

## **English Tenses: The Implications of Total Physical Response (TPR) Method in the Class**

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**Abstract:** At the outset it to be mentioned that the present study in the application of Total Physical Response (TPR) method in teaching English tenses has been dealt upon from the researcher's own point views in the light of his decades of experiences and observations. The deliberations, explanations, arguments, and random samples as examples in the study based on the practical class teaching and learning outcomes. The teaching and learning of grammar in general have always been quite challenging and a bone of contention among the language instructors since time immemorial.

Needless to say, our students encounter a lot of difficulties in using the correct tenses either in spoken or written forms. The students in general commit errors in the use of tenses so that the teaching of grammar tenses and sub tenses has been quite challenging to the teachers teaching English as a foreign language in Kingdom of Saudi Arabia. Despite all existing strategies and methods applied in the classroom, the performance of the students in general has been quite unsatisfactory. The researcher has been speculating for the last one and half decades over this issue. After a long decades of speculation, it was finally concluded the TPR method can assist the students in teaching various basic and complex grammatical structures related to tenses. The author of the paper in the light of his long of experiences and observations as a teacher of English as a foreign language in the Department of English, University of Bisha at some point in time realized the effectiveness of this method. This method does not apply in teaching to young children only but can also be applied practically in the class to the adults' students whose background of the target language is not satisfactory. Asher (2007) also mentioned that TPR method is the most appropriate method for young learners, given that it combines language and gesture in a way that makes learning both memorable and meaningful. These learners in the class must actively be involved by the teacher in teaching the grammatical tenses. This study aims to boost the acquisition of tenses by applying TPR method. Our students of Graduation, General English Diploma Courses, and Intensive courses do not possess adequate background of the English language. TPR method is one of the alternative methods as it is hoped will assist them a lot in acquiring the basic grammatical structures of three tenses of English and consequently, to achieve the Intended Learning outcomes' which is mentioned in the course specification of the Course. The desired outcome of this study is that the teacher, using the TPR method, can enhance the comprehension and usage of various English tenses in practical life situations.

**Keywords:** Total Physical Response, coordination between speech and actions, optional method, English tenses, random samples

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### **1. Introduction**



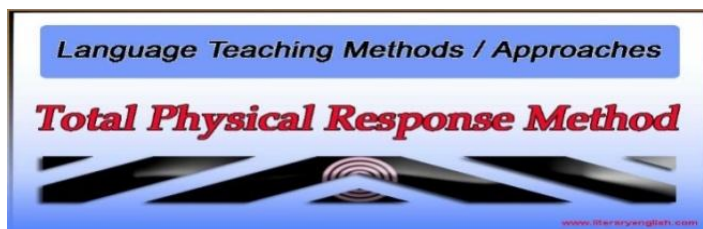
TPR is a method of teaching a second or foreign language by developing listening comprehension through a series of commands to which the entire class respond with physical activity. Why do the students make mistakes in the acquisition as well in usage of English? This issue must be speculated and answered in

true sense and spirit to create a sense of valuable and effective teaching and learning environment in the class. Keeping in view the preceding contention, the present investigation had been initiated decades ago and was under the ongoing process for academic discussions and speculations to find out an ultimate solution to the problem. The decade's long academic discussions and arguments on this issue could not produce an effective outcomes and remained unresolved. Our students spent their valuable time for their studies to learn but the rate of success in the acquisition of grammar particularly the usage of tenses in written and spoken forms is pathetic and quite unsatisfactory. The grammar is the foundation of the target language. Its sincere teaching and learning cannot be ignored in a foreign language educational program. The grammar of a language since time immemorial has been quite in need. Grammar was the most important part of learning foreign or second language and students were forced to memorize hundreds of vocabulary words and word tenses before they practiced the actual language (Kariuki & Bush: 2008). James Asher's theory of TPR is based on the idea that we as humans are biologically programmed to learn language, including a second language (1966). In TPR, the teacher uses gestures, models, and commands to teach the second language (Skinner & Smith, 2011). The students are expected to imitate the teacher and thus learn the language. (Duran, 1993). Steven Krashen's NA focuses on the use of a second language for meaningful communication (Duran, 1993). According to Duran, students are expected to learn to communicate orally and in writing when taught using NA. In this approach, students learn through role-play by having short conversations with peers (1993). When using this strategy, students are expected to be orally semi-fluent in the target language (John & Torrez, 2001).

This aim of this study is to determine the effectiveness of the TPR method in teaching the grammatical structures of English particularly the tenses and sub tenses in an actual learning classroom situation. In this study the researcher has been observing, identifying, and noting the problematic along with it causes areas in acquiring along with it causes the tenses of the students of Graduation, Intensive Courses and General English courses for decades. The following samples of errors like 'I am go to Jeddah'\*, 'He is play football'\*, 'He wite a paragraph'\*, 'He don't like it'\*, 'He don't know'\* etc. and many more errors like these noticed and noted in day today teaching and learning in written as well as spoken forms in and outside the class. After several years of constant speculation over this issue the researcher decided to apply this method in teaching. In a very broader perspective one might have realized and concluded that the teaching and learning of English as second/foreign language either in a monolingual country like Saudi Arabia or in a multilingual country like India has always been a topic of debates, discussions and bone of contention among language instructors, linguists, litterateurs and language pedagogues in the past up to the present day. Despite all these academic deliberations and arguments the course objectives, the Intended Learning Outcomes (ILOs) and Course Learning Outcomes (CLOs) are not at par with required standard at the level of the minimum achievement and the expectations. The actual understanding and usage of the grammatical structures viz; the three English tenses remain unanswered among the teaching community. The complexities in the effective quality based teaching and learning of English as a foreign language sparked enormous contradictory opinions, arguments and interpretations among the English language instructors and linguists working in the Kingdom of Saudi Arabia. The acquisition and correct usage of tenses has always been a bone of contention among academicians. Consequently, it created a situation that demands the need to investigate properly and sincerely these issues from various angles and perspectives so that the actual causes for such grammatical errors could be found out and the errors made by the learners in the usage are minimized to a great extent. In addition, in this technological and global era the teaching and learning of a foreign language should be looked upon as its most valuable resource in national growth. English is now a lingua franca in the entire world. It has occupied a position in the international stream. Furthermore, the proper testing and evaluation of English as a foreign language in a foreign language program will contribute in the national development give strength to a nation.

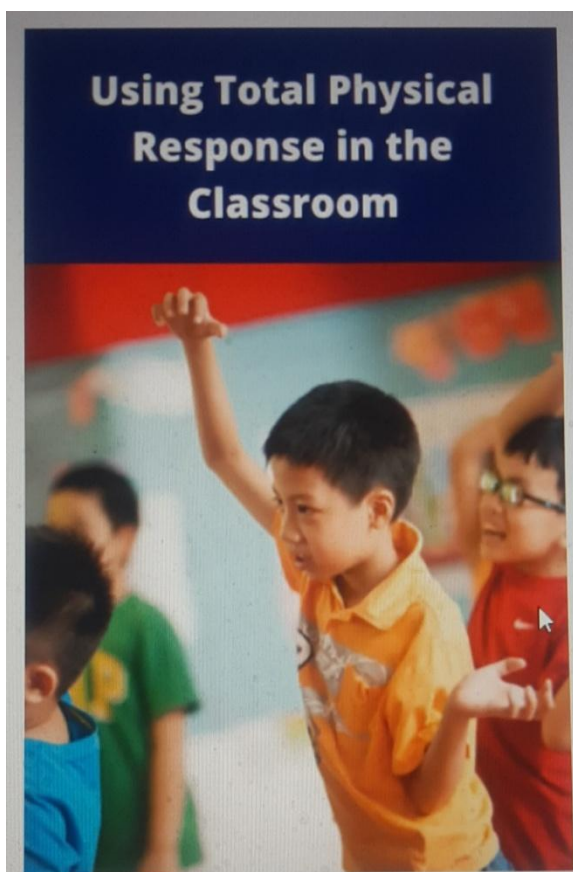
While teaching/learning of the English as an L2 the language instructors use various methods and strategies in accordance with their needs, understandings and identify "problematic areas" and its "causes" in the target language. Fortunately, we possess TPR method as one of the good options to imply and see its relevance in teaching/learning English tenses. James Asher, a Professor of Psychology at San Jose State University, California is the person who developed this method in 1970's. This method totally relied upon bodily movements viz, **coordination of speech and action**. Now in second/foreign language pedagogy this method is well known as TPR method. He brought this idea in the perspectives of the mother tongue learning in which there is always an interaction between the children and parents, other members in, outside the family. A child acquires numerous day today expressions of his/her mother tongue (L1) unconsciously through this method which is quite a natural process of first language acquisition. This method does not only apply to the L1 acquisition contexts but may also be applied in the second/foreign language acquisition contexts too. It is left to the language instructors to see its relevance.

## 2. TPR Method Defined and Explained in a Broader Perspective



that require physical movement. The students may not be bored. It is also asking students to have fun in learning foreign language. James Asher's theory of TPR is based on the idea that we as humans are biologically programmed to learn language, including a second language (1966). In TPR, the teacher uses gestures, models, and commands to teach the second language (Skinner & Smith, 2011). The students are expected to imitate the teacher and thus learn the language. (Duran, 1993).

The main premise of this method is that young learners comprehend spoken language before they are able to produce it, so they respond with movement and gestures. This methodology derives from the Natural Method, which advocates for teaching and learning a foreign language in the same way children learn their L1. In this regard, Asher argued that foreign language teaching should parallel and mimic the naturalistic processes of L1 acquisition (Nigora, 2018). Asher proposed that using TPR method as a tool in the classroom could help boost language acquisition given that students had to carry out a series of commands that cued physical responses from them. In the words of Savic (2014): "It combines language and gesture, thus making language acquisition more natural and memorable" (p. 6). Furthermore, students are not expected to produce language during the initial stages of this method, rather they're supposed to develop listening comprehension. As a result, the students feel more relaxed as well tension free and show a better disposition for learning the target language. This makes the TPR method an effective tool for the students whose background of the target language is inadequate. Adult language learning often causes stress and anxiety and thus adults should learn a second language as children acquire their mother tongue. In this way, second language learners will be freed from foreign language syndromes (i.e., stress, shyness, anxiety, lack of self-confidence, etc.). (Asher, 1988: 5-6; Richards and Rodgers, 1999: 90- 91). It is a fact that the acquisition of a first or second/ foreign language should



be free from all kinds of stress and anxiety. It is true that lower the stress the greater the learning. This method assists in reducing the tension of the learners in the class. It is also closely related with the aspect of psychological in child's language development. TPR is also a teaching method that is based on the physical responses that develops listening skill by activity and movement, Asher (2000) stated that a language method that is based on physical response and built among the coordination of speech and action. Through this method, teacher gives instruction to the students and the students are **learning through action and through physical response**. This technique is very famous in teaching English as a second language where involves students' active involvements to learn the new words of action through watching and imitating accordingly what teacher says and demonstrates each new word physically. The author of the paper applied TPR method in teaching English Tenses and sub tenses in the practical classroom environment and noted that the difficulties encountered by the target group. It is true that the learners, either young or adults, can learn more and more when we involve our physical organs in during teaching in the class. The students acquire a plethora of grammatical structures with bodily movements. The acquisition of imperative expressions are the good examples in this method.

Asher states that "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of

the imperative by the instructor" (James Asher, 1977, p. 4). His application in applying this method was confined to the L1 learning. Asher (1968) states that this approach has some similarity to how children seem to learn their first language. It is based on the belief that to learn a new language, human should understand the concept of the language before being able to produce the target language (Winitz (1981). Asher's Total Physical Response is a "natural method" as stated by Widodo (2005), Asher believes that second language teaching and learning should reflect the naturalistic processes of first language learning.

### **3. Literature Review**

Having gone through the literature review it was noticed that the scholars in their studies looked upon at TPR method from their own perspectives. The reviewed literature suggests that TPR is an effective in teaching a foreign language. When this method is used in the classroom, students respond to the teacher's commands by reproducing the commands and hand gestures or movements the teacher makes. From constantly repeating these motions, the students begin to learn the language (Duran, 1993). Previous studies show that both TPR has positive effects on language acquisition in general (Asher, 1966; Barati, Tehrani, & Youhanaee, 2013; Hwang, Shih, Yeh, Chou, Ma, & Sommoool, 2014; Kariuki & Bush; 2008; Elliot & Yountchi, 2009; Terrell, 1986).

In available previous researches it was noted that the acquisition of English Tenses has not been given due weightage as well as realized its potentiality. This particular area is quite ignored. Although TPR method may cover the multi-dimensional aspects of the grammatical structures in teaching English as foreign language in the classroom. The author of the paper while teaching practically in the class noticed and noted based on the outcomes of learning that the language instructors should apply it in the class teaching. Though it needs hard work because of the physical organs movements. The students in general acquired correctly and appropriately both spoken as well as written forms of the language. When the method was applied to teach the various aspects of the grammatical tenses The ILOs have been quite satisfactory. According to Larsen and Freeman (2001:107), TPR emphasizes learning while doing physical activity and responds to commands that require physical movement. The students may not be bored. It is also asking students to have fun in learning a foreign language.

According to Richards & Rodgers (2001), TPR main concept is an English teaching and learning method that combines speech and action with the goal to teach language through physical (motor) activity or simply is the coordination of language and physical movement. In TPR, instructors or teachers give commands to students in the target language, and students respond with whole-body actions.

This method is an example of the comprehension approach to language teaching. Methods in the comprehension approach emphasize the importance of listening on language development, and do not require spoken output in the early stages of learning (Larsen-Freeman: 2000) She also elaborates some principles of TPR. These are students will begin to speak when they are ready; Understanding before producing; Students should not memorize fixed routines; Spoken language rather than written language; Expected error from students.

### **4. Problem Statement**

The researcher formulates this research question as follow:

1. Is the TPR method effective in teaching the tenses of English?
2. How are the students' responses toward the TPR method in acquiring the three tenses along with their sub tenses correlate with the actual performance in and outside the class? It is to be mentioned here that no statistical analysis is done in this regard to prove the preceding contention.

### **5. Objective of the Present Research Study**

The main purpose of the research is:

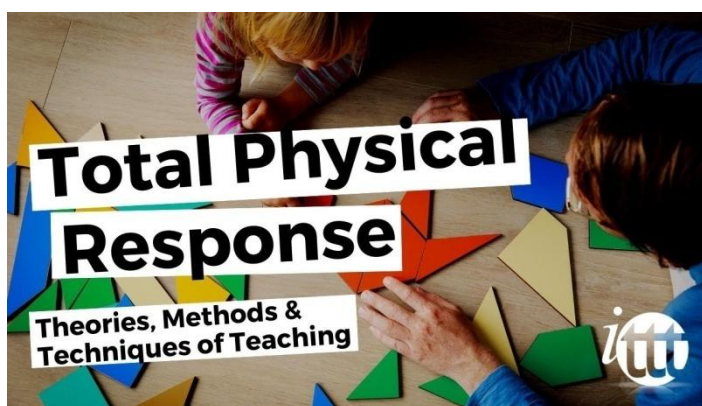
- To share the experiences and observations whether the TPR method improve students' ability in the correct usage of English tenses and consequently relating to the effectiveness and usefulness of TPR method in teaching tenses to the adult students at the college level. This method can be applied for both the group of learners viz; young learners and adult learners too.

### **6. TPR method in the Practical Classroom Situations**

TPR method is still considered and used as a valuable linguistic tool in teaching English as second/foreign language in particular especially in initial stages of instruction. It combines language and gesture, thus making language acquisition more natural and memorable (Asher 2007; Curtain and Dahlberg 2010; Larsen-Freeman 2004; Morley 2001). The students are not expected to speak while performing actions, which makes TPR stress-free and suitable for teaching beginners, either young learners, teenagers or adults (Asher 2007). The language instructors around the world applied and used TPR method in teaching L2 in the class in their ways. According to Savic (2014), action games are an excellent tool for introducing TPR method

activities as part of the learning process. He explained that the teacher should interact with the students in the following sequence: “giving commands, modeling the desired behavior, removing the model after a few repetitions when children respond confidently, combining commands in unexpected and creative ways, or turning them into stories and competitive games” (p.449). But the present researcher always looked at the issues from practical point of view and differs from the earlier research studies in the sense that the students in general encounter difficulties in acquiring and using the basic grammatical structures of various tenses despite efforts, hard works and sincerity to improve them. We the academicians and researchers should try to find out permanent solution to such learning issues. The grammatical expressions in all the tenses and sub tenses were repeated in the class with the coordination of speech and actions and the other physical organs required in the class. They were taught each tense by singing the physical actions representing the various tenses by different bodily movements. It is to be mentioned that TPR method reflects a grammar-based view of language. Asher states that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor” (1977: 4). He views the verb, and particularly the verb in the imperative, as the central linguistic motif around which language use and learning are organized.

The author of the paper has been teaching English as a foreign language in the college of Science and Arts, University of Bisha for the last more than one and half decades to the students at the graduation level including General English Courses for Diploma students and other Intensive courses compulsory for the students



of the other departments' students. Soon it was realized the significance of TPR method in the context of L2 pedagogy. The idea of this method came into being in the light of the parental talk to their children in their today lives. In day today's conversation the parents, including the family members instruct the children and they respond accordingly. At the initial stage of a child, he/she does not respond but after a certain period he responds to the family as well as outside his/her family environments. He/she acquires the sounds and thereafter the patterns and basic

structures of the target language that are primarily used in day-to-day conversations. Language acquisition either as a second or foreign language is a slow and systematic process where a child acquires from simple to complex and consequently produces the expressions in his/her mother language. This is a case of mother tongue acquisition. As we know that the stress is one of the important negative factors in language learning. Asher states that a child acquires mother language without any stress and anxiety, whereas the adults face huge stress and anxiety while learning a target language. The reason is that he/she come across a very distant structure in the class.

In the first language acquisition a child acquires day by the actions of parents' bodily movements. For instance, the mother/father says to her daughter/or son “Show me your school home works”; “Bring your school diary”; “Open your mouth” “Where is your pen”? “Why have you not done your homework”? “Who is your teacher”? Similar expressions are used in the family in every day communication between the parents and the child. The child performs in accordance with the instructions given by her mother/father and other members in and outside the family. In this process he/she acquires many basic structures of his/ her mother tongue.



The same process of learning implies in the classroom where the same child encounters quite strange and complex structures of a foreign language. In the class the teacher must act like the parents and others in and outside the family. A child acquires his /her mother tongue through physical movements of their family members. Similarly, a student acquires numerous grammatical structures when the teacher uses TPR method in the class to communicate the meanings of the grammatical sentences in its correct usage in correct contexts. Furthermore, when the same child becomes adult, and he comes to the college in a

formal learning environment and responds when the teacher uses his/her physical organs/or body movements in the class. For instance, communicative expressions including imperative instructions like “Open your books”; “Write down in your notebook”; “Open the window”; “Come here”; “Stand up”; “Close your books”? “Where is Sultan now? “Whys has he left the class”; “He eats mutton daily” “He reads the book”; “He sleeps in the class”; “I play football” “Now I go” “ Ahmad has done his class work”? “I am teaching in the class”? “He is writing now”; “The students are listening to the lecture”? “Badar has been studying for half an hour” “You have been driving for two hours”? “Did you go to Abha yesterday”? “I was going to the college”; “The teachers were teaching in the class”; “He had finished his assignments before the due date”; “He had been playing since morning”; “I will go there”; “I will be playing”; “You will have to go there”; “We will have been doing our work at that time” etc. The teacher gives commands to the students in the class and the entire class listens carefully and understands accordingly. The students see the bodily movements of the teacher and the class learns the day today expressions of tenses that are used in real-life situations. TPR method is also used effectively when the teacher brings the students outside the classroom for some practical work or some field work assignments. When the students are brought for sports outside in the open environment the class the teacher also uses the TPR method, and they act as per the commands/instructions of their teacher. We can say that TPR method itself is a very practical way of teaching a target language. The physical actions of the language instructor communicate the language expressions’ meanings effectively to the class so that all the whole class can comprehend and use the target language appropriately. In the use of tenses the errors that are normally made by the target group can be to a great extent minimized. The class has a sense of grammar and understands when the instructor uses the TPR method along with some drills. It helps more in getting practice of the grammatical structures.

### **7. Pedagogical Implications in Practical Classroom Situations**

The language instructors teaching in the various colleges and universities in the Kingdom of Saudi Arabia are advised here to speculate overusing this TPR method practically in the class along with the constant drills. The usage of grammatical structures either spoken or written forms by the students in general are not satisfactory. The author of the paper realized that the coordination between speech and actions and physical actions as well as movements of the organs of the body in front of the students proved quite fruitful in teaching these tenses and consequently influenced Intended Learning Outcomes (ILOs) as well as course objectives.

### **8. Significance and Scope of the Study**



The present study highlights the two poles in teaching. The constant and sincere efforts to teach the tenses on the one hand and thereafter it’s correlation with the failures of the students in producing them in real life situations. The actual problems lie here and it’s time for all of us to speculate and some find out sorts of remedial measures. TPR is one of the most effective methods to overcome this problem. The focal point is that the failures in acquiring the correct grammatical usage

of sentences in various tenses cannot be attributed to the failures of the students. A class with TPR and a class without TPR makes huge differences in terms of grasping and comprehending the grammatical structures.



The preceding contention in this study is completely based on the researcher's own experiences and observations and is put forward before the language instructors to draw their attention towards these crucial issues in foreign language pedagogy. Language pedagogues probably may accept or contradict the deliberations and outcomes in this study. The study reveals that the implication of TPR method in teaching English tenses as hoped may hit those problematic areas and tier causes and consequently will bring a true sense of learning in a target group environment. Our students encounter numerous difficulties and challenges in acquiring correct use of tenses in day-to-day life in writing as well as in speaking. According to Nigora (2018) and Widodo (2005), the significance of TPR method is: It is enjoyable for students, it is a lot of fun, and students enjoy it. It is very memorable, assisting students to recognize new vocabulary, it is good for kinesthetic learners who need to be active in class, it makes classes more dynamic, students can recognize phrases and words after the first lesson, it is not necessary to have a lot of materials, it helps students to better concentrate attention issues who require to be active in class, it works well with mixed-ability classes, student error rate decreases as they self-correct by imitating the actions of their peers, it is very effective for young learners and teenagers too, it can be used in small and large classes, it appeals to different learning styles, it reduces stress and fosters intrinsic motivation, it involves both left and right-brained learning.

So far, the teaching of tenses and sub tenses is concerned it has been taught since long in a very traditional manner. It is now the time to use modern methods in teaching to provide the quality based teaching learning to our students. It is suggested here to apply the TPR method in the class. The implications of this method along with effective and constant drills for the correct usage by the teacher will enhance their comprehension in the correct usage of tenses.

### **9. TPR method: It's implication with Rationale**

The main rationale in its application in teaching English tenses is that this method with all the bodily movements and physical organs strive to build oral competence in the target language. A typical TPR course focuses on making the entire class able to speak a non-native/target language that is comprehensible to a native speaker of that language or at least mutual understanding between the learners and the native speakers of the target language. It will assist in accomplishing The Intended Learning Outcomes (ILOs)/ Course Learning Outcomes (CLOs) as mentioned in its Course Specification (CS) as the main well-defined targets in the Program Learning outcomes (PLOs) too. What is to be imparted in the class? The language instructors should prepare instructional remedial teaching materials related to the tenses and use them during teaching grammar in the class.

### **10. Literature Review**

The concluding remark in the literature review section is that there is a dearth of studies in the area grammatical structures concerning particular the tenses and sub tenses. The researcher practically applied the

TPR method in teaching these tenses in practical classroom situations and realized its worth in its true sense. It is a fact that teaching through the TPR method is not an easy job in the sense that it needs hard work from the teacher in the class. He has to be very active in the throughout his lectures in the class in teaching the tenses because it needs the organs of the body to move in accordance with the structural patterns.

### 11. Random samples with the Correct Usage of Grammatical Rules Imparted in the Class with the Application TPR Method along with the Required Constant Drills.

#### 1. Present Tense

##### a. Simple Present Tense

The random samples (grammatical structures) like these are given below that were used intermittently in teaching English tenses in the class. These random samples are not imparted exactly in the same way but to a great extent will give an idea to the teaching community about the grammatical structures of tenses that can be used in the class. These were noted and time to time discussed with colleagues in the department. The researcher noticed and identified the main causes where the students encounter more difficulties in acquiring the tenses. This area in grammar needs serious attention because the tenses are the backbone of the target language teaching and learning. It is believed that if the tenses are taught properly with the application of TPR method with continuous drills and pattern practices in the class it will bring quality-based teaching and learning and consequently help in accomplishing ILOs and CLOs as mentioned in the syllabus of the University course.

**Random samples from the class: - Samples like these have been used time to time in the class in teaching English tenses.**

<b>Random Samples from the class during the course of decades of teaching:</b>	<b>My father and mother do not like to go there. I do my best to learn the English tenses.</b>
<b>a. Simple Present or Present Indefinite</b>	<b>You do hard work to get A+ in the test.</b>
<b>We celebrate National Day every year.</b>	<b>Do:</b>
<b>I go for a picnic monthly. You go weekly.</b>	<b>They do not go to college. The fish do like it.</b>
<b>They go there for a picnic. They play there.</b>	<b>We do not play football.</b>
<b>We go there to meet him every week.</b>	<b>My father and mother do not like to go there.</b>
<b>I go there to see him every day. He goes.</b>	<b>They do not go to the Mall. We do our best.</b>
<b>He/she goes there weekly. It goes well now.</b>	<b>We do not play football. The anchors do it.</b>
<b>I work in London. She works in Jeddah.</b>	<b>I do my duties. The wild dogs attack the lion.</b>
<b>She works in London. The men live in it.</b>	<b>I don't care about him.</b>
<b>He/ She goes to Abha every week.</b>	<b>The students don't care about their books.</b>
<b>My friend goes there every day. You go.</b>	<b>The teachers don't care the poor students.</b>
<b>Sultan writes in his notebook.</b>	<b>I like tea but I don't like coffee. (don't = do not). We do not know about the date of test.</b>
<b>He confident that he will get A+ in the test.</b>	<b>The farmers do not leave the field at noon.</b>
<b>My brother is quite confident in getting A.</b>	
<b>Salma is feeling shy in answering it.</b>	
<b>I drive my car very fast. They play piano.</b>	<b>I don't live in Jeddah now with my friend.</b>
<b>You do your duties honestly. Don't worry.</b>	<b>They don't know at all the correct answer.</b>
<b>He drives his car very fast. She likes cake.</b>	<b>I don't play chess, but I play Hockey.</b>
<b>We play games in the evening. They hit it.</b>	<b>They don't work at the weekend.</b>
<b>I teach the senior students in the college.</b>	<b>I do not want to go with you!</b>
<b>He teaches in this school. She teaches now.</b>	<b>I do my homework daily. You do your job.</b>
<b>He/ She understands English.</b>	<b>They do their homework daily.</b>
<b>Abdullah plays football in the evening.</b>	<b>I do not like ice cream. You don't believe me.</b>
<b>They drive my car every day.</b>	<b>My brother and sister do not drive the car.</b>
<b>The students wait for the teacher in the class. They always feel shy in the class.</b>	<b>These shopkeepers do not charge more money. The policemen don't tell us about the secrets.</b>
<b>The children quarrel in the class. The child quarrels with another child.</b>	<b>The dogs do not bark in the morning. The dog not bark in the morning.</b>
<b>We play games in the evening.</b>	<b>I do my best to do it. You do your work daily.</b>
<b>The students write a paragraph in the class. The student writes an essay on "My best friend in the college". We write a letter.</b>	<b>I do obey my elders. They do their homework seriously and regularly. You do not want them to participate. I do it in my own ways.</b>
<b>I prefer to go there on Sunday.</b>	<b>The boys do not like ice cream. I do like it.</b>



<b>My father</b> lives in Abha. But I live in Alkharj. <b>We live</b> in a very good village.	<b>The good students do</b> their exercises in the night. <b>The Crows do not eat</b> potatoes.
<b>I play football</b> every day in the evening.	<b>My father and mother do not like</b> to go there.
I sometimes <b>go</b> to the garden. <b>You sing</b> it.	<b>They do not go</b> to college nowadays.
<b>She never plays</b> football. <b>He never goes.</b>	<b>We do not play</b> football in the stadium.
<b>The University term</b> starts next Sunday.	<b>We don't like</b> them to share the messages.
<b>The Bus</b> leaves at 5.30 this evening.	<b>The women donot like</b> to sit in the park.
We fly to Riyadh next week. <b>My parents read</b> Quran every morning.	<b>The children do not like</b> to stay in the park atnight. <b>They are afraid</b> of dogs.
<b>The students sit</b> and listen to the teacher.	<b>The shopkeepers do</b> not reduce the rate.
<b>The teachers try</b> to improve the students.	<b>Cats do not like</b> vegetables. <b>They like</b> milk.
<b>The teacher tries</b> to help the students.	<b>We don'tknow</b> anything about that man.
<b>The sweeper sweeps</b> the ground.	<b>The team players don't</b> care about the referee.
<b>The sweepers sweep</b> the ground.	<b>My relatives do not talk</b> to me. <b>I don't</b> know.
I clean my car every day. <b>I sleep</b> well. <b>Sultan cleans</b> his car weekly. <b>She thanks.</b>	<b>My father and uncle do</b> not have any idea about it. <b>I don't</b> know why?
<b>The camels eat</b> grass in the desert.	<b>The camels do not sit</b> under the tree.
<b>He/she knows</b> everythingabout it. <b>Everybody understands</b> the problem now.	<b>The students do hard work</b> to get A+ in the test in the coming final exam.
<b>They know</b> everything about the crises.	<b>The teachers do</b> their best to help the students.
<b>He knowsnothing</b> in his subject. <b>It shows</b> your negligence. <b>I am</b> sure.	<b>The old women normally do not sit</b> there under the tree. <b>They do like</b> to sit in there.
<b>He likes</b> ice cream. <b>They like</b> coffee.	<b>Questions:</b>
<b>They like</b> ice cream. <b>He/she likes</b> tea.	<b>Whatdo you do</b> in the evening after 5 pm?
<b>We like</b> ice cream. <b>My father likes</b> it.	<b>Where do they work?</b> <b>Why do you gonow?</b>
<b>I know</b> him very well since my childhood.	<b>Whydo you go</b> there? <b>Whom do you obey?</b>
<b>I get up</b> early in the morning to pray.	<b>Wheredo Ahmad and Fahad live</b> now?
<b>Ahmadgets up</b> early in the morning.	<b>Wheredo they come</b> from? <b>Do you know</b> it?
<b>They get up</b> early in the morning to pray.	<b>Where do you live</b> in Alnamas?
<b>The passengers wait</b> for the train. <b>You wait</b> here till he comes. <b>Men love.</b>	<b>What work do you do?</b> <b>What do you do</b> now? <b>Whydo you go</b> there? <b>You should not go.</b>
<b>He writesslowly</b> in the class.	<b>Do you know</b> his newhouse? Any idea?
<b>The people like</b> to go there to celebrate.	<b>Do you know</b> him? <b>He is my</b> neighbor.
<b>Fatima likes</b> mebecause I do her work.	<b>Do you like</b> Ali? <b>He is one</b> of my best friends.
<b>Some students come</b> in time in the class.	<b>Do you like</b> me? <b>I like you</b> too much.
<b>They work</b> seriously in the class.	<b>Do you play</b> football in the evening?
<b>The sun sets</b> in the west.	<b>Do you go</b> to the supermarket?
<b>I always study</b> hard before the exams.	<b>Do you like</b> to go to Abha? <b>Do we not do</b> it?
<b>Questions:</b>	<b>Where do you live</b> in Alnamas?
<b>Do you play</b> football in the evening?	<b>What work do you do</b> in the night?
<b>Do you come</b> from Macca?	<b>Who lives</b> in Tabook with you?
<b>Do you live</b> in Bishanowadays? Tell me.	<b>Who plays</b> football at the weekend?
<b>Do you like</b> to become a football player?	<b>Who works</b> at the Hospital? <b>Who plays</b> there?
<b>Do Bayan and Khadeejalive</b> in Madina?	<b>Who likes</b> mutton? <b>I like</b> this city.
<b>Do they criticize</b> captions of the team?	<b>Who stays</b> there for a long time there?
<b>Do you like</b> him to play in this team?	<b>Who plays</b> football at the weekend?
<b>Do you stay</b> here or like to go with me?	<b>Who works</b> at the Hospital? Who goes there?
<b>Do you want</b> to meet Ali? <b>He is</b> my neighbor. <b>Do you know</b> me? <b>I am</b> Zyad.	<b>Where do you come</b> from? <b>Why do you like?</b> <b>What do you like</b> to drink? <b>Where do I go?</b>
<b>Do Sara and Kulsoomlive</b> in Madina?	<b>Where do they</b> work in Jeddah?
<b>Do I call</b> you in the morning? Are you sure?	<b>Why do you go</b> there in the morning?
<b>Do you go</b> to the supermarket weekly?	<b>Whatdo you do</b> after the class in evening?
<b>Do you attend</b> the classes regularly?	<b>Whydo you go</b> there? <b>It is</b> not advisable.
<b>Do we waste</b> our time in the class?	<b>Wheredo Ahmad and Fahad live</b> in this city?
<b>Do you know</b> how to do assignments?	<b>Whomdo you know</b> in your locality?

<b>Do you understand</b> the lecture clearly?	<b>Where do you study</b> in Saudi Arabia?
<b>Do they work</b> in the class?	<b>Whom do you like</b> most in the college?
<b>Do you like</b> to go to Abha tomorrow?	<b>Does:</b>
<b>Do they obey</b> their elders? <b>Do we go</b> there?	<b>Whom does he like</b> to play?
<b>Do you know</b> how to do it? <b>Do we want</b> ?	<b>Where does this boy come</b> from?
<b>Do you come</b> from Alkharj? <b>Do I help</b> her?	<b>When does your father get up</b> in the morning?
<b>Do you live</b> in Bisha? <b>I live</b> in Alaya.	<b>Why doesn't he do</b> his homework?
<b>Do they like</b> to become a football player?	<b>Whom doesn't she like?</b> She is really kind.
<b>It does not give</b> me any sense to believe. <b>He doesn't want</b> me to be away from her.	<b>Does he have</b> a car? ~ No, <b>he doesn't.</b> <b>Does the old man know</b> about the road?
<b>He does not live</b> in Alnamas.	<b>Does Umar play</b> in Alnasr football team?
<b>My friend does not like</b> to study.	<b>What does he do</b> after the class?
<b>She does not like</b> to cook dinner now.	<b>Where does he go</b> on weakened? <b>I relax.</b>
<b>My class mate like</b> to cook lunch only.	<b>Where does she like</b> to sit in the class?
<b>My computer does not respond</b> today. <b>The government doesn't</b> make clear.	<b>Where does he go in the night?</b> <b>I come</b> from Dammam. <b>Why doesn't he like</b> Cressida?
<b>My uncle does not like</b> to keep this man.	<b>What does he do</b> in the village?
<b>My neighbor does not talk</b> to me.	<b>When does your mother usually get up?</b>
<b>The woman does not answer</b> at all.	<b>Why does he like</b> this car? It is not a good car.
<b>It does not suit</b> him. He is a best student. <b>It does not suit</b> him to wear this dress.	<b>Does Nasir play</b> Table Tennis in the University after Asr prayer? <b>Does it look</b> nice now?
<b>The fan doesn't work</b> properly tonight.	<b>Does he sleep</b> at 9 o'clock? <b>Does it go</b> well?
<b>The man does not pay</b> attention to him.	<b>Does he sleep</b> before 9 o'clock?
<b>The driver does not go</b> in that village.	<b>Does your father talk</b> to your uncle?
<b>My brother does not eat</b> meat.	<b>Does she talk</b> to you at home?
<b>It doesn't look</b> well. I don't know why?	<b>Does the girl like</b> to talk to you?
<b>The child doesn't like</b> to play.	<b>Does the teacher talk</b> to you nicely?
<b>The driver doesn't</b> know about the road.	<b>Does your cook</b> the food? <b>Does she ignore</b> it?
<b>The girl does not like</b> to stay there.	<b>Does the teacher check</b> your exercises?
<b>The manager does not pay</b> the workers. <b>She doesn't</b> want to be there at this time.	<b>He doesn't live</b> in Alnamas. <b>The boy does not like</b> to play. <b>She doesn't do</b> her homework.
<b>He/ She does not like</b> coffee. I like tea.	<b>She does her</b> housework nicely.
<b>My grandfather does not eat</b> meat.	<b>She does not like</b> to wear black dress.
<b>It does not look</b> well now. <b>He does</b> it.	<b>My sister does</b> not eat meat. <b>The man does</b> it.
<b>The machine does</b> everything for people.	<b>It doesn't sound</b> very good. <b>It doesn't suit.</b>
<b>Faisal doesn't know</b> how to cook.	<b>This doesn't look</b> like a rat. <b>It doesn't like</b> it.
<b>The policeman does not like</b> the boy.	<b>The fisherman doesn't catch</b> the fish daily.
<b>The father does</b> his best to help his son.	<b>The washer man doesn't go</b> to the river daily.
<b>The teacher does not</b> speak Arabic.	<b>The scientist does his work</b> in the laboratory.
<b>He doesn't look</b> well today. <b>He is</b> sick.	<b>b. Present Continuous or Progressive Tense</b>
<b>The bank manager does not reply</b> to it.	<b>He is sleeping</b> in class. <b>She is cooking</b> now.
<b>The Head does not say</b> anything now.	<b>She is busy</b> with her mobile all day.
<b>My aunt does not like</b> to live alone.	<b>The cat is drinking</b> milk. <b>She is very</b> honest.
<b>My friend does</b> his best to get A+.	<b>My father is going</b> to Abha. <b>The rat is eating.</b>
<b>She does</b> very well in the final examination.	<b>The teacher is checking</b> the copy.
<b>My brother does not like</b> to work there.	<b>My mother is cooking</b> Kabsa in the kitchen.
<b>That does not look</b> well. <b>Doesn't</b> want.	<b>Hasan is checking</b> the schedule now. Wait.
<b>It doesn't</b> look well to me. <b>Fatima does</b> it.	<b>Ahmad is doing</b> his class work now.
<b>The cleaner does not</b> like to clean it.	<b>Is:</b>
<b>This does sound</b> good! <b>It seems.</b>	<b>Hasan is busy</b> in WhatsApp. <b>He is not serious</b> in his studies. <b>Adil is very busy</b> in his class.
<b>The head doesn't have</b> any idea about it.	<b>My daughter is very intelligent</b> in math.
<b>The poor student doesn't</b> have money.	<b>What is your father?</b> <b>Is he</b> a teacher?
<b>I am drinking</b> apple juice because I feel sick. <b>I am doing</b> my level best.	<b>Which is your pen</b> here? Please find out.
<b>The teacher is teaching</b> in the class now.	<b>Where is your new school</b> now? <b>I want</b> to see.
<b>The cheetah is running</b> behind the eagle.	<b>Why is the man standing</b> in front of the door?

<b>Abdullah is sleeping</b> in the class now.	<b>Is the man</b> calling those sitting cows there?
<b>Fahad is talking</b> to his friend in the class.	<b>Is the man</b> your relative? No, He isn't.
<b>Your English is improving day by day.</b>	<b>Is your father</b> an Engineer in Riyadh?
<b>She is not answering</b> the question.	<b>Is your sister studying</b> in Girls' College?
<b>The child is playing</b> in the outside his house.	<b>What is</b> the famous dish in Saudi Arabia?
<b>The examiner is interviewing</b> him now.	<b>Why is Faisal</b> so lazy in the class today?
<b>The clever fox is sitting</b> silently there.	<b>Where is</b> the bus driver? <b>I did not see</b> him.
<b>Sulaiman is sleeping</b> in the class.	<b>Which is</b> your choice? Let me know.
<b>The old man is sitting</b> under the tree.	<b>Which is</b> the famous picnic spot in KSA?
<b>The camel is also sleeping</b> there.	<b>What is</b> your future plans? Have you thought?
<b>The teacher is checking</b> the copies now.	<b>Which is</b> the best book for English Grammar?
<b>The washerwoman is washing</b> clothes.	<b>Who is your well know</b> person in this city?
<b>Questions:</b>	<b>Who is</b> the best Arabic singer in Saudi Arabia?
<b>Is he</b> a student in this college? <b>I do not know</b> him. <b>Is he a good</b> student?	<b>Who is to be given</b> this gift? Please tell me.
<b>Is the hunter</b> ready to hunt the deer now?	<b>Who is to be given</b> now? It's very difficult.
<b>Is he</b> a good student? <b>Is she</b> is a singer?	<b>Why is he</b> sad today? Please ask him.
<b>What is the name</b> of your uncle?	<b>Where is he</b> now? <b>He was absent</b> today.
<b>What is your</b> salary in the company?	<b>Which is</b> the best and cheap car in Saudi Arabia?
<b>Where is your</b> car? Please tell me.	<b>Why is your</b> friend absented today?
<b>Which is your</b> pen? <b>I need it</b> now.	<b>How is your</b> family now?
<b>Why is he</b> absent today? Do you know?	<b>Where is my</b> book? <b>I kept</b> it on the table.
<b>How is your</b> grandmother now?	<b>Am:</b>
<b>Which is the most</b> beautiful doll here?	<b>I am typing</b> a letter of my boss. <b>I am</b> tired now.
<b>Which is the best</b> car in the world?	<b>I am editing</b> your letter. <b>There are</b> errors.
<b>Who is your best</b> friend in the college?	<b>I am not doing</b> anything today.
<b>Where is your grandmother</b> going now?	<b>I'm</b> twenty-five years old. <b>He is</b> only ten years old. <b>I am not misguiding</b> you in this matter.
<b>How is he</b> now today? <b>Where is he</b> present today? <b>Why is he</b> so sad today?	<b>I am not proposing</b> to you. Don't worry.
<b>Which is your</b> best friend in the college?	<b>I am going</b> to the hospital to see my sister.
<b>What is your</b> father's name?	<b>I am reading</b> a famous book nowadays.
<b>Which is the best</b> perfume in your shop?	<b>I am not interested</b> in your offer at all.
<b>Where is your</b> friend living now?	<b>I am writing</b> my lecture right now. Come after
<b>I am playing</b> football in the morning.	<b>Questions:</b>
<b>I am not talking</b> to you. <b>I am a</b> good boy.	<b>Am I not helping</b> you? <b>Am I reading</b> a book?
<b>I am not coming</b> today in the college.	<b>Am I not paying</b> attention to your work?
<b>I am writing</b> on the blackboard.	<b>Am I not going</b> in the right direction?
<b>I am cleaning</b> my room. It's quite dirty.	<b>Am I not looking</b> after the patient?
<b>I am talking</b> to someone. <b>I am</b> jumping.	<b>Am I fooling</b> you? <b>How can you say</b> about it?
<b>I am searching for</b> my book in my bag.	<b>Am I not paying</b> attention to the patients?
<b>I am searching for</b> your book. <b>I am</b> a cook.	<b>What am I</b> doing here? <b>Why am I not doing</b> it?
<b>I am trying</b> to find out the answer.	<b>What am I thinking?</b> <b>Why am I writing</b> her?
<b>I am going</b> to the bathroom. <b>I am</b> in hurry.	<b>What am I not doing?</b> Let me know please.
<b>I am very busy</b> nowadays. <b>I am</b> a player.	<b>What am I doing</b> here? <b>Where am I looking?</b>
<b>I am talking</b> to someone. Don't disturb me.	<b>Why am I not in a mood</b> to teach today?
<b>I am thinking</b> about the past. <b>I am eating.</b>	<b>Why am I not responding</b> you today?
<b>I am not interested</b> in taking part in the contest. <b>I am not</b> at all against the ideas.	<b>How am I doing</b> this? <b>Where am I going</b> now?
<b>I am typing</b> my research paper now.	<b>Where am I now?</b> <b>Can you help</b> me? Please
<b>I am doing</b> my office work now. <b>I am</b> very busy nowadays. <b>I am</b> a good boy.	<b>Where am I not paying</b> attention? Let me know. <b>Why are you playing</b> in the street?
<b>I am trying</b> to solve the problems.	<b>Where am I going?</b> <b>Do you know</b> that person?
<b>I am not exercising</b> nowadays. <b>I am</b> sick.	<b>Why am I not taking</b> to the teacher?
<b>I am very careful</b> in driving my car.	<b>Whom am I not caring</b> about in the class?
	<b>Why am I not answering</b> him? <b>Do you know?</b>
	No, <b>I don't know</b> at all. <b>Where am I</b> now?

<b>I am going</b> to Jeddah for fishing.	<b>Why am I not in a mood</b> to teach today?
<b>I am thinking</b> about the future. <b>I am</b> very sad nowadays. <b>What to do</b> next?	<b>Why am I not walking</b> properly today?
	<b>Why am I not in a mood</b> to read this book?
<b>I am thinking</b> about the past.	<b>How am I doing</b> this? <b>Where am I</b> now?
<b>I am going</b> to Abha. <b>I will come</b> tomorrow.	<b>Are you going</b> to participate in the Quiz contest?
<b>I am planning</b> to go to London this year.	<b>How are you doing</b> in the college?
<b>I am calling</b> him now to make sure.	<b>Am I not interested</b> in you? <b>Am I thinking</b> ?
<b>I am driving</b> my car. <b>I like</b> to drive it.	<b>Am I a good</b> student? Please tell me now.
<b>I am not planning</b> my project.	<b>Am I not doing</b> hard work for the coming test?
<b>I am not talking</b> to you. Don't disturb.	<b>Where am I</b> now? <b>How am I taking</b> him?
<b>I am not all interested</b> in social media.	<b>Why am I</b> feeling so tired? <b>What am I doing</b> ?
<b>I am interested</b> only in Twitter now.	<b>Why am I not writing</b> in the class? You know?
<b>They are always arguing</b> in the class.	<b>Where am I</b> going? Can you please tell me?
<b>I am going</b> to meet my uncle in Riyadh.	<b>Am I not an honest</b> man? Say something now.
<b>I am talking</b> to someone. Call me later.	<b>Am I not helping</b> you? Tell me clearly.
<b>I am not swimming</b> today because <b>I am tired</b> . <b>I am not doing</b> anything nowadays.	<b>Am I doing</b> well in the test? Please tell me sir.
	<b>Am I reading and writing</b> day and night?
<b>I am</b> totally against his opinion.	<b>Am I a bad</b> man? <b>Am I misguiding</b> the people?
<b>Are:</b>	<b>Questions:</b>
<b>The Engineers are planning</b> for future.	<b>How are you? Where are you eating</b> there?
<b>We are doing</b> our work in the class.	<b>Are you doing</b> your classwork?
<b>The teachers are checking</b> our papers.	<b>What are the famous dishes</b> in Saudi Arabia?
<b>The students are writing</b> in the class.	<b>Are you thinking</b> about this issue?
<b>Questions:</b>	<b>Are they waiting</b> there? <b>Are we doing</b> well?
<b>Are they going</b> to meet the head of the department now? <b>Are you going</b> now?	<b>Are we hunting</b> deer in the forest? <b>I like</b> it.
	<b>Are you happy</b> in your family?
<b>Are you interested</b> in marriage?	<b>Are they going</b> to see their college now?
<b>Are you interested</b> to play the Badminton?	<b>Are the hunters thinking</b> to hide there?
<b>Are you going</b> to college tomorrow?	<b>Are they busy</b> nowadays? No, idea now.
<b>Are you leaving</b> the college now?	<b>Are they totally upset</b> today in the class?
<b>Are they planning</b> for Doctorate Degree?	<b>Questions:</b>
<b>Are the workers demanding</b> more salary?	<b>Has he gone</b> there? <b>Do you know</b> it?
<b>Are the men praying</b> in the mosque?	<b>Has he started</b> his coaching in the college?
<b>Are you listening? Are you searching</b> it?	<b>Have you seen</b> that old film? How is it?
<b>Are you ok? Do you have</b> any problem?	<b>Have we gone</b> there to see his college?
<b>c. Present Perfect Tense</b>	<b>Has she told</b> you about her intention?
<b>The animals have their</b> own way of living	<b>Have they reached</b> there on time? Did they call?
<b>The cheetahs have</b> their own way.	<b>Have these children made</b> this mud house.
<b>My father has gone</b> to Jeddah at 10 am.	<b>Have you ever written</b> a short story in your life?
<b>He has gone</b> to bathroom.	<b>Have you ever taken</b> private English classes?
<b>I have not finished</b> my homework.	<b>Have you ever been</b> in a fight with someone?
<b>The children have slept</b> after 8 pm.	<b>Have you ever gone</b> camping in your life?
<b>The students have gone</b> to Bisha at 11.	<b>Have the teachers collected</b> all the papers?
<b>I have drunk</b> three liters of water today.	<b>Have you ever traveled</b> to India in the past?
<b>I've played</b> the piano. Do you know?	<b>Have ever seen</b> a ghost in your life?
<b>He has written</b> a good paragraph.	<b>Have you seen</b> my brother? <b>Where is he</b> now?
<b>I have taken</b> your pen. <b>I didn't tell</b> you.	<b>Have you ever traveled</b> by a passenger train?
<b>The students have gone</b> to Bisha.	<b>Have you heard</b> of APJ Abdul Kalam?
<b>We have decided</b> not to go there.	<b>He was a very famous</b> Indian scientist?
<b>I have finished</b> my class work.	<b>Have we helped</b> him more and more?
<b>I have visited</b> many countries in my life.	<b>Has Ahmad gone</b> to Abha? <b>Has she written</b> it?
<b>I've seen</b> that this man somewhere before.	<b>Has He/ She passed</b> the test?
<b>The fishermen have</b> caught many fishes.	<b>Has she finished</b> her kitchen works?
<b>Eagles have known</b> for hunting skills.	<b>Has she knew</b> about her grades in the test?

<b>My Uncle and father have decided</b> to live in Alnamas. <b>They have discussed</b> in the family. <b>They have</b> similar opinions about it.	<b>Have the boys talked</b> to each other about the match. <b>Have the farmers ploughed</b> the field? <b>Have the gardeners</b> cut the branches of the tree?
<b>I have done</b> all the work today. I am free.	<b>How has he done</b> this work? Very nice work.
<b>Has Bayan completed</b> her assignments?	<b>Why has she not completed</b> her homework?
<b>Have you ever met</b> Maradona or Yasir?	<b>What foreign countries have you visited</b> ?
<b>Have you seen</b> my son today anywhere?	<b>What have you decided</b> about your future?
<b>Has anyone picked up</b> my bag?	<b>Where have they studied</b> before coming here?
<b>Has anyone checked</b> the office now?	<b>How much money have you spent</b> this week?
<b>Has he decided</b> to manage there?	<b>How have done</b> this difficult work?
<b>Have you finished</b> your class works?	<b>What has he spoken</b> in today's meeting?
<b>Have you met</b> your teacher in the office?	<b>Whom have they talked</b> today? Think about it.
<b>Have you distributed</b> sweets?	<b>Where has Salim gone</b> now? <b>I didn't</b> see him.
<b>Have they told</b> you about your marks?	<b>Has anyone of you seen</b> him today?
<b>How much time have you spent</b> on social media this week? <b>Where have you kept</b> ?	<b>Where has he spent</b> his entire life?
<b>How many times have you checked</b> your answer before submitting your exam paper? <b>How have you performed</b> in the Quiz-1?	<b>Why have they responded</b> to our query?
	<b>How much has he won</b> in today's game?
	<b>Why has your daughter gone</b> there?
<b>How have these guys crossed</b> the river?	<b>How have done</b> this difficult task. <b>Strange.</b>
<b>Whom have you given</b> my book toady?	<b>Where has they decided</b> to work?
<b>How many questions have you answered</b> so far? <b>What have thought</b> till now?	<b>Who has your son given</b> my notebook to?
<b>Why haven't you done</b> your homework?	<b>Whom have you</b> given my notebook? Any idea.
<b>Why have not they done</b> their job?	<b>What has the teacher decided</b> about the date?
<b>What have you done</b> today? Show me your notebook. <b>I want to see</b> it check it now.	<b>How long have you worked</b> in that city?
<b>Who has he given</b> this order?	<b>Who has helped</b> you a lot in your life?
<b>Who has he given</b> my book? He forgot.	<b>Why haven't you responded</b> to my messages?
<b>Whom has she transferred</b> the money?	<b>What have you thought</b> about the picnic?
<b>Which has got</b> the best award?	<b>Why haven't you met</b> the English teacher?
<b>Where has he gone</b> now? <b>He didn't</b> tell.	<b>Who has done</b> this good job? Excellent work.
<b>Where has shifted</b> from here?	<b>Where has uncle moved</b> now? <b>I didn't</b> see.
<b>Where has she kept</b> my key? I gave her.	<b>What has been done</b> so far in this regard?
<b>Where has he escaped</b> now? <b>Whys has</b>	<b>Who has got</b> the highest marks in the test?
<b>She now cooked</b> the breakfast?	<b>Where has the cat slept</b> last night?
<b>I have been swimming in this pool</b> for three years. <b>You have been there</b> today.	<b>Who has not done</b> his class work? Stand up.
<b>d. Present Perfect Continuous/Present Progressive Tense</b>	<b>I have been studying</b> in the college for 3 years.
	<b>You have bee bathing</b> for 1 hour.
<b>They have been talking</b> for the last hour.	<b>We have been working</b> in the office since morning. <b>We are</b> very hungry now.
<b>The foxes have been quarrelling</b> for hours.	<b>Where has he been studying</b> for so long?
The cooperative <b>teachers have been doing.</b>	<b>What he been doing</b> inside the class?
<b>Sultan has been driving</b> since morning.	<b>How long have you been studying</b> at this college?
<b>I have been teaching</b> for 1 hour.	<b>Where have you been?</b> I was searching. <b>Why have they been waiting</b> there?
<b>You have been waiting</b> here for two hours.	<b>How have you been feeling</b> there?
<b>They have been</b> quite sympathetic.	<b>Why have you been looking</b> so tired today?
<b>You have been reading</b> magazine for hours.	<b>Why have you been working</b> so hard nowadays? <b>I have been listening</b> for 1 hour.
<b>I have been waiting</b> in my office.	<b>Has the grasshopper been eating</b> for hours?
<b>I've been writing</b> an email since afternoon.	<b>Has it been finished</b> now? <b>Are you sure</b> now?
<b>They've been waiting</b> for me for hours.	<b>What have you been thinking</b> about a lot?
<b>He has been bathing</b> for three hours.	<b>Which movie have you been wanting</b> to watch?
<b>Faisal has been doing</b> his class for half an hour.	<b>Whom has he been calling</b> for half an hour?
<b>The Dean has been</b> instructing them.	<b>Has he been working</b> here since 2015?
<b>The horse has been running</b> for hours.	<b>Have you been eating</b> the sweets in the marriage party?
	<b>Have you been editing</b> the letter?

<b>Mansoor has been studying</b> in this college since 2020. <b>She has been complaining.</b>	<b>Has he been not working</b> here when they arrived? <b>Has he been</b> there in the past?
<b>My father has been working</b> in this company since 1990. <b>He has been sleeping.</b>	<b>Has she been</b> there at the time of the lecture?
	<b>Has he been doing</b> the job in Jeddah?
	<b>Has Fatima finished</b> her washing now?
<b>I have been driving</b> my car for 2 hours.	<b>Has she been</b> not there at the time of fighting?
<b>My friend has been doing</b> master's degree in Australia since 2021.	<b>Has your grandmother been</b> serious about you? <b>Has the snake jumped</b> over his body? No
<b>She has been working</b> at that company for three years. <b>The child has been crying.</b>	<b>Have I been working</b> for all of us?
	<b>Have the politician making</b> hue and cry only?
<b>You have been doing</b> the best job nowadays. <b>I have been</b> with him all the day.	<b>Have you not been working</b> in this company?
	<b>Have they prepared</b> every lesson for the test?
<b>She's been reading</b> that book all day.	<b>What has been happening</b> in the news nowadays?
<b>They have been reading in the library.</b>	<b>What has been done</b> in this matter?
<b>Everything has been going</b> on well.	<b>Where have you been eating</b> lunch after the class?
<b>Why has been crying</b> for several hours?	<b>Why have you been</b> there?
<b>What has he been doing</b> in USA?	<b>Where has he been</b> studying since 2020?
<b>Everything has been going</b> on well.	<b>Which car has been</b> demanding to him?
<b>I have been preparing</b> my class lecture.	<b>What have you been</b> buying for an hour?
<b>Questions:</b>	<b>What grades has he requesting</b> now.
<b>2. a. Simple Past or Past Indefinite</b>	<b>I didn't go</b> to the college last Thursday.
<b>I walked</b> to the library. <b>They jumped.</b>	<b>They didn't agree</b> with me. <b>I didn't say</b> it.
<b>I worked</b> there for 12 months.	Yesterday, <b>I did</b> my work without any difficulty.
<b>They ran</b> yesterday. <b>We left</b> the class.	<b>You did not pay</b> attention to me.
<b>They didn't run</b> yesterday. <b>They were</b> sick.	<b>You didn't cook</b> dinner on Sunday.
<b>He played</b> football. <b>We slept</b> for long.	<b>I did my best</b> to get B+ in the test.
<b>We jogged</b> from 5 morning to 12 noon.	<b>She did not like</b> to talk to anyone today.
<b>He didn't play</b> football. <b>They didn't like.</b>	In the past, <b>I made</b> so many mistakes in learning.
<b>I ate</b> my lunch at 1 PM. All slept at that time.	<b>I played</b> football in the morning alone there.
<b>I finished</b> my long homework just now.	<b>My uncle came</b> back last week. I came here.
<b>I completed</b> my home assignments.	<b>Questions:</b>
<b>The children played</b> video games the whole night. <b>The camels sat</b> under the tree.	<b>Did you do</b> any exercises in the morning?
	<b>Did you watch</b> any film last night?
<b>I saw your</b> car there. <b>We want them</b> now, Last week, <b>I stayed</b> with my friend in Tayaf.	<b>Did you go</b> to the college yesterday?
	<b>Did you not go</b> to the college yesterday?
<b>You waited</b> till the evening. I know.	<b>Did you enquire</b> about the book yesterday?
<b>They drive</b> your car there. <b>We write</b> here.	<b>Did you not play</b> football in the morning?
<b>I did not go</b> there due to some work.	<b>Did you go</b> to the college yesterday?
<b>I did not want</b> him to be here.	<b>Did you not go</b> to the college yesterday?
<b>We saw you</b> yesterday driving car.	<b>Did the teacher say</b> anything today?
<b>I did not go</b> there due to some work.	<b>It didn't work</b> well because I was in hurry.
<b>You did not notice</b> his behavior.	<b>I did wrong</b> yesterday. <b>We did not prefer</b> it.
<b>They didn't like</b> to live in cold places.	<b>b. Past Continuous Tense</b>
<b>They did finish their</b> urgent homework.	<b>Someone was sitting</b> near the riverbank.
<b>The people did not realize</b> it at the outset.	<b>The criminals were hiding</b> in the city.
<b>I went</b> to the store in the morning to buy it.	<b>I was running</b> very fast behind the car.
<b>I didn't go</b> to the store because I was sick.	<b>The inspector was investigating</b> the boy.
<b>It worked</b> well yesterday. But <b>I started</b> late.	<b>The people were fighting</b> in the open street.
<b>He met</b> him yesterday in the market.	<b>The eagles were fighting</b> each for the fish.
<b>Thy watched</b> the film yesterday.	<b>The old man was shouting</b> at him.
<b>He was writing</b> in the class after we left.	<b>The birds were chirping</b> in the early morning.
<b>Ali was sitting</b> in the class and doing work.	<b>The eagles were hunting</b> the fishes in the sea.
<b>My father was coming</b> from Jeddah.	<b>The workers in the college were</b> fighting.
<b>Her brother was</b> very angry on Friday.	<b>We were crying</b> with fear during winter night.

<b>I was reading</b> in the class yesterday.	<b>They were not interested</b> in the programme.
<b>The lion was sitting</b> silently there.	<b>The eagle was flying</b> over the mountain.
<b>She was sitting</b> outside the class.	<b>He was driving</b> his car very fast.
<b>The child was crying</b> in the class.	<b>The gate keeper was closing</b> the door after 2.
<b>The servant was cleaning</b> the room.	<b>The policeman was chasing</b> the thief.
<b>Yasir was a very good player</b> of football.	<b>The children were making</b> noise in the class.
<b>The camel was running</b> in the desert.	<b>The women were cooking</b> in the garden.
<b>The thief was driving</b> his car very fast.	<b>The students were going</b> to Bisha.
<b>The cat was chasing</b> the rat.	<b>d. Past Perfect Continuous Tense</b>
<b>The swimmers were crossing</b> the river.	<b>The leaders had been doing</b> all these things
<b>My daughter and son were watching</b> TV.	<b>I had been waiting</b> there for more than five hours when he finally arrived.
<b>The student was standing</b> outside the class.	<b>My teacher had been teaching</b> at the university of Bisha for more than three years before he left for the USA. <b>I had been</b> there for a long time.
<b>The teachers were teaching</b> in the class.	
<b>Yesterday I was going</b> to Abha to renew it.	
<b>The boy was quite bold. The man was bold.</b>	<b>You had been present</b> in the college meeting.
<b>My friend was very good</b> in sports.	<b>I had been calling</b> her for half an hour.
<b>My uncle and my brother were going.</b>	<b>My friend had been informing</b> me since long.
<b>The child was playing</b> in the garden.	<b>I had been working</b> at the company for nine years when I got the promotion.
<b>My neighbor was driving</b> my car. <b>I gave.</b> <b>They were not answering</b> my call.	<b>I had been washing</b> my clothes
<b>C. Past Perfect</b>	<b>My sister had not been studying</b> French.
<b>The people had seen</b> ups and down in life.	<b>The weak students had been doing</b> nothing.
<b>We had seen</b> that film in India few days before. <b>The strangers had moved</b> rightly.	<b>He had been his work</b> throughout the day
<b>He had left</b> the college before I went there.	<b>My mother had been cooking</b> since afternoon.
<b>You had given</b> this idea about the exam.	<b>Columbus had been sailing</b> on sailing on.
<b>I had met</b> my friend in the city.	<b>They had been</b> there for sometimes.
<b>The students had left</b> the class now.	<b>Sultan had been driving</b> in this area since morning. <b>We had been telling</b> them clearly.
<b>My mother had cooked</b> mutton.	<b>I had been living</b> there since 1996.
<b>He had gone</b> to Madina. But didn't tell.	<b>My sister had been baking</b> a cake for 1 hour.
<b>I had fallen</b> in love with her long back.	<b>I'd been living</b> in Saudi Arabia for ten years when we first met at the Airport.
<b>I had never seen</b> that man in my life.	<b>The owner was angry. He had been waiting him</b> for two hours. <b>They had been</b> there.
<b>I had finished</b> the all the works.	
<b>You had already informed</b> them at 2 pm.	<b>The men had been hunting</b> for two days.
<b>Mohammad had just left</b> the class when the teacher arrived. <b>I had done</b> all works.	<b>They had been arguing</b> in the class.
<b>We all had visited</b> those place in the past.	<b>I had been driving</b> my car.
<b>We had not seen</b> that man anywhere.	<b>She had been cooking</b> in the kitchen.
<b>The cleaner had cleaned</b> the class.	<b>It had been known</b> to everyone at that time.
<b>The thief had escaped</b> when the police arrived. <b>My mother had left</b> to market.	<b>You had been doing</b> only easy exercises.
<b>All the students had left</b> the college.	<b>My uncle had been walking</b> five miles a day before he broke his leg?
<b>The fishermen had left the sea before 5.</b>	<b>I had been fishing</b> near the river for five hours.
<b>The old women had slept</b> early. <b>They were tired.</b> <b>They had already eaten</b> the dinner.	<b>You had been enjoying</b> the good songs.
<b>I had done</b> nothing that day. It is just a talk <b>I had never seen</b> such a beautiful country.	<b>The people had been going</b> on for daily walk.
<b>She had left</b> the village and went there.	<b>I had been praying</b> there before you.
<b>They had decided</b> to leave this place. They had never compromised about it.	<b>Questions:</b>
<b>The president had spoken</b> clearly there.	<b>Had Maradona been playing</b> the football for twenty years when he was selected?
<b>How long had been living</b> in that country?	<b>Had you been there</b> yesterday?
<b>Where had he gone</b> today? I did not see.	<b>Had you been there</b> when he was speaking?
<b>How long had you been playing</b> here?	<b>3. a. Simple Future</b>
<b>Had I been working</b> at the company for nine years?	<b>I will kill</b> the tiger in the forest.
	<b>He will help</b> us. <b>He will</b> not help us.

Had I been there I would not have allowed?	<b>I will not punish him. I will not do it anyway. I will not play</b> football with them today.
Had I been in there I would have agreed?	<b>We will not go to communicate</b> him.
Had I been waiting there for more than five hours when he finally arrived?	<b>They will cook dinner. You will go. I will not play</b> tomorrow. <b>I have to go.</b>
Had I been in your position?	<b>I will see</b> that man in the future.
How long had you been waiting to get on the bus? How long had she been studying?	<b>We will kill</b> them. <b>The rats will</b> destroy. <b>I shall eat</b> pizza. We shall eat snow.
How had he decided to go to meet him?	<b>I will not go</b> there at any cost. <b>I shall play</b> now.
Had my father been working in this company since for ten years?	<b>I will kill</b> the tiger. <b>I will not listen</b> them. <b>They will definitely do</b> something.
How long had you been studying English before you moved to Yaman?	<b>I shall go</b> to the market. <b>We shall go</b> to the Park next week. <b>You will fight</b> with them.
How long had she been cooking inside it?	<b>My mother will go</b> for teacher's training tomorrow.
Had you been requesting them?	<b>The buffaloes will escape</b> anyway.
Had you been pleading the case there?	<b>The dacoits will fire</b> if the police chase them.
Had you been requesting them?	<b>Nobody will take</b> rest here. This is reserved.
What had you planned before you went?	<b>They will solve</b> this mathematics equations.
Had I been working at the company for nine years when I got the promotion?	<b>You will go</b> for a driving test on Wednesday. <b>I will meet</b> him later and I'll see you tomorrow.
How long had the students been writing?	<b>I shall not leave</b> exercises in the book.
Had Ali been there at the time of talk?	<b>My father will go</b> to London.
<b>3. a. Simple Future</b>	<b>We will not go</b> there. <b>It will not rain</b> now.
<b>I will assure</b> all of us to stay with us.	<b>It will rain</b> tomorrow. It will go anyway.
<b>I will do my best</b> to get A+ in the test.	<b>c. Future Continuous Tense</b>
<b>She will do</b> her best to pass.	<b>They will be reading</b> their books for hours.
<b>You will obey</b> your company boss.	<b>They will be playing</b> there in the garden.
<b>All of us will not attend</b> the marriage party.	<b>I will be coming</b> there tomorrow.
<b>I shall not attend</b> the marriage party today	<b>The translators will be translating</b> it.
<b>They will play</b> in the evening. <b>We will cry.</b>	<b>You will be reaching</b> in the night.
<b>The servants will not do</b> those works.	<b>I am going to organize</b> a debate in the college.
<b>I will be flying</b> to USA soon.	<b>I will be cooking</b> when you get home.
<b>They will be installing</b> a new software.	<b>They will be fixing</b> their laptops.
<b>I will be working</b> in Riyadh next month.	<b>The children will be going</b> to school.
Next year, <b>I will be completing</b> my master's degree. <b>You will be studying</b> in the college.	<b>The travelers will be enjoying</b> the picnic. <b>We will be updating</b> the mobiles.
<b>The people will be celebrating</b> Independence Day in India tomorrow.	<b>I will be obtaining</b> it by any means. <b>I will be doing</b> my work at that time.
<b>She will be attending</b> to the dinner party.	<b>We will be ordering</b> ice cream for the celebration.
<b>The lion will be chasing</b> the deer.	<b>The people will be enjoying.</b>
<b>The elephant will be crying</b> with pain.	<b>The people will be celebrating</b> the National Day all over the world.
<b>We'll be having</b> dinner when the film starts.	<b>My grandmother will be coming</b> here today.
<b>Sultan will be reaching</b> Madina tonight.	<b>I will be enjoying</b> with my family there.
<b>She will be attending</b> to the dinner party.	<b>The camels will be running</b> in the desert.
<b>All the students will be busy</b> in the class.	<b>I will be coming</b> tonight. Inshaallah.
<b>She will be studying</b> for her exams after 4.	<b>You will be busy</b> when I arrive.
<b>You will be bathing</b> tomorrow at 10.	<b>They will be traveling</b> to Europe next month.
In five years', time, <b>I'll be studying</b> English.	<b>Questions:</b>
Take your umbrella. <b>It will be raining</b> when you return. <b>It will be snowing</b> too there.	<b>Will they be studying</b> when we comeback?
<b>It will be raining</b> cats and dogs tomorrow.	<b>Will she be sleeping</b> at that time?
<b>It will be going</b> on daily. <b>You will be eating.</b>	<b>Will singers be singing</b> Arabic songs?
<b>It will be happening</b> what we expect.	<b>Will the painters be painting</b> the house?
<b>I am going</b> to talk to you about it.	<b>Will you be managing</b> the class now?
<b>The birds will be flying</b> at that time.	<b>Will Sara be studying</b> next Sunday?



<b>The old women will be reading</b> Quran here.	<b>Will you be playing</b> with our team tomorrow?
<b>All will be participating</b> in the contest.	<b>Will they be doing</b> their homework?
<b>We all will be celebrating the Eid.</b>	<b>Will the Engineers be checking</b> the lab?
<b>They will be going</b> somewhere with family.	<b>Will Mohammad be preparing</b> for the test?
<b>The doctors will be moving</b> around.	<b>Will shop keepers be selling</b> the vegetables?
<b>Will they be absent</b> tomorrow?	<b>You will have to go</b> there at any cost.
<b>Will all the kids be absent</b> in the class?	The class <b>will have ended</b> by the time Sultan gets out of bed. <b>I will have cooked</b> earlier.
<b>Will the students be sitting</b> in the class?	
<b>C. Future Perfect Tense:</b>	<b>It will have stopped raining.I will have to do.</b>
<b>The child will have grown</b> by then.	<b>It will have stopped happening</b> like it.
<b>The football shall have done</b> it before.	<b>The heavy rain will have destroyed</b> by the time the rescue workers arrive.
<b>You will have gone</b> to the college.	
<b>I will have slept</b> ten hours.	<b>You will have studied</b> the English tenses.
<b>I will have to go</b> there at any cost.	<b>The bus driver will have to wait</b> for all.
<b>I will have to meet</b> my friend today.	<b>He will have arrived</b> in the night after 10 pm.
<b>They will have to decide</b> the exact date.	<b>The boy will have run</b> by five o'clock.
<b>Khalid will have married</b> Fatima by then.	<b>The president will have gone</b> there to see.
<b>I shall have to be</b> at the airport by 5 pm.	<b>The thief will have escaped</b> by the time?
<b>I shall post</b> it to you tomorrow.	<b>We will have to meet</b> Julie. <b>I met</b> her first time.
<b>We shall have to tell</b> him what happened.	<b>The boys will have to decide</b> the date early.
<b>I shall have sent</b> it to you next month.	<b>He will have arrived</b> there before the landing.
<b>I shall have go</b> there to meet his mother.	<b>My sister will have cooked</b> our dinner.
<b>We shall have to decide</b> it first.	<b>The child will have grown</b> by then.
<b>We shall have to find out</b> the ways.	<b>She will have cooked</b> my favorite dinner.
<b>I shall have to make sure</b> about it.	<b>The Head will have to look into</b> the matter.
<b>We shall have never forgiven</b> him for it.	<b>I'll have done</b> my works when you arrive.
<b>The heavy rain will have destroyed</b> by the time the rescue workers arrive.	<b>The sister will have cooked</b> my best dinner.
	<b>You will have to go</b> there to help him.
<b>I'll have finished</b> my work when you arrive.	<b>All the people will have to follow</b> the rules.
<b>The birds will have eaten</b> it.	<b>Khalid will have married</b> Fatima by then.
<b>The Union shall have legal</b> personality	<b>We shall have to tell</b> him what happened.
<b>He'll have forgotten</b> everything.	<b>We shall have to inform</b> the students about it.
<b>They will have left</b> the city.	<b>We shall have checked</b> it before submitting.
<b>They will have left</b> the city at that time.	<b>We shall have to look into</b> this
<b>We shall have to debate</b> this.	<b>Will she have graduated</b> by next year?
<b>Fatima and Maram will have to listen</b> first.	<b>Will have completed</b> her assignments?
<b>The team shall have the rules</b> for it.	<b>Will she have prepared</b> everything on Friday?
<b>The students have to decide</b> it.	<b>Will the managers have to invite</b> all of us.
<b>We shall have to avoid</b> that in this report	<b>Will the girls have to participate</b> tomorrow?
<b>We shall have to overcome</b> one day.	<b>Will khalid have married</b> Fatima by then?
<b>We shall have to give</b> a clear message.	<b>Will we have to agree</b> with these suggestions?
<b>Will she have graduated</b> by next year?	<b>Will Marondona have to join</b> AlNasr team?
<b>Will have completed</b> her assignments?	<b>Will he have to get B + in the</b> Mid-Term test?
<b>Will have I to get up</b> early morning?	My dears, <b>what shall we have to do</b> now?
<b>Will he have got</b> married?	<b>Shall we have to review</b> what you've learned?
<b>Will the girls have to participate</b> tomorrow?	<b>Will the children have to do</b> their homework?
<b>Will khalid have married</b> Fatima by then?	<b>Will all the women</b> join this club?
<b>Will we have to agree</b> with them?	<b>Will the manager have to reply</b> to you?
Will Marondona have to join AlNasr team?	<b>Will the people have to respond?</b>
<b>Will he have to get B + in the</b> Mid-Term?	<b>Will the woman have to do it</b> now?
My dears, <b>what shall we have to do</b> now?	<b>What shall I have to make</b> now? I feel difficulty. <b>Why shall I have to go</b> there?
<b>Will the electrician have to fix</b> it today?	
<b>Shall we have to review</b> what you've gave?	<b>Will I have to go</b> now? <b>Will you have to see?</b>
<b>Will the children have to do</b> their homework? <b>Will the boys have to fly</b> it?	<b>Will the leaders have to take care</b> of the poor hospitals in the country?

<b>You shall have</b> to participate in the debate.	<b>Will your mother have</b> to go to hospital too?
<b>Will the workers have</b> to finish the work?	<b>Will have you ever seen</b> this man?
<b>The policemen shall have</b> to find out.	<b>Will he have got</b> married?
<b>I shall have</b> to stay there for few days.	<b>Will anybody have to go</b> with you?
<b>The hunters will have to strike</b> from there,	<b>Will she have</b> graduated that year?
<b>Will she have prepared</b> everything?	<b>Will he have got married</b> at this stage?
<b>Will we have met</b> your boyfriend?	<b>Will the scientists have discovered</b> it?
<b>Will it have got</b> colder there in the forest?	<b>Will the students have</b> worked whole day?
<b>Shall we have</b> to assist him in this case?	<b>Will they have left</b> their jobs next week?
<b>Shall we have to decide</b> the matter?	<b>Will they have</b> to take the responsibility?
<b>Will they have confirmed our booking?</b>	<b>Will we have done</b> it earlier?
<b>Will someone have</b> to take care of her?	<b>When will the players have</b> left to
<b>Will it have got</b> hotter in Bisha?	practice? <b>When will have finished</b> the course?
<b>Where will have they stayed</b> in the city?	<b>What will you have done</b> there on Sunday?
<b>Will you have</b> to go to perform the work?	<b>Will you have eaten</b> lunch already when we arrive?
<b>Will you have</b> to go to perform the work?	<b>Will have we gone</b> there today?
<b>I shall have climbed</b> over.	<b>Will they have</b> to meet the higher authority?
<b>Will we have informed</b> them about it?	<b>Will the ladies too have</b> to go there in the day?
<b>Will the sister have cooked</b> the dinner?	<b>Will buses have</b> to leave on time?
<b>Will the case have pushed for</b> urgent?	<b>Will the editors have</b> to publish this news?
<b>Will the child have grown</b> by then?	<b>Will you have finished</b> your work already when we
<b>Will the students have confirmed</b> it?	arrive? <b>Will the passengers have</b> waited?
<b>Shall I have to go</b> there and find a solution?	<b>Where will Bayan have gone</b> before she joins the job?
<b>Why will you disturb</b> that man?	<b>Will the hunters have killed</b> the deer?
<b>Will have they chalked out</b> it?	<b>Will the anchors have finished</b> it?
<b>Will the teacher have</b> to check it today?	<b>Why will you disturb</b> that honest man?
<b>Will Engineers have finished</b> the work?	<b>Will all the bus drivers have reached</b> there?
<b>Will the police have</b> to enquire about it?	<b>Will the singers have practiced?</b>
<b>Will the leaders have talked</b> to the people?	<b>Will we have met</b> your boyfriend?
<b>Will the dancer have</b> to dance in the day?	<b>Will you have studied</b> all the English tenses?
<b>Will I have finished</b> writing this book?	<b>Will have to go</b> there first in the morning?
<b>Will all the students have</b> to write an essay?	<b>Will they have left</b> their jobs next year?
<b>Will the scientists have discovered</b> at the end?	<b>How will you have received</b> all the
<b>Will the rats have eaten</b> the sweets?	prizes when you don't play?
<b>Which one will we have to buy</b> tomorrow?	<b>Will the people have called</b> the meeting?
<b>Will all the pilgrims</b> have to follow it?	<b>Will passengers have reached</b> to the city?
<b>Who will have to take</b> the responsibility?	<b>Why will you have to stay</b> there for long?
<b>Will the lion have full eaten</b> the deer?	<b>Where will we stayed</b> in the in the night?
<b>Will the director have</b> to work whole day?	<b>Why will you have</b> to do it this work only?
<b>What will Hasan have done</b> by the time we arrive	<b>Where will you have</b> to go to complete it?
in the class?	<b>Where will you have</b> to stay in the night?
<b>When will they have played</b> the football?	<b>What will these boys have</b> to present?
<b>Where will they have to take</b> the dinner?	<b>How long will you have</b> worked in this company by
<b>What will they have eaten</b> by the time we get	next year?
back from the restaurant?	<b>Will the children have slept</b> around 11 pm?
<b>Will the electrician</b> have to fix it today?	<b>Will you have finished</b> decorating the house by 8
<b>Will the plumbers have finished</b> today?	o'clock? <b>Will have performed</b> well there?
<b>Who will Khadeeja have invited</b> to the party by	<b>How many people will have come</b> by the time the
the time we reach there?	debate starts? <b>Who will have told</b> them?
<b>Will the electrician</b> have to fix it today?	<b>Who will I have invited</b> in the program?
<b>Will the parents have</b> to visit the school	<b>Why will you gone</b> there without any work?
today? <b>Will the dogs have eaten</b> the bones?	<b>What work will you have</b> completed by Sunday
	morning? <b>What will have talked</b> to them?
<b>Will we have done</b> it? Will you have done?	<b>Why will you have boycotted</b> the meeting?
<b>Will Khalid have married</b> Fatima by then?	<b>Where will have the kids played</b> today?
<b>Will they have finished</b> decorating the float before	<b>Why will you have bought</b> the bus when I have my

the parade? <b>Will I have helped</b> him?	car? <b>What will have I have told</b> you?
<b>Will we have</b> to cover all the lessons?	<b>Why will they have come</b> so early
<b>Will the man have followed</b> our advices?	<b>when we aren't</b> ready yet?
<b>d. Future Perfect Continuous Tense</b>	
<b>John and his wife will have been living</b> together for 30 years by the next year.	
Sultan will be very tired when he gets office because <b>he will have been running</b> for over several hours. <b>The students will have been listening</b> the audios for several hour tomorrow.	
We will be making a rest stop in half an hour because <b>you will have been driving</b> the car for six hours and feeling very tired. <b>The girls will have been driving</b> the car for five years.	
By the end of this month, I <b>will have been working</b> here for 5 years.	
<b>The painter will have been painting</b> the roof by the time you come home.	
I <b>will have been playing</b> football since 1995. <b>You will have be delivering</b> your lectures then.	
<b>Noura will have been learning</b> English for one year by next Friday.	
Next Tuesday, Amir <b>will have been taking</b> the exam for one week.	
<b>The gardener will have been watering</b> the plants since 4 o'clock.	
<b>The audience will not have been going</b> out of the hall before the speech is finished.	
<b>The farmer will have been sowing</b> the onion seeds for many days by this week.	
<b>It will have been snowing</b> for several days. <b>The cheetah will have been chasing</b> the deer.	
I <b>will have been working</b> as an English for ten years. <b>I will have been smoking</b> there.	
The next morning, he <b>will have been reading</b> the newspaper for two hours.	
<b>The doctor will have been treating</b> the patients in the hospital for three years.	
By tomorrow, I <b>will have been traveling</b> to India. <b>The men will have talking</b> in the garden.	
<b>She will have been going</b> to school for five years by December.	
<b>Floods will have been coming</b> into the river for many years.	
<b>The farmers in the village will have been ploughing</b> the field sine morning.	
<b>Will you have been talking</b> since morning? <b>Will anyone have been</b> there to help me?	
<b>How long will you have been studying</b> when you graduate?	
<b>Where will he have been living? Why have they been fighting</b> with the outsiders there?	
<b>Will you have been talking</b> since morning? <b>Will the pilots have been flying</b> the planes?	
<b>Will the child have been sleeping</b> since night? <b>Will I have been</b> there with all the guests?	
In August next, I <b>will have been working</b> at my college for 16 years.	
At two o'clock, I <b>will have been waiting</b> for two hours. <b>You will have been writing</b> then.	
When I turn sixty, I will have been playing football for thirty-five years.	
Fatima <b>will have been drawing the paintings</b> by the time you come home.	
By August 2023, I <b>will have been cooking</b> nearly for 15 years.	
By next month, I <b>will have been working</b> on this job for five years.	
Abdullah and his wife <b>will have been living</b> for 10 years by the next year.	
By August, I <b>will have been teaching</b> in the University for 16 years.	
By December, he <b>will have been learning</b> English for three months.	
By next Sunday, I <b>will have been fixing</b> my car for five days.	
Where <b>will he have been living? What will have been happening</b> there by tomorrow?	
By 2024 August, I <b>will have been working</b> in Saudi Arabia for 16 years.	
The gardener <b>will have been watering</b> the plants since 7 o'clock.	
The teachers <b>will have been leaving</b> the college by afternoon.	
<b>Will all the players been practicing</b> in the field when the captain arrive there?	
<b>Will the grandfather have been sleeping</b> since night? <b>Will the gatekeepers been awaking?</b>	
My daughter <b>will have been playing</b> in the garden for 7 hours by 6 p.m.	
By tomorrow, I <b>will have been traveling</b> to India via Bangladesh.	
<b>It will have been raining</b> for nearly for ten days. <b>It will have been ringing</b> for hours then.	
I am sure the students will be ready for the General Knowledge Contest because they <b>will have been practicing</b> their test for months by the time, they have to go on stage to perform.	

### Conclusion and Recommendation

The TPR method has been widely used in a foreign language educational programme around the world in various academic institutions by the language instructors in teaching English as a foreign language. A large number of studies have proven that this is a very practical and an effective language teaching/learning method. But the present study contradicts the studies carried out in the past. The arguments and contentions in the past researches are that TPR method is not effective for the adult students in school, colleges and universities and worked well in acquiring the first language. The author's moot point in the study is that this method is not only applicable for the young learners but the adult students too. The method has been used intermittently to impart the tenses of English to the adult students in the class. The students who study English in our college belong to graduation, Diploma courses and Intensive courses. Secondly, the studies in the past confined this method to teaching few "Imperative Sentences" only and do not take into account the innumerable expressions expressed in different tenses and sub tenses. It is to be noted that the tenses are the backbone of the target language. The concluding remarks is that this method can be applied in teaching the chart of English tenses effectively in the class. The language instructor utters an expression in any one of the three tenses or sub-tenses in the class and the entire class listens and at the same time look at the physical movements and actions of the instructor's body organs. Needless to say, this way of teaching in the class enhances the comprehension and appropriate usage of the expressions in the target language. The author of the paper recommends the application of this method in teaching English grammar in general and the grammatical expressions of all the three tenses in particular specifically used in day today practical life situations in both written as well in spoken forms. Each and every sentence can be taught to the students through this method/strategy.

It is suggested that in foreign language pedagogy using TPR method the language instructor's sincere efforts and hard work play a significant and dynamic role. There is a correlation between first language acquisition and the target language acquisition as far as this method is concerned. In former case it reflects the natural acquisition of his/her mother tongue through the commands and instructions by the parents and others in the surroundings. In this ongoing natural process the children acquire infinite number of grammatical sentences of the mother tongue. Similarly, in the case of foreign language pedagogy, the TPR is an instructional method which keeps the entire class active and well-motivated in learning the target language. The language instructor works like a commander and the class acts accordingly. The researcher applied this method in practical classroom situations in teaching English to the students at the college level. Moreover, it is also being applied in teaching the students of Intensive Courses and General English Courses in the college of Sciences and Arts, Alnamas, University of Bisha. The outcome was quite satisfactory and to a great extent up to the expectations. The students used to commit errors in learning the target language are minimized to a great extent. They got a clear cut idea of usage of tenses in spoken as well as written forms by the repeated drills and patterns of the sentence structures. Consequently, they realized the rules of the sentence structures while learning and thereby corrected their own errors by themselves. During the on-going learning process throughout the semester the target group gets an idea about the nature of the sentence structures followed by certain grammatical rules of the target language. Last but not the least the failures of the students in accomplishing their goals should not always be subjected to them. Those who are engaged in this discipline must give serious to this issue. The linguistic and non-linguistic factors, strategies and methods are our concern in the area of language pedagogy and needs to be properly tested and evaluated from top to bottom before it is applied into the class.

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