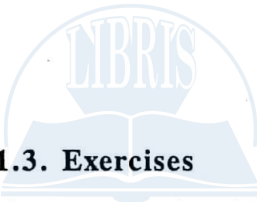
12. With the verb **to continue** and its equivalents (**to go on**, **to keep on**, etc.) as they contain in themselves the idea of continuity, and so, it is not necessary to use a continuous form :

The children **continue** to write.

The pupils **go on** reading.

But, when **to go on** means **to happen**, the continuous aspect must be used :

What **is going on** there ?



1.1.3. Exercises

I. Fill in the blanks with *-s* or *-es* if they are necessary :

1. I like_ jam. 2. My brother like_ honey. 3. We go_ to school in the morning. 4. The girl go_ to the cinema on Saturday. 5. The teacher read_ the lesson every day. 6. The pupils read_ the lesson, too. 7. The bus stop_ at the traffic lights. 8. Tom watch_ TV in the evening. 9. We stop_ in front of this house. 10. I dress_ quickly every morning. 11. My sister want_ to read that book. 12. Alice wear_ this blouse every Sunday. 13. You want_ to see a good film. 14. We watch_ TV every afternoon.

II. Work on the model :

You are singing now.

You sing every day/every evening/often/seldom, etc.
--

1. I am learning a long poem now. 2. Jane is running in the street now. 3. You are drinking tea now. 4. We are waiting for your friend now. 5. You are dreaming now. 6. The girl is writing with her left hand now. 7. I am leaving home now. 8. You are cutting the bread now. 9. Father is opening the door now. 10. You are smoking now. 11. We are visiting a museum today. 12. The children are playing in the garden at the moment. 13. Ann is making a new dress now. 14. Grannie is telling us an interesting story now. 15. The rabbits are eating carrots now. 16. The girl is hurrying.

III. Work on the model :

Is the cat sleeping under the table?

Yes, it often/usually/generally sleeps there.
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1. Are the children listening to a record? 2. Are you having a party next week? 3. Am I eating a cake? 4. Is Tom crossing the street? 5. Are you wearing a sweater today? 6. Are the boys drinking milk now? 7. Is mother making the bed? 8. Am I writing a letter? 9. Are the girls talking? 10. Are you looking out of the window?

IV. Complete the following sentences using the Simple Present :

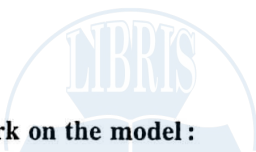
1. You always ... 2. We only ... occasionally. 3. Whenever she comes to see us, she ... 4. Nobody ever ... nowadays. 5. Those girls never ... 6. You usually ... 7. His brother often ... 8. These birds always ...

V. Fill in with *do* or *does* :

1. ... you speak English? 2. ... Lucy clean the blackboard? 3. ... father work in a factory? 4. ... I go there every morning? 5. ... we help mother at home? 6. ... you read French books? 7. ... children like fruit? 8. ... you live in a village? 9. ... the girl eat in the dining-room? 10. ... we walk in the park?

VI. Turn the following sentences into the interrogative :

1. We live in a big house. 2. Albert jumps high. 3. I work hard at my office. 4. You go to bed late. 5. This boy greets me in the morning. 6. We like storybooks. 7. You cook in the evening. 8. I know very many jokes. 9. We help her in the garden. 10. Susan dresses beautifully on Sundays.



VII. Work on the model :

Are you reading now ?
Do you read every day/every evening/etc. ?

1. Is Ann working now ?
2. Am I doing an exercise now ?
3. Are you singing an English song now ?
4. Is it raining heavily now ?
5. Are the children waving to us ?
6. Is father smoking now ?
7. Am I walking in the park now ?
8. Is June cutting the bread now ?
9. Are you carrying a suitcase now ?
10. Are the tourists lying on the beach now ?
11. Am I travelling by train now ?
12. Is the car making a strange noise now ?
13. Are you leaving the house now ?
14. Am I borrowing a book now ?

VIII. Complete the following sentences by supplying the correct form of the verb given in brackets. Use the Simple Present :

1. ... the doctor ... to see his patient every evening? (to come)
2. ... these girls ... playing tennis? (to like)
3. ... Mr. Smith ... that house? (to own)
4. Where ... your friends ... when they go to Paris? (to stay)
5. ... you ... milk or tea? (to prefer)
6. ... the museums ... on Monday in your town? (to open)
7. How often ... Mary ... to the theatre? (to go)
8. ... the children ... in that room? (to sleep)
9. ... anyone ... when the manager left? (to know)
10. ... you ... how far it is? (to imagine)

IX. Work on the model :

Jane sleeps in a large bedroom. (Where)
Where does she sleep ?

1. I drink a glass of water. (What)
2. You wash your hands in the morning. (When)
3. Lucy lives in a new house. (Where)
4. We work in a hospital. (Where)
5. Mrs. Smith likes spring. (What)
6. We read stories in the evening. (What ; When)
7. The children run in the fields (Where)
8. You want a new car. (What)
9. We eat oranges in winter. (What ; When)
10. Jack plays tennis well on Saturday. (What ; How ; When)

X. Answer these questions referring to Thomas using the words given in brackets. Then ask and answer the same questions about his sisters :

1. When does he get up? (usually)
2. What does he do on Sunday mornings? (often)
3. Where does he spend his summer holidays? (usually ; occasionally)
4. What sorts of radio programmes does he listen to? (usually ; always ; never)
5. How does he get to school? (always)
6. What does he take if he has a headache? (usually ; never)
7. What sort of books does he read? (generally)
8. What kind of films does he enjoy? (nearly ; always)
9. What does he keep in his handbag? (usually)
10. What time does he go to bed? (almost always ; never).

XI. Fill in the blanks with don't or doesn't :

1. We ... live in a village.
2. Mother ... cook in the bedroom.
3. You ... go to school in the evening.
4. I ... speak French.
5. Jack ... go to the theatre on Monday.
6. We ... plant trees in winter.
7. You ... write many letters.
8. They ... draw the map of England.
9. Father ... come home late.
10. I ... want to go there now.

XII. Turn the following sentences into the negative :

1. You dig potatoes in the garden.
2. It rains heavily in the mountains.
3. I leave home very late.
4. We read *Oliver Twist*.
5. The girls walk in the forest.
6. The sun rises early.

7. You quarrel with them every day. 8. I repair tape recorders. 9. We do a lot of exercises at school. 10. Harris plays chess very well.

XIII. Work on the model :

I get up at seven./You

You don't get up at seven.

1. They speak English well./We 2. We know this street./Mary 3. You wash your hands./I
4. I live in a large town./Our friends 5. Nick catches fish every week./I 6. The boys fly a kite./The girl 7. You read a newspaper every day./We 8. I tell jokes every evening./You
9. Mother cooks in the afternoon./Jane 10. We see good films on Sunday./They

XIV. Work on the model :

I am not speaking Spanish now.

I don't speak Spanish every day/every week, etc.

1. You are not watering the flowers now. 2. The teacher is not pointing to the map now.
3. Jane is not helping her brother now. 4. We are not climbing the mountain now. 5. I am not writing an exercise now. 6. You are not explaining the problem now. 7. The people are not shouting in the street now. 8. The student is not taking notes now. 9. I am not coming home now. 10. We are not travelling by plane now. 11. You are not dancing now. 12. Thomas is not looking for his hat now. 13. My uncle is not repairing the roof of his house now. 14. I'm not signing the cheques now. 15. The curtain is not rising now.

XV. Work on the model :

They go to school in the morning./you

They go to school in the morning, but you don't .
--

1. I drink much milk./Mary 2. We help mother./you 3. You like this song./I 4. Tom speaks English well./we 5. You come home early./father 6. Jack works in this factory./his friends 7. We open the windows every morning./the boy 8. You play the piano./my sister

XVI. Give short answers to the following questions :

1. Does London lie on a river? (Yes) 2. Do I speak English? (Yes) 3. Do you study Chemistry? (No) 4. Do the Browns watch TV in the evening? (Yes) 5. Does your father teach Maths? (No) 6. Do I know this man? (No) 7. Do you eat lunch at home? (Yes) 8. Do the girls draw many cars? (No) 9. Do Jane and Fred love music? (yes) 10. Does your mother make good cakes? (Yes)

XVII. Work on the model :

like coffee/you/yes	Do you like coffee?
	Yes, I do.

1. play in the garden every day/Tom/yes ; 2. ride the bicycle/you/no ; 3. help mother every morning/I/no ; 4. plant trees in spring/the children/yes ; 5. eat apples/we/yes ; 6. know this girl/you/yes ; 7. visit London/Mary/no ; 8. catch fish/we/no ; 9. cross the road/the boys/yes ; 10. watch TV/I /yes.



1.2. THE PRESENT CONTINUOUS

1.2.1. Form

Affirmative	Interrogative
I am/I'm speaking	Am I speaking ?
You are/You're speaking	Are you/we/they speaking ?
We are/We're speaking	Is he/she/it speaking ?
They are/They're speaking	
He is/He's speaking	
She is/She's speaking	
It is/It's speaking	

Negative	Negative-Interrogative
I am not/I'm not speaking	Am I not speaking ?
You /we/they are not/aren't speaking	Are you/we/they not speaking ?
He/she/it is not/isn't speaking	Aren't you/we/they speaking ?
	Is he/she/it not speaking ?
	Isn't he/she/it speaking ?

1.2.2. Use

1. To express an action which started before the present moment, which is in progress at the moment of speaking, and which will terminate in the future. This form of the verb indicates that the duration of the action is limited. The feeling of immediate present is often emphasized by **just** and **now** :

The sun **is shining** in the sky *now*.

The pupil **is just writing** the exercise.

The words **just** and **now** are no longer mentioned when their meaning is understood :

Look, the children **are sleeping** !

2. To express a temporary action :

We usually go to work by bus, but today we **are going** by cab.

3. To express a definite arrangement in the near future. It is, perhaps, the most usual way to present somebody's immediate plans :

What **are you doing** tomorrow ?

The time of the action must be given in this case in order to avoid confusion.

4. To express futurity, especially with verbs of movement like : **to come, to arrive, to go, to leave** :

Our friends **are arriving** tomorrow.

He **is going** to London on Friday.

5. To express a frequent repetition of an activity which has a distinct meaning of annoyance, irritation, sarcasm. In this case the verbs are usually combined with such adverbs as: **always, constantly, continually, for ever** :

He is *always* **borrowing** money from his friends but never gives it back.

Why **are** the children **being** so noisy today?

It is to be noted that with the verbs expressing physical feelings (**to ache, to feel, to hurt**, etc.) and the construction **to look forward to** there is no great difference between simple and continuous forms :

How **do** you **feel** /How **are** you **feeling** today?

My finger **aches/is aching**.

We **look forward/are looking forward** to their arrival.

6. Sometimes, in subordinate clauses of time or condition :

The boy will play in the park while his mother **is making** a cake.

I will not disturb her if she **is watching** TV.

7. With the verbs **to get** or **to grow** to express a transition from one state to another :

It **is getting** dark.

Our parents **are getting** older and older.

Verbs not used in the continuous aspect

1. *Verbs of perception* : **to feel, to hear, to notice, to see, to smell, to taste** :

The hay **smells** nice today.

Do you see the birds now?

The soup **tastes** delicious.

If one means to emphasize the idea of continuity of these words, **can/could** must be used :

I *can* **see** the plane now.

We *can* **hear** the waves at last.

However, the verbs **to smell, to taste** and **to feel** may be found in the continuous aspect when they imply a voluntary action on the part of the subject :

The cat **is smelling** the bush now.

Mother **is tasting** the soup to see if it is warm enough for the baby.

When verbs of perception are used with meanings which are different from their "basic" ones, they may be used in the continuous aspect :

TO SEE

- a) to meet by appointment, to interview :

I **am seeing** my dentist on Friday.

Jane **is seeing** her manager now.

- b) to visit (generally used in connection with tourists) :

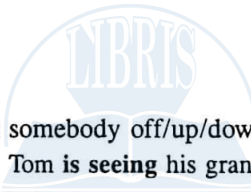
Mary **is seeing** the sights so she will be a little late.

- c) to see about (to make arrangements or inquirements) :

Our form master **is seeing about** the trip to the mountains.

- d) to see to (to put right, to deal with) :

The mechanic **is just seeing to** the engine of our car.



e) to see somebody off/up/down/out :

Tom is **seeing** his grandfather **off** at the railway station now.

f) to see hallucinations :

I'm **seeing** things.

TO HEAR

a) to receive news of or from :

I'm **hearing** interesting things about our new neighbour. (you are just telling me)

b) when referring to legal cases, meaning **to try** :

The judge is just **hearing** the witnesses.

TO FEEL

It is usually employed in the simple aspect. Its continuous form suggests that the state is temporary :

Mary felt well yesterday but she is **not feeling** well today.

By way of conclusion to the verbs **to feel**, **to smell** and **to taste** we shall say that they are generally used in three different ways, with three slightly different meanings :

a) to experience a particular sensation. In this case the simple aspect is to be found. The idea of continuity may be given by the verbs **can/could** :

Jane **feels/can feel** a pain in her shoulder.

I (*can*) **smell** a perfume in here.

The children (*can*) **taste** something strange in the cake.

b) to cause somebody to have a particular sensation. The simple aspect must be used under such circumstances :

We know that silk **feels** soft.

The mountain air **smells** fresh.

This pear **tastes** sweet.

c) to try to get a particular sensation. In this case both the simple and the continuous aspect may be employed according to the meaning of the context :

The doctor is **feeling** the patient's foot.

Father **feels** the edge of his penknife before starting to sharpen his pencils.

The girl **smells** the flowers in the garden at this time every morning. That is why she is **smelling** them now.

Mother **tastes** the milk before giving it to the baby. As she wants to feed the baby now, she is **tasting** it again.

2. *Verbs expressing mental activities* : **to agree**, **to believe**, **to distrust**, **to doubt**, **to find**, **to foresee**, **to forget**, **to guess**, **to imagine**, **to know**, **to mean**, **to mind**, **to remember**, **to recognize**, **to recollect**, **to regard**, **to suppose**, **to think** (that), **to trust**, **to understand**, etc. :

She **knows** what you mean.

Do you **mind** if I give her this book?

Does she **think** that he will be able to come?

I'm sure she **understands** the lesson now.