WHAT ARE YOU DOING AT THE MOMENT?

The Present Continuous

1. ►17 Listen and complete this dialogue. Use the words in the box

|  |
| --- |
| ***learning installing are doing aren’t coming going using setting up*** |



Paul: Hi, Brinitha.  
Brinitha: Hi, Paul  
Paul: How is it (1)…………………?\*  
Brinitha: Fine, fine.  
Paul: What (2) …………… you (3)…………………. at the moment?  
Brinitha: Oh, I’m (4) ……………………………………… Nero.  
Paul: How are you getting on?\*  
Brinitha: Well, I’m(5)……………………………… a network. I’m (6) ………………………… Microsoft Server.   
Paul: Right. Where is Jackie today? Do you know?  
Brinitha: Yes. She is on a training course today. She’s (7) ……………………….. about the new

database system.  
Paul: What about Mary and Imran? Where are they?  
Brinitha: They (8)………………… (9)……………………. in today. They have a day off.\*

\* Find the meaning of the following expressions:

at the moment

today

How is it going?

How are you getting on?

have a day off

Listen to the dialogue again and tick (✓) True or False.

|  |  |  |
| --- | --- | --- |
|  | True | False |
| Brinitha and Paul are at work. |  |  |
| Brinitha isn’t fine. |  |  |
| She doesn’t have a day off today. |  |  |
| Paul is installing Nero. |  |  |
| He is setting up a network. |  |  |
| Jackie has a day off. |  |  |
| Mary and Imran are on a training course today. |  |  |



Para pensar: marcar la opción correcta

1. Paul y Brinitha están hablando sobre:
2. hábitos y rutinas
3. lo que está ocurriendo en ese momento y/o durante ese día en particular
4. un evento del pasado
5. Los eventos y situaciones de los que están hablando:
6. no son permanentes, se trata de cosas que están sucediendo durante un período de tiempo determinado y luego finalizan.
7. son permanentes o se repiten de manera regular
8. sucedieron en el pasado y ya no suceden más.

Si optaste por (b) para completar la primera oración y (a) para completar la segunda, elegiste correctamente. En el diálogo Paul y Brinitha están hablando de lo que está sucediendo en el momento de la conversación: Paul le pregunta a Brinitha qué está haciendo: What are you doing at the moment? y ella le responde: **I’m installing** Nero. **I’m using** Microsoft server. Luego hablan de lo que otras personas están haciendo durante el día, la acción ya no se limita al momento en el que se habla, sino que se extiende por un período limitado de tiempo: **She’s learning** about the new database system (**today**). They **aren’t coming in today.**

Si prestamos atención veremos que en esta conversación la mayoría de las acciones están expresadas con

is, am, o are (el verbo be), seguido de un verbo que termina en ‘ing’

I’**m using** Nero.

She’**s learning** about the new database.

⭣ ⭣

**be + V + -ing**

Esta forma verbal corresponde al tiempo PRESENTE CONTINUO, PRESENT CONTINUOUS ó PRESENT PROGRESSIVE, que es el tiempo verbal que usamos para hablar de:

* lo que está ocurriendo al momento de hablar ⭢I’m setting up a network
* lo que está ocurriendo de forma excepcional o temporal, durante un período determinado de tiempo. Por lo general se usan las expresiones ‘today’ (hoy); ‘this week’ (esta semana); ‘this month’ (este mes), para hacer referencia a estos períodos de tiempo: Today she’s learning about the new database system.
* para hablar de eventos futuros cuando están programados de antemano: I’m having an exam tomorrow. (tomorrow = mañana)

#### Veamos la estructura del presente continuo para oraciones afirmativas, negativas e interrogativas:

#### Afirmativa

**Sujeto + am | is | are + verbo terminado en –ing. Vemos que hay una forma larga y una forma contraída:**

|  |  |
| --- | --- |
| **I am learning English.** | **I’m learning English.** |
| **You are learning English.** | **You’re learning English.** |
| **She is learning English.** | **She’s learning English.** |

#### **Negativa**

**Sujeto + am not | isn't | aren't + verbo terminado en –ing. Tengamos en cuenta que, en las oraciones negativas, cuando el sujeto NO es ‘I’, el verbo se puede contraer de dos formas. Veamos:**

|  |  |
| --- | --- |
| **I am not learning English.** | **I’m not learning English.** |
| **We are not learning English.** | **We aren't learning English. | We're not learning English.** |
| **He is not learning English.** | **He isn't learning English | He’s not learning English.** |

**Interrogativa: Yes/No**

**Am | is | are + sujeto + verbo acabado en -ing**

Para hacer preguntas, lo único que tenemos que hacer es invertir el orden del sujeto y del verbo **to be**. Aquí no podemos usar formas contraídas. Para contestar con **short answers**(**respuestas cortas**), solo tenemos que poner el verbo **to be** en forma afirmativa o en negativa, detrás del sujeto. Veamos los ejemplos.

|  |  |
| --- | --- |
| **Am I am learning English?** | **Yes, I am. / No, I’m not.** |
| **Are they learning English?** | **Yes, they are /No, they aren't.** |
| **Is he learning English?**  **Is chat GPT learning Spanish?** | **Yes, he is. / No, he isn’t**  **Yes, it is. /No, it isn’t** |

**Interrogativa: Wh**

**Wh + am | is | are + sujeto + verbo terminado en –ing**

Estas preguntas requieren una frase completa como respuesta. Por eso empiezan con las partículas interrogativas **what**(**qué**), **where** (**dónde**), **how** (**cómo**), etc. Veamos

|  |  |
| --- | --- |
| **What am I learning?** | **I’m learning English.**  Esta pregunta en primera persona es muy poco frecuente, normalmente no nos preguntamos cosas a nosotros mismos, pero es bueno conocer su estructura |
| **Where is he working at the moment?** | **He’s working in New York.** |
| **When are you finishing the project?** | **I’m finishing it at the weekend.** |
| **What are they doing?** | **They are installing the new software** |

Síntesis gramatical recuperada de: <https://grupovaughan.com/a/present-continuous-en-ingles/>

**Look! -ing spelling rules!**

1. For many verbs we make the –ing form by simply adding –ing to end of the verb.

|  |  |  |
| --- | --- | --- |
| eat - eating | work - working | read - reading |

2. Verbs ending with -e (with the exception of verbs ending in –ee or -ie), drop the –e and add –ing

|  |  |  |  |
| --- | --- | --- | --- |
| make - making | write - writing | | have – having |
| **exceptions:**  see – seeing flee - fleeing | | die – dying tie - tying | |

3. One syllable verbs ending with one vowel and one consonant, double the consonant and add –ing

|  |  |  |
| --- | --- | --- |
| cut - cutting | run - running | stop - stopping |

Time to practice:

1. Write these verbs in the … *ing* form.

|  |  |
| --- | --- |
| 1. Put \_\_*putting*\_\_\_\_  2. Use. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Run \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. Store \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. Play \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. Boot up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. Look \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8. Run \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 9. Study \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  10. Have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  11. Receive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  12. Edit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  13. Delete \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  14. Design \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  15. Display \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  16. Type \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

2. Complete these sentences with *is/isn't, am/am not, are/aren't.*

1. It ………… going well.
2. I………….. learning a new program.
3. She…………working in the office today. She has a day off.
4. They…………… installing the new software.
5. We……………. setting up the network.
6. We……………. using Word. We have a different word-processing program.
7. Where…………… they working today?
8. What…………… he installing on the computer?
9. I……………. coming in today. I'm sick.
10. …………she working at home today?

3.a Use a dictionary to find the meaning of the words you don’t understand. Be careful with troubleshoot;

3.b Match the sentence halves 1-7 to a-g.

|  |  |
| --- | --- |
| 1. Joe is creating 2. Mara is inserting 3. They are troubleshooting 4. She’s connecting 5. They’re coding 6. Roy’s creating 7. They’re having | 1. software. 2. a 3D model. 3. a Zip file. 4. a team meeting. 5. an image. 6. in C++. 7. a device. |

4. Look at the pictures and match them with the sentences above

A B C D E



F G

5. Now write the complete sentences:

**1. Joe is creating a Zip file.**

5. What are you doing right now and what is happening around you? What is / are your classmate/s doing? (¿Qué estás haciendo en este momento y qué está sucediendo a tu alrededor? ¿Qué está/n haciendo tu/s compañero/s?) Write five sentences.

Ideas: use my mobile – talk – write on the board – ask a question – send a WhatsApp message – listen to music – take notes – sleep – using the teacher’s computer

**Example: I’m listening to the teacher and my classmate is writing on the board…**

6. Now, imagine you are at a database class now. Who is your teacher? Are you in a physical room or in a virtual class? What are you doing? What is / are your teacher/s doing? What is your classmate doing? What are the other students doing?