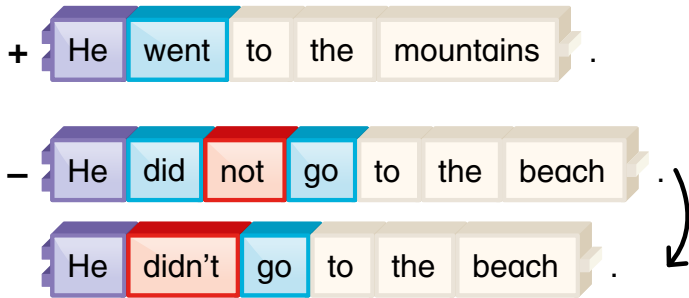


Graphic Grammar reference

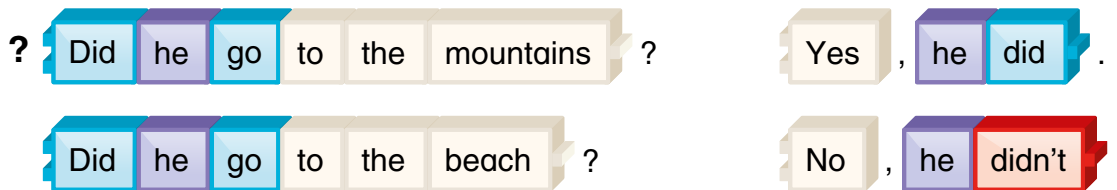
Introduction

Graphic Grammar presents structures visually using appealing graphics and colour-coded building blocks to highlight and reinforce patterns. It isn't necessary, especially at lower levels, to explain complex grammar rules or different parts of speech.

In the following example, the colour coding highlights the use of the auxiliary verb *didn't* with the infinitive to make the sentence negative, and also shows how the contraction is formed:



In the same way, the colour coding highlights that, to form the *yes / no* question, the auxiliary verb *did* from the negative form moves before the subject:

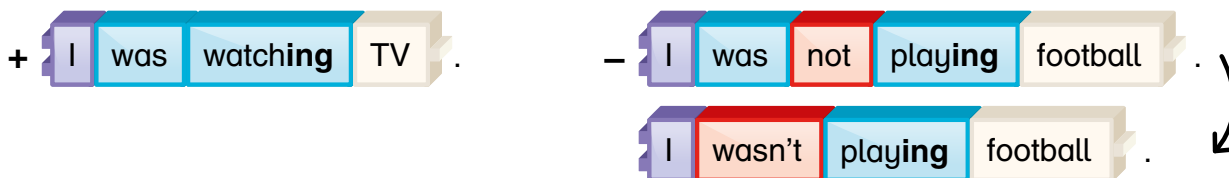


This Graphic Grammar reference takes the main tenses and structures from *Academy Stars* and shows all taught forms together. This gives children a clear and visual reference for how the blocks are manipulated to produce the different forms:

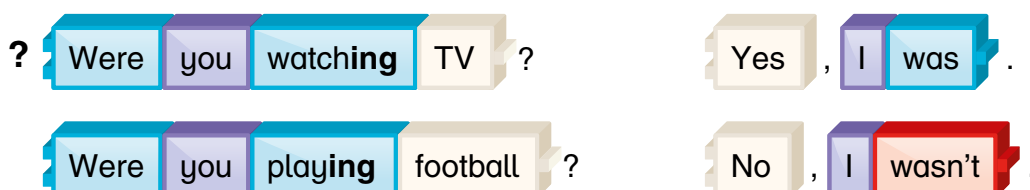
Wh- question



Affirmative and negative (with contractions)



Yes / No question and short answers



Using the Graphic Grammar reference in class

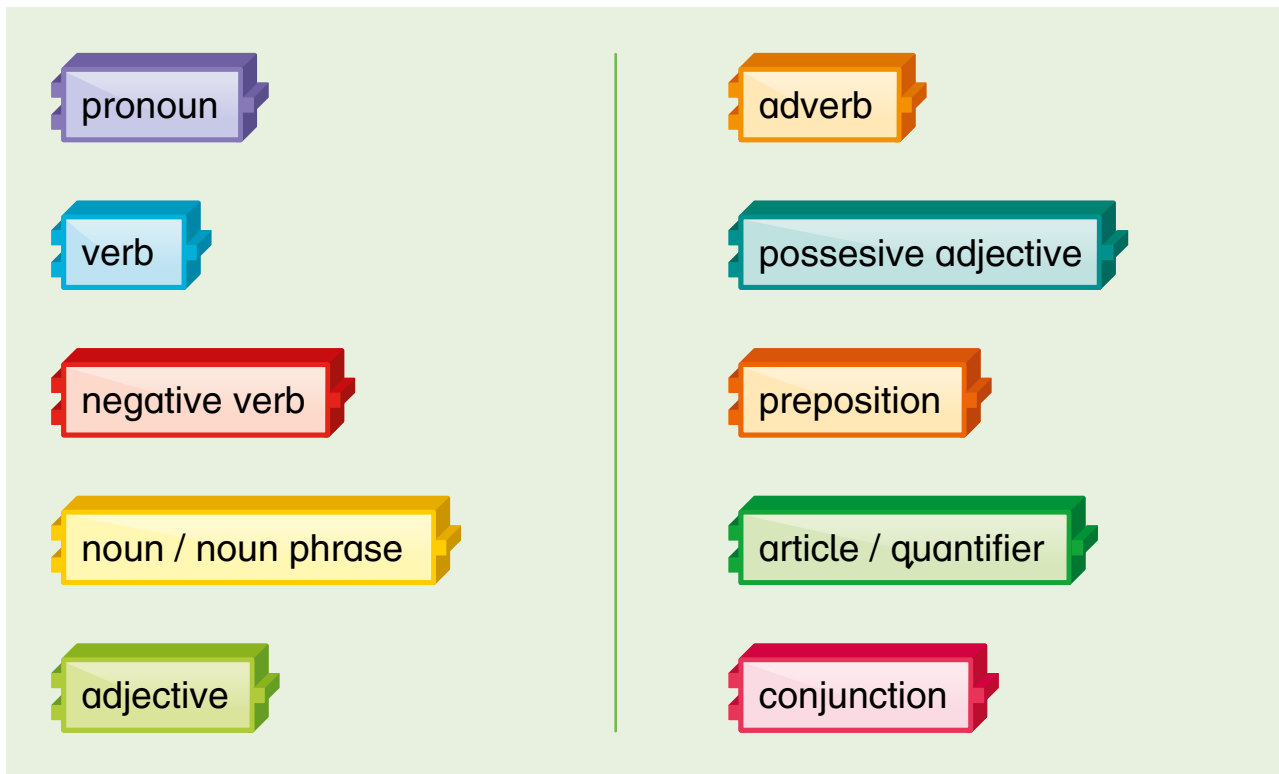
When you have taught the different forms of a tense or structure from the Grammar and Language in use lessons, you can use the Graphic Grammar reference to reinforce and consolidate them.

- Display the reference on the interactive whiteboard.
- Use the illustrations to clarify meaning of the sentences and the use of the tense / structure.
- Read out the questions and answers one by one, or ask children to read them out.
- Focus on the colour and positioning of the blocks, and how these move around to produce the different forms of the tense / structure.
- If appropriate for the level, elicit the part of speech or type of verb for each coloured block.

Alternatively, the Graphic Grammar reference can be photocopied for individual children. It is also available on the Pupil's Resource Centre for individual reference in class or at home.

Graphic Grammar key

Below is a key to the colour coding used for the building blocks in Graphic Grammar throughout *Academy Stars*.



Graphic Grammar reference

Past simple (Unit 1)

? Where did he go ?

+ He went to the mountains .

- He did not go to the beach .

He didn't go to the beach .



? Did he go to the mountains ?

Yes , he did .

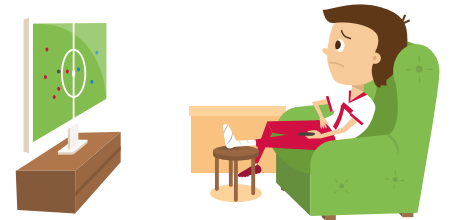
Did he go to the beach ?

No , he didn't .

Past continuous (Unit 6)

(I / you)

? What were you doing at 6 o'clock ?



+ I was watching TV .

- I was not playing football .

I wasn't playing football .

? Were you watching TV ?

Yes , I was .

Were you playing football ?

No , I wasn't .

(he / she)

? What was he doing at 6 o'clock ?

+ He was sleeping .

- He was not doing his homework .

He wasn't doing his homework .



? Was he sleeping ?

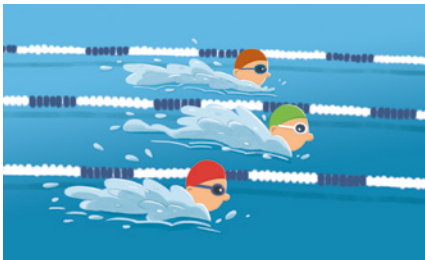
Yes , he was .

Was he doing his homework ?

No , he wasn't .

(they)

? What were they doing at 6 o'clock ?



+ They were swimming .

- They were not running .

They weren't running .

? Were they swimming ?

Yes , they were .

Were they running ?

No , they weren't .

will / won't for future (Unit 8)

? What will we have at home in 50 years ?

+ We will have robots .
We'll have robots .

- We will not have books .
We won't have books .

? Will we have robots ?

Yes , we will .

Will we have books ?

No , we won't .



Zero conditional (Unit 9)

? What happens if it is warm ?
What happens if it's warm ?



If it is warm , snow melts ?
If it's warm , snow melts ?

Present perfect (Unit 10)

(I / you)

? What have you done ?

+ I have washed my bike .

I've washed my bike .



- I have not turned off the tap .

I haven't turned off the tap .



(he / she)

? What has she done ?

+ She has dropped her ice cream .

She's dropped her ice cream .



- She has not caught the ball .

She hasn't caught the ball .

