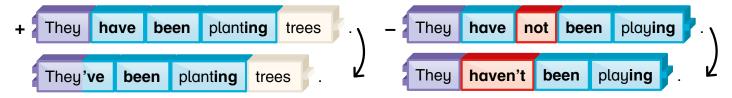# Graphic Grammar reference

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 an auxiliary verb + *been* + the *-ing* form of the verb to form the present perfect continuous tense, and shows how the contractions are formed:
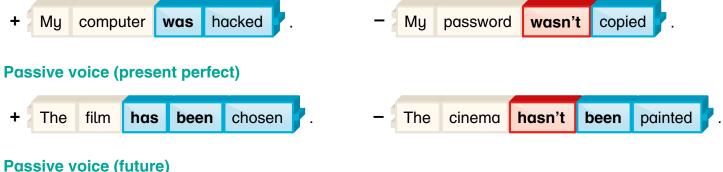
+ They **have** **been** plant**ing** trees .

They**'ve** **been** plant**ing** trees .

− They **have** **not** **been** play**ing** .

They **haven't** **been** play**ing** .

In the same way, the colour coding highlights how the auxiliary verb *have* moves before the subject to produce the *yes* / *no* question form:

? **Have** they **been** plant**ing** trees ?

Have they **been** play**ing** ?

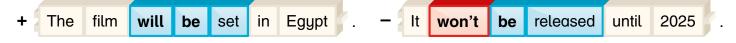Yes , they have .

No , they haven't .

This Graphic Grammar reference takes the main tenses and structures from *Academy Stars* and shows all taught forms together (*Wh-* question, affirmative and negative (with contractions) and the *yes* / *no* question and short answers). This gives children a clear and visual reference for how the blocks are manipulated to produce the different forms.

In Level 6, several different forms of reported speech and the passive voice are covered. The Graphic Grammar reference shows all forms together for quick reference and comparison:

Passive voice (past simple)

+ My computer **was** hacked .

− My password **wasn't** copied .

Passive voice (present perfect)

+ The film **has** **been** chosen .

− The cinema **hasn't** **been** painted .

Passive voice (future)

+ The film **will** **be** set in Egypt .

− It **won't** **be** released until 2025 .
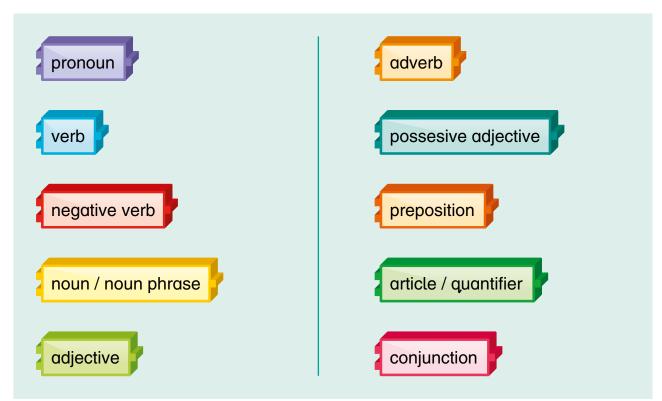
Using the Graphic Grammar reference in class

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*.
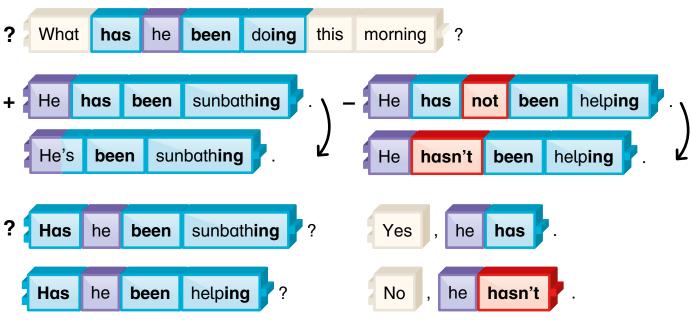
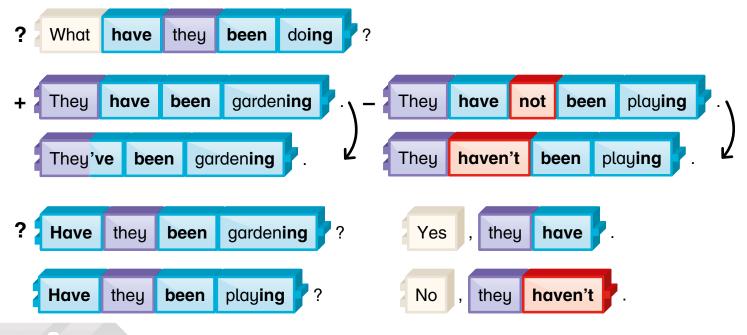|	
pronoun	adverb
verb	possesive adjective
negative verb	preposition
noun / noun phrase	article / quantifier
adjective	conjunction

Graphic Grammar reference

Present perfect continuous (Unit 4)

(he / she)

? What **has** he **been** do**ing** this morning ?

+ He **has** **been** sunbath**ing** . — He **has** **not** **been** help**ing** .

He's **been** sunbath**ing** . He **hasn't** **been** help**ing** .

? **Has** he **been** sunbath**ing** ? Yes , he **has** .

Has he **been** help**ing** ? No , he **hasn't** .

(they)

? What **have** they **been** do**ing** ?

+ They **have** **been** garden**ing** . — They **have** **not** **been** play**ing** .

They**'ve** **been** garden**ing** . They **haven't** **been** play**ing** .

? **Have** they **been** garden**ing** ? Yes , they **have** .

Have they **been** play**ing** ? No , they **haven't** .

Reported requests and commands (Unit 5)

'Please **tell** me a story.'

I asked you **to** **tell** me a story.

'**Don't** **sing**!'

I told you **not** **to** **sing**.

Reported speech – past simple, present perfect, *will* and *can* (Unit 6)

'We **have** **developed** a great product.'

They said they **had** **developed** a great product.

'We **didn't** **make** any mistakes!'

They said they **hadn't** **made** any mistakes.

'You **won't** **find** a better offer!'

They said I **wouldn't** **find** a better offer.

'You **can** **fly** over the city.'

They said I **could** **fly** over the city.

Reported questions – *to be*, present simple and *can* (Unit 7)

Wh- questions

'**How** **long** is the race ?'

She asked me **how** **long** the race was .

'**Where** do you train ?'

She asked me **where** I trained .

'**Why** can't I run faster ?'

She asked **why** she couldn't run faster .

Yes / No questions

'Do you know about zorbing ?'

We asked him if he knew about zorbing .

'Is it dangerous ?'

We asked him whether it was dangerous .

'Can we try it ?'

We asked him if we could try it .

Passive voice (Units 8 and 9)

Past simple

+ My computer **was** hacked .

− My password **wasn't** copied .

+ My exercises **were** stolen .

− My files **weren't** stolen .

Present perfect

+ The film **has** **been** chosen .

− The cinema **hasn't** **been** painted .

+ The tickets **have** **been** sold .

− The seats **haven't** **been** delivered .

Future (*will*)

+ The film **will** **be** set in Egypt .

− It **won't** **be** released until 2025 .

Academy Stars 6