

# LINE BY LINE

## English Through GrammarStories

BOOK ONE

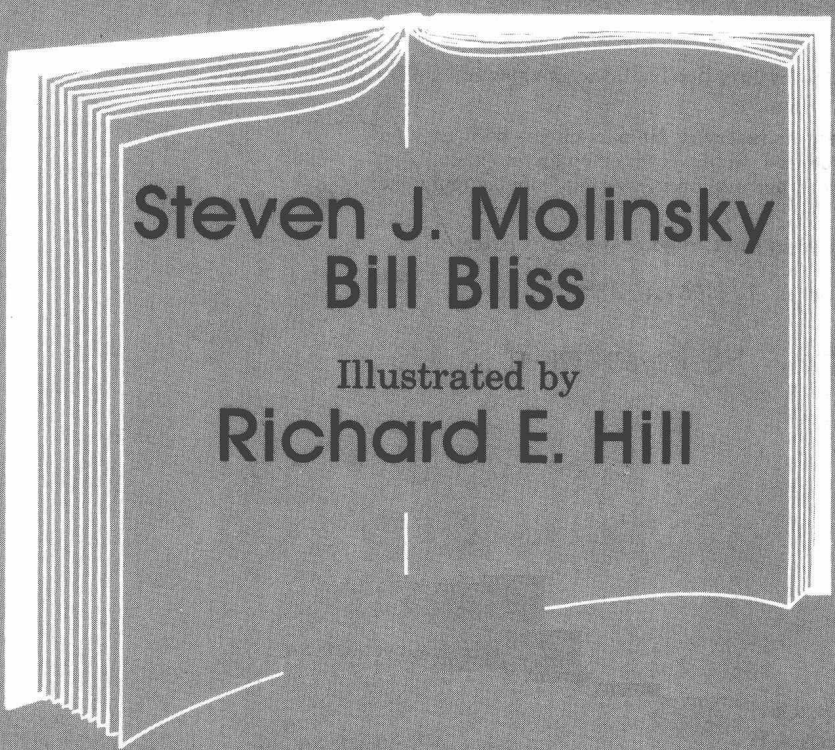


Steven J. Molinsky  
Bill Bliss

# **LINE BY LINE**

## **English Through GrammarStories**

**BOOK ONE**



**Steven J. Molinsky  
Bill Bliss**

Illustrated by  
**Richard E. Hill**

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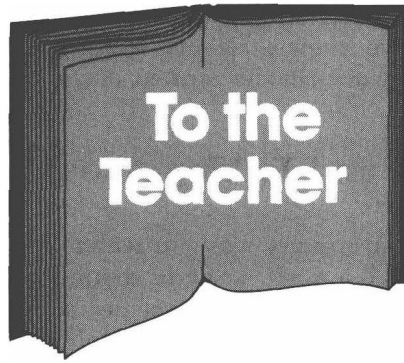
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*Line By Line* is a collection of “GrammarStories”—reading selections which are designed to provide meaningful, relevant, and enjoyable reading practice while offering a clear, intensive focus on specific aspects of English grammar. Each chapter provides reading and writing reinforcement of the structures and vocabulary presented in the corresponding chapter of our textbook, *Side By Side: English Grammar Through Guided Conversations*. *Line By Line* can be used in conjunction with *Side By Side* or independently as a separate reading and writing text.

All components of *Line By Line* have been designed to offer students opportunities for true interactive communicative practice in the language classroom. The stories in the text are brief; we have tried to create characters and situations that are simple and straightforward, while highlighting specific grammatical structures. The extensive illustrations serve as visual cues that guide learners through the reading selections. Follow-up questions, coupled with these illustrations, form the basis for student discussion and retelling of the stories. A feature of each chapter is the “In Your Own Words” activity, which gives students an opportunity to create original stories based on their interests, backgrounds, and imaginations.



## Previewing a GrammarStory

Some teachers might want to preview each story either by briefly setting the scene or by having students talk about the illustrations or guess the content of the story from the title. Some teachers may also find it useful to introduce new vocabulary items before they are encountered in the story. (A chapter-by-chapter word list can be found in the back of the book.)

Other teachers may prefer to skip this previewing step, and instead have their students experience the subject matter and any unfamiliar words in the context of the initial reading of the story.

## Reading and Talking About a Story

There are many ways in which students can read and talk about the stories. We don't want to dictate any specific procedures. Rather, we encourage you to use strategies that are compatible with the needs and abilities of your students as well as your own teaching style.

For the initial reading, students can read silently to themselves or follow along as the story is told by the teacher, one or more students, or the narrator on the tape. Some teachers might want to repeat this step before moving on.

After this initial reading, a teacher might want to check students' understanding of new vocabulary items and ask students if they have any questions about what they have read.

The questions after each story serve to check students' comprehension and offer practice with the specific grammatical structures. The questions also serve as a springboard for classroom interaction by offering students a framework for discussing the story's content and characters.

The questions can be used in several ways. They might be read aloud by the teacher or students or read silently from the book. Students may answer them with their books open as they scan the text or refer to the illustrations, or with books closed.

Pair practice or small group work can also be effective for talking about the story. Students can work with one or more partners and take turns asking and answering the questions. This form of practice can serve as a prelude to a full-class discussion of the story.

Questions can also be answered in writing either in class or at home. Teachers will find that using the questions in this way not only offers written practice, but also helps students focus more clearly on the grammatical structures highlighted in each chapter.

By writing out the answers for homework, students will be better prepared to discuss and retell a story in class the next day. However, we discourage students from actually referring to their written answers during discussion so that the classroom conversation can be as interactive as possible.

## Retelling a Story

The way in which the stories are written and the illustrations that accompany them enable students to retell them with little

difficulty. Teachers find retelling to be a useful activity for reviewing the content of a story and the grammar it contains, or for providing additional speaking and pronunciation practice. In retelling stories, students should refer to the illustrations, which usually offer clues to story content, characters, and sequence of action.

There are several approaches for retelling stories. One student might retell the entire story in front of the class; students might work in pairs, retelling the story to each other and perhaps then presenting the story to the class; or students may retell it as a “circle story,” with one student beginning with the first line, another contributing the second line, and so on.

Students do not have to retell the stories exactly as they appear in the book. They can adapt, paraphrase, or add to the story as they wish.

Many stories are appropriate for role-play activities. Students can play the roles of different characters, creating speaking lines and acting out the situations. One student might be assigned as the narrator to explain the action taking place. Other students, in the audience, can “interview” the actors, asking them who they are, what they’re doing, and how they feel about what’s happening.

## **“In Your Own Words”**

The “In Your Own Words” activity in each chapter is designed to guide students in their creation of original stories. Students are asked to tell about such topics as their homes, schools, jobs, friends, families, and themselves.

Teachers should go over the instructions for the activities and make sure that their students understand what is expected. Students should then write their stories, taking sufficient time to think about what they want to say, and use a dictionary for any new words they wish to include. These activities are perhaps most appropriately assigned for homework to guarantee that all students will have sufficient time to develop their ideas and write them out.

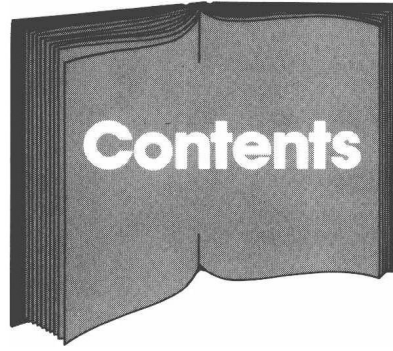
Many teachers will find these written pieces a basis for effective peer work among the students. Students can work together, telling their stories to each other, asking and answering questions about the stories, and correcting each other’s written work.

As a final step, the “In Your Own Words” activities serve as a vehicle for classroom speaking practice. Students can tell their own stories, or perhaps tell the stories of their “peer work” partners, while the rest of the class listens and asks questions.

In conclusion, we have attempted to help students develop their reading and writing abilities in English through a collection of carefully structured stories that are both lighthearted in content and

relevant to students' lives. While we hope that we have conveyed to you the ~~substance~~ of our textbook, we also hope that we have conveyed the spirit: that the study of reading and writing can be dynamic . . . communicative . . . and fun.

Steven J. Molinsky  
Bill Bliss



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**To Be: Introduction**

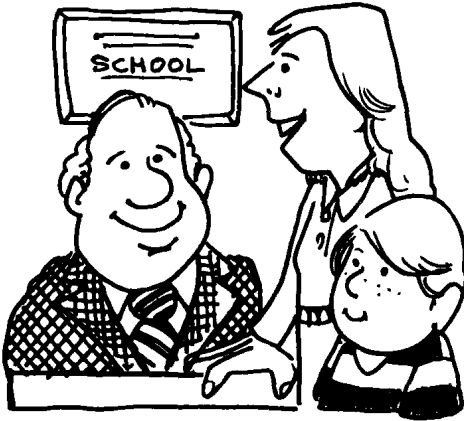


What's Your Name?

## What's Your Name?



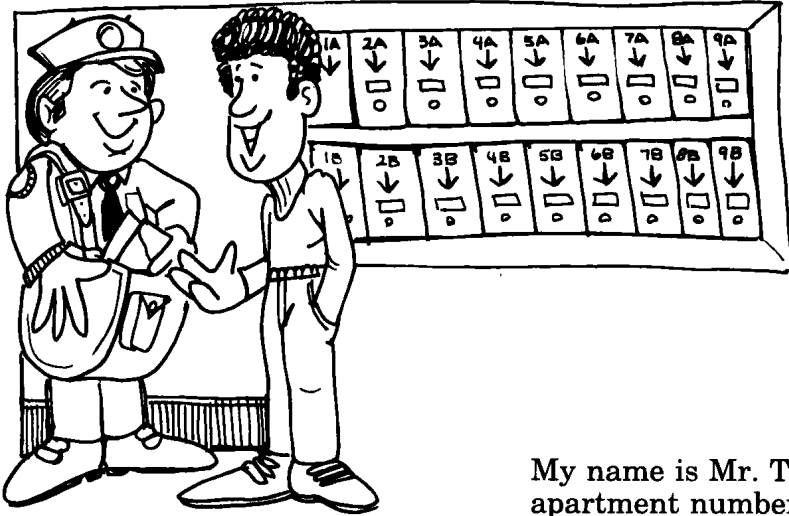
My name is David Miller.  
I'm American. I'm from  
New York.



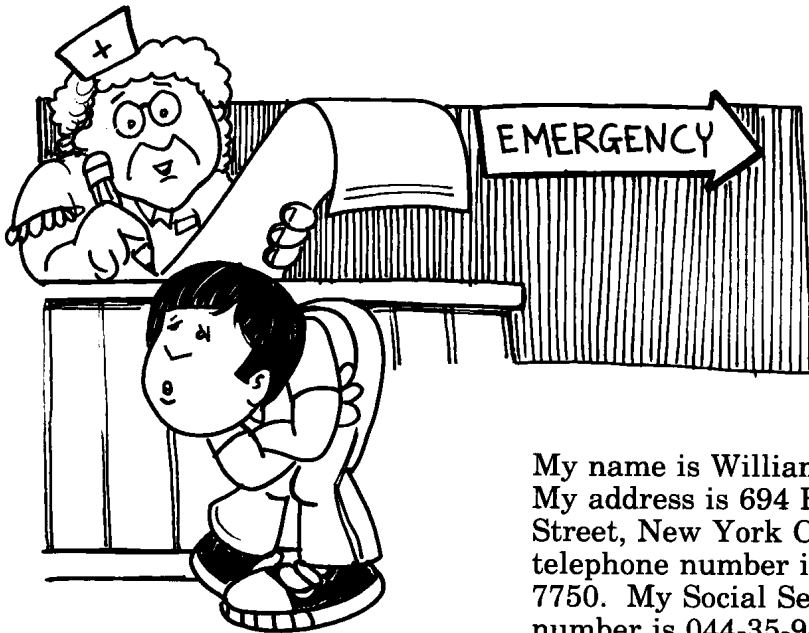
My name is Mrs. White.  
My phone number is 237-  
5976.



My name is Susan Black.  
My address is 378 Main  
Street, Waterville, Florida.  
My license number is  
112897.



My name is Mr. Taylor. My apartment number is 3-B.



My name is William Chen. My address is 694 River Street, New York City. My telephone number is 469-7750. My Social Security number is 044-35-9862.

## IN YOUR OWN WORDS

Fill out the form below.



**ACME COMPANY**

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number \_\_\_\_\_