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PART ONE: **INTRODUCTION**

1. RATIONALE

We can in no way deny the importance of English in Viet Nam at present. The desire to learn English is immense and apparently insatiable due to the current economic development. English is now a top requirement of those who are seeking good jobs. In our country, English is taught from primary schools to universities, in both private enterprises and state offices. No language is more widely studied or used as a foreign language than English in Viet Nam at the moment. Consequently, the teaching methods and learning strategies are of the utmost interest of the Vietnamese methodologists and pedagogists of English. In order to assist the teaching and learning English to come to a success, an attempt has been made to present, classify and describe, to the possible degree, the English-ing participle systematically and scientifically, at the same time, in contrastive analysis with Vietnamese equivalent.

Every language has its peculiar problems of grammar for the foreign learner, and many people would agree that in the English language, the most trouble problems are concentrated in the area of the finite and non-finite verb phrase, and include, in particular, questions of the usage of the English -ing participle.

It can be seen that the V-ing is one of five forms of a certain verb so the -ing participle, of course is an important part in English grammar from elementary to advanced level. It appears with high frequency in communication day by day. Furthermore, no-ing form can be seen in Vietnamese, consequently, we have to use the other devices to convey the equivalent meaning so the English -ing participle is not quite simple to understand and use for Vietnamese learners.

In my hope, my study about using ing-participle will help learners not only to acquire a better knowledge of English but deepen their grasp of the language. It's of great importance to predict difficulties arising from the differences between the two languages and solve them in the belief that the result of the study would be of some assistance to Vietnamese learners who are learning English and to anyone interested in the English language.

In this study the terminology and the concepts are broadly used in accordance with "Longman English Grammar" by Alexander and "A Grammar Of English" by Professor Randolph Quirk and others. These are the valid grammar books which are without doubt the English grammar of our time.

2. DESIGN OF THE STUDY.

The study is arranged in three parts.

The first part is mainly concerned with the introduction which includes the rationale, the design, the aims and scope.

The second part with the development, the main part of the study, there are three chapters: Chapter one will deal with the theoretical background in which we lay emphasis on discussing the traditional concepts and the modern points of view concerning the English -ing participle. The finite and non-finite verb phrase will be distinguished in the part. Finally this chapter will, to some extent, raise some theoretical preliminaries about morphology of English.

The chapter two will be presented with the systematic description as networks of functions of -ing participle. A number of examples will be described in the chapter. Furthermore, some analysis of structures and semantic implications of the two languages English and Vietnamese will be made as well.

The last chapter, chapter three aims at concentrating on some errors when using -ing participle in finite and non-finite clause and their suggested solutions.

And the last comes with part three, the ending part, giving summary of all information and matter discussed above and some suggestions for further research.

3. SCOPE OF THE STUDY

Evidently, grammar is both fascinating and challenging, and it is, of course, not very easy to master of foreign language. It is more difficult to acquire and use it perfectly. English, like Vietnamese and other languages, is full of problems. Each language has its own characteristic features in term of phonology, morphology, syntax and semantics.

In the framework of the study I point out the description of the English -ing participle and some analysis of structure and semantic implications.

In this study, due to the limited time and knowledge, I only pay attention to dealing with the theoretical background in which I lay emphasis on discussing the traditional concepts and the modern points of view concerning the English -ing participle; pointing out the cases of the English -ing participle with systematic description as networks of functions and some analysis of structures and semantic implication. It has been limited to the English -ing participle in both finite and non-finite verb clause according to the modern concept.

4. AIMS OF THE STUDY

Every language has its peculiar problems of grammar for the foreign learner and many people would agree that in the English language, the most trouble problems are concentrated in the area of the finite and non-finite verb phrase, and include, in particular, questions of the usage of the English -ing participle.

It is my hope, therefore, that whatever is new in the study I make will help learners not only to acquire a better knowledge of English, but deepen their grasp of the language. Writing this paper I try to:

- Point out the theoretical background including the traditional concepts and the modern point of view concerning the English –ing participle, the finite and non-finite phrase.
- Find out the systematic description as networks of functions of –ing participle, a number of examples, some analysis of structures and semantic implications of the English -ing participle.
- Find out some errors when using -ing in finite and non-finite clause.
- Offer some review of the study, some suggestions of materials for further studies.

PART TWO: **DEVELOPMENT**

CHAPTER I: THE THEORETICAL BACKGROUND OF THE STUDY

1.1: -Ing as morpheme

As far as we know morphology is the study of the word formation and word morphemes. Morpheme is the smallest meaningful unit in a language which can be either root morpheme or affixational morpheme. The English ending -ing is considered as a derivational suffixation. For example, we can divide “dancing” into two “-dance” and “-ing”. These forms have no partical resemblance to any other form and, therefore, are morphemes. We can treat “singing” and “dancing” by saying that each has two morphemes. The adding of “ing” to a verb forms the progressive tense in case there is the presence of the verb “tobe” otherwise, the adding of “ing” to a verb can function as a verbal noun, an active adjective and a complement... with different grammatical meaning and lexical meaning. This will be mentioned later in chapter two.

An attempt, however, to deal with morphology in contractive analysis runs in to difficulties. Vietnamese is typically classified as an isolating language. Most of words have only one morpheme, consequently, there is zero-ing in Vietnamese. That is why greatest interest must be taken in viewing the equivalent meaning of “-ing” in Vietnamese. The students have actually met many problems when learning the English-ing participle.

1.2: The formation of -ing participle.

Spelling: How to add -ing to a verb

Evidently, there is only one form of verb in Vietnamese while in English, according to Quirk, normally, English lexical verb has five forms: the base, the -s form, the past, the -ing participle (V, V-s, V-ed1, V-ing and V-ed2 respectively).

Thus -ing is one of the five forms. The modal auxiliaries are defective in not having infinitive (to may), -ing participle (maying). The following is the table of the spelling of -ing participle:

How to add -ing to a verb:

Verbs	Formation	Remarks
1. Most verbs	Wait - waiting Teach - teaching Beat - beating Catch - catching Drink - drinking Enjoy - enjoying Hurry - hurrying	We can add -ing to most verbs without changing the spelling of their base forms
2. Verbs that end in -e	Hope - hoping Date - dating Injure - injuring Dance - dancing Write - writing	If the word ends in -e drop the -e and add -ing
3. Verbs that end in a vowel and a consonant	<i>One-syllable verbs</i> a, Stop - stopping Rob - robbing Beg - begging Run - running Sit - sitting Get - getting b, Rain - raining Fool - fooling Dream - dreaming Beat - beating <i>Two-syllable verbs</i>	1 vowel -> 2 consonants 2 vowels -> 1 consonant 1 st syllable stressed -> one consonant

	a, Listen - listening Offer - offering Open - opening b, Begin - beginning Prefer - preferring Control - controlling Travel - travelling	2 nd syllable stressed -> two consonants
4. Verbs that end in -y	a, Enjoy - enjoying Pray - praying Buy - buying b, Study - studying Try - trying	If -y is preceded by a vowel, keep the -y If -y is preceded by a consonant. Keep the -y, adding -ing.
5. Verb that end in -ie	Die - dying Lie - lying Tie - tying	If the verb end in -ie, change -ie to y before adding -ing.
6. Verb that end in two consonants	Start - starting Fold - folding Demand - demanding	If the verb end in two consonants, just add the ending -ing.

1.3: Concepts of the English -ing participle

1.3.1: Participle

Richards and others [Longman; 1985] define: Participle is a non-finite verb form which functions as an adjective, and is used in passive sentences and to form perfect and progressive aspect. There are two participles in English, the present participle and the past participle.

Hornby [1963] and others: Verbal adjectives qualify noun but retain some properties of a verb: “hurrying” and “hurried” are the present and the past participle of “hurry”.

1.3.2: -Ing participle

Gerunds and present participles are formed from verbs and always end in -ing. Therefore words like *playing*, *writing*, ect. can function as gerunds or as participles. The -ing form is usually called a **gerund** when it behaves like a **noun** and a **participle** when it behaves like an **adjective**. However, there are some overlap between these two main functions and it is difficult (and unnecessary) to make formal distinctions. The term -ing form is used here to cover gerund and participle constructions and the term “participle” is used in “the sentence” to refer to part of a verb.

- As a gerund, the -ing form often functions in general statements as an uncountable noun with no article. It can also be replaced by *it*.

Eg: Dancing is fun. I love it.

Sometimes it functions as a countable noun which can be replaced by *it* (singular) or *they* (plural)

Eg: Dickens often gave readings of his work. They were very popular.

- Present participles are associated with verbs when they refer to action in progress, eg. in progressive tenses. Participle phrases also commonly stand for clauses.

Eg: Walking in the park the other day, I saw a bird building a nest

(= I was walking, the bird was building)

According to Richards and others [Longman; 1985]: The present participle is formed by adding -ing to a verb base. It functions as an adjective (eg: - a smiling girl, a self-winding watch); it is used with *Be* to form the progressive (eg - It is raining); it occurs in constructions such as *let's go shopping*.

1.4: Different views of the English -ing participle

1.4.1: The traditional theory of -ing participle

According to most grammarians, the English-ing participle is considered as the gerund and participle I (the present participle). Some others treated -ing participle as a single form as the -ing form.

Close [Longman; 1975] states that when it is used in conjunction with *Be* to express progressive aspect (eg: we are waiting), the -ing form has a verbal function and is traditionally called a participle. It is a participle in commonly used constructions like “Let’s go swimming”, “Come dancing with us”. It can also function as a noun phrase (NP), in which case it is traditionally called the gerund as in:

I like	chocolate.
	swimming.

- Standing here all day, I see some very strange people.
- Standing here all day make me very tired.

The former “standing” can therefore be called a participle.

The later “standing” can be called a gerund.

Alexander [Longman; 1988] when discussing the -ing form remarked: Gerunds and present participles are formed from verbs and always end in -ing. Therefore, words like “playing”, “writing”, ect. can function as gerunds or as participles. The -ing form is usually called a gerund when it behaves like noun and a participle when it behaves like an adjective. However, there is some overlap between these two main functions and it is often difficult (and unnecessary) to make formal distinctions.

The term the -ing form is used here to cover gerund and participle construction and the term participle is used in the sentence to refer to part of a verb. In broad terms, the gerund can take the place of a noun, though it can, like a verb, have an object.

I like	coffee		Jonh likes	planes
	swimming			flying
				flying planes

The participle can take the place of an adjective.

This is a	wide	stream
	running	

Swan [1980] suggested : the form of a verb ending in- ing (eg: writing, arguing) is sometimes called (a) the present participle and sometimes (b) the gerund , depending on whether it is used (a) more like a verb or adjective or (b) more like a noun.

I sat smoking and wondering what to do (present participle)

Smoking is bad for you. (gerund)

In fact, the distinction is not really as simple as this, and some grammarians prefer to avoid the term participle and gerund. So the -ing form is used (instead of gerund) for cases where the -ing form is used more like a noun. The word participle is used for other cases.

The English -ing participle is traditionally treated as a gerund and a present participle and considered as a phrase, not a clause.

1.4.2: The modern theory of -ing participle

There have been some different points of view in classifying words that end in -ing. According to Quirk and others grammarians, word in -ing are considered as -ing participle. Quirk [Longman; 1972] state the words such as “painting” or “building” in these examples as pure nouns:

We found some paintings.

I like the building very much.

It is certain that the words “paintings” and “building” in the above examples are the pure nouns since they could be replaced by “pictures” or “house” . They are thus perfectly regular concrete count nouns, replaced only to the verb “paint” and “build” by word formation. The such nouns are referred to “deverbal”.

Many other words in -ing are abstract mass noun such as “learning” “explaining”, “dancing”, “shopping”, etc. These words can be formed from any verb by adding -ing and inserting “of” before the noun phrase:

The painting of Brown

The explaining of the teacher

The girl's beautiful dancing.

Quirk refers to such forms as verbal nouns. We could not replace these words by count nouns because they may express the process, the work, or skill of the activities.

Besides, the deverbal and verbal nouns as the pure or abstract mass nouns, -ing participle is used in the finite and non-finite clause. Look at the examples:

- I dislike Brown's painting his daughter.
- I dislike Brown painting his daughter.
- I watched Brown painting his daughter.
- Brown's deftly painting his daughter is a delight to watch.
- Painting his daughter, Brown noticed that his hand was shaking.
- The man painting the girl is Brown.
- The silently painting man is Brown.
- He is painting his daughter.

Quirk disregard the distinction between gerund and participle, classifying the -ing items in the above examples as participles. In the last sentence, -ing participle is the head of a finite verb phrase. The other -ing participles are the non-finite clauses. The classification is the scientific way accepted by many grammarians.

In conclusion, according to two theories (traditional theory and modern theory) mentioned above, it can be seen that there are some different points of view in classifying words that end in -ing.

Traditionally, English grammar distinguishes between the gerund and participle 1. The distinction between them is based on their functions in

the sentence. The -ing form is usually called a gerund when it behaves like a noun and present participle when it behaves like an adjective.

Presently, the -ing participle is classified in two types: the -ing participle as finite clause with progressive meaning and the -ing participle as non-finite clause with different functions and meanings. In English when the -ing participle is used as a finite clause showing the incomplete actions in limited time, Vietnamese then use the progressive “đang” or “(đã) đang”, standing in a certain verb to express the equivalent meaning. While the English-ing participle is used as a non-finite clause functioning as subject, object, complement, etc. Vietnamese use a certain verb expressing the same meaning of English. Therefore, a lot of differences can be seen when studying participle, word formation, usage function....

1.5: Finite and non-finite verb phrases compared.

According to Quirk, finite verb phrases are not the same as non-finite verb phrase in the following points: Firstly, finite verb phrases have tense distinction, i.e present and past tense to express grammatical time relations. Secondly, finite verb phrases can occur as the verb phrase of a main clause. There is person and number concord between the subject and the finite verb. Another point is that finite verb phrase have mood, which indicates the speaker's attitude to the predication. Finally, finite verb phrases have a finite verb form, i.e. Either an operator or simple present or past tense form. The infinitive, the -ing participle and the -ed participle are the non-finite forms of the verb. In main clauses, they can occur only where a finite verb is first element in the verb phrases. However, they can occur in other elements in the main clause such as subject and object. Compare these two sets :

Finite verb phrases

He smokes

Non-finite verb phrases

To smoke like that may be dangerous

He is smoking

I hate him smoking

Smoke !

He entered the office, smoking a big cigar

Quirk has classified finite verb phrases into two types: simple finite verb phrases and complex finite verb phrases. The finite verb phrase is simple when it consists of only one verb which may be imperative, present, or past tense. The verb phrase is complex when it consists of two or more verbs. The progressive tense (-ing participle and the presence of the verb *to be*) may be called the complex finite verb phrases consisting of auxiliary *Be + V-ing*:

He is examining.

John may have been working hard.

Unlike finite verb phrases, non-finite verb phrases have no tense distinction or imperative mood, and can not occur in construction with a subject of a main clause. Since modal auxiliaries have no non-finite forms (infinitive or participle) they can not occur in non-finite verb phrases. However, the aspect and voice auxiliaries “have” and “be” have no such restriction. Here are some examples:

- Having been challenged rudely in the street, John was angry.
- I appreciate having had the opportunity to meet King.
- I appreciated being invited to your home.

Briefly, the verb phrases may be finite (showing tense, mood, aspect, and voice) or non-finite (not showing tense or mood but still capable of indicating aspect and voice) [Quirk].

=> In conclusion, this chapter deals with the theoretical background in which we lay emphasis on discussing the traditional concepts and the modern points of view concerning the English -ing participle. The finite and non-finite verb phrases are distinguished in the chapter. In the next chapter, we will discuss about uses of -ing participle in the sentence.

CHAPTER II: USES OF THE ENGLISH -ING PARTICIPLE

2.1: -Ing participle in the finite verb clause

Helping form the progressive tense with the verb TOBE

According to Quirk, English has two tenses: present tense and past tense. As the names imply, the present tense normally refers to present time and past tense to past time. The progressive should be used in the two tenses: Progressive aspect indicates temporariness. Quirk points out that in addition to process and continuation, there are a number of other concomitant meanings or overtones that go with the progressive aspect, such as limited duration, incompleteness, simultaneity, vividness of description, emotional colouring and emphasis. He also states that the progressive tense is often used with dynamic verbs rather than stative verbs.

2.1.1: Present progressive

The present progressive is formed with the presence of tobe with the -ing participle.

Table : Present progressive

Positive	I We,you,they She,he,it	am('m) are('re) is('s)	+ V-ing
Negative	S + be(present)+ not + V-ing +....		
Question	Be(present) + S + V-ing...?		

According to Quirk, the present progressive refers to a future happening anticipated in the present. Its basic meaning is “fixed arrangement, plan, or programme”:

- The orchestra is playing Mozart.

Ban nhạc sẽ chơi bản Mozart.

- We are probably spending next weeken at home.

Chúng tôi có thể sẽ dành ngày nghỉ cuối tuần ở nhà.

- Are you meeting her at the station?

Thế bạn có định đón cô ấy ở nhà ga không?

- Tom is playing tennis on Monday afternoon.

Tom định chơi quần vợt vào chiều thứ 2.

- We are going after buff in the morning.

Chúng tôi sẽ đi săn trâu rừng vào buổi sáng

For a definite arrangement in the near future (the most usual way of expressing one's immediate plans). We should note that the time of the action must always be mentioned, as otherwise there might be confusion between present and future meaning, meet, come, and go, however, can be used in this way without a time expression. When the actions are in the concrete context, the time expressions may be optional.

Learners may find it difficult to study this formula which produces the confusion with the present progressive to describe an action which is in progress at the time of speaking. This is the major point that the teachers of English focus on when teaching the present progressive tense.

Quirk also states that since the progressive is used to denote present as well as future, a time adverbial is often used to classify the meaning the verb expresses.

They are washing the dishes		now
		later

According to them, the present progressive is especially frequent with transitional dynamic verb like arrive, come, go, land, start, stop, etc..., which refer to a transition between two states or positions:

The plane is taking off at 5.20

The president is coming to the UN this week.

The present progressive tense shows the temporariness:

John is playing the banjo.

That means John's activity at this particular moment is playing the banjo. With this meaning, Vietnamese often use the word “đang” which is often added before a verb as an individual particle. Look at these examples:

What are you doing?

Bạn đang làm gì vậy?

I'm just tying up my shoe-laces.

Tôi đang cột dây giày của tôi

It is raining.

Trời đang mưa.

I must finish what I'm saying quickly.

Tôi phải kết thúc những gì tôi đang nói thật nhanh

Please don't make so much noise. I'm studying.

Đừng làm ồn thế. Tôi đang học bài

I'm glad it's not raining.

Tôi rất mừng là trời không mưa.

That machine is not working.

Chiếc máy đó không làm việc.

In many other cases we see that the word “đang” is optional, the example above is an illustration. Here are some more examples in Vietnamese equivalents “đang” is not used:

Why are you crying?

Sao em khóc?

(At a party)

Hello, Ann, Are you enjoying the party?

Chào Ann. bữa tiệc này có vui không?

-Why are you sitting at my desk.

Tại sao bạn lại ngồi vào bàn của tôi.

-You are joking.

Cậu giỡn hoài.

The present progressive suggests that one's activity is of limited duration.

What's your daughter doing these days?

Đạo này con gái chị đang làm gì vậy?

She's studying English at Durham University.

Nó đang học tiếng Anh tại đại học Durham.

Tom isn't playing football this season.

Mùa này Tom không chơi bóng đá

You are working hard today.

Hôm nay anh làm việc vất vả quá.

For most of the negative sentences in progress, there is a big difference in using the habitual activity and the activity of limited duration- learners often confuse what to choose (between right or wrong):

Wrong: You work hard today.

Right: You are working hard today.

Wrong: I don't work today.

Right: I'm not working today.

The present progressive is used to denote the characteristic activity, necessarily occurring with adverbs like always, repeatedly, perpetually, continually, constantly and forever. It imparts a subjective, emotionally coloured tone.

John's always coming late.

John luôn đến muộn.

She is always helping people.

Bà ta luôn giúp đỡ mọi người.

Our burglar alarm is forever going off for no reason.

Hệ thống báo trộm của chúng tôi luôn kêu khi không có một lý do nào cả.. (Repeated action)

She's always borrowing money and forgetting to pay you back.

Cô ta luôn vay bạn tiền và quên trả lại.

The present progressive, according to some other grammarians such as Michael Swans, Alexander, Thomson and Martinet and Raymond Murphy, has other meanings, in fact, they have subclassified the present progressive tense for convincing study:

Other possible uses of the present continuous:

The present progressive in a more general way to talk about something that may be going on at any time:

-I don't like to be disturbed while I'm working.

Tôi không thích bị quấy giầy trong khi đang làm việc.

-You look lovely when you're smiling.

Khi bạn cười trông rất dễ thương.

[Swan, Michael, 1980]

-When I return at six, she is usually cleaning the vegetables or making some other preparation for dinner.

Khi tôi về lúc 6h, cô ấy thường đang rửa rau hoặc chuẩn bị bữa tối.

[Cheever, Jonh, 1989]

The developing or changing situations:

The weather is getting better and better.

The world is changing. Things never stay the same.

The cost of living is increasing.

Some of the uses of -ing participle are combined with the modal verb, but some of them are uncommon but grammatical:

For instances:

- They must be singing now (*present speculation*)
- He may be about to be getting fed.
- The sampling volume would have to be increasing.
- They might have been being examined

The -ing pariciple may be used in the conditional sentences that means the finite -ing clause can appear both in the simple sentences and in the complex sentences,

- If it were not raining right now, I would go for a walk.

Nếu bây giờ trời không mưa, tôi sẽ đi dạo.

- If I were living in Chile, I would be working at a bank.

Nếu tôi sống ở Chile, tôi sẽ đang làm việc tại một nhà băng.

Even in conditional sentences, progressive verb forms are used in continuing situations.

There are two voices of verbs in English: the -ing progressive tense can also be used not only in active voice but in the passive voice as well, most of examples shown above in the active voice and here is the passive:

Table: Present progressive: passive

Positive: S + be(present) +being +PII
Negative: S + be + not +being + PII
Question: Be + S +being + PII...?

Examples :

- Look at those old houses! They are being knocked down.

Nhìn những căn nhà cũ kia kìa! Chúng đang bị ủi đổ.

- He is being interviewed now.

Anh ta đang được phỏng vấn bây giờ.

With the passive present progressive, in Vietnamese equivalents, the passive words “được” and “bị” are normally used. The word “được” is used when the action has positive effect, in contrast, the passive word “bị” is used when the action has negative effect.

2.1.2: Past progressive

Table: Past progressive

Positive	I, she, he, it We, you, they	was were	+ V-ing
Negative	I, she, he, it We, you, they	was not were not	+ V-ing
Question	Was Were	I, she, he, it We, you, they	+ V-ing

Quirk supposed that the past progressive mainly shows the incomplete actions. For example:

-I was reading a book that evening.

There are no implications that the reading was completed in the course of the evening. With the past progressive, some definite point of reference must be assumed. Often this point is made explicit by an adverbial phrase or clause: Look at these examples:

-This time last year I was travelling round the world.

-Five minutes later the rescue party was leaving.

-When we arrived she was making some fresh coffee.

-I was reading from 10p.m to 11p.m.

However in some cases, there is no point of time when the two progressive past verbs are put next to one another or when a temporary occupation is related to a period. For example:

- They were watching a football match on Saturday afternoon while she was working hard in the kitchen, her husband was sitting down in front of television set.

Some basic uses of the past progressive:

Actions in progress in the past. Often we don't know whether the action was completed or not:

- Philippa was working on her essay last night.

Philippa đã viết bài luận đêm hôm qua.

- It was raining all night

Trời mưa suốt đêm.

When the activity is related to a period of time, there is, in Vietnamese equivalents, presence of “đã” or “suốt”. Like the present progressive, the word “đang” is commonly used, in this sense “đang” means “(đã) đang”, but the two words are used at the same time (except the combination “đã” and đang”).

- This time last year I was living in Brazil.

Vào thời điểm này năm ngoái tôi đang sống ở Brazil.

- *Vào thời điểm này năm ngoái tôi đã đang sống ở Brazil (“đã đang” is unusual)

- What were you doing at 10 o'clock last night?

Đêm qua vào lúc 10h bạn đang làm gì?

[Murphy, Raymond, 1988]

The past progressive and the simple past are often used together to say that something happened in the middle of something else or interrupted it

- Tom burnt his hand when he was cooking the dinner.

Tom làm bỏng tay khi anh đang nấu bữa tối.

- It was raining when I got up.

Lúc tôi tỉnh dậy trời đang mưa.

[Murphy, Raymond, 1988]

Sometimes “đang” in Vietnamese is not normally used:

When we were getting ready for bed that night, the telephone rang.

Đêm đó khi chúng tôi sửa soạn đi ngủ thì có tiếng chuông điện thoại.

Where there is presence of the negative “không”, the progressive word “đang” almost disappears:

I was not driving very fast when the accident happened.

Khi tai nạn xảy ra tôi không lái nhanh.

Just as I was leaving the house, the phone rang.

Ngay lúc tôi sắp sửa rời khỏi nhà thì điện thoại reo.

It was very easy to make mistake when we use the past progressive and the past simple in these cases:

- When she arrived I was telephoning Harry.
That means she arrived during my telephone call.
- When she arrived I telephoned Harry.
I telephoned after her arrival.

We can emphasize the fact that two or more actions were in progress at the same time by using *while* or *at the time (that)*:

- While I was working in the garden, my wife was cooking dinner.
Trong khi tôi (đang) làm việc thì vợ tôi (đang) nấu ăn.

The past progressive is used to talk about the repeated or habitual past actions. However it is not the normal tense:

- When he worked here, Roger was always making mistakes.
Khi làm việc ở đây, Roger lúc nào cũng phạm sai lầm..

[Alexander, 1994]

I rang the bell six times (not: I was ringing.....)

For polite and tentative statements:

- I was wondering if you could give me a lift .
Tôi đang không biết liệu anh ấy có cho tôi đi quá giang không?

We use the continuous tense in description. Note the combination of description (past continuous) with narrative (simple past):

It was evening, the sun was setting. A gentle wind was blowing through the trees. In the distance I noticed a Landover moving across the dusty plain. It stopped and two men jumped out of it.

Đó là vào một buổi chiều. Mặt trời từ từ khuất. Gió nhẹ thổi qua những rặng cây. Từ xa tôi để ý thấy một chiếc Landrover chạy qua cánh đồng bụi mù mịt. Nó dừng lại và hai người đàn ông nhảy ra.

[Alexander, 1994]

Generally speaking, the use of the past progressive does not cause much difficulty to learners as the present progressive. In most cases, the definite point of time is the important advantage that makes learners easily aware of the action in progress in the particular situation. It may be noticed that not many mistakes are made by learners when learning and using this tense of verbs.

Past progressive form may be used with modal verbs showing the speculation. Look at the examples:

She may have been studying at the library.

She must have been teaching English at school.

- Past progressive :Passive

I, she, he, it	was	being + PII
We, you, they	were	

Here are some examples:

- Suddenly I heard footsteps behind me. We were being followed.

Thình lình tôi nghe thấy tiếng bước chân phía sau tôi. Chúng tôi đang bị theo dõi.

- He was being interviewed when we came.

Khi chúng tôi tới anh ta đang được phỏng vấn.

- This school was being built at this time last year.

Ngôi trường này được xây dựng vào dịp năm ngoái.

- The room was being cleaned when I arrived.

Khi chúng tôi tới căn phòng đang được lau chùi.

Georges's car was being serviced at the garage.

Xe của George đang được sửa tại garage.

[Murphy, Raymond, 1988]

2.1.3 : Present perfect progressive

Present Perfect progressive

I		
We		have + been + V-ing
You		've
They		
She		
He		has + been + V-ing
It		's

Quirk [1972] stated that the perfect progressive denotes a temporary situation leading up to the present moment. The progressive overtones of incompletion and emotional colouring can also be found.

Simple perfect: John has lived in New York since 1970.

Perfect progressive: John has been living in New York since 1970.

The meaning differences is slight, but the use of the progressive indicates that the speaker considers John's residence in New York to temporary-compare also:

Who's eaten my dinner? (i.e. there is nothing left of it)

Who's been eating my dinner? (i.e. there is some left; also more readily suggests disapproval)

Look at some other examples:

- She is very tired. She's been typing letters all day.

Cô ấy cảm thấy rất mệt. Cô ấy đã đánh máy những lá thư cả ngày.

- I have been working for Exxon for 15 years.

Tôi đã làm việc cho Exxon được 15 năm.

It can be seen that, depending the context, the activity may or may not still be in progress at the present time. This use often occurs with the time expressions such as: **all + time** references, **since** or **for**. In the above examples, there is a confusion when translating from Vietnamese into English. In Vietnamese, the concepts of tense and aspect are not clear cut

(and many grammarians actually deny their existence). The word “đã” commonly refers to the action in the past, but “đã” is equal to the activity in the simple past, past perfect, present perfect continuous and past perfect continuous of the English:

In Vietnamese: đã viết

In English:

He	<u>wrote</u>		last night.
	<u>was writing</u>	a letter	last night.
	<u>has been writing</u>		for 3 hours.
	<u>had been writing</u>		before we came.

With the actions continuing up to the present, in several cases, the Vietnamese use “đang” as a device to render the equivalents.

- How long have you been learning English?

Bạn đang học tiếng Anh được bao lâu rồi?

- I've been learning English for a long time.

Tôi đang học tiếng Anh được một thời gian dài rồi.

- It's been raining since I got up this morning.

Trời mưa mãi từ lúc tôi thức dậy sáng nay.

- I've been waiting for you for two hours.

Tôi đã chờ anh suốt 2 tiếng.

[Murphy, Raymond, 1988]

The perfect progressive is often used to show that an action is frequently repeated.

- Jim has been phoning Jenny every night for the past week.

Tuần rồi vào mỗi tối Jim đều gọi điện thoại cho Jenny.

The present simple used with is may express consequence.

- Your eyes are red. You've been crying.

Mắt của em đỏ. Em đã khóc.

[Alexander, 1994]

It is reasonable to say that learners find it hard to distinguish the use of present perfect simple or progressive. So when learning the tenses, we should focus on the slight difference in meaning between them. The present perfect is used for the idea of completion and emphasizes the result while the present perfect progressive emphasizes the continuation of the activity. Compare some more examples:

I've been read your book. (= I haven't finished it)

I've read your book. (= I have finished it)

They've been widening the road. (= They've still at it)

They've widened the road (= They job's finished)

The perfect progressive, however, is scarcely found with the passive voice; hence, restriction of the use of the form:

The house has been being built for quite a long time.

In summary, the main use of the present perfect progressive can be listed as follows: It shows that:

- The happening
- (1) has duration, or
 - (2) has limited duration, or
 - (3) continues up to the present or recent past, or
 - (4) need not be complete, or
 - (5) may have effects which are still apparent.

Less commonly, the present perfect progressive is also used in the iterative sent of temporary habit up to the present:

He has been scoring plenty of goals this season.

In all cases mentioned above, the big difference between the two languages, especially about the tenses of verbs make learners find it hard to use them effectively. The rules shown in grammar books are not always very clear or accurate. Fortunately, the mistakes in the use of the present perfect progressive are not usually serious.

2.1.4 : Past perfect progressive

Past perfect progressive

S + | had + been + V-ing....
 | ‘d

The past perfect progressive can be used in all the ways mentioned above with the present perfect progressive, and what is more, may have the definite past - in - the - past meaning, that is, it may be a shift further into the past of the meaning of the ordinary past progressive “ *was dancing*” etc. Therefore, it is possible to join the past perfect progressive, like the non-progressive past perfect, with an adverbial of time when:

I had been speaking to him at 4 o’clock.

Hence, (also, there is) an ambiguity in the sentence:

The inscription had been lying there for a thousand year.

Usually, the past perfect progressive emphasizes the duration of an activity that was in progressive before another activity or time in the past:

- The police had been looking for the criminal for two years before the caught him.

Cảnh sát đã tìm kiếm tên tội phạm trong 2 năm trước khi tóm được hắn.

- The patient had been waiting in the emergency room for almost an hour before a doctor finally treated her.

- I was very tired when I arrived home. I’d been working hard all day.

Khi về nhà tôi rất mệt. Tôi đã làm việc vất vả cả ngày.

- Ken had been smoking for 30 years when he finally gave it up.

Ken đã hút thuốc suốt 30 năm cho đến khi nó bỏ thuốc.

- When I looked out of the window, it had been raining.

Khi tôi nhìn ra cửa sổ trời đã mưa (trước đó) rồi.

[Murphy, Raymond, 1988]

- Her skin was sunburned because she had been lying on the beach all afternoon.

Da của cô ta bị rám nắng bởi vì cô đã nằm trên bãi biển cả buổi chiều

ABSENCE OF THE PROGRESSIVE TENSES

Table : Verb usually not used in any of the progressive tenses

Verb	example	Other used of the verb
Be	(a) I am hungry	
<i>Tense</i>		
Hear	(b) I hear a noise	You will be hearting from me (Meaning:I will write or phone you)
Taste	(c)This food tastes good	
Smell	(d)I smell gas.	
See	(e)I see a butterfly.	
		The doctor is seeing a patient. (Meaning: meeting with)
<i>Mental</i>		
Activity		
Know	(f)I know his phone number	I am thinking about this grammar. (Meaning: certain thoughts are going though my mind right now).
Believe	(g)I believe his story.	
Think	(h)I think he is a kind man	
Understand	(i)I understand your problem now.	
Recognize	(J)I don't recognize him.	
Remember	(k)I remember my first teacher.	
mean	(l)I forget his name. (m)I mean this book, not that one.	
		I have been meaning to call you. (meaning: intending).
<i>Possession</i>		

Possess	(n)He possesses many fine qualities.	
Own	(o)She owns a house.	
Have	(p)He has a car. (Meaning: possesses)	I am having trouble He is having a good time.
belong	(q)That belongs to me.	(meaning: experiencing)
<i>Attitudes</i>		
Want	(r)I want to leave now.	
Prefer	(s)He prefers to stay here	
Need	(t)I need some help.	
Appreciate	(u)I appreciate your help	
Love	(v)I love my family.	
Like	(w)I like this book.	
Hate	(x)She hates dishonesty.	
Dislike	(y)I dislike this book.	
Seem	(h)He seems to be a nice person.	

2.2 The -ing participle as a non-finite clause.

As mentioned in the previous part, the non-finite clause is a clause containing a non-finite verb (such as to work, having worked, given, ect.) Quirk [A grammar of contemporary English, 1972] divided the non-finite clause into four classes: infinitive with “to”, infinitive without “to”, -ing participle and -ed participle. The non-finite clause may be used without subject, for instance:

- Leaving the room, he tripped over the mat.

Or with subject, for example.

- Her aunt having left the room, I declared my passionate love for Celia.

The -ing participle is used as nominal clause, as adverbial clause and as comment clause. Otherwise, the -ing participle can also be found as post modification in a complex noun phrase. In some other cases, the -ing participle can be used as extraposed subject, in pseudo-cleft sentences and existential sentences, ect.

2.2.1: Nominal -ing clause

The nominal -ing clause, which may be called, following traditional terminology, a participle clause, occurs in the following positions: subject, direct object, subject complement, appositive, prepositional complement and adjectival complement. In the most common type of participle clause, that which has no subject. When a subject does occur, the form it assumes is broadly as genitive case in formal style and in object case (for pronouns) or common case (for other noun phrases) in informal style.

2.2.1.1: As subject

S (nominal –ing clause) + head V +

- Reading French is easier than speaking it.

Đọc tiếng pháp thì dễ hơn nói tiếng đó.

- Swimming is an interesting sport.

Bơi là môn thể thao thú vị.

- Writing short stories requires great talent

Viết truyện ngắn đòi hỏi tài năng lớn.

- Smoking is bad for your health.

Hút thuốc lá có hại cho sức khỏe của bạn.

- Going to the movies very often is a waste of time.

Đi xem phim thường xuyên là lãng phí thời gian.

- Dancing is fun. I love it.

Việc khiêu vũ là một thú vui. Tôi thích nó.

- Washing the car seems to be your main hobby.

Việc rửa xe ô tô dường như là một sự tiêu khiển của chính anh

- Dancing bored him.

Khiêu vũ đã làm hắn buồn chán.

- Not being tall is not a serious disadvantage in life.

Không cao không phải là một khuyết điểm nghiêm trọng trong cuộc sống.

The function of the subject is, as a rule, performed by a simple -ing participle. On the whole it is more or less neutral with regard to expressing time and aspect relations. However, the prevailing tendency is for it to express permanent and recurring actions, simultaneous with the action of the predicate verb. For instances:

- Making money had been my dream also.

- Going to concerts was about the only thing he thoroughly enjoyed.

Sometimes, though not often, a passive -ing participle is found, its time reference being the same as that of the active -ing participle, for example:

- Being born in my provincial town wasn't much different from being born in Brooklyn.

The use of the perfect -ing participle as subject is a rare exception. It expresses the priority of the action of -ing participle to that of the predicate verb. Look at the example:

- Having been bred in that communion was like being born an English man.

The nominal -ing clause as subject is occasionally found in sentences beginning with "there is", but its use is restricted to negative sentences where it is usually preceded by "no". Here are some examples:

- There was no arguing with her about it when she made up her mind to be sweet.

- Well, there is no avoiding him now.

Traditionally, the -ing participle studied above is considered as gerund but according to the modern concept, it is seen as nominal -ing clause. The -ing participle is nominalised, consequently it can function as a noun.

2.2.1.2: As direct object

Active

S + V(finite) +	-ing participle + ...
	not + -ing participle + ...

Passive

S + V(finite) + being + PII + ...

The -ing participle can function as a direct object of a head verb. Here are some several examples:

- I don't fancy going for a walk in the rain.

Tôi không thích đi dạo lúc trời mưa.

- When I am on holiday, I enjoy not having get up early.

Khi tôi đi nghỉ, tôi không thích phải dậy sớm

- I don't like being given told what to do.

Tôi không thích bị sai bảo phải làm gì.

- I remember being given a toy drum on my fifth birthday

Tôi nhớ mình được tặng một cái trống con vào dịp sinh nhật 5 tuổi.

- | | | |
|---------------|---------------|-----------|
| - He admitted | stealing | the money |
| | having stolen | |

Nó thú nhận đã lấy cắp món tiền đó.

- I can't imagine George riding a motorbike.

Tôi không thể hình dung nổi chuyện thằng George đi xe máy

[Murphy, Raymond. English grammar in use]

- He admitted taking the money.

Hắn đã nhận có lấy số tiền..

- He kept complaining.

Hắn cứ phàn nàn mãi.

[Thomson A.J and Martinet A.V.A practical English grammar]

- I like staying at home on Sundays.

Tôi thích ở nhà vào những ngày chủ nhật.

- I enjoy dancing.

Tôi thích khiêu vũ.

[Alexander, L.G. Van pham anh van]

When we want to use another verb immediately after the following verb, the second verb can only be an -ing form, never a to-infinitive.

admit	defer	dispute	fancy	imagine	understand
appreciate	delay	endure	Feel like	keep	It involve(s)
avoid	deny	enjoy	finish	loathe	It entail(s)
celebrate	detest	escape	forgive	mention	It necessitate
consider	discontinue	excuse	can't help	mind	
contemplate	dislike	explain	hinder	miss	It mean(s)
pardon	practise	recall	resent	risk	
postpone	prevent	resist	resist	suggest	

In addition to the verbs listed above, the -ing participle in this function is found after the verb *to spend*, *to waste* and *to have* when they are followed by the noun *time* or some other expressions of time.

Examples:

- She did little typing herself, but spent her time correcting the work of the four girls she employed.
- Are you going to spend your life saying “ought” like the rest of our moralists?
- You will spend your last days listening at keyhotels, for fear someone's cheating you.

- Well, I'm sure I don't know why I waste time cooking a big meal for this family when nobody wants to eat anything.
- Why do we waste time sitting down to those luncheons?

The passive -ing participle may also be used though it is not so common. Its time reference is the same as that of the active form:

- Hurry up! You know Mr Miller hates being kept waiting

The use of the perfect passive-ing participle (having been -ed) are used:

- I appreciate having had the opportunity to meet the King.
- I appreciate having been told the news.

The -ing participle can follow “need” and “want” (and less commonly). The -ing participle has a passive meaning here and can be compared to the passive infinitive:

- He needs encouraging (He needs to be encouraged)
- The front gate wants mending. (The front gate wants to be mended)
- It needs cutting. (It needs to be cut)

The -ing participle can be used after a number of verbs denoting motion position such as:

to come	to stand
to sit	to disappear
to go	

The -ing participle after “*come*” and “*go*”: The -ing participle relating outdoor activities.

Go fishing	go sailing	go skiing	go wind-surfing
Go riding	go shopping	go walking	go sight-seeing
Go dancing	go hunting	go swimming	go jogging
Go hiking	go bowling	go skating	go mountain climbing

Eg: They went fishing last weeken

Đợt nghỉ cuối tuần trước họ đi câu.

After the verb “*come*”:

- Come dancing this evening.

Tôi nay đến nháy nhé

The -ing participle after some position verbs. For examples:

- The dog sat facing him and waiting

Con chó vẫn ngồi nhìn gã và chờ đợi.

[Jack London, 1977]

- Macomber stood there feeling sick at his stomach.

Macomber đứng đó trong lòng cảm thấy nôn nao.

- Then he walked over to the moto-car where the woman sat crying in the corner.

Đoạn y đi về phía ô tô, trên xe người đàn bà ngồi trong một góc khóc tức tưởi.

- He disappeared walking, there was no noise, nothing.

[Hemingway, *happy life of Francis Macomber*, 1986]

2.2.1.3: As subject complement

The -ing participle as a subject complement is used with appositive meaning.

It can function as a predicative.

S + V(stative) + -ing participle +...

- Our duty is fighting for independence and freedom

Nhiệm vụ của chúng ta là đấu tranh cho nền độc lập và tự do.

- Seeing is believing.

Tai nghe không bằng mắt thấy .

- The only thing that interests him is reading.

Duy nhất có một việc làm anh ta quan tâm là đọc sách.

- His hobby is collecting stamps.

Sở thích của anh ta là chơi tem.

- Her interest is taking care of her children.

Mối quan tâm của bà ta là chăm sóc con cái.

- My favourite pastime is bird-watching.

Thú tiêu khiển ưa thích của tôi là ngắm chim.

- What tired the foreign secretary was being questioned by newspaper correspondents.

Điều làm người thư ký nước ngoài ấy mệt mỏi là bị các phóng viên phỏng vấn.

The nominal -ing clause as subject complement may be with the subject:

- The first thing she saw was Gerald coming out of a house opposite.
- All right, dear. Go back to sleep. It is only me talking.

As a rare exception, the passive -ing participle as subject complement is not quite difficult for learners to master and use. However, some confusion may be found as follows:

- My hobby is read book (reading)
- Her interest is take care of children.(taking).

2.2.1.4: As appositive

Richards define: when two words, phrases, or clauses in a sentence have the reference, they are said to be in apposition. There are different ways of apposition. The nominal -ing clause is one way which can function as appositive.

- His first job, repairing car, was not enjoyable.

Công việc đầu tiên của anh ta, sửa xe hơi, không thú vị gì.

- Our first job, painting the fence, took all morning.

Công việc đầu tiên của chúng tôi, son hàng rào, đã mất cả buổi sáng.

- My hobby, collecting stamps, takes much time.

Sở thích của tôi, thú chơi tem, chiếm rất nhiều thời gian.

- My friend's job, teaching English, is very interesting, indeed.

Nghề của bạn tôi, dạy tiếng Anh, thực sự thú vị.

2.2.1.5: As prepositional complement

The *-ing participle* is used after all prepositions, active or passive. It can be after adjective and noun + preposition or after verb + preposition, ect.

Table: Nominal -ing clause as prepositional complement.

S + V(head)	adjective + prep	+ V-ing
	preposition +	
	Noun +	
	particle +	

- I am tired of being treated like a child

Tôi chán bị đối xử như một đứa trẻ.

- Are you interested in working for us?

Anh có thích làm việc cho chúng tôi không?

- What are the advantages of having a car?

Có một chiếc xe hơi đem lại lợi ích gì?

- Erica could never overcome her fear of flying

Erica không bao giờ đè nén nỗi sợ hãi khi bay.

[Murphy, Raymond, 1988]

- We must aim at of increasing exports.

Chúng ta phải nhằm vào việc gia tăng xuất khẩu.

- He is thinking of emigrating.

Hắn đang nghĩ tới việc di cư.

- I am sorry for keeping you waiting.

Tôi lấy làm tiếc vì để bạn phải chờ.

- He is good at diving.

Hắn giỏi lặn.

[Thomson A.J and Martinet, 1993]

Many of prepositions frequently followed by the -ing participle:
before, after, without, by, about, at, to, of... For examples:

- Before going out I phoned Ann.

Trước khi đi tôi đã gọi điện cho Ann.

- What did you do after leaving school?

Bạn đã làm gì sau khi ra trường.

- They got into the house by breaking a kitchen, window and climbing in.

Chúng đã đột nhập vào nhà bằng cách đập vỡ cánh cửa sổ nhà bếp rồi leo vào.

- You can improve your English by doing a lot of reading.

Con có thể luyện tập tiếng Anh của con bằng cách đọc nhiều sách.

- Tom left without finishing his dinner.

Tom đã rời đi mà chưa ăn xong cơm chiều.

- She ran five miles without stopping.

Cô ta chạy năm dặm đường không nghỉ.

- He climbed through the window without anybody seeing him.

Nó đã leo qua cửa sổ mà không ai thấy.

[Murphy, Raymond, 1988]

In English, many verbs have the construction: **V + prep + V-ing**

Succeed in	look forward to
Feel like	insist on
Think about/ of	decide against
Dream of	apologize for
Approve/ disapprove of.	

For examples:

- I don't feel like going out tonight.

Tôi không thấy muốn đi chơi tối nay.

- Has Tom succeeded in finding a job yet?

Tom thành công trong việc đi tìm kiếm việc làm chưa?

[Murphy, Raymond, 1988]

These following verbs have the construction : V + obj + prep + -ing

accuse		of
suspect		of
congratulated		on
prevent	+ obj +	from + V-ing

stop		from
thank		for
forgive		for
warn		against

For examples:

- Please forgive me for not writing to you.

Hãy tha thứ cho tôi vì không viết thư cho bạn.

- What prevented him from coming to the wedding?

Cái gì đã ngăn anh ta không đến dự lễ cưới?

- I congratulated Ann on passing the exam

Tôi đã chúc mừng Ann thi đỗ.

“To” is either a preposition or a part of the infinitive. Learners may find it hard to make clear the difference between “to” as a preposition and “to” as a part of the infinitive. For examples:

- I used to go swimming in the river near my house when I was a little girl. (*to-infinitive*)
- I got used to driving on the right. (*to- preposition*)

In the following expressions, “to” is a preposition, so we may use -ing participle after it.

be accustomed to	resign oneself to
accustom(oneself) to	resort to
face up to	sink to
in addition to	be used to
look forward to	get used to
object to	be reduced to

For examples:

- I am looking forward to meeting her.

Tôi mong mỏi được gặp nàng.

- I object to people smoking in restaurants.

Tôi phản đối mọi người hút thuốc trong nhà hàng.

Some nouns and adjectives can also be followed by “to + -ing”:

alternative to	apposition to
dedication to	apposed to
dedicated to	close to
similarity to	closeness to
similar to	

Learners have some advantages when learning the English -ing participle as preposition complement since most verbs follow prepositions are in the -ing form. So they find it quite easy to master and use.

2.2.1.6: As adjectival complement

The -ing participle can follow some adjectives such as busy, worth, frantic, happy, ect, with a personal subject:

- The children were busy building sand castles

Bọn trẻ đang bận bịu xây dựng những ngôi nhà cát.

- Sylvia is frantic getting everything ready for the wedding

Sylvia rất vui mừng chuẩn bị mọi thứ cho đám cưới.

[Alexander, 1994]

- It looks like going to rain.

Trời nom như sắp mưa.

- Do you think this book is worth reading?

Bạn có cho là cuốn sách này đáng đọc không?

- You should go and see the film. It's really worth seeing.

Cô ấy nên đi xem phim đó. Quả thật là bộ phim đáng xem đây.

The subject of the -ing participle is either understood from the context or is everything or any person. This use of -ing participle is mainly found in spoken English.

2.2.2: Adverbial -ing clause

Quirk state that adverbial clauses, or clause serving primarily as adjuncts or disjuncts in the main clause, may be placed in various semantic categories, such as time, place and manner. These categories may be related to those for adverbial in general and for prepositional phrases.

Adverbial clause, like abverbials in general, are capable of occurring in a final, initial or medial position within the main clause.

2.2.2.1: As clause of time.

Temporal clauses are common in initial position, in addition, -ing clauses without a subject are also used to express time relationship.

-Ing clause, S + V +....

When/while/on/in + -ing participle, S + V

- Nearing the entrance, I shook hand with my acquaintance.

Khi tới cửa tôi bắt tay những người quen.

- Having eaten breakfast, he went to work.

Ăn điểm tâm xong, ông ta đi làm.

- Eating lunch on the lawn, the children were amused by his father's stories.

Ăn cơm trưa trên bãi cỏ, mấy đứa trẻ vui vẻ vì những câu chuyện của cha chúng

- Having finished his work in the office, he went home.

Làm xong công việc ở công sở, anh ta về nhà.

- Grabbing a sandwich from the tray, Tom hurried to the door.

Chộp lấy chiếc bánh Sănwich từ cái khay, Tom vội vã đi ra cửa.

- Having been warned about his temper, Laura wasn't surprised at this out burst.

Được báo trước về tính khí của ông ta, Laura không lấy làm ngạc nhiên.

- He, having finished his work, went home.

Làm xong công việc anh ta trở về nhà.

- Eating his dinner, he rushed out of the house.

Ăn bữa tối xong, hắn vọt ra khỏi nhà.

- Walking along the street, I saw an accident.

Khi đi dọc trên phố, tôi nhìn thấy một tai nạn.

With the examples mentioned above, we see that when one action is immediately followed by another by the same subject, the first action can often be expressed by an adverbial -ing clause. The -ing clause must be placed first:

- Opening the drawer, he took out a revolver.

(When he opened the drawer, he took out a revolver)

Adverbial -ing clauses of time are common with perfect participles which emphasize that the first action is complete before the second one starts, but it is not normally necessary in combinations of this kind, except when the use of the -ing participle might lead to confusion:

- Reading the instruction, he snatched up the fire extinguisher.

The sentence might give the impression that the two actions were simultaneous. Here therefore, the perfect participle would be better:

- Having read instructions, he snatched up the fire extinguisher.

The perfect participle, however, necessary when there is an interval of time between the two actions:

- Having failed twice, he didn't want to try again.

It is also used when the first action covered a period of time:

- Having been his own boss for a long time, he found it hard to accept orders from another.

The perfect participle passive (having been + past participle) is used when it is necessary to emphasize the action expressed by the participle happened before the action expressed by the next verb:

- Having been warned about the bandits, he left his valuables at home.

(He had been warned about the bandits,.....)

- Having been bitten twice, the postman refused to deliver our letters unless we chained our dog up.

The use of the perfect -ing participle active or passive though quite possible, is not of frequent occurrence. The perfect -ing participle is often placed before the head verb, however, in some cases it is placed after the head verb, but less common:

- Having cut her bandage, he stated tying it (-ing participle before the head verb).
- The stranger, having discarded his jacket, moved threateningly towards me. (-ing participle in interposition)
- Francis Getliffe was there before me, having come for dinner (-ing participle after a head verb)

Adverbial -ing clause may follow *after, before, since, when(ever), on, in, at* and *while*:

when/while/on	+ -ing participle, S + V +....
/in/at/after....	

- On finding the front door open, I became suspicious.
(when/at the moment when I found.....)
Khi nhận thấy cửa mở, tôi trở lên nghi ngờ.
- In trying to open the can, I cut my hand
Đang lúc cố gắng mở hộp tôi bị đứt tay.
- On returning home, I found that the door was opened
Khi trở về nhà, tôi nhận ra cửa chính đã bị mở.
- On asking for information, I was told I must wait.
Khi tôi hỏi tin tức thì người ta bảo tôi phải đợi
- After repairing my bicycle, I take a rest.
Chữa xe đạp xong tôi nghỉ ngơi một chút.
- He waited a long time before answering
Anh ta chờ đợi một lúc trước khi trả lời.
- He return at hearing her footstep.
Anh ta quay lại khi nghe tiếng bước chân của cô ấy.
- On arriving home, I discovered the burglary.

Đúng lúc tôi về tới nhà thì phát hiện ra vụ trộm.

- Since phoning you this morning, I have changed my plans.

Từ khi tôi gọi điện cho anh sáng nay tôi đã thay đổi kế hoạch của tôi rồi.

Some differences can be seen when using -ing participle as adverbial of time in English as compared with Vietnamese equivalents. In Vietnamese verbs can follow after “when”(khi) instead of -ing participle in English. Learners may confuse like this:

*When arrive home, I discovered the burglary.

(When arriving home.....)

However, no problems to the students at immediate since the differences of these case between the two languages are not very serious.

2.2.2.2: As clause of the reason or cause.

In -ing clauses, stative verbs usually suggest the idea of reason or cause. Many stative verbs are rarely used in progressive tenses, but the -ing participle can be used in participle clause:

- My mother, being ill, could not come.

(because my mother was ill.....)

Vì đau nên mẹ tôi không đến được.

- Being anxious to please him, I bought him a nice present.

(as I was anxious.....)

Vì nóng lòng muốn làm hài lòng ông ta, tôi mua cho ông ta mấy món quà.

- Being unable to help in any other way, I gave her some money.

Vì không thể giúp theo cách nào khác tôi đã đưa cho cô ấy một ít tiền.

- Not knowing what to do, I telephoned the police.

Không biết phải làm gì, tôi đã gọi điện cho cảnh sát.

- Not wishing to continue my studies, I decided to become a dress designer.

Vì không muốn học tiếp, tôi quyết định trở thành nhà thiết kế thời trang.

- Feeling rather tired, I telephoned and said I couldn't come
Vì cảm thấy quá mệt mỏi tôi đã gọi điện và nói rằng không thể đến.

- Living in the country, we had few amusements.
Vì sống ở nông thôn, chúng tôi hầu như không có thú vui gì.

- Being a farmer, he is suspicious of all governmental interference.
Là một chủ trang trại, ông nghi ngại tất cả sự can thiệp của chính phủ.

- Having spent all our money gambling, we couldn't afford to get a taxi home.

Sau khi đã dùng tất cả số tiền có được để đánh bạc, chúng tôi không còn gì để đi taxi về nhà.

- Knowing how much I like grapes, she bought me a huge bunch.
Biết rằng tôi vốn rất thích nho, nàng mua cho tôi một chùm lớn.

- Being a supporter of the socialist party, I am totally against private health care.

Là một người ủng hộ Đảng Xã Hội, tôi hoàn toàn chống lại việc chăm sóc tư nhân.

- Having read the book, I knew all about the subject.

- She spilt wine on my suit, completely ruining it.

- Outside the office, workmen were using pneumatic drills, giving us all headaches.

- In 1986, she worked nearly eighteen hours a day, earning enough to pay off all her creditors.

(so that, with the result that.....)

- It rained for two weeks on end, completely ruining holiday.

(.....So that it completely ruined our holiday)

[Swan, Michael, 1980]

An -ing clause at the beginning of a sentence gives the meaning of “because”: “Because” is omitted but the resulting clause expresses a cause and effect relationship:

- Needing some money to buy a book, Sue cashed a cheque.

(Because she need some money.....)

Vì cần một ít tiền để mua cuốn sách, Sue đã đổ tâm sec.

[Azar – Bettys, 1981]

- Lacking the necessary qualifications, he was not considered for the job.

(Because she lacked the necessary.....)

Thiếu những tiêu chuẩn bằng cấp cần thiết, anh ta không được xét để xếp làm việc đó.

- Having seen that movie before, I don't want to go again.

(Because I have seen.....)

Vốn đã xem phim này từ trước, tôi không muốn đi nữa.

- Having worked hard all day, I am tired now.

(Because I have worked

Sau khi làm việc vất vả cả ngày, lúc này tôi mệt mỏi quá.

2.2.2.3: As clause of circumstance.

According to Quirk, semantically half way between conditional clauses and clauses of reason are clauses of circumstance, which express what one might call a “close condition”, in opposition to either the “open” or the “hypothetical” condition expressed by “if-clause”. That is, they express a condition which is assumed to be fulfilled, or (to put it otherwise) they express a relation between a premise (in the subordinate clause) and the conclusion drawn from it (in the main clause).

- Seeing that the weather has improved, she shall be able to enjoy our game.

Vì thời tiết đã khá nên, chúng tôi có thể vui thú với trò chơi của mình.

- Seeing that you are so clever, why did you get it wrong?

Bạn rất khéo léo mà tại sao bạn lại làm nó hỏng.

- Seeing that he's ill, he's unlikely to come.

Không chắc nó đã đến bởi vì nó đang ốm.

- Seeing that the weather is bad, we'll stay at home.

Bởi vì thời tiết xấu, chúng mình sẽ ở nhà.

- Providing that she studies hard, she should pass the examination.

Miễn là cô ta học chăm, cô ta sẽ đỗ.

- The children can stay here providing that they don't make too much noise.

Bọn trẻ có thể chơi ở đây miễn là chúng đừng quá ồn.

- Considering he's only just started, he knows quite a lot about it.

Nếu xét là anh ta mới chỉ bắt đầu thì anh ta biết khá nhiều về nó.

- Supposing that it rains, can we play the match indoors?

Giả sử trời mưa, liệu chúng ta có thể thi đấu trong nhà được không?

[Vien ngon ngu hoc, 1993]

2.2.2.4: As clause of condition and concession.

The -ing participle can be used after if and unless. When if and unless are omitted, the adverbial -ing clause of condition can be in initial position. The -ing participle can also be used after the conjunction *although, even though, though, and while*. Here are some examples:

- Getting permission, I shall go at once.

(If I get permission, I.....)

Nếu được phép tôi sẽ đi ngay.

- Admitting he is right, I don't like it.

(Although I admit he is right,)

Dù công nhận ông ta có lý, tôi vẫn không thích cái đó.

[Ha Van Buu, sentences, 1993]

- If traveling North, you must change at Leeds.

(If you are traveling.....)

Nếu đi về hướng Bắc bạn phải đổi tàu tại Leeds

- Unless paying by credit card, please pay in cash.

(Unless you pay.....)

Trừ khi thanh toán bằng thẻ tín dụng, xin vui lòng trả bằng tiền mặt.

- While admitting that he had received the stolen jewelry, he denied having taken part in the robbery.

Tuy chấp nhận rằng đã nhận số đồ trang sức bị đánh cắp, hắn ta phủ nhận việc tham gia vào vụ đánh cướp.

[Alexander, 1994]

2.2.2.5: As clause of preference.

The conjunction of preference “rather than” deserves mention as the only subordinator introducing a bare infinitive clause, in a separate tone and formal way, an -ing participle.

For instances:

- I always prefer starting early, rather than leaving everything to the last minute.

Tôi luôn thích bắt tay vào công việc sớm hơn là để lại mọi việc đến phút cuối cùng.

- I believe it is important to invest in new machinery rather than increasing wages.

Tôi tin rằng thà đầu tư vào máy mới còn hơn là tăng lương.

- We ought to check up, rather than just accepting what he says

Thay vì tin những điều anh ta nói, chúng ta phải kiểm tra lại

[Swan, Michael, 1980]

- Rather than rick breaking up his marriage he told his wife everything.

Thay vì có nguy cơ làm đổ vỡ cuộc hôn nhân của mình, anh ấy đã kể hết mọi việc cho vợ mình nghe.

[English Vietnamese Dictionary, 1993]

As the examples shown above, the -ing clause of preference in such case frequently takes a final position in the sentences. This expression is two adverbial expressions, or two nouns or pronouns, or two infinitives, or two -ing forms. The Vietnamese equivalent of this formula shows a same order.

2.2.2.6: As clauses of manner.

Adverbial -ing clause of manner.

S + V + -ing clause of manner.

Amongst minor kinds of adverbial clause, according to Quirk, four may be mentioned: those of manner, comparison, proportion and preference. Clause of manner are introduced by as (or often, in substandard English, by how). The normal position of the clause often takes the final position and sometimes it takes the first position in the sentence. Manner clauses roughly answer the questions “How?” “In what way?”.

- He disturbed everyone by coming home late.

Anh ta làm náo động cả nhà bởi việc về nhà muộn.

[Chalker, Sylvia, 1984]

- He earns his living by writing.

Anh ta kiếm sống bằng viết sách.

- You switch the radio on by pressing this button.

Anh mở radio bằng cách ấn cái nút này.

- By working hard he gained rapid promotion.

Bằng việc làm tích cực nó đã được đề bạt nhanh.

- He rubbed his eyes and yawned as though waking up after a long sleep.

Anh ta giụi mắt rồi ngáp, cứ như thể vừa thức dậy sau một giấc ngủ dài.

- He ran off to the house as if escaping.

Hắn lao vào nhà như thể chạy trốn.

[English Vietnamese Dictionary, 1993]

2.2.3: Comment -ing clause.

In Quirk and others' opinion, comment clauses are somewhat loosely related to the rest of the clause they belong to, and may be classed as disjuncts or conjuncts. In general, they may occur initially, finally, or medially, and have a separate tone unit. There are about five types of

comment clauses. The comment-ing clause is one of the five types. Quirk listed of comment-ing clauses as follows.

Generally speaking	speaking of warning	putting it mildly
Roughly speaking	talking of sin	personally speaking
Speaking frankly	putting it frankly	hopefully speaking
Speaking off the record	frankly speaking	really speaking
Putting it mildly	flatly speaking	sadly speaking
Strictly speaking	seriously speaking	thankfully speaking
Putting it at its lowest terms	speaking from memory	speaking seriously

In Chalker's opinion [current English Grammar, 1984] : comment clauses are clauses which, like sentence adverbials, are not an integral part of the sentence, but indicate the speaker's/writer's attitude to the action or event, or add a comment upon its truth.

In this function, the -ing clause is separated from the sentence by a comma. The -ing participle here is always "speaking" or "talking", and some other words. Examples:

- Strictly speaking, nobody is allowed in here.

Nói đúng ra, không ai được phép ở đây.

- Putting it at its lowest terms, he has little market-value.

Nói trắng ra, anh ta có rất ít tiền vốn trên thị trường..

[Quirk, Randolph, 1972]

- Generally speaking, I don't like spicy food.

Nói chung, tôi không thích món ăn có gia vị.

- Personally speaking, I prefer the second candidate.

Riêng tôi, tôi ưa ứng cử viên thứ 2 hơn.

- Strictly speaking, he is not qualified for the job.

Nói đúng ra anh ta không đủ tiêu chuẩn chuyên môn để làm công việc này.

- About forty miles, roughly speaking.

Nói phỏng chừng thì khoảng 40 dặm.

[Vien ngon ngu hoc,1993]

- It has cost, roughly speaking, about 8d

Nó có giá, nói đại thể, khoảng 8 đồng.

- This price is 50d, including postage.

Giá là 50 đồng bao gồm cả cước phí.

- Talking of football, have you seen the Police team play?

Nói về bóng đá, bạn đã xem đội Công An chơi chưa?

- Considering her age, she looks young.

So với độ tuổi, trông cô ta khá trẻ

- There were 3 of us, including me

Kể cả tôi, chúng tôi có 3 người.

- I doubt, speaking as a layman, whether television is the right medium.

Tôi nghi ngờ, nói như một người không hiểu biết chuyên môn, liệu vô tuyến có là phương tiện phù hợp.

[English Grammar, 1979]

There is the similar construction in Vietnamese, however, it is a verb followed by an adverb, not an -ing participle like in English. The position may be at the beginning, in the middle or at the end of a sentence.

2.2.4 The -ing clause as postmodification in a complex noun phrase

According to Quirk and other grammarians, postmodification of the noun phrase is possible with all three of the non-finite clause types and the correspondence between restrictive and non-finite clauses can be illustrated as follows:

V-ing participle

The man who	will	write	the obituary is my friend.
	writes	be writing	
	is writing		

	wrote	
	was writing	

The man writing the obituary is my friend.

Where the latter will be interpreted, according to the context, as equivalent to one of the former more explicit versions. Look at some other examples:

- The dog barking the next door sounded like a terrier.

Where the non-finite clause will be interpreted as “which was barking next door”.

- A tile falling from a roof shattered into fragments at his feet.

Where the postmodification will be interpreted as “which fell from a roof”

- Tomorrow you will meet a man carrying a large umbrella.

Where the postmodification will be interpreted as “who will be carrying a large umbrella”.

It must be emphasized that not all-ing forms in non-finite postmodifiers correspond to progressive forms in relative clauses. Stative verbs, for instance, which can not have the progressive in the finite verb phrase, can appear in participial form:

- He is talking to a girl resembling Joan.

Here the postmodification will be interpreted as “who resembles Joan”, not *Who is resembling Joan.

- It was a mixture consisting of oil and vinegar.

Where the postmodification must be interpreted as (that consisted
... not that was consisting....)

In all these instances, the antecedent head corresponds to the deleted subject of the non-finite verb clause; there is no non-finite postmodifier, therefore, corresponding directly to the relative clause in:

- The obituary that the man is writing will be published tomorrow.
(relative clause)

Without recourse to the passive (being written by the man), thus involving the V-ed participle.

Here are some more examples:

- The train arriving at Platform 8 is the 17.50 from Grewe.
Chuyến xe lửa đến sân ga số 8 là chuyến 17.50 từ Grewe đến.
- Do you know the girl talking to Tom?
Bạn có biết cô gái đang nói chuyện với Tom không?
- The policemen investigating the robbery are looking for three men.
Những cảnh sát viên điều tra vụ cướp đang tìm kiếm ba người đàn ông.
- Who was that man standing outside?
Người đàn ông đứng ngoài kia là ai vậy.
- The road joining the two villages is very narrow.
Con đường nối hai làng rất hẹp.
- I live in a pleasant room overlooking the garden.
Tôi ở trong một căn phòng để chịu trông ra vườn.

[Murphy, Ramond, 1988]

In the example above, the -ing clause can be seen as permanent characteristics or particular time. In Vietnamese, a verb can be used in place of a V-ing in English. There is no difference in position between the two languages.

2.2.5: The -ing participle as premodification in a complex noun phrase.

This depends on the potentiality of the participle to indicate a permanent or characteristic feature.

- She has a very interesting mind.

Shows “interesting” as fully adjectival despite the direct relation to the verb interest:

- Her mind interests me very much.

But an item can be a premodifier and yet disallow very:

A roaring bull : Con bò đang rống lên

A boiling kettle : Một ấm nước đang sôi

A barking dog : Một con chó đang sủa

Look at these sentences, where V-ing denotes temporary action:

- The approaching train is from Liverpool.

Con tàu đang tới xuất phát từ ga Liverpool.

- The barking dog is my neighbour's.

Con chó nó đang sủa là chó nhà hàng xóm

- She opened the door quietly so as to disturb the sleeping child.

Cô ấy mở cửa thật em để khỏi náo động đứa bé đang ngủ.

- He dives into the sea to save the drowning child.

Anh ấy lặn xuống biển để cứu đứa bé đang chết đuối.

- They watched the burning forest.

Họ đã chứng kiến cánh rừng đang bốc cháy.

- She poured boiling water into the cup.

Cô ta đã rót nước sôi vào chiếc cốc.

[Soars, John, 1989]

It can be seen that in English, the -ing participle is used as adjectives describing an action still happening.

2.2.6: The -ing clause as extraposed subject.

Quirk stated that the extraposed clause may be any kind of nominal clause, except a nominal relative clause. Extraposition of a participial clause is possible:

- it was easy getting the equipment loaded.

- It's no use telling him that.

- It wouldn't be any good trying to catch the bus.

The -ing clause as extraposed subject.

It		+ V +		no + N		+ V-ing +
There				not + adj		

For examples:

- The facts are quite clear. It's no use trying to dress them up.

Sự việc đã quá rõ ràng, tìm cách tô vẽ cho chúng là vô ích.

- It is no use worrying about it.

Lo lắng về chuyện đó chẳng lợi ích gì.

[English Vietnamese Dictionary, 1993]

- It's no good trying to persuade me. You won't succeed.

Cố thuyết phục tôi cũng chẳng lợi ích gì, bạn sẽ không thành công đâu.

- There is no point in buying a car if you don't want to drive it.

Nếu bạn không muốn lái xe thì mua một chiếc xe có ích gì đâu.

- There is no point in waiting, so we went.

Chờ đợi cũng chẳng ích lợi gì đâu vì thế chúng tôi bỏ đi.

- It's no use wishing for things you can't have.

Ước ao những cái anh không thể có thật là vô ích.

[Murphy, Ramond, 1988]

- It's no use trying to do two things at once.

Không nên bắt cả hai tay.

- It's no use pumping a dry-well.

Đừng tìm sự mà mượn lực.

- It's no use crying over spilt milk.

Con đã mọc răng nói năng chi nữa.

[Idiom]

2.2.7: The -ing clause in pseudo-cleft sentences.

The pseudo-cleft sentence, according to Quirk, is another construction which, like the cleft sentence proper, makes explicit the division between given and new parts of the communication. It is an SVC sentence with a WH-relative nominal clause as subject or complement, and so differs from the cleft sentences in being completely accountable in terms of the categories of main clause and subordinate clause. The pseudo-cleft sentence occurs more often, however, with the WH-clause as subject.

When the verb in the WH-clause has progressive aspect, however, the complement matches it with an -ing clause:

- That I'm doing is buying a bicycle

Việc mà tôi sẽ làm là mua một chiếc xe đạp.

- That I'm focusing on at present is finishing my thesis.

Việc mà tôi tập trung lúc này là hoàn thành khoá luận.

Chalk [Current English Grammar, 1984] states that: the term pseudo-cleft is used for a similar structure that also divides a simple sentence and puts emphasis on a particular part. The typical sentence begins with a what-clause followed Be. The verb is usually an infinitive, though the -ing form is possible, to balance doing. These are some examples:

- What I am doing is teaching him a lesson.

Việc mà tôi định làm là dạy cho anh ta một bài học.

- What I am doing now is explaining the differences between English and Vietnamese.

Điều mà tôi thực hiện ngay bây giờ là giảng giải sự khác nhau giữa tiếng anh và tiếng việt.

- What I am enjoying now is watching the football match on television.

Điều tôi sung sướng nhất bây giờ là xem trận bóng đá trên vô tuyến.

[Quirk, Randolph, 1972]

In English, they put emphasis on a particular part by using an infinitive and an-ing form.

2.2.8: The -ing clause in existential sentences

In English, there is a restricted idiomatic construction consisting of:

There + be + negative + participle -ing clause

For instances:

- There is no telling what he'll do.

- There isn't any getting away from it.
- No dancing the tango here.

[Quirk, Randolph, 1972]

According to Quirk and others, these sentences must be regarded as a blend of noun phrase and -ing clause, since V-ing is marked as a verbal noun by the preceding determiner “no”, and yet is marked as a participle by the following clausal object. The existence of this construction which occasionally occurs in other contexts, reminds us that the possessive pronoun as subject of an -ing clause may itself be regarded as the outcome of a blend of the nominal and verbal function of V-ing.

2.2.9: The -ing participle as compared with the “to-infinitive”

According to Alexander [1988] and Thomson and Martinet [1989], some verbs can be followed by a “to-infinitive” or by “-ing”. Sometimes there is little or no change in meaning. Sometimes there is:

2.2.9.1: Verbs taking infinitive or -ing form without change of meaning.

Begin	Can't bear	Omit	Recommend
Start	Attempt	Advise	It needs
Continue	Intend	Allow	requires
Cease	Commence	Permit	wants

These verbs can be followed by either infinitive or -ing participle without any change in meaning. With the verbs “begin, start, continue and cease”, the infinitive is more usual with verbs of knowing and understanding and the verb “matter”:

-I began | working.
 | to work.
Tôi đã bắt đầu làm việc.

-I can't bear	to see	people suffering
	seeing	

Tôi không chịu được khi nhìn người khác đau khổ.

-He advised me	to apply at once	(the person is mentioned)
	applying at once	(the person is not mentioned)

-She recommends housewives	to buy the big tins	(the person is mentioned)
	buying the big tins	(the person is not mentioned)

[Thomson A.J and Martinet A.V,1993]

We don't normally use the -ing form after the progressive forms of *begin*, *cease*, *continue* or *start*. This is because the repetition of the two-ing forms sounds awkward:

- He was beginning to recover when he had another attack

[Alexander, 1994]

However, we can use -ing after the progressive forms of verbs which can not be followed by a "to-infinitive".

- We were considering catching an earlier train.

[Alexander, 1994]

Stative verbs like *know*, *understand* and *believe* can not normally be used with an -ing form after *begin*, *cease* and *continue*.

- I soon began to understand what was happening.

2.2.9.2: Verbs taking infinitive and -ing participle with some changes in meaning.

According to Alexander [1994], these verbs can be followed by a "to-infinitive" or "-ing": *dread*, *hate*, *like*, *love*, *prefer*. We often use a "to-infinitive" after these verbs to refer to a specified future event and the -ing form to refer to an activity currently in progress or existing in general.

Acceptable examples	Comment
I hate to disturb you.	But I am just about to do so
I hate disturbing you.	General use
I dread to think what has happened to him.	So I dare not try to
I dread going to the dentist.	Whenever I go, I am terrified.
I prefer to wait here.	So I'll wait here if you don't mind.
I prefer waiting here.	I am waiting here and prefer doing that.

According to Swam [1980], Thomson and Martinet [1989], Alexander [1988], the two -infinitive and -ing form never mean the same when used after these verbs: *remember*, *forget*, *regret*, *stop*, *go on* and *try*. The difference is concerned with time. The -ing form refers to things that happen earlier. The “to-infinitive” refers to an action in the future (or to a “future” action as seen from the past).

Here are some examples:

- Try holding your breath to stop sneezing.

Hãy thử nín thở để ngăn sự hắt hơi.

- You really must try to overcome your shyness.

Thực sự anh ta phải cố gắng vượt qua sự nhút nhát của mình.

- I don't regret telling her what I thought, even if it upset her.

Tôi không lấy làm tiếc đã kể cho cô ta điều tôi nghĩ, thậm chí điều đó có thể làm cô ta buồn bực.

- I regret to inform you that we are unable to offer you employment.

Tôi lấy làm tiếc thông báo với anh rằng chúng tôi không thể giao công việc cho anh.

- After approving the agenda, we went on to discuss finance.

Sau khi phê chuẩn chương trình nghị sự, chúng tôi đã chuyển sang thảo luận vấn đề tài chính.

- We went on talking till after midnight.

Chúng tôi đã tiếp tục trò chuyện đến quá nửa đêm.

Examples	Comment
-Remember to post the letters. <i>Nhớ gửi những lá thư.</i>	(= don't forget to)
-I remembered to post the letters. <i>Tôi nhớ đã gửi những lá thư.</i>	(= I didn't forget to)
-I shall always remember meeting you for the first time. <i>Tôi sẽ luôn nhớ lần gặp bạn đầu tiên.</i>	(I met you and I remember the action.)
-I shall never forget seeing the Queen. <i>Tôi sẽ nhớ mãi lần gặp nữ hoàng.</i>	(past action)
-She's always forgetting to give me my letter. <i>Cô ta luôn quên đưa thư cho tôi.</i>	(future action)

Verbs followed by V-ing for earlier things		Verbs followed by to-infinitive for future things	
Remember	+ V-ing	Remember	+ to-infinitive
Forget		Forget	
Stop		Stop	
Go on		Go on	
Regret		Regret	
Try		Try	

Through these above examples, we can see that, it is not easy for learners to distinguish the uses of the -ing participle and the to-infinitive. Some attentions may be paid when using these cases.

CHAPTER III: SOME ERRORS WHEN USING -ING PARTICIPLE IN THE FINITE AND NON-FINITE CLAUSE AND SUGGESTED TYPES OF EXERCISES.

3.1: Some errors when using -ing participle in the finite clause.

In Richards and other grammarians' point of view [Longman dictionary of applied linguistics, 95], in the speech or writing of a second or foreign language learner, the use of a linguistic item (eg: a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.

A distinction is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspects of performance. Errors are sometimes classified according to vocabulary (lexical errors), pronunciation (phonological errors), grammar (syntactic errors) misunderstanding of a speaker's intention or meaning (interpretive errors), production of the wrong communicative effect, eg through the faulty use of a speech act or one of the rules of speaking (pragmatic errors).

In the study of second and foreign language learning, errors have been studied to discover the processes learners make use of in learning and using a language.

The study and analysis of errors made by second and foreign language learners. Errors analysis may be carried out in order to:

- a. Find out how well someone knows a language.
- b. Find out how a person learns a language.
- c. Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

O'Grady [Contemporary linguistics, 1991] also states that the errors produced by the learners would occur at those points at which the two

languages were dissimilar. Any errors in L2 production, especially those that evidently involved negative transfer, were viewed as evidence of the learner's incompetence of the second language. In his arguments, errors fall roughly into two categories: interlingual and developmental. Interlingual errors are the result of L1 interference. When L2 errors can not be accounted for on the basis of the first language, they are considered to be developmental. Within the interlingual developmental categories, errors can be also be classified according to the grammatical subsystems involved: phonology, syntax, morphology, and semantics. Errors can be further classified as errors of omission, addition or substitution.

Determining the effect of learners' errors is a complex and problematic task. It depends on the learner' age, their educational level, and the extent of their communication with foreigners. For example, a comparison of adult and infant L2 learners shows that adults tend to exhibit more first language influence in their errors than do children or those who have known a foreign language may be influenced by less negative interference than those who have never known any foreign language before.

Greatest difficulties over the use of the progressive aspect arise with classes of verbs which are normally incompatible with the progressive. Some other difficulties often arise in form, meaning and usage. The errors in using -ing participle are different from stage to stage. At earlier stage, -ing participle may probably be hard work since Vietnamese morphology is not the same as English. -Ing in English is a morpheme added after a certain verb whereas since Vietnamese is an isolating, “đang +V” is often an equivalent structure. Learners are inclined to omit the -ing or sometimes the auxiliary verb “*tobe*” for instances:

*I am learn English now (Developmental errors)

(I am learning English now)

*I doing my homework (Developmental errors)

(I am doing my homework)

Besides, learners may forget to double the consonant when adding -ing after a verb, these errors belong to spelling ones such as “he is runing” and “she is swiming” instead of “he is running” and “she is swimming”. When forming -ing participle, learners may fail to distinguish the differences of the verb “to be” with two meanings: lexical meaning and grammatical meaning. So when teaching the progressive aspect, one of the most important task is to focus on explaining the verb “to be” with two functions. First, learners may not get confused when using the verb “to be”. For examples:

He is a teacher

He is teaching English now.

The former “is” is a lexical verb, the later “is” is an auxiliary verb. The former “is” is a stative verb which is not used in the progressive tense but some stative verbs are exceptional .

He is being ill (not normally used)

A further difficulty is that many of the verbs can occur with the progressive aspect in special contexts. Such exceptional uses can usually be explained by postulating the verb's membership (perhaps through a special transfer of meaning) of more than one verbal category (eg: feel, think, smell, taste...). a small class of verb which, when referring to a temporary state, can occur either with or without the progressive. Learners may get confused when using the verbs:

I think he is a kind man (Meaning: believe).

I am thinking about this grammar (Meaning: certain thoughts are going through my mind right now).

He has his car (Meaning: possesses)

I am having trouble. (Meaning: experiencing)

With these examples mentioned above, learners may find it hard to make a clear distinction, they may not use verbs

Another problem learners may face with in learning the aspect is how to use the present progressive. For the present progressive is used to express both actions in progress at present and actions in intention (in a near future).

Sometimes learners fail to the use the correct tenses: progressive or simple present. Errors concerning the usage of the present continuous are found in such infrequently-used sentences as follows:

*You wear a beautiful shirt today. (are wearing)

*Why do you cry? It is something wrong. (are....crying)

*Hurry up! We all wait for you. (are waiting)

*I don't work today. (am not working)

*I don't understand what he says (is saying)

*I don't want to go out because it rains (is raining)

When learning the uses of the present progressive, I normally concentrate on the difficulty and easily confusing points first and then the common uses, learners then feel interested in learning and doing the exercises quite effectively.

In learning the uses of the past progressive, learners may have some problems using -ing progressive in narrative such as:

- When I got up this morning, everything was lovely. The sun shone, the bird sang.....(was shining, were singing)

Summary:

All forms usually called continuous or progressive contain “be + -ing”. In every cases the contribution to the total meaning made by the “be” + -ing element of the verb form is identical. The form is an aspect, so that all forms containing “be + -ing” include an element of the speaker's interpretation of the temporal quality of the event. Non-continuous forms express the speaker's view of the event as a complete, unitary whole. In contrast, the continuous forms express incompleteness, and in particular, incompleteness in time. Incompleteness in time means that the speaker

conceptualizes the action as occurring for a period, and that period is limited. Forms containing “be” + -ing express the speaker's view of the event as having limited duration. For this reason we may conveniently and helpfully refer to them as durative forms.

We may find it difficult to highlight the uses of the progressive and non-progressive because in Vietnamese there is no clear distinction between them. The main tenses of Vietnamese, if considered to be in existence, are past, present and future. The expressions for the tenses are “đã”, đang” and “sẽ”. However, in English, the tenses are subclassified as the complete, and incomplete, the progressive and non-progressive. The teacher should think of ways to overcome these difficulties. How to explain to learners makes them master the rules of grammar well and then perform them effectively. What exercises should be done and what problems should be explained first depend on the teacher's choice.

There are many types of exercises concerning the English -ing participle as a finite verb clause. Here are some samples of exercises that teacher may choose to improve the students' skills. However the exercises chosen should be suitable for students' level.

3.1.1: Some samples of exercises

Sample 1: Write the -ing form of the verbs

- a. walk – walking
- b. read e. swim h. lie
- c. use f. run i. tie
- d. stop g. get j. travel

Sample 2: Put the verbs in brackets into the present continuous tense.

- a. She (not work), she (swim) in the river.
- b. Why Ann (not wear) her new dress?
- c. What Tom (do) now? He (clean) his shoes.

- d. You (not tell) the truth.
- e. It is a lovely day. The sun (shine) and the bird (sing).
- f. Where is Tom?
He (lie) under the car.

Sample 3: Put the verbs in brackets into simple present or the present continuous tense.

- a. He usually (drink) coffee but today he (drink) tea.
- b. You can't see Tom now. He (have) a bath.
- c. I won't go out now as it (rain) and I (not have) an umbrella.
- d. He usually (speak) so quickly that I (not understand) him.
- e. Ann (make) a dress for herself at the moment. She (make) all her own clothes.
- f. I always (buy) lottery tickets but I never (win) anything.

Sample 4: Put the verbs in brackets into the past continuous tense.

- a. He usually wears sandals but when I last saw him he (wear) boots.
- b. The house was in great disorder because he (redecorate) it.
- c. The car had nobody in it but the engine (run).
- d. When I first met him, he (study) painting.
- e. Who you (talk) to on the telephone as I came in?
I (talk) to Mr Pitt.
- f. When I first met him, he (work) in the restaurant.

Sample 5: Put the verbs in brackets into the simple past or past continuous tense.

- a. When I (see) him, he (paint) a portrait of his wife.

- b. I didn't want to meet Paul so when he entered the room I (leave).
- c. I lit the fire at 6.00 and it (burn) brightly when Tom came in at 7.00.
- d. He was very polite. Whenever his wife entered the room he (stand) up.
- c. You looked very busy when I (see) you last night. What you (do)?
- f. He (clean) his gun when it accidentally (go) off and (kill) him.

Sample 6: Correct the mistakes.

- a. It is a lovely day. The sun shines.
It is a lovely day. The sun is shining.
- b. What do you do tonight? Do you go out?
.....
- c. Where do you go? I go to school now.
.....
- d. Where are your children? They are play in the garden.
.....
- e. Why do you sit on my foot?
.....
- f. I am not work today. I stay at home.
.....

Sample 7: Put the verbs in brackets into the correct tense: present perfect or present perfect continuous.

- a. He (play) the bagpipes since the six o'clock this morning. He only just (stop).
- b. Why you (not bring) me the letters for signature? You (not type) them yet.
- c. I (not to meet) him for more than two years.
- d. A pair of robins (buid) a nest in the porch since last week. I (watch) them from my window since they began.

Sample 8: Put the verbs in brackets into the simple present or the present continuous tense.

- a. Cuckoos (not build) nests of other birds.
- b. Lan and Hoa (read) in the library at the moment.
- c. Nam (go) to the English club every Saturday.
- d. What you (do) now? I (grow) some flowers.
- e. The last train (leave) the station at 11.30

Sample 9: Write a second sentence with the same meaning. Begin your sentence in the way shown.

- a. I don't want to go out this evening.
I don't fancy
- b. Are you sorry you didn't take the job?.
Do you regret
- c. It's not a good idea to travel during the rush-hour.
It is better to avoid
- d. Could you turn the radio down, please?
Would you mind
- e. Tom said "Let's have fish for dinner".
Tom suggested

Sample 10: Put the verbs in brackets into the past perfect continuous tense.

- a. The police (look) for the criminal for two years before they caught him.
- b. The patient (wait) in the emergency room for almost an hour before doctor finally treated her.
- c. I was very tired when I arrived home. I (work) hard all day.

- d. Ken (smoke) for 30 years when he finally gave it up.
- e. When I looked out of the window. It (rain).

3.2: Errors when using -ing participle in the non-finite clause.

Each language has its own characteristics. English has the -ing form whereas Vietnamese does not have this. The question is how to help learners to distinguish the subtle differences in meanings and to use the English -ing participle properly in communication. Due to the differences in meaning and construction, learners have some disadvantages of using the -ing participle in the finite clause as well as in non-finite clause.

At first sight it seems difficult to draw a line between pure nouns, adjectives and the -ing participle. Because they have same form as participle in -ing.

For instances:

<u>Pure nouns</u>	<u>Pure adjective</u>
Painting	Interesting
Building	Exciting
Dressing	Amusing
Landing	Frightening
Beginning	Suprising

But on closer inspection it becomes clear that they form two distinctive clauses of words which are to be regarded as grammatical homonyms.

Therefore the verbal suffix -ing and the noun - forming suffix -ing must also be regarded as two homonyms.

Some of the nouns in -ing (so-called verbs nouns) denote concrete things, names of material and abstract notions which are not connected with any verbal meaning. They are considered as pure nouns. Sometimes, some verbs ending in -ing are considered as pure adjective describing people's character.

When teaching the -ing form, the first point that teachers should pay attention is how to make students be aware of these differences between the verbal suffix -ing as pure nouns or adjectives then come to explain the other functions of the -ing participle in the finite clause as well as in the non-finite clause.

The English -ing participle in the finite clause (as mentioned in the first part of the chapter) may produce some difficulty to learners in realizing the meaning of usage between the progressive aspect and non-progressive aspect. Students may find it hard to use the -ing participle as non-finite clause such as which verbs are followed by -ing participle? Or by to-infinitive? When the “ed” or “ing” as premodification of a complex noun phrase?

Learners may find it difficult to distinguish the various functions of the -ing participle. When do we use the-ing participle as nominal -ing clause, as adverbial -ing clause, as comment -ing clause, ect? A lot of questions can be seen around the -ing form.

Generally speaking, the broadest differences between the two languages, English and Vietnamese, is that the Vietnamese use certain verbs to translate the English -ing form. So quite a lot errors are made due to this point.

Look at these examples again:

- I like swimming

Ing-form

Tôi thích bơi

Verb

- After having dinner, he went out

Ing-form

Sau khi ăn cơm chiều, anh ấy đi dạo.

verb

- Playing chess is enjoyable.

Ing-form

Chơi cờ rất thú vị

verb

As some examples seen above, students may make confusion between -ing participle and to-infinitive. Here are some actual errors:

*Play chess is enjoyable.

*After have dinner, he went out.

*I remember to give her a toy-drum on her fifteenth birthday.

*I like play football.

More specifically, learners find it hard to distinguish the past participle and the present participle, i.e V-ed2 and V-ing:

There are the errors that learners with advanced- level still feel difficult in using them.

Some verbs are followed both by -ing form and to-infinitive. The difference is connected with *time*. Some following mistakes can be seen:

*I don't remember to have said that

*Please remember putting out the cat before you go to bed.

*Don't forget writing to Aunt Mary.

*You should stop to smoke. It's bad for you.

Truly, there are a lot of problems confronting us when teaching the English -ing participle. English grammar is full problems particularly of verbs used as finite and non-finite. Teachers have the responsibility to interpret the concrete cases clearly and precisely to the learners. These difficult points should be paid due attention to. The typical exercises should be done repeated both in spoken or in written.

3.2.1: Suggested types of exercises

Type 1: Put the verb in the brackets into the correct form: -ing form or infinitive.

a. A kettle is used for (boil) water.

b. I gave up (smoke) five year ago.

- c. The book very difficult (understand).
- d. I don't know why she resigned. She seemed (be) very happy here.
- e. Her doctor advised her (see) a specialist.
- f. When I first visited Britain, I couldn't get used to (drive) on the left.

Type 2: Supply an appropriate preposition and verb form.

- a. Allison is not interested.....(look).....for a new job.
- b. Henry is excited.....(leave).....for India.
- c. You are capable.....(do).....better work.
- d. I have no excuse.....(be).....late.
- e. I am accustomed.....(have).....a big breakfast every morning.
- f. The rain prevented us.....(complete).....the work.

Type 3: Put the verbs in brackets into the -ing participle.

- a. He gave up (gamble).
- b. Try to avoid (make) him angry.
- c. Stop (argue) and start (work).
- d. The children prefer (watch) TV to read.
- e. It's no use (cry) over spilt milk.
- f. I suggested (hold) another meeting next week.

Type 4: Complete the following by using by + -ing participle.

Example: We show other people that we are happy by smiling

- a. Grandma amused the children.....
- b. My dog shows me she is happy.....
- c. Tony improved his English.....

- d. We satisfy our hunger.....
- e. Alex caught my attention.....
- f. They got rid of the rat in the building.....

Type 5: Complete the following by using without + -ing participle.

Example: She went out without saying a word.

- a. He left us.....good bye.
- b. He shook his head.....
- c. He climbed over the wall.....(passive)
- d. He cooked the curry.....salt
- e. Mr Long passed mehello yesterday.
- f. I watched her for a little while.....(passive)

Type 6: Using participle to join sentences.

Example: I knew that he was poor. I offered to pay his fare.

Knowing that he was poor, I offered to pay his fare.

- a. He got off his horse. He began searching for something on the ground.
- b. I had seen photographs of the place. I had no desire to go there.
- c. She became tired of my complaints about the program. She turned it off
- d. She hoped to find the will. She searched everywhere.
- e. He had spent all his money. He decided to go home and ask his father for a job.
- f. He fed the dog. He sat down to his dinner.

Type 7: correct the sentences. Sometimes only a change of order is required.

Examples: when leaving a car in this car park the brakes must be left off.

When leaving a car in this car park you must leave the brakes off.

- a. When carrying a gun it should never be pointed at anyone.
- b. Shining in the sky, we saw the first star.
- c. When driving carelessly it is easy to have an accident.
- d. When planting these flowers care must be taken not to damage the roots.
- e. When paying by cheque, a bank card should be shown.
- f. Reading the letter a second time, the meaning becomes clearer.

Type 8: Rewrite the sentences, using one of the following words and a participle clause with –ing: While, when, after, by, on, since.

Ex: he finished work and went home.

⇒ After finishing work, he went home.

- a. He read a book and ate his supper.
- b. He worked hard and saved a lot of money.
- c. He graduated from university, and went off to work in Australia.
- d. When we heard the weather forecast, we decided not to go camping in the mountains.
- e. When you go abroad, it is advisable to take out travel insurance.
- f. I came to live in the country a few years ago. I now realize how much I hated living in town.

Type 9: Reduce the finite time clauses to non-finite clause.

- a. Since I met you, I've been reading your book.

- b. Before he served in the army, he was much too fat.
 - c. When you enter the town, you will see the monument straight in front of you.
 - d. After he had traveled round the world, Forbers settled down peacefully in his native village.
 - e. When I went to bed, I turned the light off.
 - f. After he had done all his homework, he went to school.
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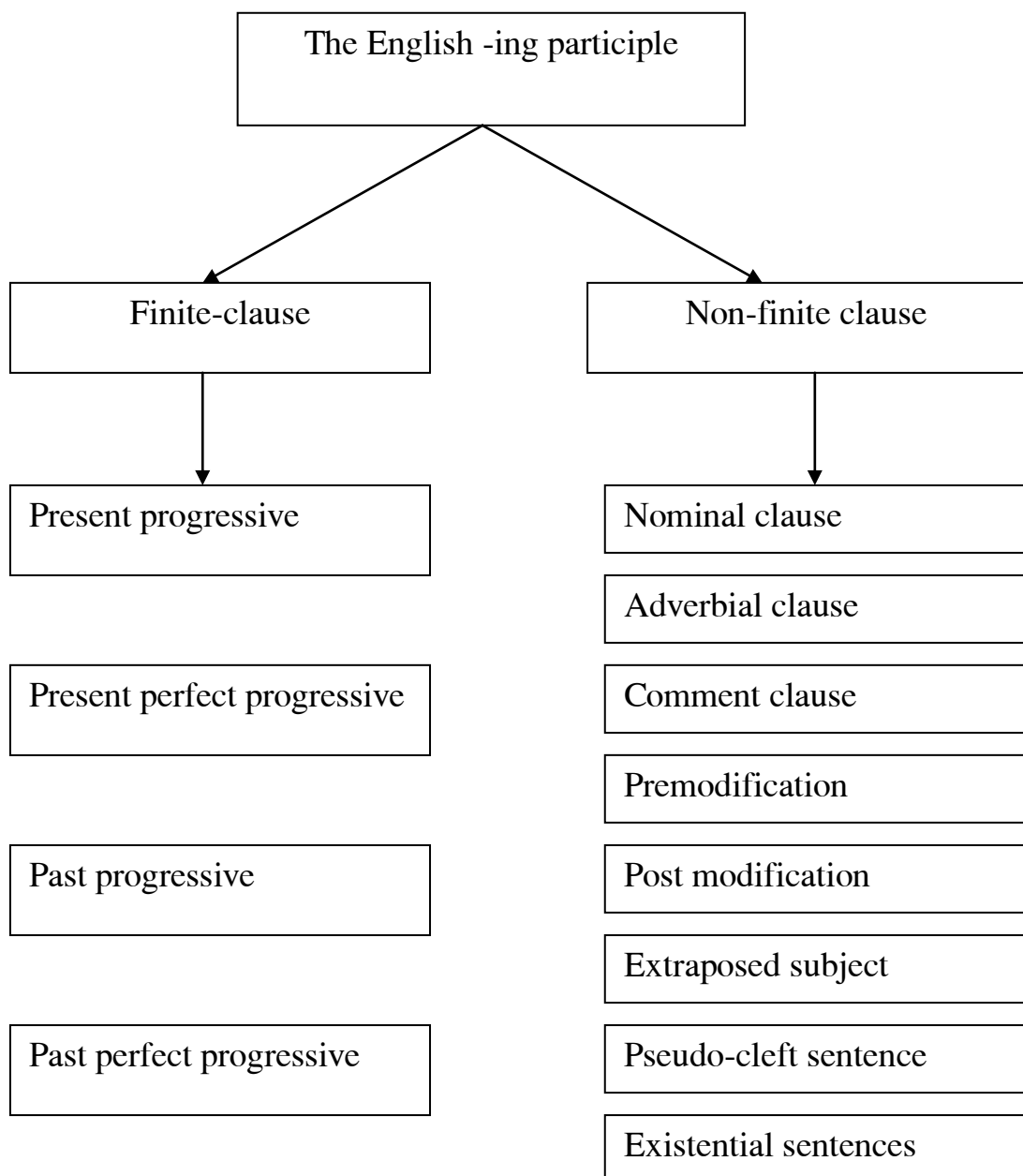
Type 10: Rephrase these sentences, using an –ing participle preceded by a personal pronoun or noun in genitive case:

- a. We all are surprised that he made that mistake.
- b. He was an astronaut and that accounted for the size of the audience.
- c. No one will object if you finish the leature a little early.
- d. Would you approve if I had this article copied?
- e. We did not realize that Walker would cause so much trouble by speaking to the press.
- f. The fact that he has spoken to the press about this has caused us a good deal of embarrassment.

PART THREE: CONCLUSION

1. Review of the study

The English -ing participle, as mentioned above, is used with high frequency in current English. The description done in the study shows that there are various types of using the English -ing participle. The following table shows the usage of the English-ing participle



In conclusion, this study has been mainly concerned with the description of the English -ing participle and the analysis not only the target language but the native language as well. It is obvious that the verb is one of five elements of a sentence (S, V, O, C, A), the V-ing is one of five forms of a certain verb. So the -ing participle, of course is an important part in English grammar from elementary to advanced level. It appear with high frequency in communication day by day.

Traditionally, English grammar distinguishes between the gerund and present participle. The distinction between them is based on their functions in sentence.

Presently, the -ing participle is classified in two types: the -ing participle as finite clause with progressive meaning and the -ing participle as non-finite clause with different functions and meanings, as discussed above.

Since, no -ing form can be seen in Vietnamese, consequently, we have to use the other devices to convey the equivalent meaning. The differences lie in the form rather than meaning. In English when the -ing participle is used as a finite clause showing the incomplete actions in limited time, Vietnamese then use the progressive “đang” or “(đã) đang”, standing in a certain verb to express the equivalent meaning. While the English -ing participle is used as a non-finite clause functioning as subject, object, complement, ect. Vietnamese use a certain verb expressing the same meaning of English. Therefore, a lot of differences can be seen when studying -ing participle, word formation, usage function ect.

The English -ing participle is not quite simple to understand and use for learners. Accordingly, when teaching the -ing participle, the teachers should pay much attention to the chosen methods.

2. Some suggestions for preparing materials, and further research.

Learning a foreign language, frankly speaking, is a difficult and complex task, requiring a student of a foreign language to have not only

knowledge of that language but also a patient character. What is the best way to learn language? It is very difficult to answer this question. Maybe we should make use of both traditional and modern methods to learn English. It is impossible to think out the best method for learning a foreign language in any situation. Of course we have to base ourselves. In learning the -ing participle, students have a number of problems to consider: the morphology, the structures and meaning of usage, the techniques of drilling and especially, the contrastive analysis between the two languages to find out the similarities and the differences. Between them, students should pay much attention to the difficult points, therefore, select the suitable methods to learn it effectively and try to avoid possible errors.

This study has been paid much attention to describing the cases of the English -ing participle. It has been limited to the English -ing participle in both finite and non-finite verb clause according to the modern concept. No attempt has been made to describe and analyze the other uses of the -ing form. Such as the other use of the -ing form with future time (e.g I will be learning at university at 8 o'clock tomorrow morning, the -ing form as pure nouns and the -ing form as pure adjectives. Especially, the -ing form as pure adjectives with active meaning versus the -ed form with passive meaning cause much difficulty for students and hence require particular attention. It can be suggested that, the above unmentioned uses of the -ing form will be studied in a further research.

Another question will be discussed in the conclusion is the preparation of teaching materials. We know for sure that three main factors play very important part in the process of learning of any subjects in general and foreign language in particular, of course, are students, material and teachers. Perfective materials should influence much to students' achievement. At present, there is a large number of interesting books both bilingual and monolingual. It doesn't matter which materials are the best of all, the question is how we choose materials to suit learners' levels.

Learners have great difficulty in understanding native speakers. Especially, they find it hard to hear or read the language as it is produced by native speakers for native speakers. This suggests that in English courses more attention needs to be paid to the use of suitable materials which could help to improve learners' knowledge, theory as well as skills of languages. Often, the teaching materials should focus on the structures with high frequency, on the other hand, the structures with low frequency as in existential or extraposed sentences.

The final suggestion is concerned with the grammatical excises of different levels illustrated in different books that we can select the appropriate exercises form for students to practise.

Truly, how to choose materials is of great importance in the process of learning a foreign language.

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