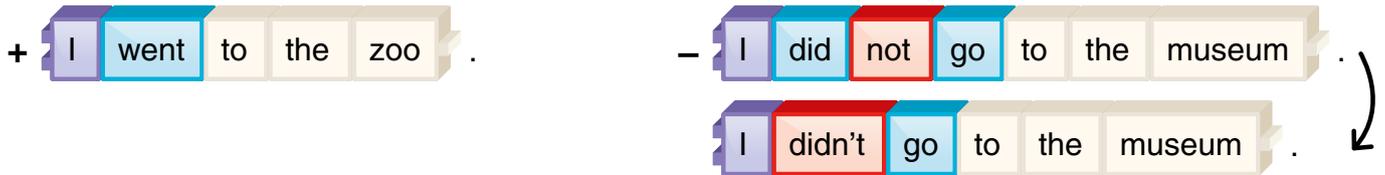


Graphic Grammar reference

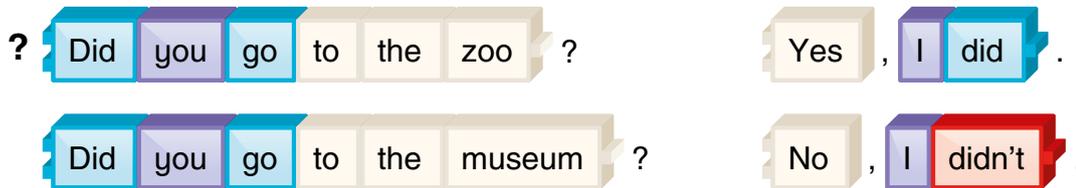
Introduction

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

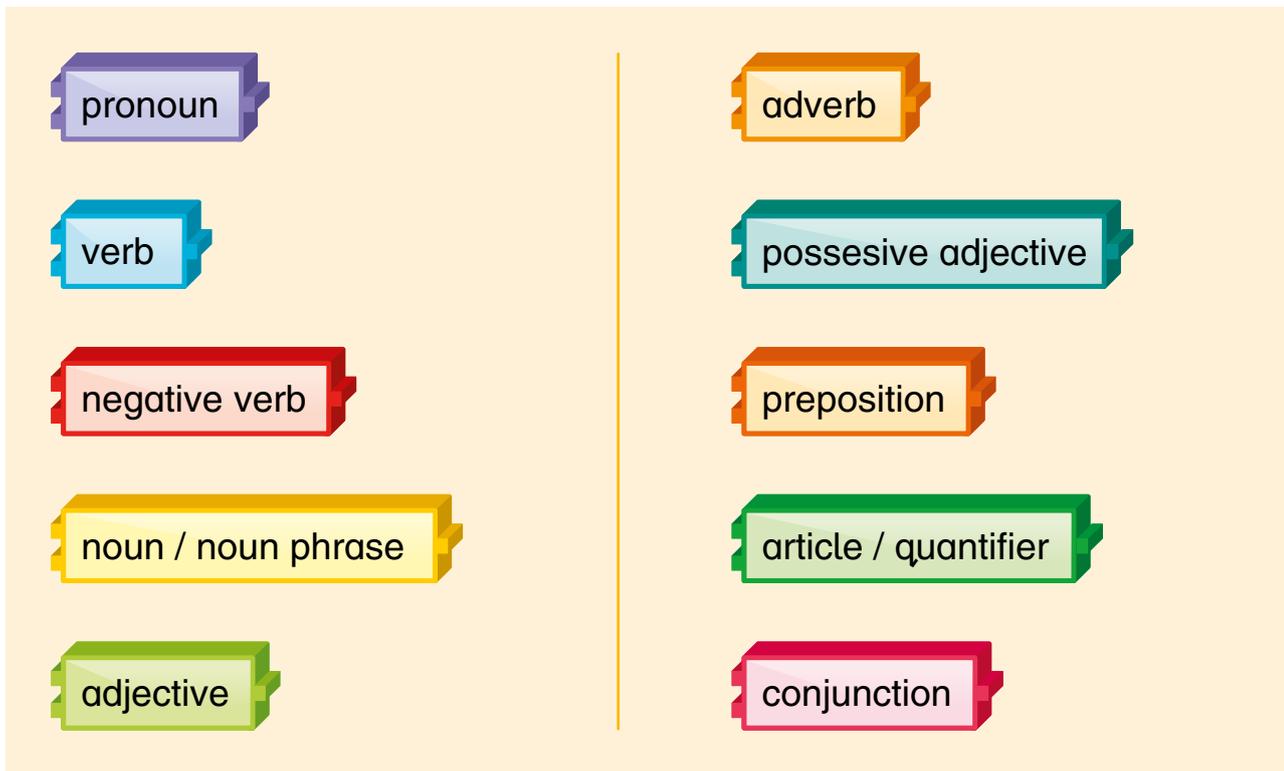
When you have taught the different forms of a tense or structure from the Grammar and Language in use lessons, you can use the Graphic Grammar reference to reinforce and consolidate them.

- 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: *to be* (Unit 3)

(I / you)

? Where were you yesterday ?

+ I was at home .

- I was not at school .
I wasn't at school .



? Were you at home ?

Yes , I was .

Were you at school ?

No , I wasn't .

(he / she)

? Where was he yesterday ?



+ He was at the library .

- He was not at home .
He wasn't at home .

? Was he at the library ?

Yes , he was .

Was he at home ?

No , he wasn't .

(they)

? Where were they yesterday ?

+ They were at the bank .

- They were not at the café .



They weren't at the café .

? Were they at the bank ?

Yes , they were .

Were they at the café ?

No , they weren't .

There was ... / There were ... (Unit 8)



+ There was a table .

- There wasn't an armchair .

There were some bowls .

There weren't any clocks .

? Was there a table ?

Yes , there was .

Was there an armchair ?

No , there wasn't .

Were there any bowls ?

Yes , there were .

Were there any clocks ?

No , there weren't .

Past simple, regular and irregular verbs (Units 5 and 7)

(I / you)

? Where did you go yesterday ?



+ I went to the zoo . - I did not go to the museum .
I didn't go to the museum .

? Did you go to the zoo ?

Yes , I did .

Did you go to the museum ?

No , I didn't .

(he /she)

? What did he play yesterday ?



+ He played the drums . - He did not play the violin .
He didn't play the violin .

? Did he play the drums ?

Yes , he did .

Did he play the violin ?

No , he didn't .

going to (Unit 10)

(I / you)

+ I am going to paint a flower .
I'm going to paint a flower .

- I am not going to paint a tree .
I'm not going to paint a tree .

? Are you going to paint a flower ?

Are you going to paint a tree ?



Yes , I am .

No , I'm not .

(he / she)

+ She is going to play baseball .
She's going to play baseball .

- She is not going to play tennis .
She isn't going to play tennis .

? Is she going to play baseball ?

Is she going to play tennis ?



Yes , she is .

No , she isn't .