

ELLIS[®]
Middle Mastery[®] 3
Instructor Guide

ELLIS[®]
English training
software

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ELLIS Middle Mastery 3 Instructor Guide

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Introduction

The highly acclaimed ELLIS line of products has had a revolutionary impact on the way the world learns English. Combining the technology of computer-assisted training with established instructional theory and a solid pedagogy, ELLIS is the most innovative English language development program available. Appropriate topics, events, and situations give learners a motivating opportunity to study English in a real-life context, enabling them to play an active role in the learning process.

Years of research, development, instructional design, and programming have gone into the production of ELLIS. While the programs are sophisticated, very little computer competency is required other than knowing how to use a mouse. The simplicity of use and interactive nature of the program ensure that anyone can succeed.

We hope that you will use ELLIS to its fullest potential. The contents of this guide are designed to help you make your ELLIS lab run its best so that your students can learn English efficiently. Also included in this guide are teacher resources to aid in lesson planning and curriculum integration.

ELLIS is committed to helping you run your lab successfully. If you have any difficulties, please let us help you. Contact your ELLIS representative or visit our website at ellis.com.

ELLIS Academic Suite Products

Programs

Basics
Intro
Middle Mastery
Senior Mastery
Master Pronunciation
Placement
Instructor Utilities

Instructor Guides

Basics
Intro
Middle Mastery
Senior Mastery
Master Pronunciation
Placement

Student Workbooks

Basics
Intro
Middle Mastery
Senior Mastery

Course Books and Listening CDs

Intro Course Book 1
Intro Course Book 2

Additional ELLIS Resources

Quickstart Guide
Installation Guide
Training Video and DVD
Certificates of Completion
Native Language Parent Letters
Correlations
Teacher’s Corner: ellis.com/teachers
Student web-based activities: ellis.com/students

CHAPTER 1

Getting Started

ELLIS Middle Mastery is for teenage to adult students who have a strong English vocabulary base and want to improve their grammar and pronunciation. The program teaches intermediate learners skills in vocabulary, grammar, communication, culture, and pronunciation. The goal of ELLIS is to build students' language skills while exposing them to English-speaking culture. This allows them not only to feel comfortable using everyday English in formal and informal situations, but also to quickly and smoothly transition into a new culture. To achieve this goal, Middle Mastery covers topics such as measurement systems, making small talk, and asking questions. (For a complete list of topics covered in Middle Mastery, see the Scope & Sequence chart in chapter 4 of this book.)

Definitions of vocabulary are based on the context of the video situations presented within the program. For example, the word *make* has different meanings in the two phrases “Can I *make* a cake?” and “You *make* friends easily.” Rather than listing all the possible meanings of *make*, ELLIS defines it in the context in which it is used in the video.

Audio-based help is provided in students’ native languages for each screen. Native language translation for vocabulary within the program is also available.

In the margins of many of the pages of this manual, you will find symbols with various instructions and notes. The symbols are outlined on the right:



Note



More details



Recommendation

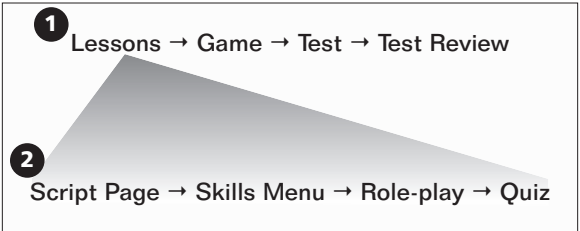


Take an action

Structure and Design

This section will explain the overall structure of Middle Mastery and give a suggested sequence for activity completion. It is meant to give you a general idea of the structure of the program, not to instruct you on how to navigate the program.

On the next few pages, you will see the suggested instructional path for students to follow within Middle Mastery. Following this path will help your students glean the most from their learning experience. The figure below illustrates the suggested sequence within each unit and lesson in Middle Mastery.



Suggested sequence within ELLIS 1. Suggested sequence within each unit 2. Suggested sequence within each lesson

Middle Mastery is divided into units and lessons. Students begin by completing each lesson (usually a total of three or four) within a unit. The lessons consist of a short video, the Script Page, the Skills Menu activities, the Role-play activity, and a lesson quiz. When all of the activities and the lesson quiz are completed, students can return to the Main Menu to play a game, take the unit test, and review their most recent test answers. After a unit test is completed, students can begin the sequence again with another, more difficult unit.

A brief explanation of each section is provided below. These sections are described in more detail in chapter 2.

Units and Lessons Units and lessons are displayed on the Main Menu. Click on a lesson number from the Main Menu to begin the lesson. After you select a lesson, you will see a short video.

Script Page After the video is over, you will see the Script Page. On the Script Page, students can study the dialogue of the video in detail and watch segments of the video again. Students should thoroughly explore the Script Page for each lesson.

Skills Menu After studying the Script Page, go to the Skills Menu. From the Skills Menu, you can access tutorials and practice for listening, vocabulary, grammar, pronunciation, and communication.

Role-play When the Skills Menu activities have been completed, go back to the Script Page to access the Role-play activity. In Role-play, you will assume the role of one of the characters from the lesson video. You will record yourself reading lines from the video, then hear yourself in the context of the video.

Lesson Quiz After you have completed the Role-play, go to the Skills Menu to access the lesson quiz.

Game After you have completed all of the lessons in a unit, go to the Main Menu to access the game for that unit. The game reviews skills from all of the lessons in a unit.

Test After you have completed all of the lessons and activities in a unit, go to the Main Menu to access the test for that unit. Each test covers the concepts presented in the unit lessons.

Test Review After you complete the test, go to the Main Menu to access the test review. The test review takes you through each question from the test and tells you whether your answers were right or wrong.

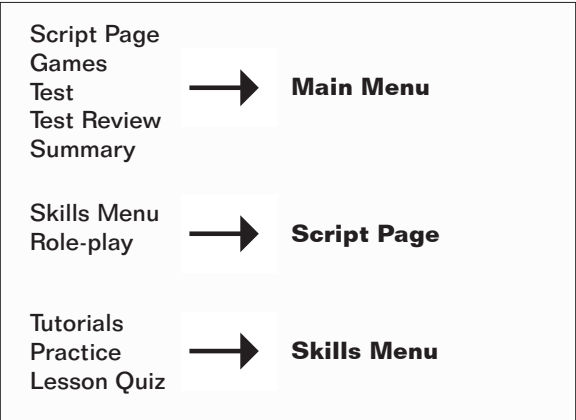
Program Features

The following sections cover basic navigation, help buttons, and recording in Middle Mastery. Familiarizing students with these features before they start using the program will help them have a more rewarding experience. These features are similar to those found in the other ELLIS Academic programs.

Navigation Buttons

The buttons shown below are the basic navigation features found on the bottom of most pages in Middle Mastery. Knowing how these buttons function will help you navigate faster within Middle Mastery.

Up button Clicking the Up button takes you up one level in the program’s hierarchy. The diagram below shows where the Up button will take you from each page in the program.



Hierarchy of the Up button Clicking the Up button from the pages on the left side of the diagram will take you to the pages displayed on the right.

NOTE

The Next button is sometimes disabled until the current page's activity is completed.

Next button The Next button takes you to the next sequential page. It appears on most of the practice, tutorial, and Role-play pages and is always in the lower right corner of the program. Teach your students to look for the Next button on each screen. It is important for them to always click on the Next button when it is available because it will take them to additional information or questions.



Back button The Back button will take you to the previous sequential page. It appears on most of the practice and tutorial pages. For example, in a tutorial with a set of three pages, clicking on the Back button from the second page will take you to the first page. The Back button is never available from the first page of a sequence. From the first page, use the Up button instead.



Exit button The Exit button appears only on the Login Screen and Main Menu. Clicking the Exit button will store your records and quit the program. It is important to use the Exit button, and not another command (such as Alt-F4), to exit the program because records will be stored in Instructor Utilities only when the Exit button is used. If you exit the program by another method, your records will be lost.



Skills Menu button The Skills Menu button appears on the Script Page and on the tutorial and practice pages. Click on the Skills Menu button to go to the Skills Menu.



Practice button The Practice button appears only on the tutorial pages. Click the Practice button to skip the rest of the tutorials and go straight to the practice questions.



Tutorial button The Tutorial button appears only on the Practice pages. Click the Tutorial button to return to the beginning of the tutorials you were working on before you entered the practice questions.



Help Buttons

Throughout the program, students can receive help through various ELLIS help features. These features allow students to replay instructions and audio clips and listen to translations and tutorials about the pages in ELLIS in their native language.

NOTE

If NLGs were purchased and installed but the Native Language button does not appear, check to make sure that English is not selected as the native language.

Native Language button The Native Language button, when it is available, will read in the student's native language the last line that was played. It is available on most pages that have audio. The Native Language button can be a significant aid to beginning students because it lets them understand portions of the program that they might not otherwise understand.



For the Native Language button to work, you must purchase the Native Language Guides (NLGs) from your sales representative in the languages you want. (See “Native Language Guides” below to learn more about NLGs.) You must also specify each student's native language in Instructor Utilities.


If NLGs were purchased and installed but the Native Language button does not appear, check to make sure that English is not selected as the native language in Instructor Utilities.

Language Selection button The Language Selection button is available only when you are logged in as a guest. It will change the language that the Native Language button uses. It is available on most pages. For example, if the student's native language was originally set to Spanish, the student could click on the Language Selection button to choose a different language, such as Arabic, for that session.




Help button The Help button is available on all pages. Clicking the Help button will take the student to the Native Language Help. (See “Native Language Help” below to learn more.)



Ear button The Ear button  is available on pages where there is an audio clip that accompanies a phonetic symbol, word, or phrase on screen. Click on an Ear button to hear the sound, word, or phrase it is next to read in English. Similar to the Ear button is the Video button found on the grammar tutorials and summary pages.

Native Language Guides

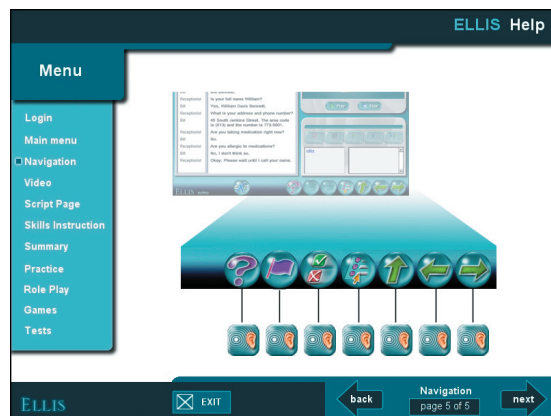
Native Language Guides (NLGs) are optional materials available from ELLIS that provide translations into the student's native language. NLGs translate instructions, vocabulary, feedback, and phrases.

 If you do not want the Native Language button to be available for a student, set that student's native language as English.

Native Language Guides are packaged as CDs that require separate installation. When you purchase NLGs from your sales representative, you must specify which languages you need. If NLGs are installed, the Native Language button will appear at the bottom of the screen on most pages. Students can click on the Native Language button to hear the instructions for that page in their native language. The students' native languages are set in Instructor Utilities. If you do not want the Native Language button to be available for a specific student, set that student's native language as English.

Native Language Help

Clicking on the Help button from any page will take you to the Native Language Help. In the Native Language Help, you will see a picture of a screen similar to the one you were working on when you clicked the Help button.




Screen from the Native Language Help

Several Ear buttons point to various features of the page. First you will hear an audio clip labeling and summarizing the page. Click any Ear button to hear an explanation of the feature it is next to in your native language. To exit Native Language Help, click Exit at the bottom of the screen. You will be taken back to the page you were working on before you entered Help.

Recorder

The recorder appears in Middle Mastery whenever there is an opportunity for students to record their voices. The recorder plays recordings and compares them to recordings of native speakers. Although recording is not required for the completion of the activities in Middle Mastery, the recorder can be used to give students valuable practice pronouncing English sounds and words. Teach students to use the recorder whenever it appears on a page. Students can record and play back as often as needed until they feel comfortable with their pronunciation.

 *Learner IDs are always displayed in lower case, regardless of how the students type them in at the Login Screen.*

Underneath the controls, there are two parts to the recorder, as shown in the figure below. The Learner IDs of the students currently logged in to ELLIS are shown in the learner display to the left. The sound, word, or phrase for the student to record is shown in the script display to the right.



Recorder 1. Learner display area 2. Script display area

Follow these steps to record in ELLIS.



Students' recordings are not stored in Instructor Utilities.

1. If there is more than one student using ELLIS, decide whose turn it is to record, then click on that person's Learner ID in the learner display. The current speaker's Learner ID will appear in blue.
2. Click Record to record your voice.
3. Read aloud the sound, word, or phrase you see in the script display. Speak clearly into the computer's microphone.
4. Click Stop when you are done recording.
5. Listen to your recording and compare it with a native speaker's.
 - Click Play to listen to your recording.
 - Click Play ELLIS to hear a native speaker's recording.
 - Click Compare to hear a native speaker's voice recording followed by your voice recording.

When the first user is done recording, click on another user's Learner ID and repeat steps 1–5.

Students' recordings are not stored in Instructor Utilities. When someone else uses the recorder, previous recordings will be lost. To listen to students' voice recordings, go to their individual computer to listen to them record.



If you want to listen to students' recordings, go to their individual computers to listen to them speak.

Practicing with the recorder is one of the best ways for students to learn English. However, some students may need encouragement to use the voice recording feature. If you think a student isn't using the recorder, you may want to record your own voice on his or her computer to show him or her how to record. Then watch the student use the recorder. It may also help to remind hesitant students that the other students cannot hear them. The other students are wearing headphones, too, and are recording and listening to their own voices.

CHAPTER 2

Using ELLIS Middle Mastery

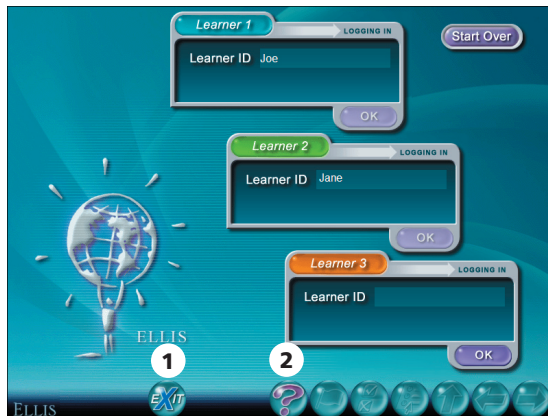
In this chapter, you will learn in detail how to use ELLIS Middle Mastery. This chapter covers navigation and login as well as the different sections of the program such as the Main Menu, Script Page, Skills Menu, and Summary.

The instructions in this chapter are written for instructors, so information on how to use the software and tips on its implementation are included.

Login Screen

You will see the Login Screen each time you launch Middle Mastery. Up to three students may log in to one computer at the same time. Follow these steps to log in:

1. Type in your Learner ID and password.
2. Click OK or press Enter on your keyboard to continue.
3. Another Learner ID field will appear on your screen. If you want to enter additional users, follow steps one and two for up to two additional users.
4. If you do not wish to enter additional users, click OK or press Enter on your keyboard again to enter Middle Mastery.



Login Screen 1. Exit button 2. Help button



Passwords can be set in Instructor Utilities. Many instructors choose not to assign passwords because students often forget them.

In Instructor Utilities, you can choose whether each student has both a Learner ID and a password or only a Learner ID. If you have chosen to have only a Learner ID and no password, you will not see the password field on the Login Screen. Many instructors choose not to assign passwords because students often forget their passwords.

NOTE

It is not necessary to purchase extra licenses if you are logging in multiple users on one computer.

If you make a mistake while logging in, click on Start Over in the upper right corner to restart the login process. If you do not have a Learner ID, click on Guest to log in as a guest. You will see a Language Selection menu. When you log in as a guest, no records for your session will be stored. Only one user on each computer may log in as a guest.

Click the Help button to go to a tutorial about this page. Click the Exit button to exit the program.

Main Menu

The Main Menu is the first screen you will see after you log in. At the bottom of the Main Menu, you will see the Learner IDs of all the users who are currently logged in. Click on a Learner ID to activate that user's records. When a user's Learner ID is activated, you will see that user's lesson history and path. From the Main Menu, you can access the following:

- Units and Lessons
- Games
- Tests
- Test Reviews
- Summary



Main Menu 1. Units 2. Lessons 3. Summary button
4. Games 5. Unit Tests 6. Test Reviews 7. Bookmark
button 8. Learner IDs button 9. Exit

Units and Lessons

NOTE

Lessons that appear with a check have been completed.

The units are listed at the left side of the screen. There are eight units in Middle Mastery. You will see numbered Lesson buttons to the right of each unit name. Each unit has three to six lessons. Click on a Lesson button to begin that lesson. If a lesson has been completed, its button will appear with a check. Depending on the options selected in Instructor Utilities, you can still access completed lessons.

Games

To the right of the lessons on the Main Menu, you will see games, tests, and test reviews that correspond with each unit. Click on a Game button to begin playing a game that will cover lesson material from that unit.

Unit Tests

NOTE

When multiple users are logged in, tests are disabled.

Click on a Test button to begin a unit test. Each test contains 40 questions. In Instructor Utilities, you can specify whether students need to enter a password before they can access the tests. You can also specify whether a student must complete all the lessons in a unit before taking a unit test. When multiple users are logged in to the same computer, tests are disabled.

Test Reviews

Once a test has been completed, its score will be displayed on the corresponding unit's Test Review button. If you have taken a test more than once, only the most recent score will be displayed on the Main Menu, although the students' first, last, highest, and lowest attempts will be stored in Instructor Utilities. Click on a Test Review button to review your answers for that unit test.

Summary

To access the Summary, click the Summary button at the bottom of the Main Menu. The Summary is a review of all the grammar, vocabulary, pronunciation, and communication taught in Middle Mastery. Topics are organized by subject or by unit.



Bookmark

The Bookmark button appears only on the Main Menu. Clicking on the Bookmark button will take you to the lesson you were on before you last exited. If multiple users are logged in, click on a user's Learner ID at the bottom of the Main Menu. Then click on the Bookmark button to go to the page the selected user was on before he or she exited the program the last time.

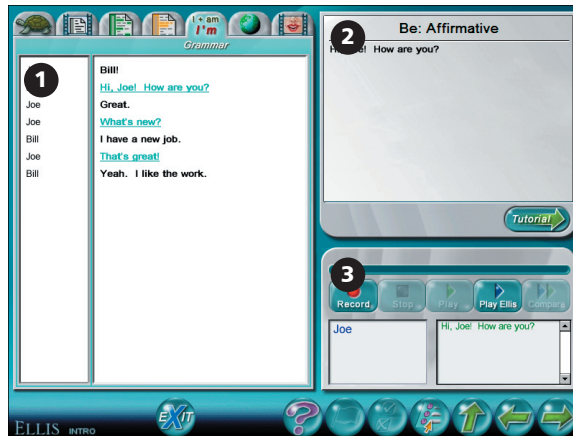


Exit

In order for students' records to be stored, they must exit Middle Mastery from the Main Menu. Click the Exit button to exit the program. It may take the program a few moments to finish its operations after you click the Exit button.

Script Page

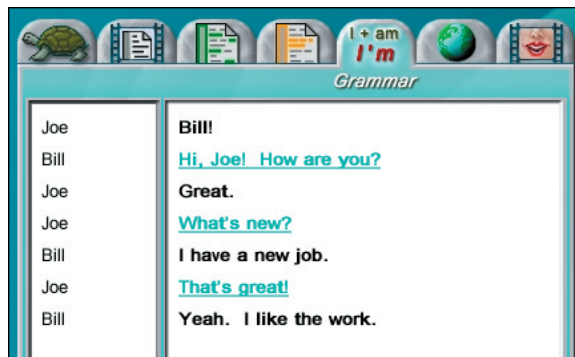
After you choose a lesson from the Main Menu, you will see a short video. When the video is over, you will see the Script Page, as shown in the figure below. Here the students explore in detail the dialogue they saw in the video. The Script Page is divided into three areas: the script (with instructional tabs across the top), the media display area, and the recorder. Following is an explanation of each of the features on the Script Page.



Script Page 1. Script display area 2. Media display area
3. Recorder

Exploring the Script

Click on the tabs across the top left side of the page to access different aspects of the script from the video. Explanations of the activities you can access from the tabs are given below.



Script Page tabs

Slow Audio tab Click on the Slow Audio tab to hear each line read slowly and clearly. To hear a line read, click on the line you want to hear. Use the recorder to record yourself saying a line and then compare it to the slow audio.



Slow Audio tab

Video tab Click on the Video tab to replay specific lines from the video. To see a line played again, click on the line you want to see. Use the recorder to record yourself saying a line and then compare your recording to a native speaker's.



Video tab

Vocabulary tab Click on the Vocabulary tab to study vocabulary words from the video. Click on any word underlined in green to see its definition displayed in the media display area. Use the recorder to record yourself saying a word or phrase and then compare your recording to a native speaker's.



Vocabulary tab

Communication tab Click on the Communication tab to study communication skills demonstrated in the video. Click on the lines underlined in yellow to see tips displayed in the media display area. Click on the Tutorial button underneath the media display area to access lessons on that skill. You can also access the tutorials by selecting "Communication" from the Skills Menu. Use the recorder to record yourself saying a word or phrase and then compare your recording to a native speaker's.



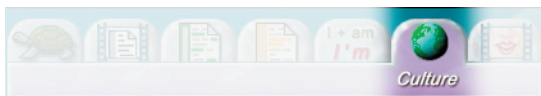
Communication tab

Grammar tab Click on the Grammar tab to learn more about the grammar skills used in the video. Click on the lines underlined in aqua to see tips displayed in the media display area. Click on the Tutorial button underneath the media display to access lessons on that skill. You can also access the tutorials by selecting “Grammar” from the Skills Menu. Use the recorder to record yourself saying a word or phrase and then compare your recording to a native speaker’s.



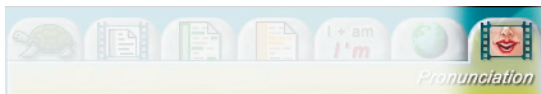
Grammar tab

Culture tab Click on the Culture tab to learn more about the cultural elements demonstrated in the video. Click on the lines underlined in purple to see tips displayed in the media display area. Use the recorder to record yourself saying a word or phrase and then compare your recording to a native speaker’s.



Culture tab

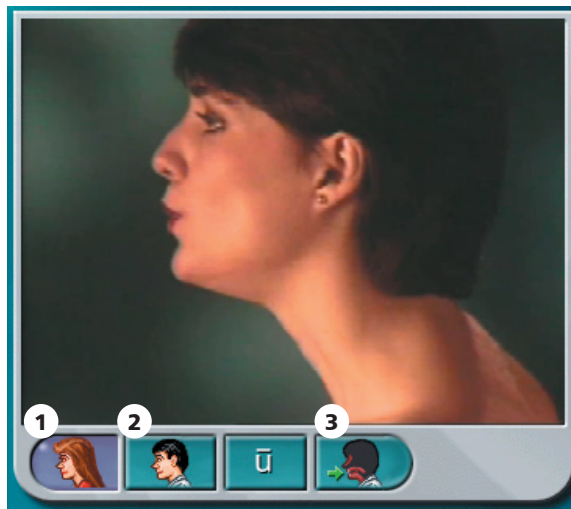
Pronunciation tab Click on the Pronunciation tab to learn how to pronounce words used in the video. Each lesson focuses on one specific sound. Click on the Tutorial button underneath the media display to access lessons on that skill.



Pronunciation tab

A video model will appear in the media display area. This native speaker will demonstrate how to correctly pronounce the sound that the words contain. You can click on the words underlined in tan to heard them read.

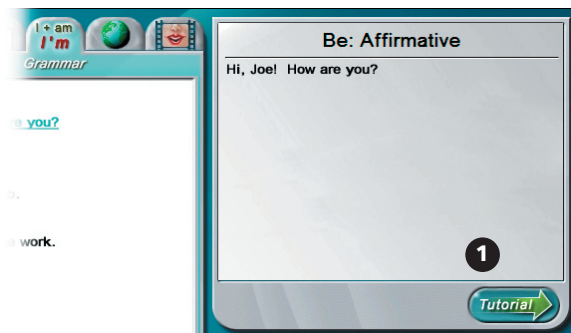
- Click on the Female button underneath the media display area to see a female pronounce the sound.
- Click on the Male button to see a male pronounce the sound.
- Click the X-Ray button to see a video diagram of the way to place your teeth, tongue, and lips to make the sound.
- Use the recorder to record yourself saying a sound or word and then compare your recording to a native speaker's.



Media display area 1. Female button 2. Male button
3. X-ray button

Tutorial Button

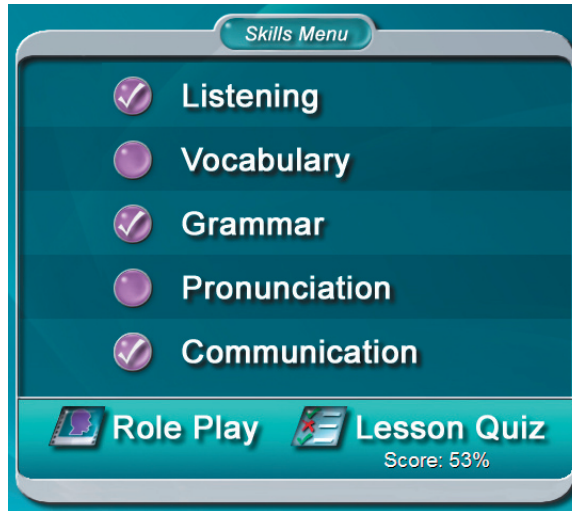
Whenever you see the Tutorial button below the media display area, click on it to go to instructional material directly related to the topic you are currently studying on the Script Page. All tutorials can also be accessed from the Skills Menu.



Script page 1. Tutorial button

Skills Menu

The Skills Menu can be accessed from the Script Page by clicking on the Skills Menu button. It allows access to instructional material unique to each lesson. As shown in the figure below, the Skills Menu is divided into six categories: five skill areas and the lesson quiz.



Skills Menu

Click on a category to begin. When you have completed all the tutorial and practice material for a category, you will see a check by that category.


Tutorials

After you click on a skill area from the Skills Menu, you will see a tutorial page. The tutorials teach material to prepare you for the practice questions, the lesson quiz, and the unit test. The tutorials consist of charts, tables and a picture dictionary.

You will see three kinds of icons displayed by sentences in the tutorials: the Instruction button, the Video button, and the Ear button. Any lines with these buttons beside them can be practiced using the recorder. Click on the line you want to record. You will see it appear in the script display area. Then record and compare your voice.




Tutorial page 1. Ear button 2. Video button
3. Instruction button 4. Video display area 5. Replay button

Click on an Instruction button  to hear the instructions repeated. If you want to hear the instructions read in your native language, click on the Instruction button by a line, then click on the Native Language button at the bottom of the screen.

Click on a Video button  to see the video clip that corresponds to that line played in the media display.

Click on an Ear button  to hear the line it is next to read again.

Click on the Replay button  which appears on the final Role-play page and on some of the tutorial pages. From the tutorial pages, it will begin the narration and animation again. From the last Role-play page, it will begin the entire Role-play again.

Some tutorials contain pictures of vocabulary words. Click on the Ear button by a word to hear it. After you hear a word, it will be displayed in the word display area. You can record and listen to the word using the recorder on the bottom right side of the screen.



Tutorial vocabulary page 1. Word display area
2. Next button

After you have learned the material and answered the questions on each tutorial screen, click the Next button in the bottom right corner of the screen to continue to the next tutorial or review question page.

Practice Pages

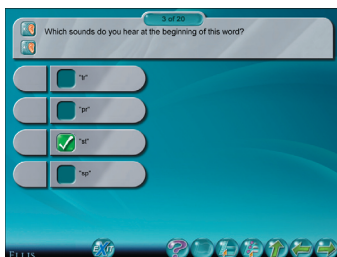
After you complete the tutorials, ELLIS will automatically take you to the practice pages. These questions will help you review the skill area you chose from the Skills Menu. The practice section is similar to the lesson quiz, but you receive immediate feedback so you know right away whether you chose the right answer. If you choose the wrong answer in the practice pages, you can change your answer. Clicking the Next button will take you to the next practice question.

The Next button may not be available until you answer the current question correctly, depending on the preferences selected in Instructor Utilities.

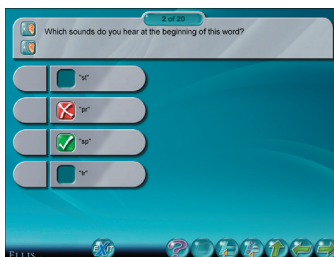
There are five different types of practice questions: multiple-choice, true/false, matching, fill-in-the-blank, and sequencing. Read on to learn about how to complete the different types of questions.

Multiple-choice questions There are two types of multiple-choice questions: those with only one answer, and those with more than one answer. In a multiple-choice question with only one answer, click on the answer you think is correct. If it is correct, you will see a green check. If it is not correct, you will see a red X. To change your answer, click on a different answer.

In a multiple-choice question with more than one answer, click on the answers you think are correct. Beside correct answers, you will see a green check. Beside incorrect answers, you will see a red X. To change your answer, click on the answer you want to change to deselect it. Then click on the new answer.



Multiple-choice question with one answer



Multiple-choice question with more than one answer

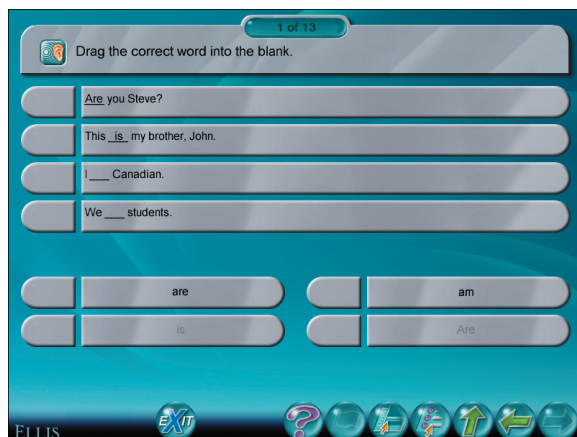
True/False questions True/false questions are similar to multiple-choice. Read the statement and decide whether it is true or false. Click on the correct button. If you answer incorrectly, you will see a red X and be prompted to try again. Correct answers receive a green check.

Matching questions In matching questions, you should try to match the answers on the left side of the screen to the answers on the right side of the screen. Click on an answer on one side of the screen. Then click on the corresponding answer on the other side of the screen. If you matched the items correctly, a green line will join the two answers. If you did not match the items correctly, a red line will join the two answers and then disappear. You are finished when each item is joined to another on the opposite side of the screen with a green line.



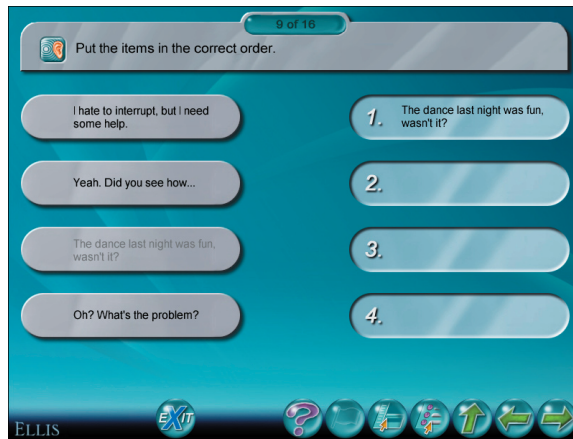
Matching question

Fill-in-the-blank questions In fill-in-the-blank questions, you will see sentences or phrases with words missing at the top of the screen. Below the sentences you will see a choice of words to drag into the blanks. You may use some or all of the words or phrases, depending on the question. Click on the word itself (not the gray space around it) and drag it up into the blank it belongs in. If you drag the right word to the right blank, the word will snap into place. If you choose the wrong blank, the word will drop back down to the bottom of the screen.



Fill-in-the-blank question

Sequencing questions The sequencing questions are similar to fill-in-the-blank questions. On the left side of the screen is a list of words or phrases. On the right side of the screen are numbered blank spaces, as shown below. Follow the directions given at the top of the page to put the phrases in the correct order. To move an item to a blank space, click on it and drag it over the blank. If it is the correct location, the word or phrase will snap into place. If it is the incorrect location, the item will float back to its original position on the left side of the screen. You have completed the activity when all of the items on the left side are moved to the correct sequence on the right side.



Sequencing question

Role-play

To access the Role-play activity, click the Role-play button from the Skills Menu. In the Role-play, you will assume the role of one of the characters from the lesson video. You will record the character's lines, then listen to yourself speaking with the other characters in the video.

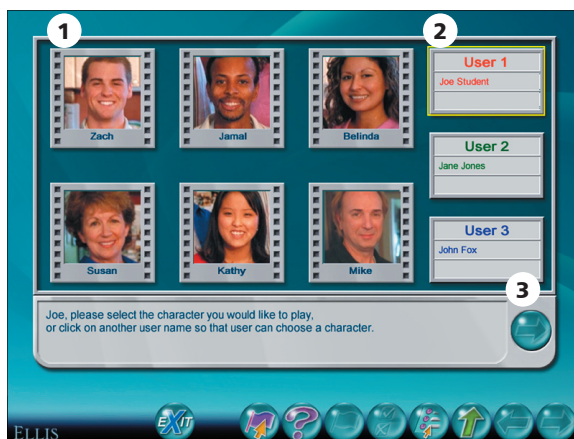


Role-play button from the Skills Menu

Character Menu

After you click the Role-play button from the Script Page, you will see a screen displaying pictures of two or more characters from the video. Click on the picture of the character you want to play in the Role-play. You will see the character's name displayed below your Learner ID on the right side of the screen.

If more than one student is logged in, all the students can participate in the Role-play. Click on the student's name at the right of the screen, then click on the character the student wants to play. Only one student may play each character. When you are ready to continue, click the Next button at the lower right corner of the screen.



Role-play character menu 1. Characters 2. User and character display area 3. Next button

Dialogue and Record Page

Next, you will see a screen with a video display area at left and a recorder at the bottom right, as shown below. The script display is to the left of the recorder. The learner display is in the form of User boxes to the right. In the box is your Learner ID and the name of the character you are playing in the Role-play.



Role-play recording page 1. Video display area 2. Script display area 3. Recorder

Follow these instructions to complete the Role-play activity:

1. Watch the video segment. After your character says a line, the video will stop and you will see your character's picture in the video display area.
2. Decide whose turn it is to record. If multiple users are participating, see whose turn it is to record by looking at the right side of the screen. If your box is outlined in yellow, it is your turn to record.
3. Record your lines. The lines for you to record are shown in the script display area to the left of the recorder. You can record the line as many times as you want until you have made a satisfactory recording.

4. Go to the next video segment by clicking the Next button in the lower right corner.

Repeat steps 1–4 until you and the others logged in have recorded all the lines for your characters.

Playback Page

After all the lines have been recorded, you will see a new screen. Click the Play button next to the video display to hear the Role-play with your voice included. You will see a picture of your character when you hear your recording. Click the Replay button below the Play button to record the Role-play again from the beginning.

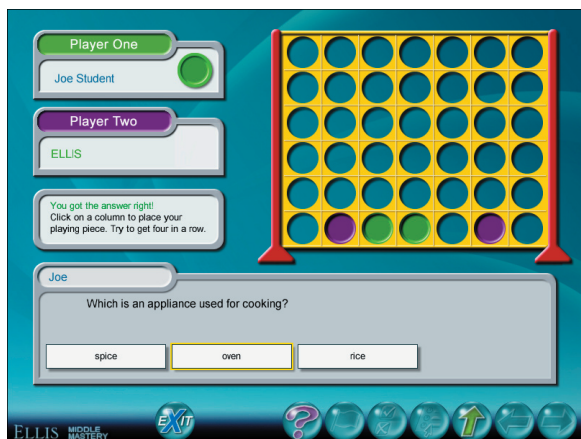


Role-play playback page 1. Play button 2. Replay button

Game

To access the game for a unit, click on a Games button from the Main Menu. The game will cover material learned from all lessons in a unit. Questions are randomly drawn from a large bank of questions, so the game will be different each time it is played.

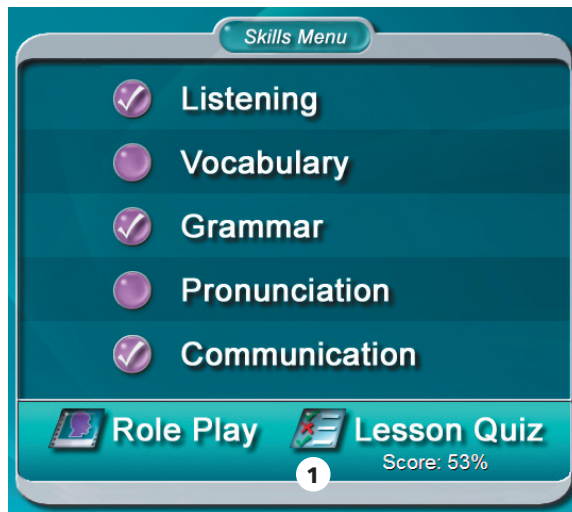
In the Connect Four game, you will see a question near the bottom of the screen. Click on the answer you think is correct. You will see feedback on the left side of the screen telling you whether your answer was correct or incorrect. If you choose the correct answer, click on a row at the top of the Connect Four board at the upper right corner of the screen. Your piece will fall to the bottom-most available slot in a row horizontally, vertically, or diagonally.



Connect four game

Lesson Quiz

The lesson quiz is at the bottom of the Skills Menu. Take the quiz after you have finished all the other activities on the Skills Menu and the Role-play activity. The quiz contains 20 questions. Depending on the settings selected in Instructor Utilities, students can take the quiz multiple times to try for a better score. The most recent score is displayed on the Skills Menu. Instructors can also require students and classes to achieve a certain score on each lesson quiz before being able to go on to the next lesson. For example, you can require students to achieve at least 80% on the quiz before they can access the next lesson. See Instructor Utilities: Paths and Preferences: Minimum Score Advancement.



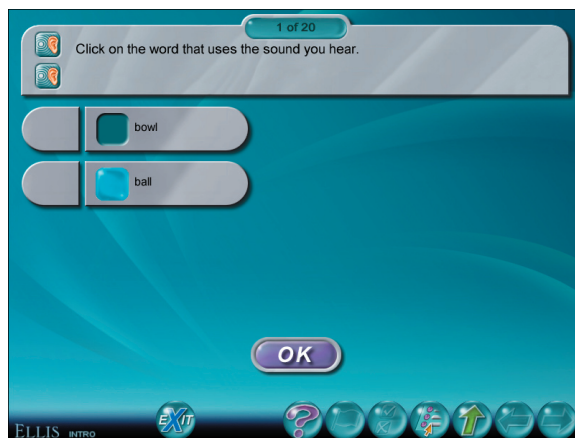
Skills Menu 1. Lesson quiz

There are two types of multiple-choice questions within the lesson quiz: those with only one answer, and those with more than one answer.

In a multiple-choice question with only one answer, click on the answer you think is correct. To change your answer, click on a different answer.

In a multiple-choice question with more than one answer, click on the answers you think are right. To change an answer, click on it to deselect it. Then click on the new answer.

In the quiz, unlike in the practice, you will not be able to tell whether the answer you selected was correct. Click OK at the bottom of the screen to go to the next quiz question.



Multiple-choice quiz question with one answer

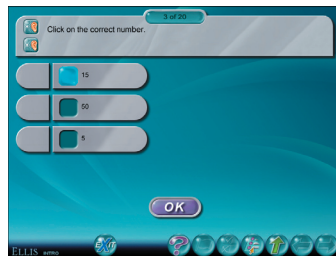
Test

Students should take the unit test after completing the lesson quiz, the Role-play, and the game for each lesson. To access the unit test, go to the Main Menu and click on the Test button for that unit. If you want to decide when a student can take a test, you can set a test password in Instructor Utilities. If multiple users are logged in, the test is not accessible.

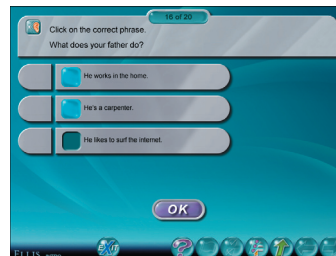
The test consists of about 40 multiple-choice questions. Depending on the preferences selected in Instructor Utilities, students can take the test more than once to try for a better score. The questions are randomly drawn from a bank of questions, so the test will be different each time you take it, although you may see some repeat questions.

There are two types of multiple-choice questions within the unit test: those with only one answer, and those with more than one answer. In a multiple-choice question with only one answer, click on the answer you think is correct. To change your answer, click on a different answer.

In a multiple-choice question with more than one answer, click on the answers you think are right. To change an answer, click on it to deselect it. Then click on the new answer. When you have chosen your final answers, click OK to continue to the next question.



Multiple-choice question with one answer

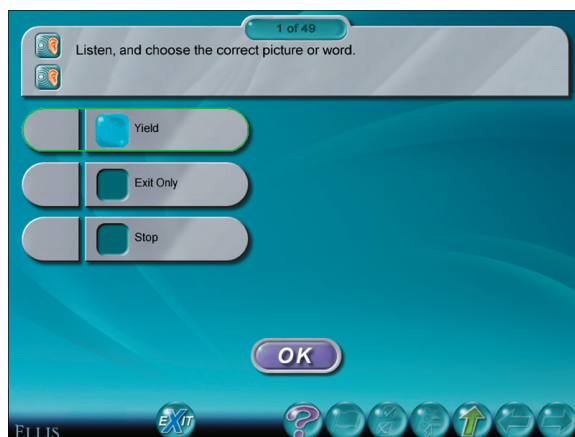


Multiple-choice question with more than one answer

Test Review

Once you have taken the test, you will see your score displayed on the Test Review button for that test on the Main Menu. If you have taken the test more than once, only your most recent score will be displayed. Instructor Utilities stores the first, last, highest, and lowest test scores.

Click on the Test Review button to review your most recent test answers. In the test review, you will see each question on a separate screen. Along with each question, you will see the answer you chose along with feedback as to whether it was right or wrong. Click OK to go to the next test question.



Test review page

Summary

The Summary, which can be accessed at the top of the Main Menu, is a tool to allow you quick access to reviews of all the topics taught in Middle Mastery. It is also a useful test review. Click on the Summary button from the Main Menu to begin.



Summary button on the Main Menu

From the Summary page, click the Go To button to access menus listing all the topics taught in Middle Mastery. Navigate to the topic you want to study by clicking on the topics listed in the menus. A topic with an arrow to its right will bring up a sub-menu; a topic with no arrow to its right will take you directly to its summary page.





Summary menu 1. Go To button 2. Summary topics

On the summary pages, you will see a brief review of the topic you chose from the menu (see the figure on the next page).

Use the recorder to practice speaking the words and phrases on the page.

Following are some of the buttons you will see on the summary pages.

- Click the Ear button  to hear the phrase that it is next to.
- Click the Video button  to see the video segment that it is next to.
- Click the Back button to go to the previous summary page.
- Click the Next button to go to the next summary page.
- Click the Help button to go to a tutorial about this page.
- Click the Go To button in the lower left corner to access the Summary Menu.
- Click the Up button at any time to return to the Main Menu.



Summary page 1. Go To button 2. Recorder 3. Help button 4. Up button 5. Next button

CHAPTER 3

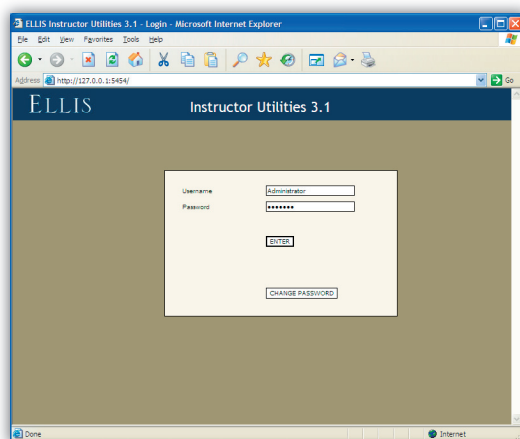
Instructor Utilities

ELLIS Instructor Utilities is part of the teacher's Management and Reporting System that was included with your product shipment. It stores class and student records for each of the ELLIS Academic programs.

Instructor Utilities allows you to organize your students into classes and keep detailed, up-to-date information about them in a secure database. You can also create and print customized progress reports for individual students or classes and set preferences for program functions. Finally, new to Instructor Utilities 3 is a vault of resources for teachers, including this guide in PDF format. You will also find PDFs of ELLIS supplemental material.

Structure and Design

ELLIS Instructor Utilities 3 is designed to function as a website, which is hosted on a computer maintained by your school's lab technician or systems administrator. Instructor Utilities is installed separately from the ELLIS programs you purchased. It is accessed through a web browser, such as Internet Explorer or Netscape. You can access Instructor Utilities from its bookmark in the Start Menu. The Instructor Utilities Server must be running for Instructor Utilities to work. See the Installation Guide for more information.



Instructor Utilities 3 The new Instructor Utilities functions as a website that is hosted on a computer maintained by your school. Your school's systems administrator should give you the site's address so you can access Instructor Utilities.

You can also create a bookmark in your web browser that allows you to easily access Instructor Utilities. Be careful, however, of placing a bookmark for Instructor Utilities on a computer that students can access. (See “Security” on the next page to learn more.)

If you have problems with or questions about Instructor Utilities, first contact your school's lab technician or systems administrator. If the problem cannot be resolved, contact ELLIS Technical Support at support@ellis.com.

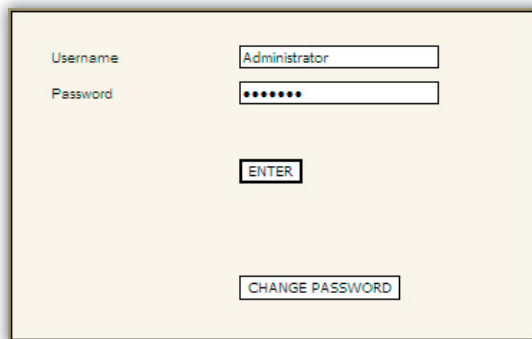
Security

ELLIS has taken every possible measure to make Instructor Utilities a secure program. Because Instructor Utilities 3 functions as a website, its Login Screen can be accessed by anyone who knows the URL. Here are some precautions you can take to ensure that your records are kept confidential:

- Keep the URL confidential. Create a bookmark for the URL on a computer that only *you* have access to. Ideally, the computer itself should be password protected.
- Keep your user name and password confidential. Do not write down your user name or password or store it in a computer file.
- Avoid prolonged use of the default user name and password. Change the user name and password regularly.
- Do not leave Instructor Utilities open on an unattended computer.
- If you think the records have been tampered with, contact your systems administrator immediately.

Login Screen

Below is an image of the Instructor Utilities Login Screen. When this login screen appears, enter your user name and password and click Enter. The default user name is *administrator* and the default password is *letmein*. You should change from the default user name and password as soon as possible using the Change Password button.

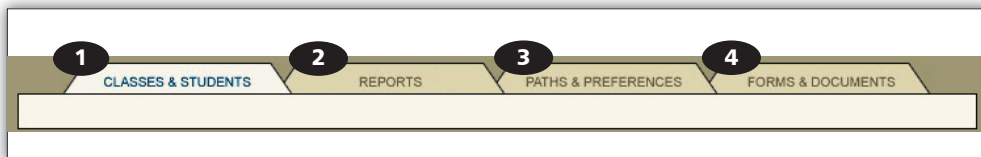


Login Screen This is part of the first screen you will see when you go to the Instructor Utilities site. Enter your user name and password to access the program.

If you press Enter and your user name or password is not correct, you will receive an error message prompting you to re-enter your user name and password.

Tabs

There are four tabs in Instructor Utilities (see figure below). The following is a brief explanation of each tab's content.



Instructor Utilities tabs 1. Classes & Students tab
2. Reports tab 3. Paths & Preferences tab 4. Forms & Documents tab

Classes & Students Create and manage class and student information.

Reports Create customized reports that show the progress of an individual student or an entire class.

Paths & Preferences Set features preferences that will affect how the program appears or functions; specify individualized paths for students or classes to follow in ELLIS.

Forms & Documents Access supplemental materials such as this guide in PDF format, Correlations, and Scope & Sequence charts.

Classes & Students

After you enter Instructor Utilities from the Login Screen, the first tab, “Classes & Students,” will be active. Under this tab you can organize your students into classes and store detailed information about classes and students.

The page is divided into two columns, each containing two boxes. The first column displays information about your classes. The second column displays information about your students. The boxes at the top of the page are “Classes” on the left and “Students” on the right. Below these boxes are corresponding information boxes that contain fields for data entry.

The screenshot shows the 'Classes & Students' tab interface. It is divided into four main sections:

- 1. Classes:** A box containing a list of classes. The first class is 'ELLIS HS - ELLIS' and the second is 'ELLIS HS - New Class'. Below the list are buttons for 'New Class' and 'Delete Class'.
- 2. Class Information:** A box containing fields for entering class details: Class Name, School Name, District, Class Teacher, and ESL Teacher.
- 3. Students:** A box containing a list of students. The first student is 'Amjad, Amir' and the second is 'Fox, John'. Below the list are buttons for 'New Student' and 'Delete Student'.
- 4. Student Information:** A box containing fields for entering student details: Username, First Name, Last Name, Birthdate, Native Language, and a dropdown for Language.

Classes & Students tab 1. Classes box 2. Class Information box 3. Students box 4. Student Information box

Classes

In this section, you will learn how to manage your class information in Instructor Utilities, including creating a new class, deleting a class, making changes to an existing class, and setting passwords for a class.

A box labeled “Classes” will automatically appear on the Classes & Students page. In this box there are two buttons at the bottom: New Class and Delete Class. Above those buttons is a list of the classes that have been created.

Create a new class You can create a new class by clicking on the New Class button in the Classes box. A box labeled “Class Information” will appear underneath the Classes box (see figure on right). To the right of the Classes box, a box labeled “Students” will also appear. In this box, you will enter the students in the class.

In the Class Information box, type information in the fields. Press tab on your keyboard to move to the next field. When you have filled in all relevant information, click Save Changes at the bottom of the Class Information box.

Delete a Class To delete a class, click on the class you want to delete in the Classes box. Your selection will be highlighted. Click the Delete Class button.

Make changes to an existing class Click once on the class you want to alter. Its information will appear in the Class Information box underneath. Make changes to the desired fields. Click Save Changes at the bottom of the box. This will save the updates you have made. If you do not click Save Changes and the page does not reload, your changes will not be saved.

Classes

ELLIS HS - ELLIS
ELLIS HS - New Class

New Class Delete Class

Classes section Under the Classes & Students tab, you will see a Classes box. At the bottom are two buttons: New Class and Delete Class. Above those buttons is a list of the classes that have been created.

Class Information

Class Name ELLIS
School Name ELLIS HS
District ELLIS ISD
Class Teacher Ms. Ellis
ESL Teacher Mr. Hall
ESL Minutes 60
Access Password
Test Password

Save Changes

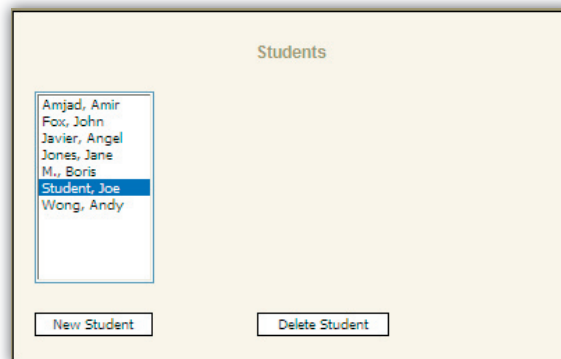
Class Information box This is where the class' information is stored. Because it is for your records, type information into only the relevant fields and click Save Changes at the bottom.

Set passwords for a class Two fields in the Class Information box are “Access password” and “Test password.” Entering values for these fields will create a password that the entire class must enter to log in or take a test. Many teachers choose not to assign an access password because students easily forget it. You may want to keep a test password confidential so that you can decide when a student can take and retake unit tests.

Students

In this section, you will learn how to manage student information, including creating a new student, deleting a student, making changes to an existing student, setting passwords for a student, and moving a student to another class.

Create a new student To create a new student, first make sure you have the right class highlighted in the Classes box. Click the New Student button in the Students box (see figure below).



Students box At the bottom are two buttons: New Student and Delete Student. Above is a list of students that have been created in a specific class.

A new box, “Student Information,” will appear underneath the Students box (see figure on the next page). Enter the student’s information in the fields, leaving any irrelevant fields blank. The bottom field is a comment field where you can write and edit comments about a student. Click Save Changes when you are finished.

Delete a student To delete a student from a class, click on the student you want to delete. Your selection will be highlighted. Click the Delete Student button.

Make changes to an existing student Click once on the student whose information you want to change. The student's information will appear in the Student Information box. Make the desired changes. Click Save Changes. This will save the updates you have made. If you do not click Save Changes and the page does not reload, your changes will not be saved.

Set passwords for a student Two fields in the Student Information box are “Access password” and “Test password.” Entering values for these fields will create a password for a student, not for the entire class. Students will be required to enter their assigned access or test password when they log in to the program or take a test.

Many teachers choose not to assign access passwords because students easily forget them. You may want to keep a test password confidential so that you can decide when a student can take and retake unit tests.

Move student to a different class To move a student to a different class, click once on the student in the Students box. Under the Student Information box, locate the Change Class selection menu. The class that the student is currently assigned to should appear in the field. Select another class for the field by clicking on the down arrow to the right of the field and choosing a new class. Then click Save Changes.

The screenshot shows a web form titled "Student Information". It contains several input fields and dropdown menus. A red circle with the number "1" points to the top section of the form, which includes fields for Username, First Name, Last Name, Birthdate (with month, day, and year dropdowns), Native Language, Language Literate?, Gender, Grade / Level, TOEFL Score, Enrollment Date (with month, day, and year dropdowns), Access Password, Test Password, and Change Class (a dropdown menu). A "Save Changes" button is located to the right of the Change Class field. A red circle with the number "2" points to a "Comments" section at the bottom, which contains a text area with the text "Joe is a great student. His vocabulary skills are excellent, but he lacks confidence in speaking and writing." A red circle with the number "3" points to the "Save Changes" button.

Student Information box 1. Fields that store relevant student information 2. Comment box where teachers can type comments about a student 3. Save Changes button

Reports

The Reports section of Instructor Utilities allows you to create customized progress reports for classes or individual students. To help your students get the most out of ELLIS, it is critical to use the reports to see how students are doing in ELLIS. Make sure that they are spending time in all the sections of the lesson, including the Recorder and Summary. Check students' test and quiz scores. Keeping yourself familiar with your students' progress will help you know how to better aid them in their studies.

Generate Report

Select Product
basics3

Select Report Type
Test Report - All Scores

Select Class
ELLIS HS - ELLIS

Select Student
Student, Joe

Change

CREATE REPORT

Reports tab Under the Reports tab, you can create customized reports for classes or individual students. Click the Create Report button to display your report.

Follow these steps to create a report:

1. Select options that are described on the next page under “Create a Customized Report.”
2. Click Create Report.
3. Print or save the PDF file that appears.

Create a Customized Report

There are four selection menus to help you create a custom report. Before you begin, have in mind the class or student for whom you want a report created.

Select Product Choose the ELLIS program to be used in the report.

Select Class You can create reports for entire classes by selecting the class in this field. If you want to create a report for a specific student, select the class they belong to in this field. The list of students will appear under “Select Student.”

Select Student To create a report for one student, select the class in the “Select Class” field and then select the name in this field. If you want a class report, leave the default “All Students” as the value.

Select Report Type Select the type of report you want to generate. These reports will be described in detail later in this chapter.

When you have chosen values for each field, click Create Report at the bottom of the screen. A PDF file will appear. If you do not have Adobe Acrobat 5.x or Adobe Reader 6.x installed, it will ask you if you want to install it. Click “Yes” and follow the installation instructions.

Print or Save the Report

In Adobe Acrobat or Adobe Reader, you can view, save, and print the report that Instructor Utilities created.

Interpret the Report

Each report generated in Instructor Utilities contains three main sections, as shown in the following figure.

1

2

3

Teacher: Ms. Ellis Class: ELL/S District: ELL/S ISD		ESL Teacher: Mr. Hall School: ELL/S HS	
Student Name: Student, Joe Native Language: Spanish Time in Program: 4:02:52			
Time on Task		Hours : Minutes : Seconds	
Time in Program		4:02:52	
Time in Script		0:03:33	
Time in Video		0:01:16	
Time in Roleplay		0:02:22	

Report 1. Student or class name; program name; report type; date and time 2. Class and student information
3. Report information

The first section gives the class or student name, the program name, the report type, and the date and time.

The second section gives the report type and any applicable class or student information.

The third section gives the report information. You can select different reports using the Select Report Type menu. The reports available on the menu will change depending on whether a student or a class is selected. There are five student reports:

- Test Report—All Scores
- Quiz Report
- Completion Report
- Student Time Report
- Student Report

There are five class reports:

- Test Report—All Scores
- Quiz Report
- Class List
- Class Completion Average
- Class Report

Each of the reports listed above will be described in detail in the following pages.

Test Report—All Scores

This report can be displayed for either a class or a student. Test scores for all the units in the program will automatically be displayed in this report.

Class ELLIS - ELLIS HS ELLIS intro3: Test Report - All Scores run on Thursday, Feb 16 12:42:38 MST 2006									
1									
Teacher: Ms. Ellis			ESL Teacher: Mr. Hall						
Class: ELLIS			School: ELLIS HS						
District: ELLIS ISD									
Test Scores									
ELLIS ID	Student Name	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
U000007	Amjad, Amir	--	--	--	--	--	--	--	--
U000003	Fox, John	--	--	--	--	--	--	--	--
U000004	Javier, Angel	--	--	--	--	--	--	--	--
U000002	Jones, Jane	28%	--	--	--	--	--	--	--
U000005	M., Boris	- no test completion information -							
U000001	Student, Joe	73%	45%	43%	--	--	--	--	--
U000006	Wong, Andy	- no test completion information -							
Class Averages		50%	45%	43%	--	--	--	--	--

Test Report—All Scores This report gives scores as percentage correct for each unit in a program.

The Test Report gives multiple scores for a student or a class. At the top of the page starting on the left-hand side, will be column headers. First is the student’s ELLIS ID, next the student’s name, following that you will find the names of the units. Beneath the units, scores are reported as the percentage of questions the students answered correctly. At the bottom of the page of the class report, the class average is found in bold for each unit.

This categorical breakdown of scores can give valuable information about areas in which students are struggling or excelling.

Quiz Report

This report can be displayed for either a class or a student. Quiz scores for all the lessons and units in the program will automatically be displayed in this report, so it may be several pages long.

Teacher: Ms. Ellis		ESL Teacher: Mr. Hall		
Class: ELLIS		School: ELLIS HS		
District: ELLIS ISD				
Quiz Scores and Time in Quizzes				
Basics Skills				
Student ID	Student Name	Vocabulary	Reading	Time
U000007	Amjad, Amir		- no quiz completion information -	
U000003	Fox, John			
	Lesson 1	--	--	0:00
U000004	Javier, Angel		- no quiz completion information -	
U000002	Jones, Jane			
	Lesson 1	--	--	0:00
U000005	M., Boris		- no quiz completion information -	
U000001	Student, Joe			
	Lesson 1	--	--	0:48
	Lesson 2	--	--	0:00
	Lesson 3	--	--	0:00
	Lesson 4	--	--	0:00
	Lesson 5	27/30: 90%	--	2:12
	Lesson 6	--	--	0:00

Quiz Report This report shows quiz scores for each unit and lesson.

Each unit and name is listed in a grey box along the left hand side of the page. Lesson rows down the left, delineate the scores for each category.

This report breaks down each quiz into the different skill categories that are tested. Across the top of the report, these categories are displayed. Underneath the categories, the ratio of answers right to total questions and percentage correct for the categories are listed.

Scores of zero for quizzes taken are displayed as zeroes and figure into calculations as zeroes. Quizzes not taken are displayed in reports as “- -” and do not enter into average calculations, except for class completion percentages.

Looking at the category scores can help you see how your students are doing in different areas.

Completion Report

The Completion Report shows the amount of time a student has spent in specific areas of ELLIS.

Teacher: Ms. Ellis
Class: ELLIS
District: ELLIS ISD

ESL Teacher: Mr. Hall
School: ELLIS HS

Student Name: Student, Joe
Native Language: Spanish
Time in Program: 22:16:06

Lesson Completion: Time spent by skill

Unit 1	Listening	Vocabulary	Grammar	Pronunciation	Communication
Lesson 1	0:00:48	1:24:11	0:04:13	0:03:08	0:07:50
Lesson 2	0:02:23	0:43:26	0:15:46	0:01:59	0:08:08
Lesson 3	0:00:15	0:00:23	0:00:14	0:00:35	0:00:25
Lesson 4	0:00:13	0:00:15	0:00:16	0:00:27	0:01:14

Unit 2	Listening	Vocabulary	Grammar	Pronunciation	Communication
Lesson 1	0:00:00	0:00:00	0:00:00	0:00:00	0:00:00
Lesson 2	0:00:00	0:00:00	0:01:46	0:00:00	0:00:00

Completion Report This report shows the amount of time spent in the different categories of each lesson. Highlighted lessons have been completed.

Across the top of the report, skill categories are displayed. Along the left side, the lessons are displayed. The time for each lesson category is shown in hours, minutes, and seconds. A lesson that is shaded (Lessons 1, 2 and 3 of Unit 1 in the figure above) has been completed.

Student Time Report

The student time report shows how much time a student has spent in the different sections of ELLIS.

Teacher: Ms. Ellis Class: ELLIS District: ELLIS ISD				ESL Teacher: Mr. Hall School: ELLIS HS								
Student Name: Student_Joe Native Language: Spanish Time in Program: 22:16:06												
Activity Times												
U000001 - Student_Joe												
Unit Name	Script	Video	Roleplay	Learn	Practice	Summary	Game	Test	Quiz	Reorder	Total	Status
1. Meeting People	6:54:13	24:00	31:39	47:15	1:14:04	88:11	14:48	33:30	4:12	1:20	10:34:34	Done
2. Shopping	0:00	0:00	0:00	0:16	1:00	1:48	0:57	0:57	0:00	0:00	5:00	In Progress
3. Getting Around	0:00	0:00	0:00	0:00	0:00	0:00	0:00	2:18	0:00	0:00	2:18	In Progress
4. Getting Together	0:00	0:00	0:00	0:00	0:00	0:00	0:00	0:00	0:00	0:00	0:00	Not begun
5. Finding a Job	0:00	0:00	0:00	0:00	0:00	12:14	0:00	0:00	0:00	0:00	12:14	In Progress
6. Banking	0:00	0:00	0:00	0:00	0:00	0:12	0:00	0:00	0:00	0:00	0:12	In Progress
7. Going to the Doctor	0:00	0:08	0:00	0:31	1:04	0:00	0:00	0:00	0:00	0:00	1:43	In Progress
8. Having Fun	0:10	0:07	0:00	0:32	9:16	1:38	0:00	0:00	4:01	0:00	15:40	In Progress
Totals	8:55:09	25:04	31:39	48:29	1:25:23	1:13:57	15:42	26:45	8:33	1:20	11:12:01	In Progress

Student Time Report This report shows the amount of time (in hours, minutes, and seconds) spent in the different categories of each lesson. Totals are given across the bottom.

The lessons are listed along the left side; different categories within each lesson are listed across the top. The Learn category displays time spent on the tutorial pages.

Corresponding times (in hours, minutes, and seconds) are shown in the middle. Across the bottom, the total times for each lesson are shown in bold.

The sum of the total times at the bottom of the report may not match the “Time in Program” shown at the bottom left of the table because the total time in the program includes time spent on the Main Menu and the Skills Menu, which are not included in the tables.

A final column called “Status” is also shown for each unit. If no time has been recorded in any activity for a unit, the status is “Not begun”. If all activities in a unit have some time greater than 0, the status is “OK”, otherwise the status is “In progress.” This indicates some time in at least one activity.

An overall status is shown in the bottom right-hand corner of the report. This status is indicative of the student’s progress for the entire program. If all units have status “Not begun” then the program status is the same. If all units are “OK” then the program status is “Done.” All other possibilities will display the overall status as “In Progress”.

Student Report

The student report is several pages long. This summary gives comprehensive information about the student’s progress in ELLIS. The Student Report gives the following information:

- Time in program by category
- Test results
- Quiz results
- Lesson completion
- Student time report

The first section of the student report gives the time spent in different areas of ELLIS in hours, minutes, and seconds. If the figures for the total time in the program do not match the sum of the categories, it is because the total time in the program includes time on the Main Menu and the Skills Menu, which are not listed in the report. The first section of the report also gives the total time the student has spent using the recorder and the total number of times the student has used the recorder.

The second section of the report displays the student's test scores. See the section titled "Test Report—All Scores" to learn more.

The third section of the report displays the student's quiz scores. See the section titled "Quiz Report" to learn more.

The fourth section of the report shows the student's lesson completion and the time spent in each area of ELLIS. See the section titled "Completion Report" to learn more.

The fifth section of the report shows the student's time in specific areas of ELLIS. See the section titled "Student Time Report" to learn more.

Class Report

The Class Report is several pages long and displays detailed information about many aspects of a class's performance in ELLIS. The class report gives the following information:

- Test Report—All Scores (see page 38)
- Quiz Report (see page 39)
- Class List (below)
- Class Completion Average (see page 42)
- Class Report

Class List

The Class List gives the names, login IDs, native languages, ages and time in program, for each student in a class.

Teacher: Ms. Ellis
Class: ELL/IS
District: ELL/IS ISD

ESL Teacher: Mr. Hall
School: ELL/IS HS

Name	Login ID	Native Language	Age	Time in Program
Amjad, Amir	Amir	Arabic	31	0:17:30
Fox, John	John	Spanish	30	0:08:52
Jaiver, Angel	Angel	Spanish	31	1:07:59
Jones, Jane	Jane	Portuguese	40	0:09:03
M., Boris	Boris	Russian	31	0:00:00
Student, Joe	Joe	Spanish	19	22:19:06
Wong, Andy	Andy	Mandarin Chinese	31	0:00:00

Class List This report shows information about each student in a class. Time is given in hours, minutes, and seconds.

Class Completion Average

The Class Completion Average report shows each unit and lesson in the program and what percentage of the class has completed each unit or lesson.

Teacher: Ms. Ellis
Class: ELL/IS
District: ELL/IS ISD

ESL Teacher: Mr. Hall
School: ELL/IS HS

Percent of Class Completing All Activities in Each Lesson

Unit 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4		
0 %	0 %	0 %	0 %	0 %		
Unit 2	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
2 %	0 %	0 %	0 %	14 %	0 %	0 %
Unit 3	Lesson 1	Lesson 2	Lesson 3	Lesson 4		
0 %	0 %	0 %	0 %	0 %		

Class Completion Average This report shows what percentage of the class has completed the lessons and units in a program.

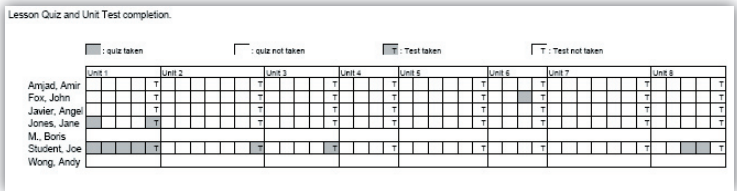
Lesson Quiz and Unit Test Completion:

The Lesson Quiz and Unit Test Completion section is a bar graph that shows which students have completed each quiz per lesson and each test per unit. This allows an administrator or teacher to see at a glance how far through the course each student has progressed, and to quickly gauge the relative progress of any member of the class relative to the others.

Each column equals one lesson. Each grey box represents a quiz that has been taken within that lesson. Each white box represents that a student has not taken a particular quiz.

If the grey box has a “T” in it, it means that the Unit Test has been completed by that student. Likewise, if the “T” is in a white box, it means that the Unit Test has not been completed by a particular student.

If there are no column lines and no grey boxes in a student’s row, it means that student hasn’t started the program. (See student row for Jose Azanza in figure below.) If there are column lines in a student’s row but no grey boxes, it means the student began the program but never completed a quiz or a test. (See student row for Edgar Moreira in figure below.)



Class Completion Graph This report shows a graph of which students have completed lesson quizzes and unit tests.

Paths & Preferences

The Paths & Preferences section of Instructor Utilities allows you to select preferences that will affect how ELLIS functions and appears on the screen. You can also choose a customized path for a class or student to follow in ELLIS.

Follow these steps to choose paths and preferences:

1. Select a product, class, and student.
2. Change the desired options. Click Apply Changes at the bottom of the screen.

An explanation of the options follows in two separate sections: “Choose Preferences” and “Choose Path.”

Choose Preferences

In the Options box (see figure below) you will see yes or no questions about five different categories: Navigation, Tests & Quizzes, Sound, Video, and Login.

The screenshot shows the 'Instructor Utilities' interface with the 'PATHS & PREFERENCES' tab selected. The interface is divided into several sections:

- APPLY TO:** Includes 'SELECT PRODUCT' (set to 'intro3') and 'SELECT CLASS' (set to 'ELLIS HS - ELLIS').
- OPTIONS:** A section for configuring various preferences, each with a description and radio button options for 'Yes' or 'No'.
 - NAVIGATION:** 'Next' button is always active... (Yes/No), 'Require students to complete lessons sequentially?' (Yes/No).
 - TESTS & QUIZZES:** 'Enter a minimum quiz score (0-100) for advancement...' (0), 'If students are NOT required to complete lessons sequentially (above) this value will be ignored.' (Yes/No), 'Enable the Test Review button on the Main Menu?' (Yes/No).
 - SOUND:** 'Maximum Recording Time (in seconds)' (60).
 - VIDEO:** 'Allow branching in lesson videos? (Middle Mastery and Senior Mastery only)' (Yes/No).
 - LOGIN:** 'Allow multiple users to log in on one computer?' (Yes/No), 'Allow guest login?' (Yes/No).
- PATH:** A dropdown menu set to 'No path'.

At the bottom, there is an 'APPLY CHANGES' button.

Options box Under the Paths & Preferences tab, you can choose preferences that will affect how the programs function and appear.

Read the questions and then choose Yes or No by clicking in the radio button. The default for the preferences in the Navigation section is “No.” The default for the other sections is “Yes.” Below is a more detailed explanation of each preference option, divided by category.

Navigation

- Next button is always active.

Yes: Students will be able to click the Next button even if they have not looked at the page. You may want to make the Next button always available if a student is repeating some portions of an activity but not all of it.

No: Students must complete the page’s activity or question before they can access the Next button which will take them to the next sequential page. Choose “Yes” for this option if you want to make sure your students do not click the Next button without first learning the material on the page.

- Require students to complete lessons sequentially?

Yes: Students must complete the program’s lessons sequentially, beginning with Unit 1, Lesson 1.

No: Students can go to any unit or lesson they choose to. You may want to select No if students are simply exploring the program and are not being assessed.

Tests & Quizzes

- Require a minimum quiz score for advancement?

Yes: Students must receive a minimum percentage of answers right on a lesson quiz before moving on to the next lesson. Type in a minimum quiz score percentage in the field. Selecting Yes may discourage students from quickly answering the quiz questions without studying them first. You may want to select this option to ensure students master previous material before moving on to the next lesson. This option is not recommended for use with paths, which are described later in this chapter.

No: Students will not be required to score above a certain percentage before they advance to the next lesson.

- Enable the Test Review button on the Main Menu?

Yes: The Test Review buttons allow students to view their most recent unit test answers with feedback for every page. They are not allowed to change their answers. Selecting Yes will make the Test Review accessible to students.

No: The Test Review button will be inactive. Students will not be able to access the test reviews for the unit tests.

Sound

- Maximum recording time =

Fill in the maximum time for which you want students to be able to record in the seconds field. The recorder is a program feature that allows students to practice speaking English and hear their pronunciation compared to a native speaker's. The default setting is 60 seconds. Most recordings should not take more than 20–30 seconds. However, you may want to set the recording time for longer so students do not get discouraged.

Video

- Allow branching in lesson video? (Middle Mastery only)

Yes: In Middle Mastery, the lesson videos include branching. Selecting “Yes” for this option will allow selection menus to appear at the beginning or during the video.

On the selection menus, students can choose what one of the characters in the video says next. The rest of the dialogue will reflect the student's choice. Students will also see the script of the dialogue they chose on the Script Page. Note, however, that some videos in Middle Mastery do not contain branching and will play straight through.

No: The lesson video will play straight through without interruptions. ELLIS will use the first option from the selection menus in the video and then in the script on the Script Page.

Login

- Allow multiple users to log in on one computer?

Yes: Up to three students can log in to one computer at a time. You do not need extra licenses for multiple logins. If more than one student logs in to a computer, the tests and quizzes will be disabled for that session. If you choose “Yes” the quizzes and tests will still be available if only one student logs in to a computer.

No: Only one student will be able to log in to one computer at a time.

- Allow Guest login

If ‘Yes’ is enabled, a button marked Guest will appear on the Login screen. Guest will allow a user to log into ELLIS without being registered in the student database. If a student logs in as Guest, they will be allowed to choose their language from the list of Native Languages, if installed.

If ‘No’ is enabled, the Guest button will not appear on the Login screen.

Choose Path

In the Options box, the last preference is “Path.” Setting a path will allow the student to access only specific parts of the program. Any portions of the program that are not part of the pre-designed path will be inactive. Please note that ELLIS does not recommend setting a quiz score limit when paths are used because quizzes will still cover all subjects taught in ELLIS.

Below is an explanation of the different types of paths available in Instructor Utilities.

- **Disable all [program name]:** This path is a good choice if you have multiple ELLIS programs installed on lab computers. For example, if you disable Middle Mastery for a beginning class working in Basics, students will not be able to access the more difficult program.
- **Enable Only [Unit Number]:** Choose this path if you want a class or student to access only one unit at a time. Each program lists each unit separately. For example, Middle Mastery has an Enable Only selection for its five units, and Senior Mastery has selections for all twelve of its units.
- **Functional Approach:** This path is suggested as (1) a faster route for students; (2) an option for a class with minimal lab time; and (3) an alternative supplement to already established curriculum. This path focuses on communication skills.
- **Grammar Booster:** This path is suggested for students or classes who have a good vocabulary base, but need more grammar instruction and practice. Grammar Booster focuses on the grammar portion of the program.
- **Listening Skills Booster:** This path is suggested for students or classes who need practice to develop better listening skills. This Booster path focuses on the listening portion of the program.
- **Pronunciation Booster:** This path is suggested for students or classes who need practice developing accurate pronunciation and reduction of native language accent. This path focuses on the pronunciation portion of the program.

- **Vocabulary Booster:** This path is suggested for students or classes who need to develop a better vocabulary base. This path focuses on the vocabulary portion of the program.

Forms & Documents

One of the new and most useful features of Instructor Utilities 3 is the Forms & Documents tab, which contains PDFs of ELLIS supplemental materials. Here are the six sections you will find under this tab:

- Certificates of Completion
- Correlations
- Help-at-a-Glance cards
- Instructor Guides
- Parent Letters
- Scope & Sequence charts

The screenshot shows the 'FORMS & DOCUMENTS' tab selected in the top navigation bar. Below the tab, there are six sections arranged in a 3x2 grid:

- CERTIFICATES OF COMPLETION**: A list box containing 'Achievement Certificate', 'Basic', 'Intro', 'Middle Mastery', 'Master Pronunciation', 'Senior Mastery', and 'Academic Skills'. A 'VIEW' button is at the bottom right.
- CORRELATIONS**: A list box containing 'BEC exams', 'BEST', 'California ELD 6-8', 'California ELD Standards (9-12)', 'CASAS', 'Chicago Public Schools', 'ELLIS TESOL Standards', 'Florida: Miami-Dade County', 'Florida: FCAT Academic', 'Florida: Sunshine State Standards', and 'Florida Adult Education by ELLIS Products'. A 'VIEW' button is at the bottom right.
- HELP-AT-A-GLANCE CARDS**: A list box containing 'Albanian', 'Arabic', 'Armenian', 'Bengali', 'Bosnian', 'Bulgarian', 'Burmese', 'Catalan', 'Chinese Simplified', 'Chinese Traditional', and 'Croatian'. A 'VIEW' button is at the bottom right.
- INSTRUCTOR GUIDES**: A list box containing 'ELLIS Basic Instructor Guide', 'ELLIS Intro Instructor Guide', 'ELLIS Middle Mastery Instructor Guide', 'ELLIS Senior Mastery Instructor Guide', 'ELLIS Master Pronunciation Instructor Guide', 'ELLIS Placement Test Instructor Guide', and 'ELLIS Quickstart Guide'. A 'VIEW' button is at the bottom right.
- PARENT LETTERS**: A list box containing 'Albanian', 'Arabic', 'Armenian', 'Bengali', 'Bosnian', 'Bulgarian', 'Burmese', 'Cambodian', 'Catalan', 'Chinese Simplified', and 'Chinese Traditional'. A 'VIEW' button is at the bottom right.
- SCOPE & SEQUENCE CHARTS**: A list box containing 'ELLIS Kids Scope & Sequence Chart', 'ELLIS Academic Scope & Sequence Chart', and 'ELLIS Business Scope & Sequence Chart'. A 'VIEW' button is at the bottom right.

Forms & Documents tab In the six sections of the Forms & Documents tab, instructors can find ELLIS supplemental materials in PDF form.

CHAPTER 4

Implementing ELLIS in the Classroom

The first part of this guide provided detailed information about getting started and using the ELLIS program and Instructor Utilities. The second part of the Instructor Guide will help you implement the ELLIS program into your classroom.

This chapter will teach you how to plan curriculum with ELLIS, provide a step-by-step guide to implementing ELLIS in your classroom, and describe ELLIS supplemental materials. At the end of this chapter is the Scope & Sequence chart.

If you have any questions or need more ideas for curriculum planning with ELLIS, please contact us at training@ellis.com.

Implementing ELLIS

Below are three steps you can take to smoothly implement ELLIS in the classroom. First, prepare your classroom before you introduce ELLIS. Second, prepare your students to use ELLIS after you have introduced it in the classroom. Finally, throughout the year you can help your students increase their learning with ELLIS by using the suggestions provided.

Prepare Your ELLIS Classroom

Before you introduce ELLIS to your students, you should prepare yourself and your classroom by setting up computer stations, creating a student database in Instructor Utilities, and planning your curriculum.

Set up computer stations Set up each computer station with headphones and a microphone. Headphones allow students to listen to the computer without being distracted by other students using the lab. Microphones allow students to participate in recording activities.

Create student database Before students use ELLIS for the first time, enter each student's name and information into Instructor Utilities. Keep track of students' individual user names and access passwords because they will need these to log in to the program. In the program, "user name" is the student's Learner ID. An access password can be set for the entire class or a different password can be assigned to each student.

Plan your curriculum Before using ELLIS in your classroom, it will help to have lesson plans already created.

Prepare Your Students

On the day you introduce ELLIS to your students and for the first few weeks that students are using ELLIS, you should prepare your students by doing the following: teaching your students how to use ELLIS, administering the ELLIS Placement test, and checking students' understanding of the program features.

Teach students how to use ELLIS On the first day ELLIS is introduced in your classroom, teach your students how to use the program. The following ideas are suggestions submitted by teachers and lab administrators. Let us know what worked for you by e-mailing us at training@ellis.com.

- Have your institution's technical assistant set up an LCD projector that connects to your computer. Project your computer screen on the wall in your classroom or computer lab and walk your class through each page. Teach them how the buttons function, how the recorder works, and how to best use the program.
- Copy pages from this guide and make overheads to use in teaching your students about using ELLIS. Or use your computer's screen capture function to create your own instruction pages and create overheads.
- Have a student who knows how to use ELLIS pair up with students new to the program and teach them how to use it. Remember that up to three students can log on to one computer at a time.
- Use the Help-at-a-Glance cards from the Forms & Documents section of Instructor Utilities to remind students of basic ELLIS functions. Print cards off in the students' native languages, laminate them, and put them next to each computer so students can quickly refer to the card.

Administer the ELLIS Placement test Before your students use an ELLIS program, make sure they are going to have their unique language education needs met. ELLIS Placement is a program that can pre-test your students to have their knowledge assessed. Placement will then recommend which Academic program is right for the student and where in the program he or she should begin.

Check Students' Usage In the first few days after implementing ELLIS, check students' usage of the program. Are they comfortable using the recorder and help features? Can they navigate easily within the program? You can provide them with Help-at-a-Glance cards for easy and instant assistance.

Help Your Students Learn

Throughout the year, you can enhance your students' experiences with ELLIS by consistently doing the following: checking student records in Instructor Utilities, using classroom expansion activities and the Student Workbook, and communicating with parents and congratulating students on their progress in ELLIS.

Check records in Instructor Utilities It is critical to frequently check your students' progress through ELLIS in Instructor Utilities. Looking at assessment reports lets you know how well they are performing on quizzes and tests. This will also help you to know where each student may need extra encouragement, help, and instruction.

Use Student Workbooks and classroom activities Use the Student Workbooks for additional practice and take-home assignments. The answer keys for the Student Workbooks are found in this guide. This guide also contains classroom expansion activities for each unit.

Communicate and Congratulate Throughout the year, communicate with parents and students about the students' progress. The Parent Letter templates can be used to keep in touch with non-English speaking parents. Use the Certificates of Completion to congratulate students on their progress. These materials and more can be downloaded free of charge from the ELLIS website at ellis.com.

Curriculum Planning with ELLIS

Although ELLIS is designed as a self-standing curriculum, you can also correlate the computer-based instruction with your existing curriculum. The key to effectively implementing ELLIS in your classroom is the Scope & Sequence chart, which can be found at the end of this chapter.

The Scope & Sequence chart gives a description of what is taught in each lesson and skill area. Many teachers want to integrate ELLIS with lessons they are already using. This valuable classroom companion will help you plan your lessons accordingly.

Correlating ELLIS with Existing Curriculum

Many schools use ELLIS as a supplement to curriculum already in use. The process of combining students, textbooks, and software can be laborious, but the results of having a well-organized curriculum are well worth the time. To integrate ELLIS, you will need the following items:

- your school curriculum or current lesson plans
- *Instructor Guide* (this book)
- (optional) ELLIS program, installed and ready to use

Correlating ELLIS with your existing curriculum allows you to use your lesson plans that are already centered on specific learning objectives and simply add ELLIS where appropriate. Here are some guidelines to help you get started:

1. Begin by using your school curriculum to identify your school's learning objectives. Or, if you already have lesson plans centered on these objectives, use your current lesson plans.
2. Then use the Scope & Sequence chart (found at the end of this chapter) to locate the lessons in ELLIS that match your learning objectives.
3. Insert the appropriate ELLIS lessons and supplemental materials into your lesson plans.

4. Consult chapters 5–9 in this guide to see the video scripts and vocabulary words from each unit. These chapters also contain ideas for classroom activities that will help your students practice what they learn in the program in a real life setting—with you, the teacher, and with their peers. Most instructors of English as a second or foreign language agree that these activities are key to language mastery.

Developing a Self-Standing ELLIS Curriculum

ELLIS Academic programs can also be used by themselves, without additional school textbooks or lesson plans. If you have specific learning objectives you want your students to meet, you can use the Paths & Preferences tab in Instructor Utilities to customize the programs. Students can spend hours working on the computer learning new skills and then spend additional time away from the computer practicing these skills with the Student Workbook.

Beyond ELLIS

The ELLIS Academic suite can increase learning opportunities for English learners of all levels and abilities. Teachers may wish to fully integrate ELLIS into their instruction or, depending on the focus of the class or the amount of time allocated to language learning, customize the program in a variety of ways that effectively enhance or partially replace other materials and instruction.

When you are planning how to use the program, keep in mind what instructional software like ELLIS can and cannot do for your students. ELLIS can effectively do the following:

- Save teachers and students valuable time
- Allow students to learn in a non-threatening environment, critical for language learning
- Allow students to pace themselves so that learning disabled, average, and gifted students benefit from the instruction and practice
- Give students essential scaffolding by providing visual and contextual support
- Provide multi-lingual instruction (an exceptional benefit for students and teachers)
- Provide multi-level instruction by integrating the content between various levels of the program
- Provide a motivating environment for low-skill learners with activities that they will enjoy
- Give students ample opportunity for independent, yet supported, learning and practice

The Teacher's Invaluable Role

ELLIS cannot, however, replace the language teacher. Computer-assisted instruction, though effective, is not the cure-all for language education. Teachers provide the most important parts of learning: knowledge, time, experience, and individual attention. Realistic, purposeful communication activities, designed and implemented by the teacher, can help students use what they've been taught for more meaningful purposes, not simply to mimic speech or use language in impersonal ways.

Similarly, language learning is not the linear process that computers make it appear to be. Learners—young and old alike—do not acquire one structure at a time, in a sequential step-by-step manner. Language development progresses in unpredictable ways unique to each student and requires holistic, as well as analytical, processing. This is why students need consistent, individual time with the teacher, a teacher's assistant, or a tutor.

The Student's Need for Individual Attention

ELLIS knows your time as a teacher is valuable. ELLIS is designed to maximize the individual time you spend with your students by providing your classroom with excellent learning tools that would be difficult or even impossible for you to provide. ELLIS also manages time-consuming tasks such as record keeping. With ELLIS, the personal attention you give your students can focus on addressing and fulfilling students' individual language needs.

Below are ways you can enhance students' learning experiences with ELLIS:

- When your class is in the computer lab, provide students with assigned topics, supervision, and personal attention when they need it.
- Provide supervision in the computer lab to ensure that learners can use the software effectively. The lab supervisor may also tutor individual users.
- Correlate ELLIS assignments to the learning objectives presented in your classroom.

- Provide free access to the computer lab as a reward and allow students to work on what naturally interests them.
- Let your students know when you or an assistant will be available in the lab. If students work on ELLIS when someone is there to help them, they will have more opportunities for personalized attention and will be more likely to get their needs met.
- Provide a master registry of your students and their assignments to help the lab supervisors offer personal assistance to students.
- Review your students' progress and offer positive feedback frequently.

We wish you the best of luck as you implement ELLIS in your classroom. Please contact us with your questions and comments.

Supplemental Materials

In addition to the extensive computer-based instruction provided in the ELLIS Academic programs, ELLIS offers supplements that reinforce language learning. The following materials can assist you in helping your students master the English language both in and away from the classroom.

ELLIS Student Workbooks

ELLIS Student Workbooks are full of activities that build on the computer instruction. In the workbooks, the student writes, reads, uses diagrams, and participates in activities with other students. The lesson-by-lesson design always builds on what has been learned and practiced in the computer program. This gives the students additional practice and can be used as take-home assignments.

Printing Workbook Pages One Student Workbook is included with your ELLIS product shipment. Additional Student Workbooks must be purchased separately. They can be bought individually or you can buy unlimited printing rights. With unlimited rights, you can print the entire workbook or individual pages as often as needed. Contact your sales representative to learn more about these two options and which best meets your needs.

If you bought unlimited printing rights to the workbooks, you will find the PDF files of the Student Workbook either on your installation CD or on a separate CD. You will need Adobe Acrobat Reader to read the files. Adobe Acrobat Reader is included on the program installation CD.

ELLIS Online ELLIS provides online reading and writing activities on the Internet at ellis.com. These activities include short reading passages on a variety of topics with multiple-choice comprehension questions. Students can check their answers with the option to e-mail the results to the teacher. There are also opportunities to write short essay responses based on the readings and submit them to the teacher. These enriching activities increase students' mastery of reading and writing skills while increasing their exposure to the language of current events and important content-area subject matter.

Scope & Sequence Chart

One of the most important features of this Instructor Guide is the ELLIS Scope & Sequence, found at the end of this chapter. The Scope & Sequence chart gives you a description of what is taught in each lesson and skill. Many teachers want to integrate ELLIS with lessons they are already using. The Scope & Sequence chart will help you plan your lessons accordingly. You can also print the Scope & Sequence chart for each product from our website at ellis.com or from the Forms & Documents section of Instructor Utilities.

Correlation Charts

ELLIS prepares charts called correlations that list all of the education standards or requirements of specific states or organizations. The charts show where each skill requirement is taught in ELLIS Academic. Visit our website at ellis.com to download free correlation charts. You can also find correlation charts in the Forms & Documents section of Instructor Utilities. If you need a specific correlation, contact your sales representative.

Parent Letter Templates

ELLIS Parent Letters are pre-translated and provided for the teacher's convenience. These letters range in purpose from introducing the ELLIS program to reporting student progress. The letters are translated into various native languages to help you communicate with students' parents. You can print out these letters from the ELLIS website at ellis.com or from the Forms & Documents section of Instructor Utilities.

Certificates of Completion

ELLIS provides certificates of completion that can be downloaded free of charge from our website (ellis.com) or from the Forms & Documents section of Instructor Utilities. These certificates can be printed off to give to your students when a lesson, unit, or program has been completed. Present the certificates at frequent intervals to motivate students and to cultivate a sense of progress.

ELLIS Website

Get up-to-date information about product upgrades and important news by visiting the ELLIS website at ellis.com. From the website, you can also access additional materials such as Scope & Sequence charts, activity masters, Parent Letter templates, Certificates of Completion, and correlation charts.

ELLIS Academic Scope & Sequence Chart

The Scope & Sequence chart is a comprehensive list of the learning objectives and material taught in each ELLIS unit. It is designed to help you quickly correlate your school's curriculum with the ELLIS program's curriculum.

Here are some ways the Scope & Sequence chart can be a vital classroom companion:

- Provide an overview of the ELLIS curriculum: Easily learn what ELLIS aims to teach students in each unit
- Assist with lesson planning: Quickly find ELLIS lessons that supplement existing lesson plans
- Assist with standards alignment: Locate ELLIS learning objectives that correlate with national, state, district, or classroom standards

Additional copies of the Scope & Sequence chart for each ELLIS program suite are available at ellis.com and in the Forms & Documents section of Instructor Utilities.

For more information on using the Scope & Sequence chart, contact us at training@ellis.com.

ELLIS Basics 3

thematic scope and sequence

		LESSON 1 My name is Zach.	LESSON 2 How are you?	LESSON 3 This is my family
VOCABULARY	Communication	Introductions	Saying hello and goodbye	Describing your family
	Vocabulary	Names Numbers: 0-10	Public signs (1) Numbers: 11-20	Family Members Public signs (2) Numbers: 20-100
	Alphabet Names	K, M, Z	X, H, G	D, W, S
READING	Phonetic & Print Awareness	m, s, n, kn, h, z	v, f, ph, sh voiced and unvoiced th	l, r, wr long and short o

		LESSON 4 What do you do in the evening?	LESSON 5 I like pizza.	LESSON 6 Can I borrow your pencil?
VOCABULARY	Communication	Describing daily routines	Expressing likes	Making requests
	Vocabulary	Parts of the head	Breakfast, lunch, and supper	Classroom objects and actions
	Alphabet Names	N, B, T	P, J, L	Q, R, Y
READING	Phonetic & Print Awareness	b, d, j, long and short e, final y pronounced as long e	p, t, ch, long and short a, ay pronounced as long a	k, g, w, long and short i, final y pronounced as long i

		LESSON 7 Where is the store?	LESSON 8 How much is it?	LESSON 9 May I help you?
VOCABULARY	Communication	Asking for and giving directions	Asking about prices	Shopping for clothes
	Vocabulary	Transportation and traffic signs	Grocery items	Colors and clothes
	Alphabet Names	C, F, V	A, E	I, O, U
READING	Phonetic & Print Awareness	y, x, qu long and short u	c and g before i and e, ng two pronunciations of ow, oi, oy, ai pronounced as long a	silent e, two pronunciations of ea, oo, ee, consonant clusters: sp, st, pr, tr

ELLIS Intro 3

	UNIT 1 Meeting People	UNIT 2 Shopping	UNIT 3 Getting Around	UNIT 4 Getting Together
VIDEOS	1.1 Hi, Joe. How are you? 1.2 Olivia, this is my friend Joe. 1.3 Joe, where are you from? 1.4 See you later. Goodbye.	2.1 We need milk. 2.2 The 5 lb. bag of sugar is \$1.95. 2.3 How much is the chicken? 2.4 Does that shoe fit you? 2.5 I need new jeans. 2.6 The total is \$40.35.	3.1 Where can I get a taxi? 3.2 Let's go by bus. 3.3 The train leaves at 4:30. 3.4 Do you have the subway map?	4.1 Olivia, it's good to meet your family. 4.2 Can I get you something to eat? 4.3 What time is it, Olivia?
VOCABULARY	1.1 Alphabet and names 1.2 Numbers 0-100 1.3 Countries and languages 1.4 Family	2.1 Food (1) 2.2 Measurements 2.3 Food (2) 2.4 Clothes and colors 2.5 Adjectives: opposites 2.6 Money	3.1 Buildings 3.2 Forms of transportation 3.3 Airport 3.4 get, have, and take	4.1 Family (2) 4.2 Rooms in a house 4.3 Describing people (1)
GRAMMAR	1.1 Be: subject pronouns and contractions 1.2 Be: negatives 1.3 Be: yes/no questions and short answers 1.4 Be: WH - questions	2.1 Count and non-count nouns 2.2 Simple present: final -s and negatives 2.3 How much vs. how many 2.4 This, that, these, and those 2.5 Object pronouns 2.6 Simple present: yes/no and WH - questions	3.1 Prepositions of location 3.2 Comparatives 3.3 Prepositions of time 3.4 Prepositions of movement	4.1 Possessive adjectives and pronouns 4.2 and, but, and or 4.3 here vs. there
COMMUNICATION	1.1 Greetings and responses 1.2 Introducing yourself and others 1.3 Asking for language help 1.4 Saying goodbye	2.1 Making suggestions 2.2 Expressing likes and dislikes 2.3 Asking about prices 2.4 Asking for simple directions 2.5 Buying clothing 2.6 Paying for items	3.1 Asking about availability 3.2 Using public transportation 3.3 Ordering food and drinks 3.4 Asking for and giving street directions	4.1 Giving and responding to compliments 4.2 Offering hospitality 4.3 Asking and telling the time
SOUNDS	1.1 [u] oo you 1.2 [ow] o no 1.3 [f] f from 1.4 [l] l late	2.1 [b] b bag 2.2 [i] ee need 2.3 [r] r for 2.4 [w] w want 2.5 [j] jeans 2.6 [ey] ey okay	3.1 [æ] a can 3.2 [e] e let's 3.3 [i] i ticket 3.4 [uh] uh subway	4.1 [aɪ] ai hi 4.2 [θ] th something 4.3 [ah] ah clock
SUPRASEGMENTALS	1.1 Syllables 1.2 Word stress 1.3 Word stress: multiples of ten and -teen numbers 1.4 Basic sentence stress	2.1 The schwa sound 2.2 Final -s / -es 2.3 Reduction: for 2.4 Contrastive sentence stress 2.5 Reduction: can 2.6 Word stress: reduction of unstressed syllables	3.1 Initial consonant clusters 3.2 Intonation: yes/no and WH - questions 3.3 Intonation: statements and polite requests 3.4 can vs. can't	4.1 Reduction: pronouns and possessives (1) 4.2 Reduction: do 4.3 Linking: consonants

thematic scope and sequence

UNIT 5 Finding a Job	UNIT 6 Banking	UNIT 7 Going to the Doctor	UNIT 8 Having Fun
5.1 What do you want to do? 5.2 My neighbor made cabinets and chairs. 5.3 I heard you have jobs available. 5.4 Richard, what are your skills? 5.5 I want you to work with us.	6.1 Can you help me open an account? 6.2 What is your date of birth? 6.3 May I withdraw some money from my account?	7.1 Mom, I have a headache. 7.2 We have an appointment at 3:00. 7.3 911. What is the emergency? 7.4 Let me get some information. 7.5 Bill, you need ten stitches. 7.6 Take two pills after you eat.	8.1 What are you doing this weekend? 8.2 Would you two like to come? 8.3 We're going to buy tickets for the game. 8.4 Let's all do something together soon.
5.1 Jobs 5.2 Employment 5.3 Phoning 5.4 Interviews 5.5 The calendar	6.1 Banks and post offices 6.2 Personal information 6.3 some vs. any	7.1 The body 7.2 Illnesses 7.3 Injuries 7.4 Emotions 7.5 Treatments 7.6 Physical feelings	8.1 Weather 8.2 Activities 8.3 Sports 8.4 Describing people (2)
5.1 Simple past: be 5.2 Simple past: regular verbs 5.3 Articles: a vs. an 5.4 Simple past: questions 5.5 Simple past: irregular verbs	6.1 Modals: form 6.2 Modals: meaning 6.3 some vs. any	7.1 Imperatives 7.2 Present progressive: form 7.3 Present progressive: use 7.4 Phrasal verbs 7.5 there is / are vs. it is / they are 7.6 Present progressive vs. simple present and non-action verbs	8.1 Modals: necessity 8.2 Future: will and be going to 8.3 Quantifiers: much vs. many , a few vs. a little , and a lot of 8.4 Future: simple present and present progressive
5.1 Asking about someone's job 5.2 Talking about your weekend 5.3 Using the phone 5.4 Making requests and asking for permission 5.5 Responding to good and bad news	6.1 Using the bank and post office 6.2 Exchanging personal information 6.3 Asking for clarification	7.1 Describing symptoms 7.2 Making appointments 7.3 Calling 911 7.4 Expressing feelings 7.5 Describing the location of buildings 7.6 Agreeing and disagreeing	8.1 Talking about the weather 8.2 Giving and responding to invitations 8.3 Getting better acquainted 8.4 Interrupting politely
5.1 [n] n nine 5.2 [m] m my 5.3 [w] u wood 5.4 [k] k kind 5.5 [t] t top	6.1 [ŋ] ng sing 6.2 [p] p pepper 6.3 [ɔ] aw draw	7.1 [v] v have 7.2 [æw] ow how 7.3 [d] d did 7.4 [z] z is 7.5 [tʃ] ch stitches 7.6 [ʃ] sh wish	8.1 [y] y yes 8.2 [ɔy] oy boy 8.3 [s] s this 8.4 [g] g go
5.1 Sentence stress: new information 5.2 Final -d / -ed 5.3 Reduction: or 5.4 Reduction: pronouns and possessives (2) 5.5 Reduction: want to , going to , and got to	6.1 Intonation: alternative questions 6.2 Linking and reduction: would you , could you , and did you 6.3 Reduction: to	7.1 Word stress: compound nouns and terms 7.2 Linking: consonant + vowel 7.3 Pauses 7.4 Word stress: word forms 7.5 Intonation: low-rising 7.6 Final consonant clusters	8.1 Reduction: and and an 8.2 Silent consonants 8.3 Reduction: review 8.4 Intonation: review

ELLIS Middle Mastery 3

	UNIT 1 In the Kitchen	UNIT 2 At the Supermarket	UNIT 3 At the Park
VIDEOS	1.1 You could add the rice. 1.2 What time is it now? 1.3 There's lots of time.	2.1 Is the quart-size milk on sale? 2.2 How many apples are in a bushel? 2.3 We need 1/4 cup tomato paste. 2.4 We need enough pop for thirty people. 2.5 Is there a dry cleaner around here?	3.1 What have you been doing this summer? 3.2 I went to Lake Joseph in June. 3.3 Have you taken geometry yet? 3.4 Krista got through history because of you.
VOCABULARY	<ul style="list-style-type: none"> • U.S. measurements (1) • Food and spices • Recipes and cooking terms • Numbers in measurements and time • Prepositions of time • Expressions of time 	<ul style="list-style-type: none"> • U.S. measurements (2) • Food and containers (dairy, produce, canned goods, drinks) • Numbers in measurements, prices, distance, and length • Points of compass • Prepositions of movement 	<ul style="list-style-type: none"> • Sports and recreation • Weather and temperature • University classes, extra-curricular activities, and social life
GRAMMAR	<ul style="list-style-type: none"> • Be: Contractions, Yes/no and WH-questions • Do: Contractions and negatives • Modals: Necessity, advice, ability, possibility and permission 	<ul style="list-style-type: none"> • Conjunctions: and, so, but, because • Comparatives • Superlatives • Quantifiers • Conditionals 	<ul style="list-style-type: none"> • Parts of speech: subjects, verbs, objects, adjectives and adverbs • Subject and object pronouns • Count vs. noncount nouns • Stative vs. active verbs • Using adjectives and adverbs • Possessive adjectives • Possessive pronouns • Adverbs of time, frequency and manner • Fragment vs. complete sentence
COMMUNICATION	<ul style="list-style-type: none"> • Talking about food preparation (home cooking) • Asking for the time • Telling time • Discussing amount of time 	<ul style="list-style-type: none"> • Expressing needs • Asking for advice • Talking about quantity • Making suggestions • Comparing size and price • Asking for directions • Offering and asking for help 	<ul style="list-style-type: none"> • Making small talk (weather, sports, current events) • Giving and receiving compliments • Discussing leisure activities and current events
CULTURE	<ul style="list-style-type: none"> • Metric vs. U.S. measurements (recipes) • Popular foods • Formal vs. informal ways of telling time 	<ul style="list-style-type: none"> • Metric vs. U.S. measurements (weight, volume, distance, and length) • Types of stores in the U.S. • Saving money on food items • Nutrition labeling in the U.S. 	<ul style="list-style-type: none"> • Subjects for small talk (1) • Making friends in the U.S. • Concert etiquette • Slang expressions (1) • Common leisure activities • Appropriate compliments
SOUNDS	1.1 [tʃ] ch chops 1.2 [v] v five 1.3 [ð] dh the	2.1 [f] f loaf 2.2 [p] p pop 2.3 [r] r remember 2.4 [aɪ] ai buy 2.5 [θ] th thing	3.1 [b] b been 3.2 [w] w well 3.3 [i] ee see 3.4 [k] k keep

thematic scope and sequence

UNIT 4 With Friends	UNIT 5 At School
4.1 Hi, guys. How's it going? 4.2 This is Jessica Nell. 4.3 It was nice meeting you, Jessica.	5.1 Which chapter are you on? 5.2 Do you want to study with us? 5.3 Are there any vending machines in the library? 5.4 Do you know what photosynthesis is? 5.5 Would you like to do something over the weekend?
<ul style="list-style-type: none"> Leisure activities Work/study schedules and activities (1) Common idioms used in small talk Public transportation Places in the community and university (1) 	<ul style="list-style-type: none"> Work/study schedules and activities (2) Common university classes Biology terms Places in the community and university (2)
<ul style="list-style-type: none"> Simple present and present progressive Simple past and past progressive Future tense: will, be going to and simple present as future Expressions of time 	<ul style="list-style-type: none"> Yes/no questions (be, do, have) Interrogative words (1): what, who, whom, whose, which Tag questions (be, do, have) Interrogative words (2): when, where, why Interrogative words/phrases (3): how, how many, how far, how much, how often, how long, how about
<ul style="list-style-type: none"> Using idiomatic greetings and farewells Introducing yourself and others Making small talk (weekend plans, work, leisure activities, meeting new people) 	<ul style="list-style-type: none"> Asking for help and clarification Asking for and following directions Inviting and responding to invitations Making and accepting apologies Giving and responding to opinions Making suggestions
<ul style="list-style-type: none"> University life (1) Subjects for small talk (2) Identifying sarcasm U.S. national holidays and popular vacation spots Making eye contact 	<ul style="list-style-type: none"> University life (2) Dating Polite refusals Slang expressions (2)
4.1 [æ] a dance 4.2 [aɒ] ow down 4.3 [aɪ] ai five	5.1 [ʊ] uh subway 5.2 [s] s study 5.3 [ɪ] i quiz

ELLIS Senior Mastery 3

	UNIT 1 Casual Introductions and Small Talk	UNIT 2 Making Introductions	UNIT 3 Registering for Classes	UNIT 4 Shopping at a Convenience Store
VIDEOS	1.1 Melanee, I'd like you to meet Tyke and Carl. 1.2 How do you and Kisha know each other? 1.3 I saw Journey of Fear last week. It's great!	2.1 It's great to see you. How are you? 2.2 How long has it been since we've seen each other? 2.3 So, how's your tennis game, Lee? 2.4 Well, I need to be going.	3.1 How many hours are you taking? 3.2 I can't take that class this semester. 3.3 What's your major?	4.1 What time is it? 4.2 How late is the convenience store open? 4.3 Do you want some crackers? 4.4 Do you want a six-pack of root beer? 4.5 Do you have a smaller bill to pay with?
VOCABULARY	<ul style="list-style-type: none"> Casual greetings and farewells Movie genres Greek and Latin roots Prefixes and suffixes: Form and meaning 	<ul style="list-style-type: none"> Formal greetings and farewells Titles of respect Government offices and elections 	<ul style="list-style-type: none"> University schedules and majors Descriptive adjectives (opinions about university classes and professors) 	<ul style="list-style-type: none"> Class assignments Expressions of time Physical feelings Convenience store items Money
GRAMMAR	<ul style="list-style-type: none"> Prefixes, suffixes, and roots: Function and use 	<ul style="list-style-type: none"> Equatives Comparatives Superlatives Parallelism and paired conjunctions 	<ul style="list-style-type: none"> Modals: Permission, ability, possibility, advice and necessity Using modals in questions (requests and invitations) 	<ul style="list-style-type: none"> Review: Yes/no and WH-questions Dependent clauses: Noun, adjective, and adverb Tag questions Questions in reported speech
COMMUNICATION	<ul style="list-style-type: none"> Introducing yourself and others: Informal Making small talk (apartment living, roommates, movies, common interests) Giving and receiving compliments Inviting and responding to invitations Expressing opinions 	<ul style="list-style-type: none"> Introducing others: Levels of formality Using titles of respect Using pre-closings Discussing conditions at work Discussing common interests 	<ul style="list-style-type: none"> Registering for university classes Discussing university scheduling, classes, professors, and majors Expressing opinions Discussing unrealized plans Making suggestions 	<ul style="list-style-type: none"> Discussing class assignments Alternative ways of telling time Asking about location of items in a store Expressing needs Making purchases Discussing intentions
CULTURE	<ul style="list-style-type: none"> Discuss roommates Living in apartments Rate movies Discussing thing in common Avoid certain topics in making small talk 	<ul style="list-style-type: none"> Give examples of appropriate topics for small talk Explain the difference between real invitations and noninvitations Addressing someone with a title 	<ul style="list-style-type: none"> Give examples of majors Differentiate between general education classes and classes for particular majors Changing majors 	<ul style="list-style-type: none"> Identify study habits Recognize the differences between conveniences stores and grocery stores
SOUNDS	1.1 [ɪ] i it 1.2 [t] t delighted 1.3 [j] j journey	2.1 [u] oo do 2.2 [u] u good 2.3 [aʊ] ow sounds 2.4 [g] g going	3.1 [f] f fitting 3.2 [j] j Joel 3.3 [l] l Lee	4.1 [ai] ai assignment 4.2 [aʊ] ow wow 4.3 [n] n find

UNIT 5 Job Hunting	UNIT 6 Studying to Get a Driver's License	UNIT 7 Budgeting for a Semester	UNIT 8 Budgeting for a Month
5.1 I'm looking for a job as a waiter. 5.2 I think I'll give them a call. 5.3 You can stop by for an interview.	6.1 I'm studying to take the written test. 6.2 Who has the right-of-way at an intersection? 6.3 Can you turn right at a red light? 6.4 Give an example of unsafe driving.	7.1 Are you on a semester or a quarter system? 7.2 How many credits can you afford? 7.3 Are you a resident or a nonresident? 7.4 Do you work part-time or full-time?	8.1 What kind of budgeting help do you need? 8.2 Where do you eat? 8.3 How much are utilities here? 8.4 What expenses are left?
<ul style="list-style-type: none"> Occupations and skills Job search terms Classified ad terminology 	<ul style="list-style-type: none"> Licensing terms Traffic laws 	<ul style="list-style-type: none"> University registration terms University expenses University living arrangements 	<ul style="list-style-type: none"> Living expenses Budgeting terms Types of utilities
<ul style="list-style-type: none"> Real conditionals Unreal conditionals 	<ul style="list-style-type: none"> Gerunds: Form and use Verbs followed by gerunds only Go + gerund Infinitives: Form and use (subject, object) Verbs followed by infinitives or gerunds 	<ul style="list-style-type: none"> Passive voice: Form and use Passive voice: Present, past and future tense Stative passive Passive expressions with get and have 	<ul style="list-style-type: none"> Count and noncount nouns In measurements Definite and indefinite articles Quantifiers
<ul style="list-style-type: none"> Requesting assistance Expressing needs Discussing job skills and preferences Offering advice Asking for information Making interview appointments 	<ul style="list-style-type: none"> Summarizing information from spoken and written sources Studying for a driver's test Discussing traffic rules and regulations Offering encouragement 	<ul style="list-style-type: none"> Offering assistance and advice Discussing costs of higher education (tuition and living expenses) Expressing needs Discussing preferences Discussing school and work schedules 	<ul style="list-style-type: none"> Asking for assistance Stating opinions Discussing necessity and possibility Offering advice and information Discussing pros and cons
<ul style="list-style-type: none"> Sources and strategies for locating jobs Résumé writing 	<ul style="list-style-type: none"> U.S. driver's licensing requirements General U.S. driving laws 	<ul style="list-style-type: none"> University systems and procedures (2): Credit hours, tuition and resident status Grants and scholarships 	<ul style="list-style-type: none"> Typical living expenses in the U.S. Transportation, entertainment and dating expenses in the U.S. Budgeting and saving money
5.1 [w] w want 5.2 [g] g great 5.3 [k] k could	6.1 [i] ee already 6.2 [z] z quiz 6.3 [ŋ] ng nearing 6.4 [m] m more	7.1 [h] h help 7.2 [f] f fee 7.3 [s] s state 7.4 [n] n anyone	8.1 [p] p help 8.2 [y] y your 8.3 [ʊ] uh much 8.4 [e] e expenses

thematic scope and sequence

UNIT 9 Job Interview	UNIT 10 Asking for Technical Help	UNIT 11 Discussing Business	UNIT 12 Discussing Literature
9.1 Why are you interviewing for this job? 9.2 Do you have questions about this job, Elaine? 9.3 Do you have a food-handler's permit? 9.4 What is the work schedule? 9.5 Do you have any questions, Kent?	10.1 I can't get into the program. 10.2 I've got video, but I can't hear anything. 10.3 Should I check the power cords?	11.1 Did you make it to the sales meeting? 11.2 What can we do about the problem? 11.3 What did the supervisor say? 11.4 Do you agree with the solution?	12.1 Let's go over some of the important aspects of the novel. 12.2 Who is the hero of <i>The Grapes of Wrath</i> ? 12.3 The story was consistent, without being predictable. 12.4 Does everyone agree with Julia's opinion? 12.5 Steinbeck's writing style is very simple and clear.
<ul style="list-style-type: none"> Job interviews Job skills and requirements Work schedules Wages and benefits 	<ul style="list-style-type: none"> Computers: Parts and functions Multimedia equipment Idiomatic prepositional phrases Phrasal verbs 	<ul style="list-style-type: none"> Sales organizations: personnel and procedures Marketing plans Sales proposals 	<ul style="list-style-type: none"> Story elements Characterization and plot Literary criticism Writing styles
<ul style="list-style-type: none"> Present progressive Stative verbs Past progressive Future progressive Subject-verb agreement 	<ul style="list-style-type: none"> Prepositions of place Prepositions of time Prepositions of location Prepositions of movement Phrasal verbs: Separable and inseparable 	<ul style="list-style-type: none"> Subject and object pronouns Indefinite pronouns Possessive pronoun vs. possessive adjective Gender-neutral pronouns Reflexive pronouns 	<ul style="list-style-type: none"> Present perfect Present perfect progressive Past perfect Past perfect progressive Future perfect Future perfect progressive Past participles
<ul style="list-style-type: none"> Interviewing for a job Discussing job qualifications and skills Negotiating a wage Asking about benefits Planning work schedules 	<ul style="list-style-type: none"> Asking for and giving technical assistance Expressing needs Discussing technical problems Making suggestions Solving problems through process of elimination Giving and following oral instructions 	<ul style="list-style-type: none"> Expressing concerns Discussing possible solutions Expressing strong opinions Handling objections Presenting arguments with objectivity Making sales proposals 	<ul style="list-style-type: none"> Discussing story elements, characters, plot and writing styles Participating in class discussions Leading class discussions Stating positive and negative opinions about literature Agreeing and disagreeing
<ul style="list-style-type: none"> Showing self-confidence in interviews Acceptable questions for applicants to ask Acceptable and polite negotiation 	<ul style="list-style-type: none"> Multimedia equipment Computer lab activities and procedures 	<ul style="list-style-type: none"> Expressing ideas and opinions with confidence Expressing opinions and objections without offense 	<ul style="list-style-type: none"> <i>The Grapes of Wrath</i> by John Steinbeck (historical and cultural elements) U.S. literature professors' expectations Disagreeing politely
9.1 [v] v everything 9.2 [y] y yes 9.3 [t] t Kent 9.4 [ð] dh this 9.5 [ɪ] e Kent	10.1 [e] ey okay 10.2 [w] w Wendy 10.3 [æ] a can	11.1 [ɔɪ] oy join 11.2 [s] s so 11.3 [d] d already 11.4 [h] h hurt	12.1 [r] r read 12.2 [tʃ] ch preacher 12.3 [p] p simple 12.4 [ʃ] sh social 12.5 [o] o so

CHAPTER 5

Unit 1: In the Kitchen

This chapter contains teacher references for ELLIS Middle Mastery Unit 1, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities.

Unit 1 covers such topics as talking about food preparation, asking for the time, and discussing lengths of time. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

Each lesson begins with a short video. The video provides the context for the learning that occurs on the Script Page and in the skill areas.

In the scripts, the characters' names have been abbreviated using the first letter of their names. For example, "B" stands for the character Bill. The abbreviations are unique to each lesson. In one lesson "R" may stand for Richard and in the next lesson "R" may stand for receptionist. The character name key for each lesson is located immediately above the script in italics.

In Middle Mastery, the videos include branching. In branching conversations, students can choose what the characters say next in the video, giving students a dynamic experience closer to real life. At branching points in the conversation, the video will stop and students will see a screen with a question at the top and several choices below. In this chapter the branching questions are written in italics. (For example, *What should Mark do?*) The scripts provided here include all the possible dialogue branches from the lesson videos. Branching can be turned off in Instructor Utilities. When branching is turned off, the first option will be selected for each choice.

To the left of each script are the vocabulary words and phrases from the lesson video listed in alphabetical order. In the program, the words and phrases are defined in the context of the scripts. Students can see the definitions by clicking on the Vocabulary or Communication tab on the Script Page.

Lesson 1: Kitchen Measurements

Vocabulary

about
add
any
chili powder
cup(s)
cupboard
curry powder
dash
do
doubling
exactly
help
it's time to
making
need
oh
okay
other
pepper
pork chops
quart
recipe
rice
right
salt
see
some
Spanish
spices
sure
tablespoon
teaspoon
tomatoes
vegetables
want
yeah

M: Mark

P: Pauline

M: What are you making?

P: Spanish pork chops. Do you want to help?

M: Sure. What do I do?

What should Mark do?

Branch 1: He can add the rice.

P: You could add the rice.

M: How much?

P: $\frac{3}{4}$ of a cup. But we're doubling the recipe.

M: So that's $1\frac{1}{2}$ cups, right?

P: Right.

Branch 2: Do you want to add the spices?

P: Do you want to add the spices?

M: Sure.

P: Okay. We need 1 tablespoon of chili powder, $\frac{1}{2}$ teaspoon of pepper, and a dash of salt.

M: I see some curry powder, but I don't see any chili powder.

P: Oh, there's some in the other cupboard.

Grammar

I don't see
It's time
that's
there's some
we're

Pronunciation

chili
chops

Branch 3: It's time to add the vegetables.

P: It's time to add the vegetables. We need 4 cups of tomatoes.

M: So that's about a quart, right?

P: Yeah. That's exactly a quart.

Lesson 2: Telling Time

Vocabulary

4 o'clock
about
after
check
close
cook
getting close to
half
have
have the time
know
let
medium
minutes
need
no
now
okay
past
pork chops
quarter
sure
think
time
until
watch

Grammar

don't
it's
it's about a quarter
we'll check it
we'll let it cook

Pronunciation

five
have

M: Mark

P: Pauline

P: Okay. Now we need to cook the pork chops for 35 minutes on medium heat.

How do you want to ask about the time?

Branch 1: What time is it?

M: What time is it now?

What time is it?

Branch 1a: It's 5:40.

P: It's 5:40. So we'll let it cook until 6:15.

Branch 1b: It's 20 to six.

P: It's 20 to six. We'll check it at 15 after six.

Branch 2: Do you know what time it is?

M: Do you know what time it is?

What time is it?

Branch 2a: It's about four.

P: It's about four.

Branch 2b: It's getting close to 4 o'clock.

P: It's getting close to 4 o'clock.

Branch 3: Do you have the time?

P: Do you have the time?

Do you have the time?

Branch 3a: Yes, I do.

M: Sure. It's about a quarter past four.

Branch 3b: No, I'm not wearing my watch.

M: No. I don't have my watch, but I think it's about half past four.

Vocabulary

an hour and a half
 bake
 beans
 clean up
 cook
 do
 don't have much time
 get back
 half
 half hour
 have
 have plenty of time
 have to
 hour(s)
 how long do they take
 just
 kitchen
 later
 lots of
 minutes
 much
 no
 now
 okay
 oven
 party
 plenty
 recipe
 says
 start
 time
 twenty
 until
 well
 yeah

Lesson 3: Measuring Time

M: Mark

P: Pauline

M: Okay, it's in the oven. What do we do now?

What's next?

Branch 1: When does the party start?

P: Well, when does the party start?

When does the party start?

Branch 1a: In two hours.

M: The party doesn't start for two hours. There's lots of time.

Branch 1b: In an hour and a half.

M: Not for an hour and a half. We have plenty of time.

Branch 2: We could get the beans started.

P: We could start the beans. How long do they take to cook?

How long do the beans take to cook?

Branch 2a: Twenty minutes.

M: It says, bake at 350 for twenty minutes.

Grammar

doesn't start
have to
it's
we'll

Pronunciation

the
there
there's
they

Branch 2b: Half an hour.

M: The recipe says a half hour.

Branch 3: Do we have time to clean the kitchen?

P: Do we have time to clean up the kitchen?

Do you have time to clean up the kitchen?

Branch 3a: Yes, we have some time.

M: Yeah. We don't have to be there until 8:00.

Branch 3b: No, we'll do it later.

M: No. We'll have to do it later. We don't have much time.

P: Okay, we'll just do it when we get back.

Unit 1 Classroom Activities

Use the following questions in classroom, small group, or pair discussions about the topics in this unit. You can also adapt the questions to include role-play and individual writing activities.

1. In your opinion, which system is easier to understand and remember: the metric system (meters, centimeters, etc.) or the English system (feet, inches, etc.)? Why?
2. In your native language, are there many ways to express time? Explain to the class how a native speaker of your language tells the time to someone else.
3. Name some informal and formal ways to ask for the time? How do you usually ask for the time from a stranger? From a friend?
4. Many foreign foods, like Mexican and Italian, are popular in the United States. What foods from other countries are popular where you live?

CHAPTER 6

Unit 2: At the Supermarket

This chapter contains teacher references for ELLIS Middle Mastery Unit 2, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities.

Unit 2 covers such topics as expressing needs, asking for advice, and comparing size and price. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

Each lesson begins with a short video. The video provides the context for the learning that occurs on the Script Page and in the skill areas.

In the scripts, the characters' names have been abbreviated using the first letter of their names. For example, "B" stands for the character Bill. The abbreviations are unique to each lesson. In one lesson "R" may stand for Richard and in the next lesson "R" may stand for receptionist. The character name key for each lesson is located immediately above the script in italics.

In Middle Mastery, the videos include branching. In branching conversations, students can choose what the characters say next in the video, giving students a dynamic experience closer to real life. At branching points in the conversation, the video will stop and students will see a screen with a question at the top and several choices below. In this chapter the branching question is written in italics. (For example, *What should Mark do?*) The scripts provided here include all the possible dialogue branches from the lesson videos. Branching can be turned off in Instructor Utilities. When branching is turned off, the first option will be selected for each choice.

To the left of each script are the vocabulary words and phrases from the lesson video listed in alphabetical order. In the program, the words and phrases are defined in the context of the scripts. Students can see the definitions by clicking on the Vocabulary or Communication tab on the Script Page.

Vocabulary

a lot
ad
all
always
anything
better
bread
cheaper
cups
deal
dozen
eggs
else
excuse me
find
find anything else
four
gallon
get
help
jugs
loaf (loaves)
make
milk
need
no
okay
on sale
only
pint
produce
quart(s)
recipe
right
right over here
saw
size
sour cream
takes
that's right
think
too
two
using
well

Grammar

a dozen
a loaf
a pint
eggs
the
the eggs

Pronunciation

find
four
loaf

Lesson 1: Liquid Volume with Dairy Products

M: Mark

P: Pauline

SC: Store clerk

M: Okay. I'll get the produce if you get the eggs.

P: How many should I get?

M: Let's get a dozen.

P: Okay. I'll get a loaf of bread, too.

M: Better get two loaves.

P: Excuse me. Where are the eggs?

SC: Right over here. Can I help you find anything else?

What can the clerk help you find?

Branch 1: Is the milk on sale?

P: I saw an ad that the quart-size milk is on sale. Is that a better deal?

SC: No. It takes four quarts to make a gallon, so gallon jugs are a lot cheaper than four quarts.

P: That's right. I always think that there are only two quarts in a gallon.

Branch 2: I need two cups of sour cream.

P: I need two cups of sour cream for a recipe. Do I need a pint or a quart?

SC: Well, there are two cups in a pint. If you're only using it for that recipe, then a pint is all you need.

Vocabulary

$\frac{3}{4}$
about
anyway
apples
bushels
by the pound
half
half a pound
have
have enough
help
I guess
just
keep
kilo
know
let's see
loose
make 12 ounces
mushrooms
need
okay
one
only
ounces
over
over a pound
package
pound(s)
priced
says
sure
thanks
well

Grammar

a bushel
a pound
but I only need
how many
one pound
or
so you'll need

Pronunciation

apples
help
keep
package
pound

Lesson 2: Weight of Produce

M: Mark

PC: Produce clerk

M: Could you help me?

PC: Sure. What do you need?

What do you need, Mark?

Branch 1: Where are the apples?

M: Where do you keep your apples?

PC: We have them loose over here priced by the pound, or we have them in bushels.

M: How many are in a bushel?

PC: Oh, I don't know. About thirty, I guess.

M: Well, I need about that many, anyway.

Branch 2: How much is a kilo?

M: This package says it's half a kilo, but I only need one pound.

PC: A kilo is 2.2 pounds, so half a kilo would be just over a pound.

Branch 3: How much is 12 ounces?

M: I need 12 ounces of mushrooms. Do I have enough here?

PC: Let's see. Well, you only have about half a pound. There are 16 ounces in a pound, so you'll need about $\frac{3}{4}$ of a pound to make 12 ounces.

M: Okay. Thanks.

Lesson 3: Volume of Canned Food

Vocabulary

$\frac{1}{2}$
 a lot
 about
 actually
 beans
 because
 big (bigger)
 brand
 buy
 can(s)
 canned
 cheaper
 chopped
 coming
 cost
 couple
 coupon
 cup(s)
 do it
 eat
 enough
 expensive
 fine
 five
 food
 get
 great
 half
 have
 have enough
 here you go
 how about
 kind
 large
 last
 more
 need(ed)
 okay
 one
 only
 other
 ounce(s)
 people
 per person
 picnic

M: *Mark*

P: *Pauline*

M: Pauline, Can you remember what canned food we needed?

What canned food do you need?

Branch 1: We need some tomatoes.

P: Jill said to get a couple of cans of tomatoes.

M: What kind should I get?

What kind should Mark get?

Branch 1a: The recipe says tomato paste.

P: It says we need a quarter cup of tomato paste.

M: Would that be the small can or the larger one?

P: How many ounces are in each?

M: The small one has four-and-a-half ounces and the bigger one has 10 ounces.

P: Well, four a half ounces is more than a $\frac{1}{2}$ cup, so that's plenty.

Branch 1b: Chopped, stewed tomatoes.

P: Chopped, stewed tomatoes.

M: It says we need a one pound, twelve ounce can, or six-and-a-half cups.

P: Here you go. Twenty-eight ounces.

M: Great. But let's get the cheaper brand.

plenty
 pork
 pork and beans
 pound
 quarter
 remember
 right
 said
 say(s)
 size
 small
 stewed
 then
 though
 time
 tomato paste
 tomatoes
 twice
 twice as much
 we'd better
 well
 why don't we
 yeah

Grammar

a couple of cans
 bigger
 cheaper
 larger
 many people
 more expensive
 small cans

Pronunciation

bigger
 brand
 cheaper
 great
 here
 larger
 more
 per
 person
 pork
 remember
 thirty

Branch 2: We need pork and beans for the picnic.

P: We need pork and beans for the picnic.

M: How many people are coming?

P: About thirty, but I'd say only about half of the people will eat beans.

M: So how many should we get?

How many cans should they get?

Branch 2a: Eight small cans should be enough.

P: Eight small cans should do it.

M: Yeah. That's half a can per person.

P: That'll be fine. Let's get the other brand, though. I have a coupon.

Branch 2b: Five large cans are cheaper.

M: We didn't have enough last time, so we'd better get a lot.

P: Okay. How about ten 14 ounce cans?

M: Why don't we buy the 28 ounce cans?

P: Because the small cans are \$1.25 and the large cans are \$2.19.

M: I know. They're twice the size, but don't cost twice as much. The small cans are actually more expensive.

P: You're right. So we'll get five big cans, then.

Lesson 4: Liquid Volume of Beverages

Vocabulary

a lot of
about
all right
apiece
because
both
bottles
bring
buy
can(s)
cheapest
cola
cold
cups
diet
drinks
each
easier
enough
equivalent
everyone
extra
few
get
glasses
half
I guess
just
just in case
keep
let's say
like
liter(s)
need
no
oh, yeah
okay
ounces
people

C: Cashier

M: Mark

P: Pauline

P: We need enough pop for thirty people.

M: How do you want to buy it?

How do you want to buy the pop?

Branch 1: Cans are easier to keep cold.

P: Let's get cans. They're easier to keep cold than bottles.

M: Okay, let's say that everyone has two cans each.

P: That would be ten six-packs, right?

M: Do you want diet or regular?

P: I guess some of both.

Branch 2: I like bottles.

P: I like bottles because I can return them for a refund.

M: All right. Bottles are sixteen ounces apiece. One per person might be enough.

P: Let's get a few extra just in case.

M: Okay. So seven six-packs of bottles?

P: Yeah. Get half cola and half root beer.

Branch 3: Plastic bottles can hold a lot of pop.

P: Two-liter bottles are the cheapest way to buy a lot of pop.

M: Yeah, but then we'll need to bring glasses.

plastic
pop
refund
regular
return
right
root beer
say
six-packs
some
to make sure
two
want
way
yeah

Grammar

bottles
cheapest
each
easier
how many
people
two-liter bottles

Pronunciation

buy
diet
five
might
right

P: No, we'll just buy plastic cups.

M: Oh, yeah. Okay. So, how many do we get?

P: Well, two liters is about six cans. So, if everyone drinks the equivalent of a can, we need about five liters.

M: Let's get six just to make sure.

Lesson 5: Distance and Length

Vocabulary

about
 actually
 anything
 around here
 blocks
 buy
 by the foot
 by the yard
 close(r)
 door
 dry cleaner
 east
 else
 exit
 far (farther)
 few
 foot (feet)
 get
 go
 go out
 go out the east door
 hardware
 have
 here
 hit
 hit a stop light
 just
 leash
 left
 miles
 nearest
 need
 new
 north
 not really
 now
 oh
 okay
 on the left
 one
 pet
 puppy

C: Cashier

M: Mark

P: Pauline

C: Okay. That's \$23.57. Can I get you anything else?

What do you need?

Branch 1: Is there a dry cleaner around here?

M: Yeah. Isn't there a dry cleaner around here?

Is there a dry cleaner nearby?

Branch 1a: Yes, it's really close.

C: Yes. If you go out the east door, there's one about fifty feet from here.

Branch 1b: No, not really.

C: Not really. You'd have to go two miles north on Cedar.

Branch 2: Where is the nearest pet store?

C: Could you tell us where the nearest pet store is?

How far away is the pet store?

Branch 2a: It's close, you could walk from here.

C: Oh, you're really close to one now. You could walk from here. It's about 100 yards south of here on this side of the street.

really
right
rope
sell
side
side of the street
some
south
stop light
store
straight ahead
street
supplies
take a right
tell
too
turn
two
walk
west
where's that
yard(s)
yeah
yes

Grammar

a dry cleaner
closer
farther
if you don't find what you
 need
nearest
one
the east door
the north exit

Pronunciation

anything
fifth

Branch 2b: It isn't really too close.

C: There really isn't one too close. What do you need?

P: Just a new leash for my puppy.

C: Oh, we do have some pet supplies. If you don't find what you need, there is a pet store on Fifth and Owens.

P: Where's that?

C: Go out the north exit and turn left and go two blocks until you hit a stop light. Take a right and it's two blocks straight ahead on the left.

Branch 3: Where can I buy a few feet of rope?

M: Where could I buy a few feet of rope?

C: There's a hardware store on Fifth and Maple. They sell rope by the foot or by the yard.

M: Is Maple farther west than Cedar?

C: Actually, Maple isn't that far west. It's closer to Oak.

Unit 2 Classroom Activities

Use the following questions in classroom, small group, or pair discussions about the topics in this unit. You can also adapt the questions to include role-play and individual writing activities.

1. Where do you go to rent videos: a grocery store or a specialty store that rents videos? Which is more convenient for you? Which store has the best selection?
2. If you are shopping and need help, how do you find someone who can help you?
3. When you are shopping, do you like having clerks help you? Do you ask for help often, or do you prefer not to be disturbed while you are shopping?
4. Are you an impulse buyer or do you wait to buy something until it is on sale? List good and bad aspects of each way of shopping.
5. What food items do you usually buy by the pound?
6. How concerned are you about your diet? Do you read food packages to find out how many fat grams, calories, and nutrients an item has? Is this information helpful to you? What is the food packaging like in your native country?
7. Why do you think the United States has laws that require a manufacturer to list ingredients and nutritional information on food items? Do you think this is a good idea?
8. Some people dislike the taste of canned foods. Does canned food bother you? What kinds of canned foods do you like? What kinds don't you like?
9. How important is having a large selection of foods available in a grocery store? Which national brands do you buy on a regular basis? When, if ever, do you take advantage of store or generic brands?
10. Do you drink carbonated beverages? Do you prefer to buy them in cans or in plastic bottles? Why?

CHAPTER 7

Unit 3: At the Park

This chapter contains teacher references for ELLIS Middle Mastery Unit 3, including the complete scripts of the videos, vocabulary words and phrases and ideas for classroom activities.

Unit 3 covers such topics as making small talk, giving and receiving compliments, and discussing current events. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

Each lesson begins with a short video. The video provides the context for the learning that occurs on the Script Page and in the skill areas.

In the scripts, the characters' names have been abbreviated using the first letter of their names. For example, "B" stands for the character Bill. The abbreviations are unique to each lesson. In one lesson "R" may stand for Richard and in the next lesson "R" may stand for receptionist. The character name key for each lesson is located immediately above the script in italics.

In Middle Mastery, the videos include branching. In branching conversations, students can choose what the characters say next in the video, giving students a dynamic experience closer to real life. At branching points in the conversation, the video will stop and students will see a screen with a question at the top and several choices below. In this chapter the branching question is written in italics. (For example, *What should Mark do?*) The scripts provided here include all the possible dialogue branches from the lesson videos. Branching can be turned off in Instructor Utilities. When branching is turned off, the first option will be selected for each choice.

To the left of each script are the vocabulary words and phrases from the lesson video listed in alphabetical order. In the program, the words and phrases are defined in the context of the scripts. Students can see the definitions by clicking on the Vocabulary or Communication tab on the Script Page.

Lesson 1: Discussing Recent Experiences

Vocabulary

a lot of
another
at least
basketball
but
city
hi
last
league
no
one
played
playing
ready
summer
volleyball
what have you been
doing
year

Grammar

basketball
city
league
volleyball
you

Pronunciation

basketball
been
but

A: *Alan*

T: *Tony*

A: Hi.

T: Hi.

A: What have you been doing this summer?

What have you been doing this summer?

Branch 1: I've been playing basketball.

T: I've been playing a lot of basketball.

Branch 2: I played volleyball in a city league.

T: I played volleyball in a city league.

A: Are you ready for another year?

T: No. But at least it's my last one.

Vocabulary

a couple
 a couple of times
 a lot
 ago
 alarm
 already
 anyway
 are you sure
 arrived
 boy
 broke
 broke into
 but
 called
 came out
 did you hear
 end up
 even
 ever
 favorite
 finish
 football
 freeze
 good
 got away
 graduated
 great
 growing up
 have
 hear(d)
 it got
 June
 last
 last year
 leaving
 left
 lived
 months
 moved

Lesson 2: Weather, Sports and Current Events

A: Alan

J: Jessica

T: Tony

What do you want to talk about now?

Branch 1: Wasn't the weather great this summer?

A: Wasn't the weather great this summer?

T: Yeah. I went to Lake Joseph in June.

J: Didn't you freeze?

Didn't you freeze?

Branch 1a: No, not when the sun was shining.

T: Nope. We even took off our wet suits when the sun was shining.

Branch 1b: Yes, but it got warmer.

T: Yeah, but when the sun came out, it got a lot warmer. Have you ever been there?

Have you ever been there?

Branch 1b-i: I've been going there for years.

J: Yeah, I've been going there for years. It's been my favorite place to ski since I was ten.

night
 no
 nope
 people
 Philadelphia
 place
 played
 police
 really
 school
 shining
 showed up
 signed
 signed with Ohio State
 since
 ski(ed)
 studying
 summer
 sun
 sun was shining
 sure
 team
 took off
 two
 wanted
 warmer
 weather
 well
 went
 went off
 wet suits
 what happened
 when
 where to
 window
 yeah
 year(s)
 yes
 yet
 you're kidding

Branch 1b-ii: I've skied there a couple times.

J: Yes. I've skied there a couple of times. It was great.

Branch 2: Our football team should be good this year.

A: We should have a good football team this year.

T: Boy, Johnson really played well last year. He graduated, didn't he?

Did Johnson graduate?

Branch 2a: Yes, he did.

A: Yes, he did.

T: Where did he end up, anyway?

A: I haven't heard yet.

J: He signed with Ohio State a couple months ago.

A: Are you sure?

J: Yeah, I was studying with him when they called.

Branch 2b: No, but he moved.

J: No, but he moved.

A: Oh, you're kidding. Where to?

J: He lived in Philadelphia when he was growing up, and he wanted to finish school there.

Branch 3: Guess what?

A: Did you hear about last night?

T: No. What happened?

A: Two people broke into the school.

Grammar

arrived
broke
came out
ever
got
graduated
moved
played
showed
signed
was
went

Pronunciation

away
want
was
we
weather
went
what
where
window
with

What happened?

Branch 3a: They broke a window.

J: I heard that the alarm went off when they broke a window.

Branch 3b: The police showed up.

J: They were leaving when the police showed up, but they got away.

Branch 3c: They left before the police arrived.

J: They had already left by the time the police arrived.

Lesson 3: Discussing Common Interests

Vocabulary

a lot
about
actually
algebra
already
are you kidding
basketball
before
concert
do
doors
during
easier
ever
everything
flew
flew me down
geometry
good
hang out
hat
hated
hey
how did you do
hung out
I guess
I thought
I wouldn't miss a U2
concert for anything
just
know
last
leave
lived
man
miss
moved
never
next
no
not really
okay
Phoenix
played
Portland
really
season

A: Alan

J: Jessica

T: Tony

What do these students have in common?

Branch 1: They take the same classes.

T: I see you're taking geometry this year.

J: Yep. I just took algebra. Have you taken geometry yet?

Have you taken geometry?

Branch 1a: No, I might take it next semester.

T: Geometry? I've been thinking about taking it next semester.

A: Me, too. We should take it together.

Branch 1b: Yes, I took it last year.

T: I've already taken it. I took it last year.

J: How did you do?

T: Okay, I guess. Actually, I thought it was easier than algebra.

Branch 2: They like the same music.

A: Hey, that's a hat from the U2 concert, isn't it?

T: Yeah, I won tickets from X96. They flew me down to Phoenix and everything.

J: I have a shirt from when they played in Portland. Man, that was a good show. Have you ever seen them?

see(n)
 shirt
 show
 slept out
 some
 spent some time
 sure
 take it (took it)
 taken
 taking
 taking geometry
 taking it
 thinking about
 thought
 tickets
 together
 two doors
 used to
 well
 won
 yeah
 year
 yep
 yet

Grammar

actually
 basketball season
 good show
 last year
 never
 next semester
 two doors
 U2 concert

Pronunciation

easier
 geometry
 me
 see
 seen

Have you ever seen a U2 concert?

Branch 2a: Yes, I slept out for tickets!

A: Are you kidding? I slept out for tickets. I wouldn't miss a U2 concert for anything.

Branch 2b: No, I never have.

A: No. I've never seen them.

Branch 3: They know the same people.

A: Didn't you use to hang out with Michelle Grace?

Did you used to spend time with Michelle?

Branch 3a: Yes, we used to do a lot together.

J: Yeah, did you know Michelle?

A: Sure. She lived two doors down from me before she moved.

J: We used to do a lot together. I hated to see her leave.

Branch 3b: No, we never really hung out.

T: Not really.

A: Oh, I thought I used to see you with her.

J: Well, we spent some time together during basketball season, but we never really hung out.

Lesson 4: Giving and Receiving Compliments

Vocabulary

ages
 bag
 because
 Brazil
 buy
 dad
 do
 do something
 friend
 get together
 got it for me
 got through
 great
 had
 have a lot of fun
 helped
 hey
 history
 I thought
 I'm just kidding
 last
 like
 more
 need
 nice
 only
 really
 right
 say (said)
 something
 sometime
 sounds great
 that's right
 thought
 through
 together
 well
 year
 you're a riot

A: *Alan*

J: *Jessica*

T: *Tony*

Why do you want to compliment Jessica?

Branch 1: She is good at history.

T: Jessica, you're Krista's friend.

J: That's right.

A: Krista said she only got through history last year because of you.

How do you want to accept this compliment?

Branch 1a: Accept it humbly.

J: Well, I really like history.

Branch 1b: Politely accept it without admitting that it is true.

J: Really? I thought she helped me more than I helped her.

Branch 2: She has a neat bag.

T: Hey that's a great bag. Where did you buy that?

J: Thanks. My dad got it for me when he was in Brazil. I've had it for ages.

Grammar

*I really like history
I thought she helped me
more than I helped her
Krista
Krista said that you're
a riot
that's a great bag
you're a riot*

Pronunciation

*Jessica
kidding
Krista
like
thanks*

Branch 3: She has a fun personality.

A: Krista said that you're a riot.

How do you want to accept this compliment?

Branch 3a: Accept it jokingly.

J: Well, she's right. I'm just kidding. We have a lot of fun together.

Branch 3b: Humbly accept it.

J: That's nice of her to say that.

A: Hey, we need to get together with you and Krista sometime and do something.

J: Sounds great to me.

Unit 3 Classroom Activities

Use the following questions in classroom, small group, or pair discussions about the topics in this unit. You can also adapt the questions to include role-play and individual writing activities.

1. What does it mean when an athlete “signs with a school”? What is a sports scholarship?
2. What are some items that can be bought at a concert?
3. Have you been to many concerts in the United States? What do you think of American audiences?
4. Have you ever noticed someone using the expression “man” (as in, “Man, that was a great show!”) when they are talking to a woman? Do you think this is acceptable? Why or why not?
5. When someone gives you a compliment, how does it make you feel? How do you usually respond? How do other people respond when you compliment them?
6. How do you feel when people ask you what grade you received on a test or in a class? Do you ever ask classmates what they got on a test or assignment?
7. Explain some common ways people can get tickets to a concert.
8. If you are in a group of people and have not met someone, what are some ways you can ask to be introduced to that person? Do you feel comfortable doing this?
9. In a conversation, what are some examples of formal and informal pre-closings? Why do people exchange pre-closings before farewells?

CHAPTER 8

Unit 4: With Friends

This chapter contains teacher references for ELLIS Middle Mastery Unit 4, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities.

Unit 4 covers such topics as using idiomatic greetings and farewells, introducing yourself and others, and making small talk. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

Each lesson begins with a short video. The video provides the context for the learning that occurs on the Script Page and in the skill areas.

In the scripts, the characters' names have been abbreviated using the first letter of their names. For example, "B" stands for the character Bill. The abbreviations are unique to each lesson. In one lesson "R" may stand for Richard and in the next lesson "R" may stand for receptionist. The character name key for each lesson is located immediately above the script in italics.

In Middle Mastery, the videos include branching. In branching conversations, students can choose what the characters say next in the video, giving students a dynamic experience closer to real life. At branching points in the conversation, the video will stop and students will see a screen with a question at the top and several choices below. In this chapter, the branching question is written in italics. (For example, *What should Mark do?*) The scripts provided here include all the possible dialogue branches from the lesson videos. Branching can be turned off in Instructor Utilities. When branching is turned off, the first option will be selected for each choice.

To the left of each script are the vocabulary words and phrases from the lesson video listed in alphabetical order. In the program, the words and phrases are defined in the context of the scripts. Students can see the definitions by clicking on the Vocabulary or Communication tab on the Script Page.

Lesson 1: Greeting a Friend

Vocabulary

anymore
 assignment
 bad
 break
 class
 dance
 English
 family
 feel
 feel pretty good
 feel ready
 go
 going on vacation
 good
 guys
 hey
 hi
 home
 how have you been
 how's it going
 just hanging out
 keep up
 looking over
 mall
 managing
 midterm
 new
 not bad
 not much
 okay
 pretty
 pretty good
 reading
 ready
 record
 record store
 shoe
 shoe store
 so-so

A: *Alan*

M: *Mark*

P: *Pauline*

M: Are you going to the dance this weekend?

P: I usually go, but my family is going on vacation this weekend.

Alan, how do you want to greet your friends?

Branch 1: Hi, guys. How's it going?

A: Hi, guys. How's it going?

How do you want to respond to this question?

Branch 1a: Not bad.

M: Not bad. How 'bout yourself?

A: Oh, pretty good.

Branch 1b: Okay.

M: Okay. How have you been?

A: So-so.

Branch 2: Hey, what's up?

A: Hey, what's up?

staying
 staying home
 store
 study(ing)
 supermarket
 taking a break
 tonight
 up to
 usually
 vacation
 week
 weekend
 what's new
 what's up
 work(ing)

Grammar

he's managing
 how have you been
 I feel
 I keep up in that class
 I'm taking a break
 I'm working
 I'm working at the record
 store
 I usually go
 I usually go
 just hanging out
 we're looking over
 you're not working

Pronunciation

Alan
 class
 dance

How do you want to respond to this question?

Branch 2a: We're studying for our English assignment.

- P: We're looking over our English assignment. What are you up to?
- A: I'm taking a break from studying for my math midterm.
- M: Do you feel ready?
- A: Well, I'm staying home to study tonight, but I keep up in that class so I feel pretty good about it.

Branch 2b: Just hanging out.

- P: Just hanging out. What's new, Alan? You're not working at the supermarket anymore, are you?
- A: No. I'm working at the record store.
- M: Hey, didn't Bill use to work there?
- A: Well, yeah, but now he's managing the shoe store in the mall.

Lesson 2: Introducing Yourself and Others

Vocabulary

actually
 around
 biology
 brother
 chemistry
 Christmas
 classes
 few
 Florida
 friend
 glad
 glad to meet you
 go
 good
 graduate
 great
 hi
 I guess
 I'd like you to meet
 I'm sorry
 introduced
 it's good to meet you
 know
 last
 lives
 meet (met)
 Miami
 Monday
 months
 name
 need
 next
 now
 oh, really
 one
 only
 Orlando
 part
 party

A: *Alan*

J: *Jessica*

M: *Mark*

P: *Pauline*

P: Why don't you sit down, Alan? Who's your friend?

How should Jessica be introduced?

Branch 1: This is Jessica.

A: This is Jessica. Jessica, Mark and Pauline.

M: It's good to meet you, Jessica. How do you know Alan?

How do you know each other?

Branch 1a: We have chemistry together.

J: We're taking chemistry together this year.

P: I thought you were taking biology this year.

A: Actually, I only need to take one of them to graduate.

Branch 1b: We were introduced by some friends.

J: I don't know. I guess we were introduced by some friends.

A: We met at a party last Christmas.

school
sister
sit down
some
spending
spending the next few
months
start
start classes
taking biology
taking chemistry together
thanks
thought
together
transferring
welcome
what part of Florida are
you from
yeah
year

Grammar

I'm Jess
I'm Mark. She's Pauline.
met
my brother lives in Miami
she's spending
we're taking chemistry

Pronunciation

around
class
down
how

Branch 2: I'm sorry. I'd like you to meet Jessica Nell.

- A: I'm sorry. I'd like you to meet Jessica Nell. She's from Florida, but she's spending the next few months here with her sister.
- P: Hi, Jessica, I'm Pauline. What part of Florida are you from?
- J: Around Orlando.
- P: Oh really, my brother lives in Miami.

Branch 3: I'm Jess.

- J: I'm Jess.

How should Mark introduce himself and Pauline?

Branch 3a: My name is Mark.

- M: Glad to meet you, Jess. My name is Mark and this is Pauline.
- P: Do you go to school at Davis now?
- J: Yeah. I'm transferring from Jefferson. I start classes Monday.
- M: Great! Welcome to Davis.
- J: Thanks.

Branch 3b: I'm Mark.

- M: Hi, Jess. I'm Mark. She's Pauline.
- J: Hi.

Lesson 3: Saying Goodbye

Vocabulary

after
 bus
 class
 five
 got to be going
 hope
 know
 leaves
 library
 likewise
 make your bus
 meet
 minutes
 my pleasure
 nice
 nice getting to know you
 nice meeting you
 nice to meet you
 pleasure
 same
 school
 see
 see ya
 see you around
 sounds good
 take care
 thanks
 to know you
 we're off
 yeah

Grammar

I'll meet you after school
 I'll see you around
 our bus leaves in five
 minutes
 we have class

A: *Alan*

J: *Jessica*

M: *Mark*

P: *Pauline*

How do you want to say goodbye?

Branch 1: We've got to be going.

P: We've got to be going. We have class in five minutes. It was nice getting to know you.

How do you want to respond?

Branch 1a: Likewise.

J: Likewise.

P: Mark, I'll meet you after school at the library, okay?

M: Sounds good. See you then.

Branch 1b: My pleasure.

J: My pleasure.

A: See ya, Mark.

Branch 2: Well, we're off.

M: Well, we're off. Our bus leaves in five minutes. Nice meeting you, Jessica.

Pronunciation

five

I'll

library

my

How do you want to respond?

Branch 2a: Nice to meet you too.

J: Nice to meet you, too.

A: I'll see you around, Mark. Take care, Pauline.

P: Yeah, you too.

Branch 2b: Same. I hope you make your bus.

J: Same. I hope you make your bus.

M: Thanks. I hope we do, too. Take care.

Unit 4 Classroom Activities

Use the following questions in classroom, small group, or pair discussions about the topics in this unit. You can also adapt the questions to include role-play and individual writing activities.

1. What does it mean when someone asks you a question like, “How are you?”
2. Who would ask you a question like “What have you been doing lately?” Do you consider this a personal question?
3. What does it mean to work a double shift? What are the advantages and disadvantages of working double shifts?
4. Give some reasons why a mall might be a good place for a student to find a job.
5. In the United States, the following are categories of popular places where people vacation:
 - Theme parks
 - National parks
 - Ski resorts
 - Lakes or beaches
 - Historical sites

Can you give a popular vacation spot from your native country that fits into each of these five categories?

6. When are exams usually given at American universities? How is this similar or different to the exam schedule at universities in your native country?
7. Why is it important to introduce two people who have never met before? Is this a common practice in your native country?

8. Why is it important to look someone in the eye when speaking to them? Do you feel comfortable doing this? How do you feel when other people look you in the eye while they are speaking to you?
9. When is it appropriate to give your first and last name in an introduction?
10. In American culture, it is acceptable to ask two people how they met. Is this different from the culture of your native country?
11. Do you feel comfortable meeting people at parties? What do you like and dislike about parties in the United States?
12. What is a pre-closing? Give some examples of when it might be considered rude to not use a pre-closing?
13. What are some farewells that you might say to your boss? To your family?
14. Like most languages, there are many ways to express excitement in English. What do you say or do when you are excited about something?
15. What is small talk? How do you feel about making small talk?
16. There are some subjects that are not considered good topics for small talk. What are some examples and why?
17. How is the high school or college sports program in the United States set up differently from your native country's?
18. Many Americans feel that high schools and universities spend too much money on sports programs and not enough money on academic or fine arts programs. What do you think?
19. Give an example of a sarcastic comment. Do you think sarcasm is funny or offensive? Can you usually recognize a sarcastic tone?
20. List some of the holidays that are celebrated in the United States. Which of these are also celebrated in your native country? What is your favorite holiday? Why?

CHAPTER 9

Unit 5: At School

This chapter contains teacher references for ELLIS Middle Mastery Unit 5, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities.

Unit 5 covers such topics as asking for help, extending and responding to invitations, and making suggestions. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

Each lesson begins with a short video. The video provides the context for the learning that occurs on the Script Page and in the skill areas.

In the scripts, the characters' names have been abbreviated using the first letter of their names. For example, "B" stands for the character Bill. The abbreviations are unique to each lesson. In one lesson "R" may stand for Richard and in the next lesson "R" may stand for receptionist. The character name key for each lesson is located immediately above the script in italics.

In Middle Mastery, the videos include branching. In branching conversations, students can choose what the characters say next in the video, giving students a dynamic experience closer to real life. At branching points in the conversation, the video will stop and students will see a screen with a question at the top and several choices below. In this chapter the branching question is written in italics. (For example, *What should Mark do?*) The scripts provided here include all the possible dialogue branches from the lesson videos. Branching can be turned off in Instructor Utilities. When branching is turned off, the first option will be selected for each choice.

To the left of each script are the vocabulary words and phrases from the lesson video listed in alphabetical order. In the program, the words and phrases are defined in the context of the scripts. Students can see the definitions by clicking on the Vocabulary or Communication tab on the Script Page.

Lesson 1: Asking Questions about Studying

Vocabulary

big
 bio
 biology
 both
 chapter
 class
 coming up
 great
 guys
 halfway
 halfway through
 Hall's class
 hard
 hey
 just
 no
 sometimes
 teacher
 test
 understand
 up to
 we both have Johansen
 which chapter are you on
 who do you have
 yeah

Pronunciation

London
 understand
 up

A: Alan

K: Kendra

M: Mark

P: Pauline

A: Hey, what're you guys up to?

P: Oh, we're just cramming for the big bio test that's coming up.

M: Which chapter are you on?

K: We're halfway through chapter fourteen. Who do you have for biology, Mark?

M: We both have Johansen. You're in Hall's class, aren't you?

K: Yeah. He's a great teacher, but it's hard to understand him sometimes.

A: Isn't he from Scotland?

P: No, he's from London.

Vocabulary

already
 anyway
 aw
 besides
 biology
 but
 class
 come back
 coming up
 couldn't hurt
 done
 due
 essay
 good luck
 guess
 have
 history
 how about
 hurt
 I don't see why not
 I guess
 join
 last night
 maybe
 need
 need to catch up in that
 class
 no problem
 no thanks
 oh well
 problem
 right around the corner
 see
 see ya later
 studied
 study

Lesson 2: Asking Someone to Study with You

A: Alan

K: Kendra

M: Mark

P: Pauline

A: Hey, what're you guys up to?

P: Oh, we're just cramming for the big bio test that's coming up.

How do you want to invite Mark and Alan to study with you?

Branch 1: Do you want to study with us?

K: Do you want to study with us?

Do you want to study with Pauline and Kendra?

Branch 1a: Yes.

A: I guess it couldn't hurt.

M: Yeah, we need to catch up in that class.

Branch 1b: No.

A: Aw, I wish we could, but we have to study history, don't we?

M: Yeah, but that biology test is right around the corner.

A: Well, maybe we'll come back when we're done studying history.

studying
test
thanks
thanks anyway
though
tomorrow
turn that in
want
we'd love to
well
why don't you join us
wish
yeah
yep

Grammar

*How about studying with
us?
why don't you join us*

Pronunciation

essay
history
see
studied
study
studying
thanks
us

Branch 2: How about studying with us?

K: How about studying with us?

Do you want to study with Pauline and Kendra?

Branch 2a: Yes.

M: I don't see why not.

Branch 2b: No.

M: No thanks. We've got a history essay due tomorrow.

A: Well, we don't have to turn that in tomorrow, do we?

M: Yep.

A: Oh well, thanks anyway, though.

Branch 3: Well, why don't you join us?

K: Well, why don't you join us?

Do you want to study with Pauline and Kendra?

Branch 3a: Yes.

A: We'd love to.

Branch 3b: No.

A: Thanks, but we already studied for that test last night.

M: Besides, we should study for that history test coming up, shouldn't we?

P: No problem. Good luck on the test. See ya later.

Vocabulary

any
 around here
 building
 closest
 copiers
 county
 dinosaurs
 down the street
 far
 find
 floor
 front desk
 get
 get a soda
 go
 I don't know
 I don't think so
 Jurassic
 just
 know
 library
 live
 look
 machine
 maybe
 nearby
 next
 next door
 no
 not really
 oh well
 oh, no
 okay
 ones
 period
 quiz
 quiz me

Lesson 3: Asking for Information

A: Alan

K: Kendra

M: Mark

P: Pauline

P: Could you quiz me on dinosaurs?

M: Sure. Here's one. In what period did the Tyrannosaurus Rex live?

P: The Jurassic, right?

M: That's right.

Alan, how do you want to ask where the vending machines are?

Branch 1: Are there are vending machines?

A: There aren't any vending machines in the library, are there?

Are there any vending machines, Kendra?

Branch 1a: I don't know.

K: I don't know. Maybe someone at the front desk could tell you.

A: Okay, thanks.

Branch 1b: No.

K: No, but there's a QuikMart down the street.

Branch 2: Where could I get a can of soda?

A: Where could I get a soda?

right
side
soda
some
someone
sorry
street
sure
tell
that's right
third
try
Tyrannosaurus rex
vending machines

Grammar

are there any
could you quiz me
in the library, are there
Is that far?
Is that on this side of the
library?
The Jurassic, right?
there aren't any vending
machines
vending machines nearby
Where could I get a
soda?

Pronunciation

did
In
Is
Jurassic
live
quiz
think

Do you know where Alan could get a soda?

Branch 2a: Yes.

K: There's a machine on the third floor, next to the copiers.

A: Is that on this side of the library?

K: Look, why don't I just go with you?

A: Oh, great.

Branch 2b: No.

K: I don't know. Are there any vending machines nearby?

P: Not really. Sorry Alan.

A: Oh well.

Branch 3: Do you know if there are any vending machines?

A: Do you know if there are any vending machines around here?

Are there any vending machines around here, Kendra?

Branch 3a: Not really.

K: Not really. The closest ones are in the county building.

A: Is that far?

K: Oh, no. It's just next door.

Branch 3b: I don't think so.

K: I don't think so, but we could go try and find some.

A: Okay, let's go.

Vocabulary

about
all the time
animal
ask
carbon dioxide
carry
cell
chromosome
decide
depends
depends on
divides
division
do
each
eats
energy
food
gas
genes
genetics
get back
give
half
happen
has something to do with
have
have to do with
I don't think so
I know
I mean
I think
I'm just kidding
know
let's
let's look it up
look like
makes
makes energy out of
sunlight
mitochondria
need
new
next
often
old
others

Lesson 4: Asking for Help

M: Mark

P: Pauline

M: Well, what should we study next?

What should you study next?

Branch 1: Photosynthesis.

P: Do you know what photosynthesis is?

Do you know what photosynthesis is, Mark?

Branch 1a: Yes.

M: It's how a plant produces food.

P: Well, I know that, but how does it work?

M: It makes energy out of sunlight, water, and carbon dioxide gas.

Branch 1b: No.

M: Isn't that how plants reproduce?

P: I don't think so. I think it has something to do with how a plant eats.

M: Let's wait till the others get back and ask them.

Branch 2: Mitochondria.

P: What do mitochondria do?

M: Mitochondria give the cell energy to work.

pairs
 photosynthesis
 plant(s)
 produces
 reproduce
 right
 something
 study
 sunlight
 takes
 tell
 that makes sense
 think
 'til
 time
 told
 twenty or so
 type
 wait
 water
 well
 work
 wrong
 yeah
 you've got it

Grammar

animal cell division
 can you tell me what you
 know about
 how does it work
 how many does each cell
 have
 how often does it happen
 isn't that how
 What does it have to do
 with genetics?
 What do mitochondria
 do?
 what should we study
 next
 Who told you that?

Pronunciation

wait
 water
 well
 work

P: How many does each cell have?

M: Twenty or so.

P: Who told you that?

M: Alan did, but he could be wrong. Let's look it up.

Branch 3: Cell division.

P: Can you tell me what you know about animal cell division?

M: Well, what do you need to know?

What do you need to know about cell division, Pauline?

Branch 3a: How often does it happen?

P: How often does it happen?

M: All the time. (*laughing a little*)

P: I mean in each cell!

M: I know, I'm just kidding. I think it depends on what type of cell it is.

P: Yeah, that makes sense.

Branch 3b: What does it have to do with genetics?

P: What does it have to do with genetics?

M: Well, each new cell takes half the chromosome pairs when the old cell divides.

P: And the chromosomes carry the genes that decide what we look like, right?

M: You've got it!

Vocabulary

after
 all right
 already
 anyway
 celebrate
 do
 feel
 Friday
 fun
 go
 go out
 going
 going out
 got plans
 great
 hours
 how about
 how about you
 how long
 know
 like
 love
 maybe
 movie
 night
 oh well
 oh . . . sorry, Pauline
 Okay. I feel ready
 other
 over the weekend
 perfect
 pizza
 plans
 ready
 Saturday
 seeing someone
 something
 sounds great
 sounds like

Lesson 5: Asking Someone on a Date

M: Mark

P: Pauline

P: How long have we been studying?

M: Three hours.

P: Okay. I feel ready. When do you take the test?

M: I take it Friday. How about you?

P: Yeah, me too.

Who should ask out whom?

Branch 1: Mark should ask Pauline to do something over the weekend.

M: Would you like to do something over the weekend?

Do you want to do something over the weekend?

Branch 1a: Sure.

P: Sure, Mark. That sounds like fun.

M: All right!

Branch 1b: No, I've got plans.

P: Thanks, Mark. But I've already got plans.

M: Oh, well. Maybe some other time.

Branch 2: Mark should ask Pauline out for pizza.

M: What do you say we go out for pizza after the test?

studying
 sure
 take
 take the test
 test
 thanks
 thanks anyway
 that's okay
 time
 too
 want
 weekend
 what do you say
 what time
 yeah
 you bet

Grammar

could you go
 Do you want to go out
 Friday night and
 celebrate?
 How about going to a
 movie?
 How long have we been
 studying?
 What time?
 When do you take the
 test?
 would you

Pronunciation

all right
 already
 celebrate
 feel
 like
 long
 love
 Pauline
 plans
 well

Do you want to go out with Mark?

Branch 2a: Yes, but I'm busy.

P: I'd love to Mark, but I'm already going out with Kendra. Could you go on Saturday night?

M: Sure. How about going to a movie?

P: Sounds great!

Branch 2b: No, thanks anyway.

P: Thanks Mark, but I'm already seeing someone.

M: Oh . . . sorry, Pauline, I didn't know.

P: That's okay. Thanks anyway.

Branch 3: Pauline should ask Mark out.

P: Do you want to go out Friday night and celebrate?

Do you want to go out, Mark?

Branch 3a: Yes, what time?

M: You bet. What time?

P: How about 8:30.

M: Perfect.

Branch 3b: No, I can't.

M: I can't, Pauline, but thanks.

P: Sure.

Unit 5 Classroom Activities

Use the following questions in classroom, small group, or pair discussions about the topics in this unit. You can also adapt the questions to include role-play and individual writing activities.

1. How do you usually study for tests: a little at a time during a semester, or all at once in a “cramming session”?
2. Do you prefer studying with a group or by yourself? Why?
3. How often do you study in the library? Do you ever use the library for purposes other than studying?
4. When do you shop at a convenience store?
5. Why is food usually more expensive when you buy it at a convenience store?
6. Explain the different situations in which people use an apology.
7. How do you usually refuse an invitation? Do you think it is important to give a reason why you are refusing?
8. Two food items popular in America were mentioned in this unit: pizza and soda pop. What kinds of food and drink are popular in your native country?
9. Does your native country have an equivalent to United States county or state buildings? Explain the similarities and differences between the two.

CHAPTER 10

Student Workbook Answer Keys

In this chapter, you will find the answer keys to the Middle Mastery *Student Workbook*. The answers are listed in the same order in which the activities occur in the student workbook.

For many of the activities in the *Student Workbook*, answers may vary. If answers may vary, it is noted under the activity heading. In some cases, example answers are given although students' answers might not be identical.

Unit 1: In the Kitchen

1.1 Vocabulary

Answers may occur in any order.

1. minute / second
2. cup / dash
3. to cook / to bake
4. curry powder / salt
5. vegetables / eggs

1.2 Vocabulary

1. Will you clean up the house while I'm gone?
2. Do you have the time?
3. Should we start now?
4. Let's get him home.
5. Do you let your kids eat a lot of candy?
6. I'd better check the cake.

1.3 Vocabulary

1. f
2. c
3. g
4. h
5. a
6. e
7. b
8. d

1.4 Grammar

1. You [should / ought / (had) better] put another blanket on the bed.
2. You [should / ought to / (had) better] save your money.
3. You [should / ought to] ask the neighbors if they've seen him.
4. You [should / ought to / (had) better / have to] take a driver's education class.
5. He [should / ought to] take an English class.
6. He [should / ought to / (had) better] get to work as soon as possible.
7. You [should / (had) better / ought to] ask them to turn the TV down.

1.5 Culture

1. false
2. true
3. true
4. true
5. false
6. true
7. false
8. true
9. true

10. true
11. true
12. false
13. false
14. true
15. false

1.6 Culture

1. 16 cups orange juice
2. 4 cups lemonade
3. 1 cup grenadine syrup
4. 8 cups lemon-lime soda

1.7 Culture

1. 9:30; nine-thirty; 30 minutes past 9; 30 minutes after 9; half past nine
2. ten o'clock; ten
3. four-fifteen; a quarter after four; a quarter past four; fifteen after four; fifteen past four; fifteen minutes after four; fifteen minutes past four
4. twelve-forty-five; a quarter to one; a quarter 'til one; fifteen minutes before one o'clock; forty-five minutes past twelve; forty-five minutes after twelve

Unit 2: At the Supermarket

2.1 Vocabulary

1. How much will *everything* cost?
2. When you major in Spanish, you *have to* take literature classes.
3. What time did they *arrive at* the party?
4. Is Miles *truly* planning on going to medical school?
5. Do you think we should buy one or two gallons of paint for the bathroom? I think two should *do it*.
6. Okay, *let's say* that we both get high scores on the test. Do you still think we'll get a B out of the class?

2.2 Vocabulary

1. b
2. d
3. a

2.3 Vocabulary

1. hit
2. Actually
3. picnic

4. package
5. refund
6. extra
7. regular
8. each
9. use
10. bigger
11. just

2.4 Grammar

1. a
2. *blank*
3. *blank*
4. an
5. *blank*
6. a
7. *blank; blank*
8. a
9. a

2.5 Grammar

1. *rabbits; cats*
2. sandwiches
3. vegetables; *no change*; carrots
4. *no change*; cases; bags
5. *no change*
6. *no change*; keys
7. *no change*; cats

8. *no change; no change*
9. cans; bottles
10. tomatoes

2.6 Grammar

1. Because it was two in the morning, the store was already closed when I arrived.
2. Geraldine needs to find work because she and her husband are getting a divorce. *or* Because she and her husband are getting a divorce, Geraldine needs to find work.
3. Kelsey and Bob are going to London and also to France and Belgium. *or* Kelsey and Bob are going to London, and they are also going to France and Belgium.
4. You should enjoy the sunshine now because winter is only a few months away. *or* Because winter is only a few months away, you should enjoy the sunshine now.
5. Café ShaSha's desserts are very good, but Sweet Shop's desserts are even better.
6. While in New York, we saw two Broadway shows and all the tourist attractions, but we didn't get to see the David Letterman show.

2.7 Grammar

1. smarter
2. easier
3. more expensive
4. worse
5. more dangerous
6. farther *or* further
7. better
8. more comfortable

2.8 Grammar

1. much
2. many
3. many
4. much
5. many
6. much
7. much
8. much

2.9 Grammar

1. a little
2. some, many
3. some, a little
4. some, many
5. some, a little
6. some, many

7. some, a little
8. some, many

2.9 Grammar

1. b
2. a
3. b
4. a
5. a
6. a

2.11 Grammar

1. b
2. a
3. b
4. a
5. a

2.12 Culture

1. true
2. true
3. true
4. false
5. false
6. true
7. true
8. false
9. true

- 10. true
- 11. true
- 12. false
- 13. true
- 14. false
- 15. true

2.13 Culture

Shopping lists should contain the following:

- eggs
- chocolate chips
- chicken
- corn flakes
- cabbage
- Miracle Whip
- celery seed

2.14 Culture

- 1. about 1000 yards
- 2. Washington; Maple
- 3. two (Oak and Maple)
- 4. hardware store
- 5. *Answers will vary, but should be similar to one of the following:*

Go west on Washington, then South on Oak. *or* Go south on Maple, then west on Lincoln, then south on Oak. *or* Go south on Maple, then west on Main, then south on Oak.

Unit 3: At the Park

3.1 Vocabulary

- 1. e
- 2. a
- 3. d
- 4. f
- 5. g
- 6. b
- 7. h
- 8. c

3.2 Grammar

- 1. a
- 2. p
- 3. a
- 4. a
- 5. p
- 6. a

3.3 Grammar

- 1. really; more
- 2. always; probably; late
- 3. now; finally
- 4. never; just
- 5. sometimes; too

3.4 Grammar

Answers given from left to right.

1. I, you, we, they; have; had; will have
2. he, she; brings; brought; will bring
3. she; sees; saw; will see
4. they; want; wanted; will want
5. Paul; gives; gave; will give
6. we; live; lived; will live
7. he, she; cleans; cleaned; will clean
8. I, you, they, we; buy; bought; will buy
9. it; eats; ate; will eat
10. he; goes; went; will go

3.5 Culture

1. true
2. false
3. true
4. false
5. false
6. true
7. false
8. true
9. true
10. true

11. false
12. true
13. false
14. true
15. true

3.6 Culture

Answers will vary.

3.7 Culture

1. C
2. R
3. R
4. C
5. R
6. C
7. R
8. C

1. 1 and 5
2. 2 and 4
3. 3 and 6
4. 7 and 8

Unit 4: With Friends

4.1 Vocabulary

1. graduate
2. know
3. work
4. spend
5. hope
6. start
7. Guess
8. transfer

4.2 Vocabulary

Following are thirteen possible sentences:

1. I have three.
2. I have three books.
3. I have three math books.
4. I have three assignments due.
5. I have three math assignments due.
6. I'm going on vacation.
7. I'm just hanging out.
8. Sue and Chris work in a record store.
9. Sue and Chris are just hanging out.
10. Sue and Chris are going on vacation.

11. Are Sue and Chris going on vacation?
12. Are Sue and Chris just hanging out?
13. Are you ready to study for the exam?

4.3 Vocabulary

1. weekend
2. minute
3. make
4. busy
5. Hi
6. ready

4.4 Grammar

1. does
2. have been
3. ends
4. have been
5. have worked
6. runs

4.5 Grammar

1. does Anna speak
2. is crying
3. go; are staying
4. wants

5. do not believe *or* don't believe
6. are living
7. are you taking, is freezing
8. do you call
9. does this word mean
10. does it take
11. are you taking
12. stay; are staying

4.6 Grammar

1. Sam planned his vacation every evening this week.
2. *correct*
3. *correct*
4. I don't understand what you are saying.
5. *correct; could also be* We are leaving for New York at 8:00 tomorrow morning.
6. Hurry up! We're all waiting for you.
7. I'm staying home tonight to write some letters.
8. Jeanette doesn't usually work on Saturday.
9. I don't believe her
10. *correct*

4.7 Grammar

1. A
2. B
3. C
4. C
5. A
6. B
7. B
8. C
9. A
10. C

4.8 Grammar

Some verbs may be in either the simple past or the past progressive tense.

1. Mark had an accident while he was driving to work.
2. While Amy talked on the phone, Kris prepared dinner. *or* While Amy was talking on the phone, Kris prepared dinner.
3. Jerry arrived while we were having dinner.
4. Nancy was dancing when the music suddenly stopped.
5. Sam broke his leg while he was skiing.
6. John was at work when he heard about his mother's death.

- 7. When the dance finished, we all went home.
- 8. While I was shopping yesterday, I saw an accident.
- 9. While was waiting for Matt, I met an old friend.

4.9 Grammar

- 1. I believed Tim was right
- 2. *correct*
- 3. I usually went to bed late last summer.
- 4. Carol was taking a shower when the fire alarm went off.
- 5. *correct*
- 6. Mary burned her hand while she was cooking breakfast.
- 7. *correct; or* I had been trying to contact her when she arrived.
- 8. *correct*
- 9. What did you think of the plan?
or What do you think of the plan?
- 10. *correct*

4.10 Grammar

- 1. had
- 2. went
- 3. got
- 4. brought

- 5. ate
- 6. played; listened
- 7. met; made

4.11 Grammar

Answers may vary

- 1. is; will
- 2. will; is
- 3. do
- 4. will
- 5. will; can
- 6. did; do you
- 7. won't; won't

4.12 Grammar

Answers will vary.

4.13 Culture

- 1. true
- 2. false
- 3. true
- 4. false
- 5. false
- 6. true
- 7. false
- 8. true
- 9. true
- 10. false

11. true
12. true
13. false
14. false

4.14 Culture

Answers will vary.

4.15 Culture

1. 2
2. 7
3. 5
4. 9
5. 3
6. 4
7. 6
8. 8
9. 1

The following phrases should be marked:

1. Well, I should let you guys study then.
2. Sam, this is my good friend, Linda.
3. It's nice to meet you, Sam.
How are you, Linda?
It was a pleasure meeting you, Linda.
It was nice to meet you too, Sam.

4. Are you taking biology this term?

It's a tough class, isn't it?

4.16 Culture

1. a. 3
b. 1
c. 2
2. a. 1
b. 3
c. 2

Unit 5: At School

5.1 Vocabulary

1. genes; mitochondria; carbon dioxide; photosynthesis
2. dinosaurs; plants; history; machines
3. old; great

5.2 Vocabulary

1. to call
2. to produce
3. to study
4. to think
5. to get

5.3 Vocabulary

1. hour
2. history
3. test
4. Soda
5. library

5.4 Vocabulary

1. big; perfect; ideal; old; new; third; great
2. big; perfect; old; new; third; important; great
3. big; hard; third; important
4. perfect; ideal; hard; important; great; wrong
5. big; perfect; hard; new; important; great
6. big; perfect; ideal; old; new
7. great, new, old, perfect
8. big, perfect, old, new, third, great
9. big, perfect, ideal, hard, third, important, great
10. big, perfect, ideal, hard, third, important, great

5.5 Grammar

1. No, he isn't.
2. Yes, I have. *or* No, I haven't.

3. Yes, I am. *or* No, I'm not.
4. Yes, I have. *or* No, I haven't.
5. Yes, you do. *or* No, you don't
6. Yes, I am. *or* No, I'm not.
7. Yes, I do. *or* No, I don't.
8. Yes, I can. *or* No, I can't.
9. Yes, I will. *or* No, I won't.

5.6 Grammar

1. f
2. c
3. a
4. g
5. e
6. d
7. b

5.7 Grammar

Answers may vary, but should be similar to the following:

1. With whom did you speak? *or* Who(m) did you speak with?
2. Who helped you get a job?
3. Who bought the flowers for you? *or* For whom did Frank buy the flowers? *or* Who(m) did Frank buy the flowers for?
4. What's wrong?
5. Who(m) is Ursula dating?

6. What does this mean?
7. What did you forget to buy when you went to the store?
8. What have you done? *or* Who has done something terrible?
9. What kind of food does Sarah want to eat? *or* Who wants to eat Mexican food?
10. What would you like to do tonight?

5.8 Grammar

1. c
2. e
3. a
4. g
5. f
6. h
7. d
8. b

5.9 Grammar

1. b
2. a
3. c
4. d

5.10 Grammar

Answers may vary, but should be similar to the following:

1. Adriana works at the community hospital.
2. Karl usually picks her up at 8:30.
3. When does Adriana need to be to work?
4. Where is Karl?
5. Adriana calls Karl because she's worried about being late to work.

5.11 Grammar

1. When
2. Why
3. Why
4. When
5. Why
6. Where
7. Where
8. When

5.12 Grammar

Answers may vary slightly, but should be similar to the following:

1. Who went on vacation?

- | | |
|---------------------------------------------------------------------------------------|-----------|
| 2. Who did he visit? <i>or</i> Whom did he visit? | 4. true |
| 3. When did she leave? | 5. true |
| 4. How long did Henry live there? | 6. false |
| 5. What did the doctor give her? | 7. true |
| 6. How much did the new tires cost? <i>or</i> How much did Sam pay for the new tires? | 8. false |
| 7. When did Karen arrive? <i>or</i> What time did Karen arrive? | 9. false |
| 8. How many hours a day does Dave work? <i>or</i> How long does Dave work every day? | 10. true |
| 9. How is Cecily feeling? | 11. true |
| 10. Why aren't they going with us? | 12. false |
| | 13. true |
| | 14. true |
| | 15. false |

5.13 Grammar

- 1. How many
- 2. How long
- 3. How often
- 4. How much
- 5. How are
- 6. How does
- 7. How about

5.14 Culture

- 1. false
- 2. false
- 3. false

5.15 Culture

Answers will vary but should match the schedule.

5.16 Culture

Answers will vary.

APPENDIX 1

Frequently Asked Questions

We hope this *Instructor Guide* is a thorough review of the ELLIS program you have implemented in your classroom. For your convenience, however, we have included this appendix that contains questions frequently asked by instructors about the programs and supplemental materials available from ELLIS.

If you have other questions or concerns, contact your local sales representative. You can also contact ELLIS for more curriculum planning ideas and with technical questions.

How much time should my students spend in ELLIS?

Frequent and repeated exposure to the ELLIS program is key to successful learning. Ideally, students should spend 45–60 minutes a day on ELLIS, two to three times a week. At the very least, students need to be exposed to the program once a week so they can progress at a rate that fosters language learning.

What does our computer lab need to run ELLIS?

Each computer in the lab needs a set of headphones and a microphone. Headphones allow students to listen to the computer without being distracted by other students using the lab. Microphones allow students to participate in recording activities in the program.

Do my students have to use the same computer each time they use ELLIS?

Not necessarily. If ELLIS is installed on a network, students can sit at any computer connected to the network. However, if the lab computers are not connected through a network, students must always use the same computer and ELLIS will need to be installed on each individual computer.

How do I determine where my students should begin in ELLIS?

ELLIS Placement is a program that can assist you in pre-testing your students to have their knowledge assessed. Placement will then recommend which Academic program is right for the student.

How can my students access instructions for ELLIS activities in their native language?

ELLIS provides two forms of native language support: Native Language Guides and Native Language Help.

Native Language Guides (NLGs) are optional materials available from ELLIS that provide translations into the student's native language. For ELLIS Middle, NLGs translate vocabulary and communication phrases.

Native Language Guides are packaged as CDs that require separate installation. When you purchase NLGs from your sales representative, you must specify which languages you need. If NLGs are installed, the Native Language button will appear at the bottom of the screen on some pages in ELLIS Middle. Students can click on the Native Language button to hear the last phrase said in their native language. The students' native languages are set in Instructor Utilities. If you do not want the Native Language button to be available for a specific student, set that student's native language as English.

What can I do to make sure my students don't go through the program too quickly or without completing all of the activities?

There are three options in Instructor Utilities that you can use to make sure a student does not go through the program too quickly or without doing the exercises.

1. Use the Path & Preferences tab in Instructor Utilities to set an individualized path for the student.

Setting an individualized path for the student allows the student to focus on specific skill areas. To determine what those skill areas are, you can either administer an offline assessment or look at the student's test scores in Instructor Utilities to review areas that the student consistently performs poorly in. Then use the Path & Preferences tab to create a learning sequence for the student that will let him or her focus solely on the things he or she needs to spend more time on.

2. Use the Path & Preferences tab in Instructor Utilities to set a minimum quiz score.

Setting a minimum quiz score for the program requires the student to get a quiz score equal to or higher than the set minimum before he or she can go on to the next lesson. This keeps the student from progressing in the program without first mastering the material.

- 3 Use the Paths & Preferences tab in Instructor Utilities to disable the Next feature until the current activity is completed.

Disabling the Next feature until the current activity is completed will ensure that the student isn't clicking the Next button to move on without completing any of the exercises.

What is the best way to implement ELLIS in the classroom if I have only one copy but I have several students in my class?

This is a difficult question that requires creative solutions. You may consider having students use ELLIS in groups. Up to three students can log in to one computer at the same time. (No extra licenses are needed for multiple logins.) You could also set up a lab station where students can rotate through the program. E-mail us at training@ellis.com with any additional ways you have implemented a limited number of copies of ELLIS in your classroom.

Is there a way for my students to practice writing the information they have learned in ELLIS or to practice content away from the computer?

Yes. The *ELLIS Student Workbook* can be used for additional practice away from the computer. The workbook is not a substitute for the computer instruction, but it does allow for hours of practice in writing skills and other skill areas not addressed in the computer program. See Chapter 4 to learn ways to implement the workbook in your classroom.

Are there any other materials available that will help me to encourage my students to practice the material learned in ELLIS?

The *Instructor Guide* provides several ideas for classroom activities that will reinforce the learning done in ELLIS. See chapters 4–12 to find activities for a specific unit.

Can I go back and listen to what my students have recorded in the voice recording feature?

No. Any recordings done with the recorder are saved to temporary storage on the computer. They are not saved to a permanent file. If you want to hear students' pronunciation, go to their computers and listen to them record their voices while they are using the program.

How can I align my use of ELLIS to help me meet current district, state, or national testing standards?

To align ELLIS with current district, state, or national testing standards, go to the ELLIS website (ellis.com) and under the Products page, click on "Correlations." Correlations show how the content and skills presented in ELLIS correlate with state and national testing standards. On the Correlations page, look under "ELLIS Academic Correlations" and then find the appropriate document listed under your state or under the heading "National and International." If you don't see the correlation you need, contact your sales representative.

How can I quickly correlate my existing lesson plans with the content covered in ELLIS?

We suggest that you use the ELLIS Scope & Sequence chart to quickly correlate your lesson plans with the content covered in ELLIS. A Scope & Sequence chart can be found in three places: (1) in this guide in chapter 4; (2) as a printout given to you by your trainer; or (3) as a PDF file that you can download from the ELLIS website at <http://ellis.com/products/academic/s&s.php>.

How can I demonstrate the effectiveness of ELLIS and the students' progress in ELLIS to others, such as the students themselves, parents, or administrators?

Instructor Utilities allows you to print several different types of reports that indicate students' first, last, lowest, and highest quiz and test scores as well as the time they have spent in each area of ELLIS.

You can also compare the students' scores from ELLIS Placement with their scores on the unit tests.

Are the questions the same each time student take a unit test or lesson quiz?

No. ELLIS draws questions from a large bank of questions. This allows them to take a unit test or lesson quiz multiple times.

Do students have to finish an entire unit in ELLIS before taking the test?

No. However, the tests are password protected, so the teacher can determine when a student can access a unit test. You can access the password preferences in Instructor Utilities.

What if a student can't finish a lesson in one session at the computer?

Students may not finish an entire lesson in one sitting. When students log in, clicking the bookmark button will return them to where they were last working in the program.

How can I teach my students to use ELLIS?

ELLIS provides several tools to help your students quickly become comfortable in each program.

Located at the bottom of every page in ELLIS is the Native Language Help button. By clicking on this button, students will hear instructions in their native language on how to use ELLIS.

In Instructor Utilities, you can also print off Help-at-a-Glance cards in your students' native languages. The cards teach students the basics of how to use ELLIS.

When multiple students are working at one computer, does ELLIS keep track of each student's progress?

Yes. Even if more than one student is logged in to ELLIS, the computer keeps track of which lessons are completed. If more than one student is logged in, students can click on their names at the bottom of the screen to see which lessons they have already completed. If multiple students are logged in on one computer, tests will be disabled.

APPENDIX 2

ELLIS Contact Information

ELLIS wants to help you succeed as an educator. Our team is prepared to answer your questions and listen to your concerns. Below is the contact information for the ELLIS corporate offices, as well as four departments that can meet your needs.

You can reach us during our regular business hours Monday through Friday, 8:30 a.m. to 5:00 p.m. (Mountain Standard Time). Another excellent resource is your local sales representative. See “Sales and Information” below to learn how to contact your representative.

Technical Support

For computer or program problems and questions, contact Technical Support.

e-mail	support@ellis.com
phone	888.756.1570 (toll free)
web	ellis.com/support
MSN Messenger	support@ellis.com

Training and Installation

For questions on curriculum planning or ways to implement ELLIS in the classroom, contact Training and Installation.

e-mail	training@ellis.com
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Sales and Information

To purchase additional ELLIS products, contact your local sales representative. Call or e-mail Sales and Information to find out how to contact your sales representative.

e-mail	sales@ellis.com
phone	866.211.0721 (toll free)
web	ellis.com/sales

ELLIS Web Services

For questions about downloading online resources or utilities or if you have problems using the ELLIS website (ellis.com), e-mail ELLIS Web Services.

e-mail	webservices@ellis.com
web	webservices.ellis.com

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