

Simple Present Tense

(Grammar topic from Unit 7 – *From the Sea*)

IMPORTANT NOTES:

- Each line of a Grammar Chant has four beats. Extra beats (with no words attached) at the end of each line must not be left out, and are kept with body percussion so that they can still be felt.
- The first syllable (or word) in each cell has a strong beat, extra words in the cell are unstressed and spoken quite quickly before the next strong beat. Therefore, when the first word of a line is unstressed (such as 'the') it appears at the end of the previous line.
- The present tense verbs are all stressed, and are printed in **bold** text.
- Pay careful attention to the question forms of the verbs where 'do' and 'does' are used.
- It is a good idea to establish a steady beat pattern (with body percussion) to keep going throughout the chant except where there are special actions. For example, something very simple such as:

1	2	3	4
pat thighs	pat thighs	clap	clap

Or something a little more complex:

1	2	3	4
pat clap-clap	pat	pat clap-clap	pat

And of course foot movements can also be integrated as the children become more adept at keeping a beat.

Actions should be over-emphasised – for instance, 'walking' should include arm movements and some degree of hip swaying.

Speaker(s)↓	Text / Actions			
(beats)→	1	2	3	4
				It's the
1 (teacher/leader)	hol- i-	-days!	What do you	do? I
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
2 (class)	go to the	beach.		You
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
1	go to the	beach.		We
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
2 (class)	go to the	beach.		He
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
3 (girls only)	goes to the	beach.		She
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
4 (boys only)	goes to the	beach.		They
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
1	go to the	beach.		
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
1	What do you	do at the	beach?	I
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
3 (girls only)	play on the	sand.		
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
1	What does she	do at the	beach?	She
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
4 (boys only)	plays on the	sand.		
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
1	What do you	do at the	beach?	I
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
4 (boys only)	fly my	kite	high in the	sky.
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
1	What does he	do at the	beach?	He
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>
3 (girls only)	flies his	kite	high in the	sky.
	<i>pat</i> <i>clap-clap</i>	<i>pat</i>	<i>pat</i> <i>clap-clap</i>	<i>pat</i>

Using the pattern above, the teacher/leader could ask:

- What **do** we **do** at the beach?
- What **do** they **do** at the beach?
- What **does** he **do** at the beach?
- What **does** she **do** at the beach?
- What **do** you **do** at the beach?

Students could give answers such as:

				I/We/They
	swim	in the	sea	

				He/She
	swims	in the	sea	

				I/We/They
	catch	some	fish in the	sea

				He/She
	catches	some	fish in the	sea

Just be careful of the stress patterns as shown above.