ELLIS®
Intro™ 3
Instructor Guide

ELLIS®

English training
software

Contents

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 Intro is for teenage to adult students who are familiar with English but are still beginners. The program teaches basic skills in vocabulary, listening, grammar, communication, culture, and pronunciation. The goal of ELLIS is to build students' language skills while helping them develop community skills. 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, Intro covers topics such as making introductions, shopping for food and clothing, phoning, and eating out. (For a complete list of topics covered in Intro, see the Scope & Sequence chart in chapter 4.)

Students starting in Intro should know the following before they begin: Roman alphabet letters and numbers in writing and speech, and how to use a mouse.

Because Intro is designed for beginning students, text is kept to a minimum. Instead, pictures, video, and sound teach lesson objectives. As students progress, more text is used, but is limited to basic definitions, practice questions, and scripts of the videos students will see.

Definitions of vocabulary are based on the context of 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 Note

Recommendation

More details

Take an action

Structure and Design

This section will explain the overall structure of Intro 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 Intro. 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 Intro.
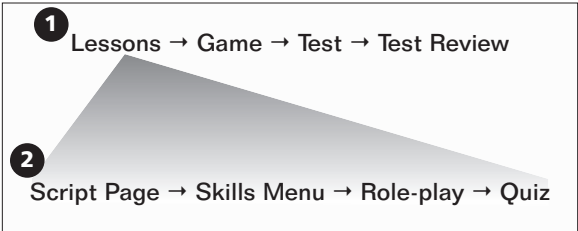
Suggested sequence within ELLIS   1. Suggested sequence within each unit   2. Suggested sequence within each lesson

Intro 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 Intro. 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 Intro. Knowing how these buttons function will help you navigate faster within Intro.

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.

| Script Page Games Test Test Review Summary | → | **Main Menu** |

Skills Menu
Role-play → **Script Page**

Tutorials
Practice
Lesson Quiz → **Skills Menu**
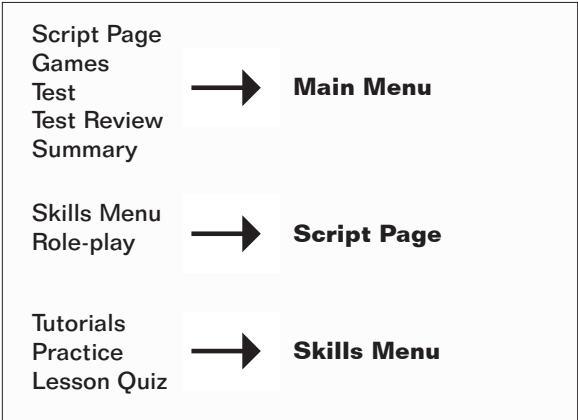
Hierarchy of the Up button   Clicking the Up button from the pages on the left side of the diagram will take you to the pages displayed on the right.

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.

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 Intro 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 Intro, 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.

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.

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 Intro

In this chapter, you will learn in detail how to use ELLIS Intro. 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 Intro. 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 Intro.
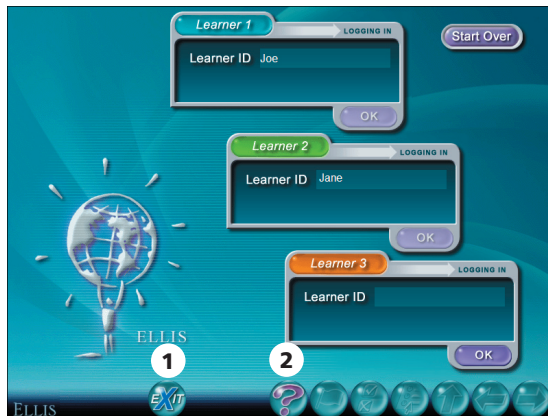
Login Screen   1. Exit button   2. Help button

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

The units are listed at the left side of the screen. There are eight units in Intro. 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

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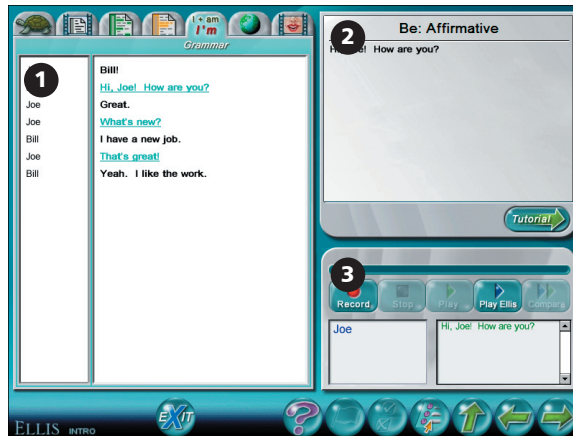
Script Page   1. Script display area   2. Media display area
3. Recorder

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.
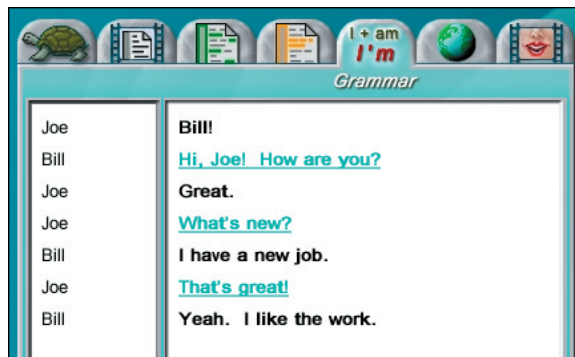
Script Page tabs

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.
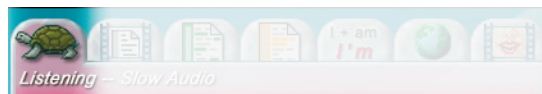
Slow Audio tab

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.
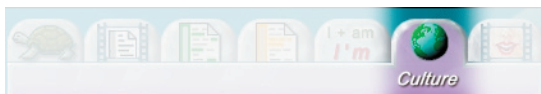
Culture tab

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.
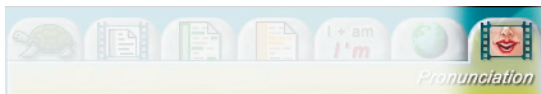
Pronunciation tab

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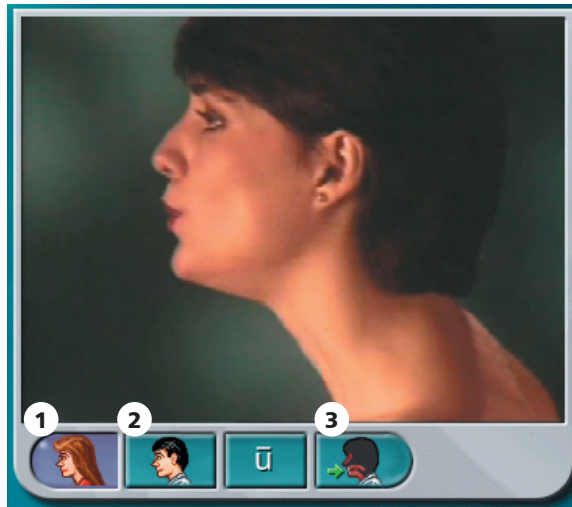
Media display area   1. Female button   2. Male button
3. X-ray button

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.
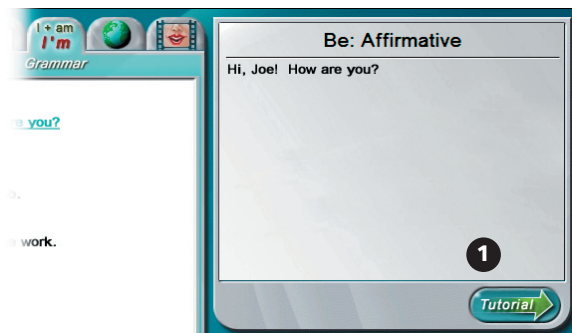
Script page   1. Tutorial button

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.
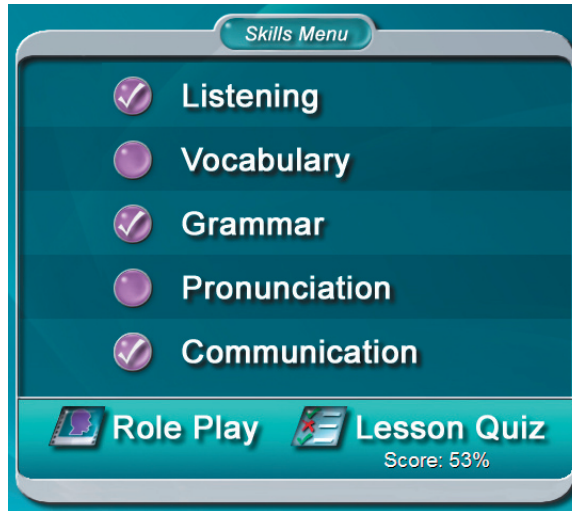
Skills Menu

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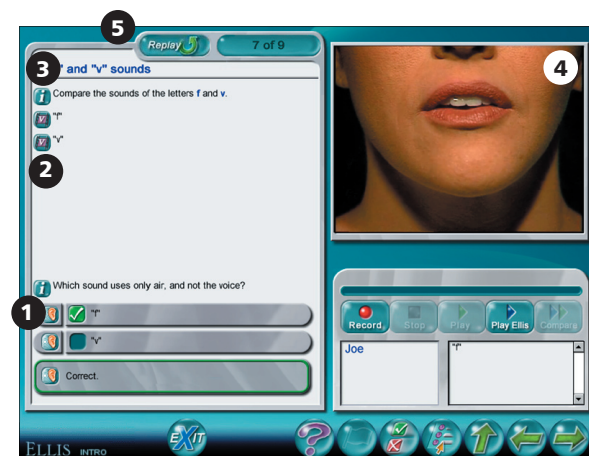
Tutorial page   1. Ear button   2. Video button
3. Instruction button   4. Video display area   5. Replay button

Click on an Instruction button [i] 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 [v] to see the video clip that corresponds to that line played in the media display.

Click on an Ear button [ear] 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.
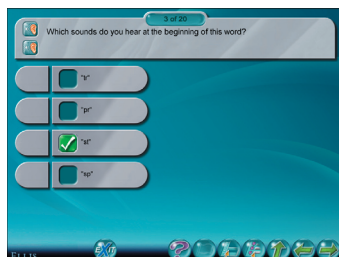
Multiple-choice question with one answer
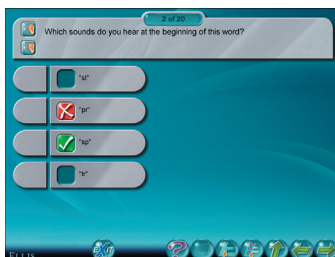
Multiple-choice question with more than one answer

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.
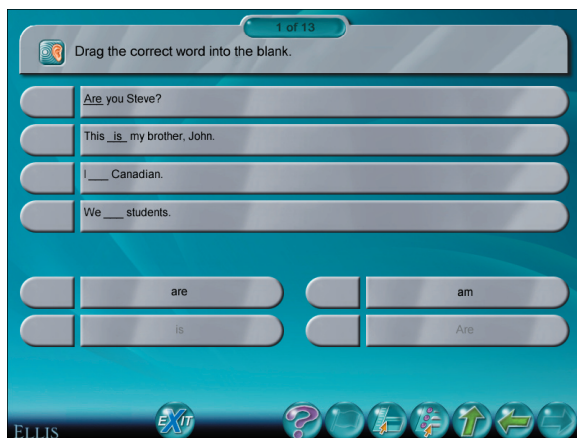
Fill-in-the-blank question

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.
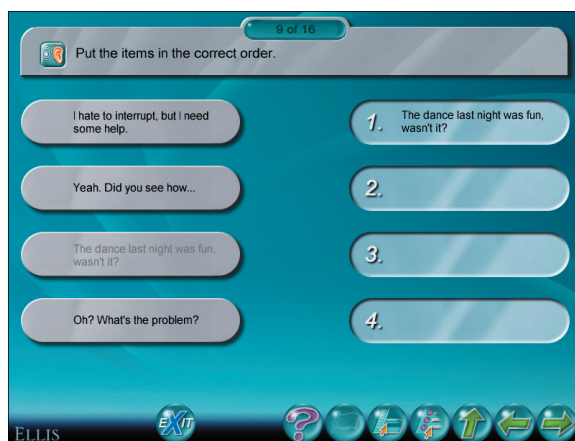
Sequencing question

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 Game button from the Main Menu. The Concentrate game is a fun way for students to review 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.

Follow these instructions to play Concentrate:

1. Click on two tiles to see or hear what is hidden underneath.

2. If the two tiles you clicked on match, they will disappear to reveal part of a picture.

3. Match words to the sounds they contain or to their corresponding pictures.
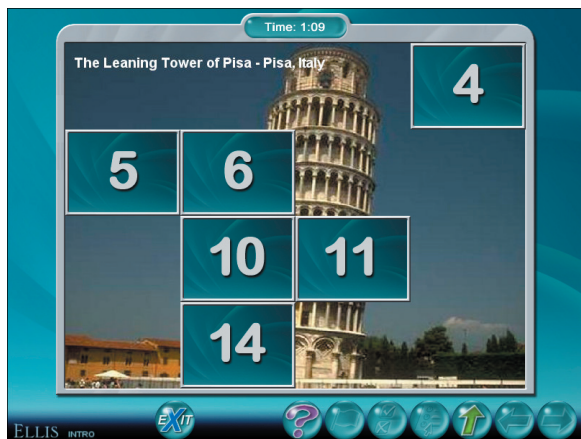
Concentrate

When you have matched all the tiles correctly, you will see a complete picture. You will see a different picture each time you play Concentrate.

ELLIS will keep track of the time it took you to complete the matching game. The amount of time you have spent on the game is displayed at the top of the screen. Time spent on the game is stored in Instructor Utilities. Click the Up button to return to the Main Menu when you have finished.

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.
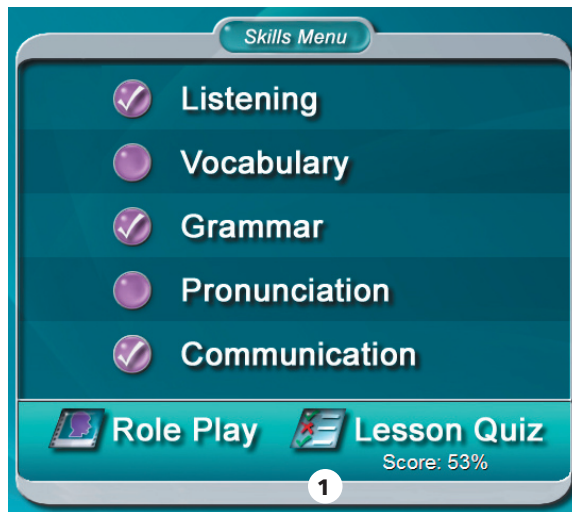
Skills Menu   1. Lesson quiz menu item with score display

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.
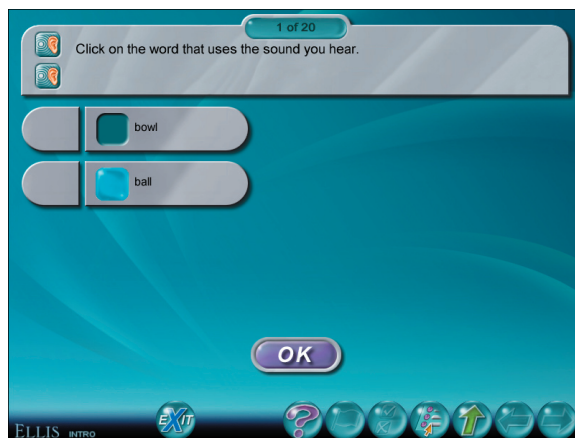
Multiple-choice quiz question with one answer

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.
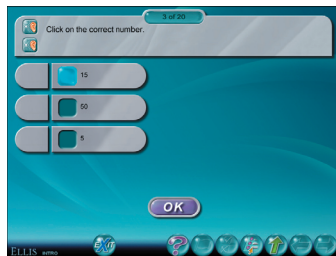
Multiple-choice question with one answer
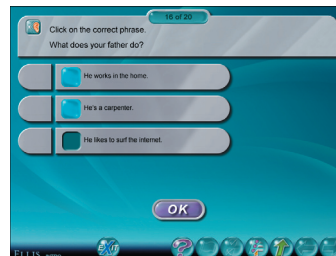
Multiple-choice question with more than one answer

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.
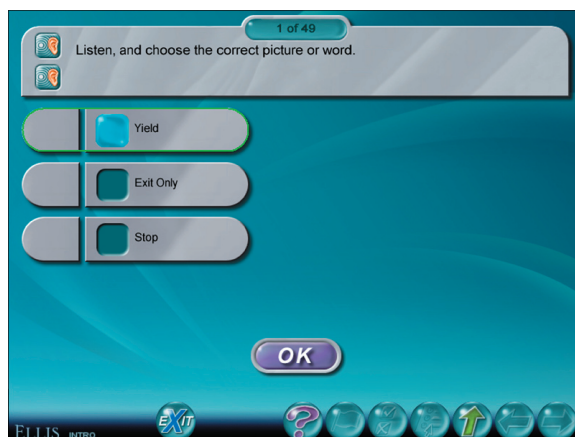
Test review page

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 Intro. 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 Intro. 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

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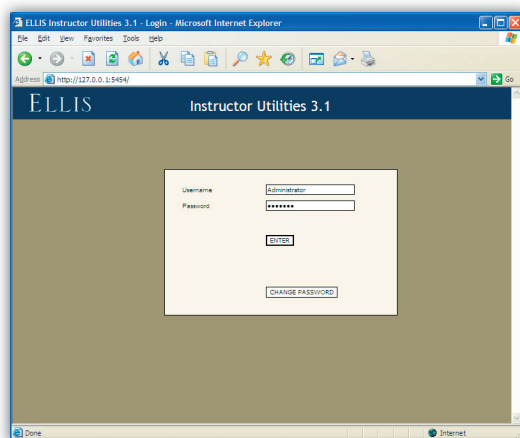
Instructor Utilities 3   The new Instructor Utilities functions as a website that is hosted on a computer maintained by your school. Your school's systems administrator should give you the site's address so you can access Instructor Utilities.

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.
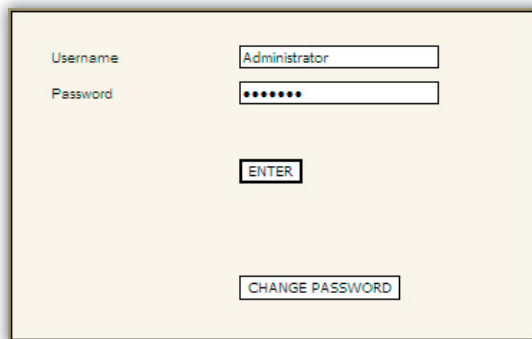
Security

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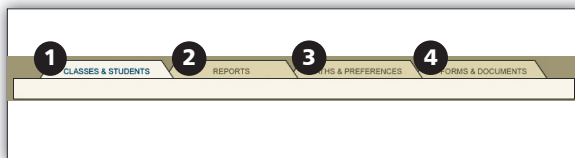
Instructor Utilities tabs   1. Classes & Students tab 2. Reports tab   3. Paths & Preferences tab   4. Forms & Documents tab

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.

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.

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.

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 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.

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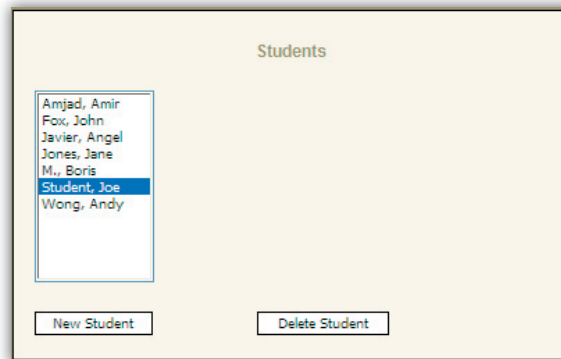
Students box   At the bottom are two buttons: New Student and Delete Student. Above is a list of students that have been created in a specific class.

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.

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

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.

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.

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.

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
Class: ELLIS
District: ELLIS ISD

ESL Teacher: Mr. Hall
School: ELLIS HS

ELLIS ID	Student Name	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
					Test Scores				
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.

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   ESL Teacher: Mr. Hall
Class: ELLIS   School: ELLIS HS
District: ELLIS ISD

Student Name: Student, Joe
Native Language: Spanish
Time in Program: 22:19:06

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	0:15:45	0:01:59	0:08:06
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	0:01:45	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   ESL Teacher: Mr. Hall
Class: ELLIS   School: ELLIS HS
District: ELLIS ISD

Student Name: Student, Joe
Native Language: Spanish
Time in Program: 22:19:06

Activity Times

U000001 : Student, Joe

Unit Name	Script	Video	Roleplay	Learn	Practice	Summary	Game	Test	Quiz	Recorder	Total	Status
1. Meeting People	5:54:53	24:50	31:39	47:10	1:14:04	58:11	14:46	23:30	4:32	1:20	10:34:54	Done
2. Shopping	0:03	0:02	0:00	0:16	1:00	1:45	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	0:03	0:05	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	9:15	1:35	0:00	0:00	4:01	0:00	15:40	In Progress
Totals	5:55:09	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   ESL Teacher: Mr. Hall
Class: ELLIS   School: ELLIS HS
District: ELLIS ISD

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
Javier, Angel	Angel	Spanish	31	1:07:09
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   ESL Teacher: Mr. Hall
Class: ELLIS   School: ELLIS HS
District: ELLIS ISD

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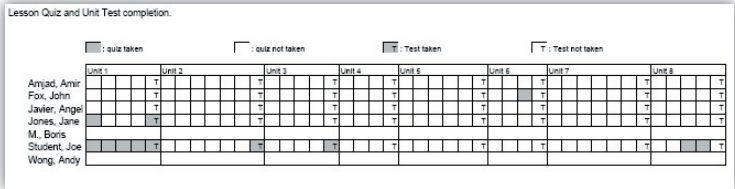
Class Completion Graph   This report shows a graph of which students have completed lesson quizzes and unit tests.

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.

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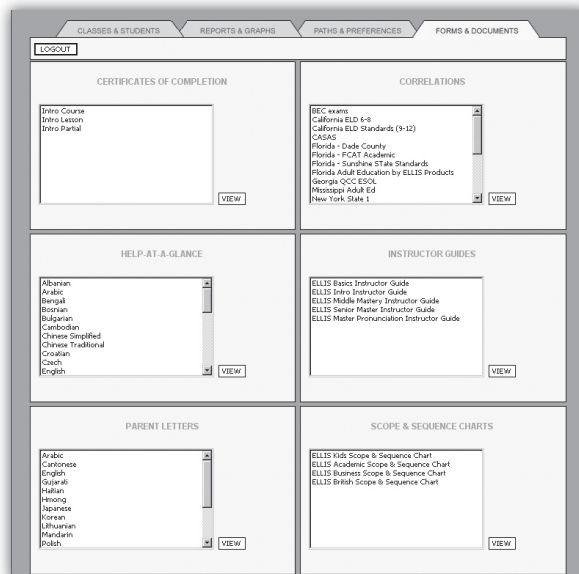
Forms & Documents tab   In the six sections of the Forms & Documents tab, instructors can find ELLIS supplemental materials in PDF form.

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.

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 (found in Instructor Utilities under the Forms & Documents tab) 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 book. 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 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 5–12 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. Also available is the Course Book, a workbook with listening CDs.

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.

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 [I] I 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 let's 3.3 [□] i ticket 3.4 [□] uh subway	4.1 [a□] ai hi 4.2 [□] th something 4.3 [a] 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 [□] u wood 5.4 [k] k kind 5.5 [t] t top	6.1 [□] ng sing 6.2 [p] p pepper 6.3 [□] aw draw	7.1 [v] v have 7.2 [æw] ow how 7.3 [d] d did 7.4 [z] z is 7.5 [□] ch stitches 7.6 [□] sh wish	8.1 [y] y yes 8.2 [oy] 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	• U.S. measurements (1) • Food and spices • Recipes and cooking terms • Numbers in measurements and time • Prepositions of time • Expressions of time	• 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	• Sports and recreation • Weather and temperature • University classes, extra-curricular activities, and social life
GRAMMAR	• **Be**: Contractions, Yes/no and WH-questions • **Do**: Contractions and negatives • Modals: Necessity, advice, ability, possibility and permission	• Conjunctions: **and, so, but, because** • Comparatives • Superlatives • Quantifiers • Conditionals	• 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	• Talking about food preparation (home cooking) • Asking for the time • Telling time • Discussing amount of time	• Expressing needs • Asking for advice • Talking about quantity • Making suggestions • Comparing size and price • Asking for directions • Offering and asking for help	• Making small talk (weather, sports, current events) • Giving and receiving compliments • Discussing leisure activities and current events
CULTURE	• Metric vs. U.S. measurements (recipes) • Popular foods • Formal vs. informal ways of telling time	• 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.	• 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?
• Leisure activities • Work/study schedules and activities (1) • Common idioms used in small talk • Public transportation • Places in the community and university (1)	• Work/study schedules and activities (2) • Common university classes • Biology terms • Places in the community and university (2)
• Simple present and present progressive • Simple past and past progressive • Future tense: **will, be going to** and simple present as future • Expressions of time	• 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**
• Using idiomatic greetings and farewells • Introducing yourself and others • Making small talk (weekend plans, work, leisure activities, meeting new people)	• 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
• University life (1) • Subjects for small talk (2) • Identifying sarcasm • U.S. national holidays and popular vacation spots • Making eye contact	• University life (2) • Dating • Polite refusals • Slang expressions (2)
4.1 [æ] a dance 4.2 [aʊ] ow down 4.3 [aɪ] ai five	5.1 [ʌ] 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 • Casual greetings and Farewells • Movie genres • Greek and Latin roots • Prefixes and suffixes: Form and meaning	• Formal greetings and farewells • Titles of respect • Government offices and elections	• University schedules and majors • Descriptive adjectives (opinions about university classes and professors)	• Class assignments • Expressions of time • Physical feelings • Convenience store items • Money
GRAMMAR • Prefixes, suffixes, and roots: Function and use	• Equatives • Comparatives • Superlatives • Parallelism and paired conjunctions	• Modals: Permission, ability, possibility, advice and necessity • Using modals in questions (requests and invitations)	• Review: Yes/no and WH-questions • Dependent clauses: Noun, adjective, and adverb • Tag questions • Questions in reported speech
COMMUNICATION • 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	• Introducing others: Levels of formality • Using titles of respect • Using pre-closings • Discussing conditions at work • Discussing common interests	• Registering for university classes • Discussing university scheduling, classes, professors, and majors • Expressing opinions • Discussing unrealized plans • Making suggestions	• Discussing class assignments • Alternative ways of telling time • Asking about location of items in a store • Expressing needs • Making purchases • Discussing intentions
CULTURE • Discuss roommates • Living in apartments • Rate movies • Discussing thing in common • Avoid certain topics in making small talk	• Give examples of appropriate topics for small talk • Explain the difference between real invitations and noninvitations • Addressing someone with a title	• Give examples of majors • Differentiate between general education classes and classes for particular majors • Changing majors	• Identify study habits • Recognize the differences between conveniences stores and grocery stores
SOUNDS 1.1 [□] i it 1.2 [t] t delighted 1.3 [□] j journey	2.1 [u] oo do 2.2 [□] u good 2.3 [a□] ow sounds 2.4 [g] g going	3.1 [f] f fitting 3.2 [□] j Joel 3.3 [l] l Lee	4.1 [ai] ai assignment 4.2 [a□] 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?
• Occupations and skills • Job search terms • Classified ad terminology	• Licensing terms • Traffic laws	• University registration terms • University expenses • University living arrangements	• Living expenses • Budgeting terms • Types of utilities
• Real conditionals • Unreal conditionals	• Gerunds: Form and use • Verbs followed by gerunds only • **Go** + gerund • Infinitives: Form and use (subject, object) • Verbs followed by infinitives or gerunds	• Passive voice: Form and use • Passive voice: Present, past and future tense • Stative passive • Passive expressions with **get** and **have**	• Count and noncount nouns In measurements • Definite and indefinite articles • Quantifiers
• Requesting assistance • Expressing needs • Discussing job skills and preferences • Offering advice • Asking for information • Making interview appointments	• Summarizing information from spoken and written sources • Studying for a driver's test • Discussing traffic rules and regulations • Offering encouragement	• Offering assistance and advice • Discussing costs of higher education (tuition and living expenses) • Expressing needs • Discussing preferences • Discussing school and work schedules	• Asking for assistance • Stating opinions • Discussing necessity and possibility • Offering advice and information • Discussing pros and cons
• Sources and strategies for locating jobs • Résumé writing	• U.S. driver's licensing requirements • General U.S. driving laws	• University systems and procedures (2): Credit hours, tuition and resident status • Grants and scholarships	• 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 [□] 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 [□] 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 *The Grapes of Wrath?* 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.
• Job interviews • Job skills and requirements • Work schedules • Wages and benefits	• Computers: Parts and functions • Multimedia equipment • Idiomatic prepositional phrases • Phrasal verbs	• Sales organizations: personnel and procedures • Marketing plans • Sales proposals	• Story elements • Characterization and plot • Literary criticism • Writing styles
• Present progressive • Stative verbs • Past progressive • Future progressive • Subject-verb agreement	• Prepositions of place • Prepositions of time • Prepositions of location • Prepositions of movement • Phrasal verbs: Separable and inseparable	• Subject and object pronouns • Indefinite pronouns • Possessive pronoun vs. possessive adjective • Gender-neutral pronouns • Reflexive pronouns	• Present perfect • Present perfect progressive • Past perfect • Past perfect progressive • Future perfect • Future perfect progressive • Past participles
• Interviewing for a job • Discussing job qualifications and skills • Negotiating a wage • Asking about benefits • Planning work schedules	• Asking for and giving technical assistance • Expressing needs • Discussing technical problems • Making suggestions • Solving problems through process of elimination • Giving and following oral instructions	• Expressing concerns • Discussing possible solutions • Expressing strong opinions • Handling objections • Presenting arguments with objectivity • Making sales proposals	• 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
• Showing self-confidence in interviews • Acceptable questions for applicants to ask • Acceptable and polite negotiation	• Multimedia equipment • Computer lab activities and procedures	• Expressing ideas and opinions with confidence • Expressing opinions and objections without offense	• *The Grapes of Wrath* 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 [□] e Kent	10.1 [e] ey okay 10.2 [w] w Wendy 10.3 [æ] a can	11.1 [□□] oy join 11.2 [s] s so 11.3 [d] d already 11.4 [h] h hurt	12.1 [r] r read 12.2 [□] ch preacher 12.3 [p] p simple 12.4 [□] sh social 12.5 [o] o so

CHAPTER 5
Unit 1: Meeting People

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

Unit 1 covers such topics as greetings and responses, introducing yourself and others, and saying goodbye. 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.

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: Hi, Joe. How are you?

Vocabulary

Bill
great
hi
how are you
I have
I like
job
Joe
new
that's great
the work
what's new
yeah

Grammar

Hi, Joe! How are you?
That's great!
What's new?

Pronunciation

Bill
Joe
new
you

B: Bill

J: Joe

J: Bill!

B: Hi, Joe! How are you?

J: Great.

J: What's new?

B: I have a new job.

J: That's great!

B: Yeah. I like the work.

Lesson 2: Olivia, this is my friend Joe.

Vocabulary

am I late
good morning
hello
I'm
I'm Olivia
isn't that
it's a pleasure
it's nice
my friend
no
to meet you
too
you're not

Grammar

No, you're not.

Pronunciation

Denise
hello
Joe
no

B: Bill

D: Denise

J: Joe

O: Olivia

O: Hi, Bill.

B: Hello, Olivia.

O: *(She glances at her watch)* Am I late?

B: No, you're not.

B: Olivia, this is my friend, Joe.

J: It's nice to meet you.

O: It's nice to meet you, too.

B: Isn't that Denise?

J: Good morning, Denise.

D: Hi.

O: Hi, Denise. I'm Olivia.

D: It's a pleasure to meet you.

Lesson 3: Joe, where are you from?

Vocabulary

Chinese
here
Hong Kong
learn
live
maybe
sometimes
speak
still
teach
want
where are you from
your family

Pronunciation

family
from
Philadelphia

D: Denise

J: Joe

O: Olivia

O: Joe, where are you from?

J: I'm from Hong Kong.

O: Does your family live here?

J: No, they live in Philadelphia.

D: Do you still speak Chinese?

J: Sometimes.

D: I want to learn Chinese.

J: Maybe I can teach you.

Lesson 4: See you later. Goodbye.

Vocabulary

area code
goodbye
I don't want
I have to leave too
I need to go
it's nice to meet you
late
phone number
see you later
sure
teach
thanks
well
well, I need to go
what's
you can call me

Grammar

What's the phone number?

Pronunciation

call
I need to go
late
later
leave
well

B: Bill

D: Denise

J: Joe

O: Olivia

B: Well, I need to go.

O: I have to leave, too. I don't want to be late. Goodbye.

J: Goodbye.

D: Joe, can you teach me Chinese?

J: Sure. You can call me.

D: What's the phone number?

J: The number is 342-9817. The area code is 506.

D: Thanks. It's nice to meet you.

J: You, too. See you later.

Unit 1 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in each lesson. Use these ideas to supplement the learning that takes place in ELLIS Intro. Modify the activities to fit your learning objectives. Most activities can be adapted for class, group, or individual work. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students. The activities are divided by lesson number. It may help to review the videos for each lesson with your students before engaging in these classroom activities.

Lesson 1: Hi, Joe! How are you?

1. Begin the class by modeling the greetings used in this unit. Greet each student individually and have them return your greeting.

2. Ask students what they say when they see someone. Write their answers on the board. Include formal and informal greetings.

Lesson 2: Olivia, this is my friend Joe.

1. Write on the board *I am = I'm*. Introduce yourself by saying "I am [your name]" and "I'm [your name]." Go around the class and ask class members to introduce themselves the same way.

   Write on the board *He is = He's* and *She is = She's*. Go around the class and refer to students, saying: "She is [student's name]" and "She's [student's name]." Have the class practice the same way.

Write on the board *Am I, Is he, Is she*. Then have the following conversation with your students:

>Teacher: Am I [a student's name]?

>Students: No. You're [teacher's name].

>Teacher (referring to a student): Is he [wrong name of student]?

>Students: No. He's [right name of student].

Continue at random around the class. Then let students practice asking the questions.

2. Have the class sit in a circle. Model the activity by turning to the person on your left and saying, "Hi, I'm [your name]." Prompt the student to give an appropriate response, such as, "It's nice to meet you." Then ask the student to introduce himself to the person on his left. Continue around the circle until everyone has had a turn introducing themselves and responding to an introduction.

    Then introduce the person on your left to the person on your right. The person receiving the introduction should give an appropriate response, such as "Nice to meet you." The person on your left should then introduce you to the person on his or her left. Continue the activity around the circle in this manner until each student has had a chance to be introduced to someone and make an introduction.

Lesson 3: Joe, where are you from?

1. Display a world map at the front of the class. Begin by saying, "I'm [your name] and I'm from [your native country]. I speak [your native language]." On the map, point to the country you are from. Then ask students

individually, "Where are you from?" Students should answer using the same format you did and point to their native country on the map. Have a student ask another student the same question: "Where are you from?" Continue until every student has had a turn to ask a question and answer a question.

2. Write the following on the board:

    I am = I'm

    He is = He's

    She is = She's

    They are = They're

    We are = We're

    Practice with the class by referring to a student and saying aloud the beginning of the phrases below. Have students say aloud the information in brackets.

    • "I'm from [your native country]. I speak [your native language]."

    • "He's from [student's native country]. He speaks [student's native language]."

    Continue with the other contractions you listed on the board.

    Then invert the phrase to make a question.

    • "Is he [student's name]?"

    • "Is she from [student's native country]?"

3. Display a world map permanently in the classroom. Have the students write their name and native country on a slip of paper. Then let them pin it on the map next to their native country. You can also take a picture of each student and attach it with their slips of paper.

When new students join the class, help them introduce themselves to the class and tell where they are from and what language they speak. Have the other class members introduce themselves to the new students. Add the new students' names and pictures to the map.

4. Divide students into groups according to what country they are from originally. Give them colored paper, scissors, glue, and crayons or colored pencils. Ask them to construct a map of their country to display in class. Have the groups present their finished maps to the class and explain what it means.

Lesson 4: See you later. Goodbye.

1. Prepare a personal information sheet for students to fill out in class. Include information such as name, age, address, and native language. Then have students think of questions and statements to say using forms of the *to be* verb. (For example, "Are you José?"; "Is your native language Chinese?"; "My name is Maria.") Write their answers on the board.

2. Begin the class by modeling the greetings used in this unit. Greet students individually, and have them return your greeting. Ask students what they say when they leave someone. Write their answers on the board. Include formal and informal goodbyes. When class is over, prompt students to say goodbye to you and to each other by beginning the farewells yourself.

CHAPTER 6
Unit 2: Shopping

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

Unit 2 covers such topics as buying food, paying for items, and expressing likes and dislikes. 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.

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: We need sugar and nuts.

B: Bill

O: Olivia

O: We need sugar and nuts.

B: The 5 pound bag of sugar is $3.95.

O: We don't need 5 pounds.

B: The 3 pound bag is $1.95.

O: Let's get the box for a dollar.

B: Okay.

O: We need to buy nuts.

B: This bag has 8 ounces. That's half a pound.

O: Let's buy that.

Lesson 2: We need milk.

Vocabulary

cheese
gallon
good
half gallon
Jamie likes
juice
let's get some
like
milk
on sale
orange juice
quarts
there's

Grammar

We don't need 5 pounds.
We need sugar and nuts.

Pronunciation

a
bag
box
buy
ounces

B: Bill

O: Olivia

O: We need milk.

B: One or two quarts?

O: Two quarts.

B: Okay. A half gallon.

O: Do we have juice?

B: No. Let's get some.

O: There's one gallon of orange juice.

B: Good. Jamie likes orange juice.

B: Do you like cheese? It's on sale.

O: No. We don't need cheese.

Lesson 3: How much is the chicken?

B: Bill

Bu: Butcher

O: Olivia

Bu: Can I help you ?

O: How much is the chicken?

Bu: It's on sale for 89 cents a pound.

B: That's a good price.

O: Can you give me one chicken?

Bu: About three pounds?

O: That's fine.

B: We also need ground beef.

Bu: Lean ground beef is $2.15 a pound.

B: We use regular. How much is that?

Bu: Regular ground beef is $1.30 a pound.

B: Okay, I'll take two pounds.

Lesson 4: Does that shoe fit you?

Vocabulary

comfortable
fit
shoes
socks
tennis shoes
wear
what kind of
what size
where are
where are the

Grammar

Does that shoe fit you?
I like those shoes.
Yes. This is comfortable.

Pronunciation

I like those shoes.
want
wear

C: *Clerk*

G: *Grandma*

G: Where are the shoes?

C: What kind of shoes do you want?

G: Tennis shoes.

G: I like those shoes.

C: What size do you wear?

G: I wear size 8 and ½.

C: Does that shoe fit you?

G: Yes. This is comfortable.

C: Good. Do you need socks?

G: No, thank you.

Lesson 5: I need new jeans.

Vocabulary

can I try these on
can you help us
expensive
grandma
how about these
I'm not sure
Jamie wants to try on
  these pants
jeans
new
of course
pants
think
this way, please

Grammar

Can you help us?

Pronunciation

can
Jamie
jeans

C: *Clerk*

G: *Grandma*

J: *Jamie*

J: I like these jeans, Grandma.

G: Those are expensive, Jamie.

J: But I need new jeans.

G: How about these?

J: Can I try these on?

G: Sure. What size do you wear?

J: I'm not sure.

G: I think you wear size 10.
    Can you help us?

C: Of course.

G: Jamie wants to try on these pants.

C: This way, please.

Lesson 6: The total is $40.35.

Vocabulary

a gift
dad
how much
I know
I love them
jeans
mom
nothing
the change
the total
the total is $40.35

B: Bill

C: Clerk

G: Grandma

J: Jamie

C: The total is $40.35.

G: Okay. Here's 41 dollars.

C: Great. The change is 65 cents.

G: Thank you.

J: Hi, Dad. Do you like these jeans?

B: They're great.

J: I know. I love them.

B: How much are those jeans, Mom?

G: Nothing. They're a gift to Jamie.

Unit 2 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in each lesson. Use these ideas to supplement the learning that takes place in ELLIS Intro. Modify the activities to fit your learning objectives. Most activities can be adapted for class, group, or individual work. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students. The activities are divided by lesson number. It may help to review the videos for each lesson with your students before engaging in these classroom activities.

Lesson 1: We need sugar and nuts

1. Ask students to bring in clean, empty food containers. Discuss the type and size of the containers they bring to class. You can also use the containers to teach students how to compare size and price per unit to get the best value when they shop for food.

2. Model the use of *this* and *that* using the food containers. "I like this cereal, but I hate that cereal." "This box is bigger than that box over there." Ask students what the difference is between *this* and *that*. Then have students form statements and questions about the containers using the two words correctly.

Lesson 2: We need milk

1. Ask students to bring clean, empty dairy product containers to class. Examine and discuss the items, including the food held by the container, the type of material the container is made from, and the size of the container.

2. Write on the board *I like* _____. *I don't like* _____.
    Model the use of *like* and *don't like* by expressing your
    dairy food preferences. "I like skim milk." "I don't like
    cottage cheese." Ask several students, "Do you like [a
    dairy product]?" Have students use the class's answers
    to write sentences on the board or say them aloud to the
    class using the following word order:

    > A pronoun (he, she, they, or we) + *like* or *don't like* +
    > a dairy product

    > Example: "We like ice cream."

Lesson 3: How much is the chicken?

1. Bring a variety of fresh fruits and vegetables to class.
    Show students each kind of fruit or vegetable and ask
    if they know the food's name. Write the names of the
    foods on the board. Then discuss the foods' color and
    texture and common ways to prepare and serve it.

2. Prepare a simple recipe in class. Have students help you
    with the different steps. Discuss the types and amounts
    of food you are using as ingredients and the way you are
    preparing the recipe. In addition to the ingredients and
    supplies needed to prepare the recipe in class, you may
    want to bring in a finished version of the recipe (cooked
    and ready to serve) so that you can quickly and easily
    share the recipe after you are done preparing it in class.

    Or, ask your students to bring in copies of recipes they
    like to prepare. Have the students discuss their recipes'
    ingredients, measurements, and instructions with a
    partner.

3. Ask students to bring in food advertisements from
    several different grocery stores in your area. In class,
    have students pay particular attention to the meat and

produce sections of the ads. Then discuss different elements of the advertisements:

- Price (such as items sold by the pound)

- Marketing strategies (such as "5 for $1")

- Items on sale

- Good versus better prices

- The difference between lean and regular ground beef

Have students look for coupons in the advertisements and discuss how coupons are used and whether they save consumers money.

4. Divide students into small groups and give each group the same shopping list, but different advertisements from various grocery stores in your area. Have them find the prices of the items on the list in their advertisements. Then have them total the prices. Ask each group to share their total grocery bill and decide which store has the best overall prices.

5. Tell students they must plan a dinner party for six people on a budget of $25. Have them use the grocery store ads to decide what food they will buy for the party.

6. Write on the board *I like* _____. *I don't like* _____. Model the use of *like* and *don't like* by expressing your food preferences. "I like chicken." "I don't like broccoli." Have students practice using *like/don't like* and *love/hate* by interviewing other class members about their food preferences.

7. Have students bring grocery store ads and food magazines to class. Prepare a piece of poster board by dividing it into six columns and labeling each column

with a different department name (such as dairy or meat). In class, review the different departments in a grocery store with your students. Ask students to cut out pictures of food that they find in the magazines and ads. Then have students tape their pictures under the correct department headings.

8. Take a class trip to a local grocery store. Before you leave, hand students a list of information to find. You could include questions such as, "How much is the cheapest bar of soap?" or "What is the name of the manager on duty?" While the students walk around the store, have them fill out the scavenger worksheet. After you return to the classroom, ask students to discuss what they wrote down.

Lesson 4: Does that shoe fit you?

1. Bring examples of different kinds of footwear to class, keeping the items concealed at first. Ask students about the different items we wear on our feet. Write the answers on the board. Then show the examples you brought one pair at a time and ask the students to describe the footwear in detail. Once all the items are out on the table, have students discuss comparisons between the footwear. Using the items written on the board, have the students look around the room and count how many people are wearing each item.

2. Play "I Spy" using only your students' footwear. Begin with general characteristics and become more specific until someone guesses correctly. (For example, "I spy a pair of shoes that are brown.") The person who guesses the correct pair of shoes becomes the next describer.

3. Practice using *what kind* and *have/has* by asking questions such as, "What kind of shoes does Mike have on?" Encourage students to answer in complete sentences: "He has on a pair of tennis shoes." Have other students make statements using the following word order:

> a pronoun *(he, she, they, we)* + a form of *to have* + a type of footwear

> Example: "They have sandals on."

Lesson 5: I need new jeans.

1. Bring to class a laundry basket full of clothing. Include items of clothing that are different types, fits, sizes, and fabrics. In class, discuss details about each item. Invite a few students to try on the clothing. Give them clothing that is too small, too big, and just right for them. Talk about how the item fits on the student. Ask, "Does the shirt fit?" to elicit different responses, such as "No, it's too big."

2. Place clothing items around the room. Model the use of *this/that* and *these/those* while referring to the clothing. "That shirt is red, but those pants are black and white striped." Invite students to make comments about the clothing using *this/that* and *these/those* appropriately.

3. Practice making sentences and questions with *can,* using it both for permission (*Can* I try these on?) and ability (I *can* speak English). Write example sentences on the board. Then try these two activities:

   - Go around the room and ask individual students if they can do different things: "Can you fly an airplane?"; "Can you speak English?"; "Can you cook Chinese food?" Encourage the students to answer using complete sentences: "No, I can't fly

an airplane."; "Yes, I can speak English."; "No, but I can cook Italian food." After you model a few questions, have your students ask each other questions.

- Present students with different situations in which they might use *can* to ask permission. For example, you might say to a student, "Kendra, your pen just ran out of ink. How would you ask to borrow one from Jamal?" Kendra would turn to Jamal and say, "Jamal, my pen just ran out of ink. Can I borrow your pencil?"

Lesson 6: The total is $40.35.

1. Write an example of a receipt on the board or make an overhead of a receipt, and review the different parts with your students. Divide students into groups of two or three. Give each group play money and a few different receipts that contain the right prices but the wrong total. Have them examine the receipts, fix the total to the correct one, and then select the right amount of money to pay each bill.

2. Bring in newspaper ads from different discount and department stores. Ask students where they go to buy clothing, furniture, and household goods. Discuss the different kinds of stores in your area and the advantages and disadvantages of each. Include large warehouse stores and thrift shops in your discussion.

3. Yard sales and thrift stores are good places to buy items you need at bargain prices. They also provide opportunities for students to practice their language skills. Invite students to participate in a competition. Instruct them to buy something for $3 or less at a yard

sale or thrift store and bring it to class. The student with the best buy for the least amount of money wins.

4. Cut pictures of clothing, furniture, and household goods out of ads or old catalogs. Mount each of them on separate pieces of construction paper. Write the price of the item on the back of the paper. Divide students into pairs and have them practice asking each other the question, "How much is [name of the item]?" and answering it with, "It's [amount the item costs]."

5. Plan a class trip to a local mall or large department store. Visit the site in advance and prepare a scavenger list of items and information for students to find. Divide students into groups of two and give them a time limit to complete the scavenger list. Emphasize that the students should not spend money to find any of the items or information.

Here are some items and information you might ask students to find:

- A perfume sample

- A credit card application

- Prices for the same item at two different stores

- Free bookmark from a bookstore

- Take-out menu from a restaurant

- The most and least expensive items in the store or mall

CHAPTER 7
Unit 3: Getting Around

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

Unit 3 covers such topics as using public transportation, ordering food and drinks, and asking for street directions. 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.

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: Where can I get a taxi?

Vocabulary

at the end of
bags
get a taxi
have a good day
here you go
the street
the trunk
where
where can I get a taxi?
where to

Grammar

At the end of the street.
Do you want the bags in the trunk?

Pronunciation

bags
can
street
taxi

B: Bill

J: Joe

T: Taxi driver

J: Where can I get a taxi?

B: At the end of the street.

J: Taxi!

T: Do you want the bags in the trunk?

J: Yes. Thanks.

T: Where to?

J: 129 Madison Street.

T: 9 dollars.

J: Here you go.

J: Thank you.

T: Have a good day.

Lesson 2: Let's go by bus.

Vocabulary

cheaper
do we need transfers?
do you want
here you go
let's go by bus
need
only
take a taxi home
transfers
we have to go to

Grammar

It's cheaper.

Pronunciation

Do we need transfers?
let's
yes

B: *Bus driver*

L: *Lori*

O: *Olivia*

O: Do you want to take a taxi home?

L: Let's go by bus. It's cheaper. It's only one dollar.

O: Okay. We need to take number 6.

O: We have to go to Lincoln Avenue.

L: Do we need transfers?

B: Yes, you do. Here you go.

O: Thanks.

O: Is this Lincoln Avenue?

L: Yes, it is.

Lesson 3: The train leaves at 4:30.

Vocabulary

around the corner
leaves
lemonade
on the left side
the restrooms
the train
ticket
with tax

Grammar

The train leaves at 4:30.

Pronunciation

One lemonade, please.
Pittsburgh
ticket
with

C: *Café server*

L: *Lori*

T: *Ticket agent*

L: One ticket to Pittsburgh, please.

T: That's thirty dollars with tax.

T: The train leaves at 4:30.

L: One lemonade, please.

C: One dollar and 25 cents.

L: Thank you.

L: Where are the restrooms?

C: They're around the corner on the left side.

L: Thanks.

Lesson 4: Do you have the subway map?

B: *Bill*

O: *Olivia*

S: *Subway rider*

B: Do you want to go to the museum?

O: Yes. How do we get there?

B: Well, let's look at the map.

O: Do you have the subway map?

B: Yeah. We take the blue line until stop 8.

O: Okay.

O: Where can we buy subway tokens?

S: The machines are down the stairs, behind the newsstands.

O: Thanks.

Unit 3 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in each lesson. Use these ideas to supplement the learning that takes place in ELLIS Intro. Modify the activities to fit your learning objectives. Most activities can be adapted for class, group, or individual work. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students. The activities are divided by lesson number. It may help to review the videos for each lesson with your students before engaging in these classroom activities.

Lesson 1: Where can I get a taxi?

1. Ask students how they got to class. (For example, by bus, by car, by walking.) Write their answers on the board. Then ask your students how they travel when they go to work, to a shopping center, or to visit relatives. What are the advantages and disadvantages of each way of getting around?

2. Write the word *where* on the board, and help students practice using it in various contexts. Ask individual students questions such as the following:

   - Where are you from?

   - Where do you live?

   - Where do you go grocery shopping?

   - Where would you like to go on vacation?

   Then ask about the location of an object to help students practice using prepositions. For example, place objects in odd locations around the room. Then ask, "Where is the chalk?" Students respond with the object's location: "It's under the chair" or "It's on top of the cabinet."

3. Give each student a copy of a map of your community. Help them locate and label familiar landmarks and locations such as the post office, the school building, and the hospital.

    Have students practice asking and answering questions with a partner. For example, one student asks another student, "Where is the hospital?" The student answers, "It's on the corner of First Avenue and Maple Street." Let students take turns asking for and giving street directions.

Lesson 2: Let's go by bus.

1. Discuss each type of transportation system provided in your community. Your discussion could include topics such as the following:

    - Bus schedules

    - Bus fare (including monthly passes)

    - Transfers

    - Bus policies

2. Give each student a copy of the bus schedule. Go over key elements of the schedule to help them understand how to access the information. Then divide the students into pairs and give them the same starting point, destination, and approximant arrival times. Ask them to find the best route to take. Have each pair share their plan with the class.

3. Take a class trip by bus to a local shopping center, park, or museum. Try to plan a route that will require at least one transfer.

4. Give each student a copy of the bus schedule. Have students practice using the verb *to need* by giving them a scenario such as "I need to go to the hospital." Then ask them what bus number you need to take to get there: "Do I need to take bus #3?" Prompt students to answer using complete sentences: "Yes, you need to take bus #3" or "No, you need to take bus #5." Then have the class practice asking and answering similar questions.

Lesson 3: The train leaves at 4:30.

1. Prepare information about airplane travel by calling a travel agency or visiting a popular airline's website. In class, discuss making airline reservations with your students. Your discussion could include the following topics:

   - How to make airline reservations

   - One-way versus round-trip tickets

   - Carry-on baggage allowance

   - Good and bad times to fly

   - Making changes to your itinerary

2. Give students travel brochures for popular destinations. Divide them into small groups and have them plan trips. You may want them to write a mock itinerary that answers the following questions:

   - What days are you traveling?

   - Where are you going?

   - How will you get there?

   - Where will you stay when you get there?

   - What will you do while you are there?

3. Introduce more prepositions of place by talking about the classroom and the building you meet in. Discuss where different students in the class are sitting, using prepositions such as *next to, behind, in front of,* and *in back of.*

    You could also draw on the board a simple map of your building. Talk about the various locations in the building, such as restrooms, the library, and vending machines. Ask students to tell you where on the map these locations should be placed. Follow their directions exactly.

Lesson 4: How do we get there?

1. If there are commuter trains in your area, discuss them using the first activity in Unit 3, Lesson 2.

2. Review with your students directional phrases such as *turn left, turn right,* and *go straight.* Using a map of your community, choose a starting and an ending point and have students give you directions on how to get to the ending location.

    Then let students practice giving directions individually. Each student could pick a location on the map and write directions to it from the starting point. Have students give their directions, but not the name of the final location. See if the students can find each others' locations correctly on the map.

CHAPTER 8
Unit 4: Getting Together

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

Unit 4 covers such topics as giving and responding to compliments, offering hospitality, and asking and telling 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.

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 tab on the Script Page.

Lesson 1: Olivia, it's good to meet your family.

Vocabulary

books
can I meet her
college
family
favorite
how's
I'll talk to you later
knows
meet
mother
niece
on the couch
over there
see
uncle

Grammar

*Do you want to see my
    new books?*
How's my favorite niece?
*It's good to meet your
    family.*
Where is your mother?

Pronunciation

fine
her
hi
I'll

J: Jamie

M: Olivia's mom

O: Olivia

P: Peter

R: Richard

J: Hi, Uncle Richard.

R: Hi, Jamie. How's my favorite niece?

J: Fine. Do you want to see my new books?

R: Sure. I'll talk to you later.

P: Olivia, it's good to meet your family.

O: *(Responds to the compliment by nodding)*

P: Where is your mother?

O: She's over there on the couch. *(Olivia motions)*

P: Can I meet her?

O: Sure.

Mom, this is Peter.

M: Hello, Peter.

O: Bill knows Peter from college.

P: It's nice to meet you.

Lesson 2: Can I get you something to eat?

Vocabulary

but
can I get you
can I get you something
  to eat?
dad
do you remember
drinks
excuse me
I'm not really hungry
kitchen
like my grandpa
mine
mom
my daughter
of course
ours
so tall
something to eat
thirsty
which drink

Grammar

I'm not really hungry, but
  I am thirsty.
You can have one of
  these, but those are
  ours.

Pronunciation

do
something
thirsty

B: Bill

J: Jamie

O: Olivia

P: Peter

O: Peter, can I get you something to eat?

P: I'm not really hungry, but I am thirsty.

O: The drinks are in the kitchen. Excuse me.

B: Pete. Do you remember my daughter, Jamie?

P: Of course. You're so tall!

J: Yeah. Dad says I'm tall like my grandpa.

O: Here are the drinks.

J: Which drink is mine, Mom?

O: You can have one of these, but those are ours.

Lesson 3: What time is it, Olivia?

B: Bill

O: Olivia

P: Peter

B: What time is it, Olivia?

O: It's 3 o'clock.

P: I need to leave soon.

B: When do you need to go?

P: I have to meet a friend downtown at 4:30.

O: It takes 45 minutes to get downtown from here.

P: Can you tell me when it's 3:45?

O: Sure.

O: Peter, it's a quarter to four.

P: Thanks, Olivia. I guess I need to go.

O: Is this yours? *(hands Peter his coat)*

P: Yes, thanks. See you later.

O & B: Goodbye.

Unit 4 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in each lesson. Use these ideas to supplement the learning that takes place in ELLIS Intro. Modify the activities to fit your learning objectives. Most activities can be adapted for class, group, or individual work. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students. The activities are divided by lesson number. It may help to review the videos for each lesson with your students before engaging in these classroom activities.

Lesson 1: Olivia, it's good to meet your family.

1. Bring a picture (or pictures) of your extended family to class. Review vocabulary related to family by explaining your relationship to the people in your picture(s). Then explain their relationship to you: "He's my uncle"; "I'm his niece." Ask students to bring pictures of their family members to the next class and continue the activity.

2. Practice introductions by having students "introduce" their family members to the class and tell one thing about them. For example, in the lesson video, Olivia says "Bill knows Peter from college." Have class members respond to the introductions.

3. Review vocabulary words related to home by asking students to bring in pictures of furnished rooms in a house. These can be real photographs of their home or found in magazines. Discuss and describe the pictures, noting the furniture color, texture, size, and quantity. For example, "This room has two brown leather armchairs."

   Use a picture of a room with several pieces of furniture in it to review prepositions: "The chair is next to the bed. The lamp is on the table."

4. Practice using *here* and *there* while reviewing *this/that, these/those* by placing people and objects in different locations around the room. For example, "These books are right here on the desk and those books are over there on that desk." Also practice instructions such as "Bring those books here," "Come here," "Put these books over there," and "Go over there."

Lesson 2: Can I get you something to eat?

1. Bring in pictures of people with different kinds of facial expressions. Show the pictures in class and ask students to share statements and questions about the appearance and feelings of the people in the pictures. For example, "She's mad"; "Is he hungry?"; "They're happy."

2. Show the class a picture of two different people and discuss their similarities and differences: "She's tall, but he's short" or "They both have brown hair." Then practice comparative questions and statements: "Is she older than he is?" "No, he's older than she is." For variety, also discuss pictures of animals and landscapes.

3. Using pictures of pieces of furniture and appliances, ask students where in a house each would most likely be found. Prompt them to use the phrase, "Put it in the [room]."

    Then discuss actions associated with each room, such as "We take showers in the bathroom." "We get dressed in the bedroom."

4. Practice using possessives such as *my/mine* by making sentences such as, "This is my book" and "This book is mine." Write on the board these and other example sentences using *his/his, her/hers, your/yours, our/ours,* and *their/theirs*. Use the example sentences to form more sentences.

Lesson 3: What time is it, Olivia?

1. Give each student a copy of the movie theater listings from your local newspaper. Ask them what movies they have seen and have them share their opinion of the film. Then ask the students: "If it is now [a time of the day], when is the next showing of [a current movie]?" Prompt students to state the time in as many different ways as possible.

2. Review formal and informal ways of saying goodbye. Give students different situations and have them choose an appropriate goodbye. For example, ask them, "How do you say goodbye to your boss? To a friend?"

3. Review the use of *where, when, which,* and *what* by writing sample questions on the board. Ask students to prepare a list of ten questions using the *wh-* words above. Then ask them to sit with another student and answer each other's questions.

4. Discuss different kinds of parties: birthday, holiday, potluck, barbecue. Your discussion could include the following topics:

    •   What is the appropriate dress?

    •   What kind of food would be served?

    •   What can you expect to do at the party?

    •   What, if anything, should you bring?

    •   What are some ways you can show gratitude to the host or hostess for inviting you?

    Then plan a class party to celebrate class achievements or a holiday.

CHAPTER 9
Unit 5: Finding a Job

This chapter contains teacher references for ELLIS Intro 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 about someone's job, talking about your weekend, and using the phone. 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.

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 tab on the Script Page.

Lesson 1: What do you want to do?

G: Greg

R: Richard

R: Hello.

G: Hi. What did you do today?

R: I looked for a job.

G: Did you find anything?

R: No, I didn't.

G: What do you want to do?

R: I'm a good carpenter.

G: Do you have experience?

R: Yes. I worked at a furniture company.

G: I think my neighbor was a carpenter.

R: Do you know where he worked?

G: No, but I can ask him.

R: Great. Thanks.

Lesson 2: My neighbor made cabinets and chairs.

Vocabulary

ask for
cabinets
chairs
he gave me
he told me
last night
leave
made
neighbor
retired
said
talked to
the company
the phone number
two years ago
what did he say
why

Grammar

He retired two years ago.
I talked to my neighbor
  last night.

Pronunciation

company
liked
made
me
my
retired
talked
worked

G: Greg

R: Richard

R: Hey, Greg.

G: I talked to my neighbor last night.

R: Great. What did he say?

G: He worked at Wood Land.

R: What did he do there?

G: He made cabinets and chairs.

R: Was it a good job?

G: He told me he really liked the company.

R: Why did he leave?

G: He retired two years ago.

G: He gave me the phone number.

R: Thanks.

G: He said to ask for Amal Keaton.

Lesson 3: I heard you have jobs available.

Vocabulary

a table
an interview
available
better
come
fill out an application
finished
heard
may I help you
may I speak to
may I speak to Mr.
  Keaton, please?
offices
one moment, please
today
tomorrow
when you get here

Grammar

Do I need to fill out an
  application?
Well, I just finished a
  table.
You can come to our
  offices for an interview.

Pronunciation

goodbye
or
wood

K: Amal Keaton

Rc: Receptionist

R: Richard

Rc: Wood Land. May I help you?

R: Hello. May I speak to Mr. Keaton, please?

Rc: One moment, please.

K: Amal Keaton.

R: Mr. Keaton, my name is Richard Mendoza.

R: I heard you have jobs available.

K: Yes, we do. You can come to our offices for an interview.

R: Is today or tomorrow better?

K: Well, I just finished a table. Today is okay.

R: Do I need to fill out an application?

K: Yes. You can do it when you get here. Can you be here at 2:30?

R: That's fine. Goodbye.

K: Goodbye.

Lesson 4: Richard, what are your skills?

K: *Amal Keaton*

R: *Richard*

K: Richard, I'm Amal Keaton. It's nice to meet you.

R: Thanks. It's nice to meet you too, Mr. Keaton.

K: Richard, what are your skills?

R: I was a carpenter in California for eight years.

K: What were your responsibilities?

R: I managed a team for three years.

K: That's good experience.

R: I also was responsible for the shop inventory.

K: Your application looks great. May I call your references?

R: Yes.

Lesson 5: I want you to work with us.

Vocabulary

again
because
called
had to quit
hated
I'm glad to hear that
lose
Monday
moved
ready
references
start
that's wonderful
yesterday

Grammar

They said good things about you.

Pronunciation

about
hated
Keaton
quit
start
that
to
want
wanted
yesterday

K: Amal Keaton

Rc: Receptionist

R: Richard

R: Mr. Keaton called me yesterday.

Rc: Are you Richard Mendoza?

R: Yes. Mr. Keaton wanted to see me again.

Rc: He's ready to see you.

K: I called your references. They said good things about you.

R: I'm glad to hear that.

K: Elgin said he hated to lose you.

R: I know. I had to quit because I moved.

K: Well, Richard, I want you to work with us.

R: That's wonderful. Thank you.

K: Can you start on Monday at 8:30?

R: Yes. *(They shake hands)*

Unit 5 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in each lesson. Use these ideas to supplement the learning that takes place in ELLIS Intro. Modify the activities to fit your learning objectives. Most activities can be adapted for class, group, or individual work. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students. The activities are divided by lesson number. It may help to review the videos for each lesson with your students before engaging in these classroom activities.

Lesson 1: What do you want to do?

1. Practice the past tense with your students by asking them, "What did you do yesterday?" Write the verbs they use on the board in present and past tense. Introduce more verbs by answering your own question: "I got up at 7:00. I got dressed. I talked to my sister. I drove to work." Point out irregular verbs, such as *go/went, is/was* and *are/were*.

2. Write two headings on the board: *Where do you work?* and *What is your position?* Ask students these questions and write their answers under the appropriate headings.

    Then change the headings to the past tense: *Where did you work?* and *What was your position?* Ask students these questions and write their answers under the appropriate headings.

Lesson 2: What did he do there?

1. Build on the discussion from Lesson 1, Part 2. Continue practicing present and past tense by discussing job responsibilities. Write the following questions on the board: *What is/was your job?* and *What do/did you do?* List as many responsibilities for each job as possible.

Lesson 3: I heard you have jobs available.

1. Show a short video clip in class. You may choose to show a comedic television clip or a short action sequence from a movie. After you have showed the clip to the class, ask students to use the past tense to describe what happened.

2. Make a list of past tense verbs on the board, including some that end in *-ted* and *-ded,* such as *hated, waited, invited, repeated, wanted, reminded, ended, needed,* and *sounded.* Ask your students to practice pronouncing each word. Point out that verbs ending in *-ted* and *-ded* have an extra syllable at the end, while other verbs do not.

    Then write different verbs on the board one at a time—some that end in *-ded* and *-ted* and some that do not. After you write a new word on the board, help students pronounce the word correctly.

Lesson 4: Richard, what are your skills?

1. Ask students to think about the kind of job they would like to have. Include the following topics in your discussion:

    • What skills will you need?

    • How can you work on obtaining these skills?

    • What are some of the responsibilities you might have?

2. Divide students into pairs and have them create a dialogue between an employer and a prospective employee. Ask them to present their role-play to the class.

Lesson 5: I want you to work for us.

1. Ask students: "What are *references* in the context of job searching? What kind of references do employers want? Give students time to think about people they would list as references on a résumé or job application.

2. Discuss the meaning of common terms associated with work, such as *part-time, full-time, double shift, swing,* and *night shift.* Also discuss employee benefits that many employers offer, such as vacation days and health insurance.

CHAPTER 10
Unit 6: Banking

This chapter contains teacher references for ELLIS Intro Unit 6, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities.

Unit 6 covers such topics using the bank and post office, exchanging personal information, and asking for clarification. 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.

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 tab on the Script Page.

Lesson 1: Can you help me open an account?

P: Peter

S: Sophia (Ms. Hafen)

T: Teller

P: Excuse me. Can you help me?

T: What do you need?

P: I need to open an account.

T: You should talk to Ms. Hafen. She's right over there.

P: Thank you.

S: Hi.

P: Hello. Can you help me open an account?

S: Yes. Please sit down. Do you want a checking account or a savings account?

P: A checking account, please.

S: Okay. I need some information so I can fill out this form.

Lesson 2: What is your date of birth?

P: *Peter*

S: *Sophia (Ms. Hafen)*

S: What's your name?

P: Peter Marshall.

S: Could you spell your last name?

P: M-A-R-S-H-A-L-L.

S: What is your date of birth?

P: October 3rd, 1958.

S: Okay, Peter, could you give me your address?

P: 1210 Fourth Avenue. That's here in Springfield.

S: And what is your zip code?

P: My zip is 83502.

S: Would you please sign here?

S: You can use these checks now. These are the deposit slips.

P: Thanks.

S: You should receive your checks in the mail in about two weeks.

P: Okay. Thank you.

Lesson 3: May I withdraw some money from my account?

Vocabulary

a withdrawal slip
account
amount of money
anything else
first
have a good day
June
last
the date
the second thing
withdraw some money
write

Grammar

Can I help you with
  anything else?
May I withdraw some
  money from my
  account?

Pronunciation

to
withdraw

P: Peter

T: Teller

P: Hello. May I withdraw some money from my account?

T: Do you have a withdrawal slip?

P: Yes. Would you help me? This is my first bank account.

T: Sure.

P: First, you need to write the amount of money you want from your account.

T: Okay. I want one hundred dollars.

P: All right. The second thing you need to do is write the date here.

T: June 14th.

P: The last thing to do is sign your name.

P: Here's your money. Can I help you with anything else?

T: No thanks.

P: Okay. Have a good day.

T: Thank you.

Unit 6 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in each lesson. Use these ideas to supplement the learning that takes place in ELLIS Intro. Modify the activities to fit your learning objectives. Most activities can be adapted for class, group, or individual work. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students. The activities are divided by lesson number. It may help to review the videos for each lesson with your students before engaging in these classroom activities.

Lesson 1: Can you help me open an account?

1. Ask students what they would say to get someone's attention in a public place. For example, in the lesson video Peter says, "Excuse me. Can you help me?"

    Discuss situations in which phrases like these would be used. Examples are asking someone for directions, for the time, or for help in a store.

2. Review with students the use of *should* to give advice. For example, in Lesson 1 the bank teller says to Peter, "You should talk to Ms. Hafen." Have students practice forming statements and questions that give advice, such as the following: "Shouldn't you ask first?", "You should try!", and "You should eat dessert last."

3. Divide students into small groups of three or four. Give each group a problem similar to those found in newspaper advice columns. Ask them to discuss the issue in their group and decide what the people involved in the problem should do. Then have each group present their problem and solution to the class.

Lesson 2: What is your date of birth?

1. Review ordinal numbers by asking students to name the places of winners in a race. Writing the numbers on the board (1st, 2nd, 3rd, etc.). Choose four students and write their birthdays on the board. Then prompt the class to put the students in order according to when they were born. For example, "Juan was born first. Ian was born second."

2. Visit a local bank to obtain copies of common banking materials such as applications for checking and savings accounts, sample checks, deposit slips, and withdrawal slips.

    In class, explain to students the advantages of using a checking account. Over the next few class periods, help students practice filling out the forms. Be sure your students understand what a signature means when it appears on these forms.

3. Visit a local post office to obtain copies of common postal materials, such as change-of-address forms. You may want to explain to the postal employees the purpose for gathering these papers; they may have other helpful materials you can use. In class, discuss the information you gathered and help students fill out the forms.

4. Review with students the use of *would* and *could* to make polite requests.

    Ask students to write a letter in English in which they make a request. It could be a request for information, for help, or for someone to take action.

Lesson 3: May I withdraw some money from my account?

1. Take students to a bank or other location where they can practice using an automatic teller machine (ATM). With the help of the bank, it may be possible to set up a "dummy account" with a zero balance for students to practice banking.

2. Review with students the use of *may* for asking permission. Playing "Mother, may I?" or "Father, may I?" is a fun way to practice. Begin by demonstrating the different steps in the game: "baby steps"; "giant steps"; "hops" and "jumps" forward and backward. Follow these directions to play the game:

    1. Ask all the students to line up on one side of the room. You—"Mother" or "Father"—should stand at the opposite end.

    2. Call out a student's name and tell him or her to take a specific number of steps, a type of step, and in what direction. For example, "Three baby steps forward."

    3. The student must ask "Mother (or Father), may I?" before taking the steps. If students forget to ask, they must go back to the beginning.

    Sneaking extra steps is allowed, but if a student is caught by Mother or Father, he or she must go back to the beginning. The student who reaches the other side of the room first wins the game.

3. Obtain several copies of your local phone book. Prepare a scavenger worksheet that will help students learn how to access information. In class, divide your students into small groups and give a phone book and a scavenger list to each group. Whichever group finds the most answers in a given time limit wins.

CHAPTER 11
Unit 7: Going to the Doctor

This chapter contains teacher references for ELLIS Intro Unit 7, including the complete scripts of the videos, vocabulary words or phrases, and ideas for classroom activities.

Unit 7 covers such topics as describing symptoms, calling 911, and expressing feelings. 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.

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 tab on the Script Page.

Lesson 1: Mom, I have a headache.

Vocabulary

appointment
call the doctor
doctor
forehead
has a cold
headache
high fever
hurt
I have a headache
probably
take her temperature
throat
tongue
warm
you have a fever

Grammar

Call the doctor for an
  appointment.
Come here.
Put this under your
  tongue.

Pronunciation

fever
have
headache

J: Jamie

L: Lori

O: Olivia

J: Mom, I have a headache.

O: Come here.

Your forehead is warm. I think you have a fever.

L: Do you want me to call a doctor?

O: No. First, I want to take her temperature.

Put this under your tongue.

Does your throat hurt, too?

L: She probably has a cold.

O: She has a high fever! It's 102 degrees.

L: Call the doctor for an appointment.

O: Good idea.

Lesson 2: We have an appointment at 3:00.

J: *Jamie*

O: *Olivia*

R: *Receptionist*

O: Jamie, wait here. I'm calling the doctor.

R: Good afternoon. Dr. Becker's office.

O: Hello. I need to make an appointment for my daughter.

R: What's the problem?

O: Her throat is sore and she has a fever.

R: Okay. Can you come in this afternoon at 3:00?

O: Yes. Thank you.

O: Hi. We have an appointment at 3:00.

R: Please complete this form and return it to me.

O: How do you feel now?

J: I feel sick.

R: Jamie, the doctor will see you now.

Lesson 3: 911. What is the emergency?

B: Bill

J: Joe

O: 911 operator

B: I cut my hand.

J: Is it bad?

B: Well, it's bleeding a lot.

J: Let me see. That looks deep. I'm calling 911.

O: 911. What is the emergency?

J: My friend cut his hand.

O: How deep is the wound?

J: It's a deep cut. It's bleeding a lot.

O: Wrap the wound with a clean cloth and apply pressure.

J: Okay.

O: Do you need an ambulance or do you have transportation?

J: I have a car.

O: Take your friend to University Hospital. Do you need directions?

J: No, we know where it is. Thank you.

Come on. I'm taking you to the hospital.

Lesson 4: Let me get some information.

B: Bill

Rc: Receptionist

Rc: How can I help you?

B: I cut my hand.

Rc: How are you feeling? Do you want to sit down?

B: No. I'm okay.

Rc: Well, let me get some information.

　　What is your name?

B: Bill Bennett.

Rc: Is your full name William?

B: Yes. William Davis Bennett.

Rc: What is your address and phone number?

B: 45 South Jenkins Street. The area code is 513 and the number is 773-5601.

Rc: Are you taking medication right now?

B: No.

Rc: Are you allergic to medications?

B: No, I don't think so.

Rc: Okay. Please wait until I call your name.

Lesson 5: Bill, you need about ten stitches.

Vocabulary

antibiotics
bandage
bleeding
come see me
cut
cutting
deep
does that hurt
get infected
hand
hospital
is it a problem
move your fingers
not really
pharmacy
prescription
stitches
*there's a pharmacy next
   to the hospital.*
vegetables
week

Grammar

*There's a pharmacy next
   to the hospital.*

Pronunciation

Hello, Bill.
No, it's okay.
Not really.
stitches

D: Hello, Bill. That's quite a bandage.

B: I know. Is it a problem?

D: No, it's okay. How did you cut your hand, Bill?

B: Cutting vegetables.

D: It's a deep cut, but you're not bleeding a lot now. Can you move your fingers?

B: Yes.

D: Good. Bill, you need about 10 stitches.

B: Does that hurt?

D: Not really. I have something for the pain.

I don't want this cut to get infected. I'm giving you a prescription for antibiotics.

B: Thanks.

D: There's a pharmacy next to the hospital. Come see me in one week.

B: Okay. Thanks.

D: You're welcome.

Lesson 6: Take two pills after you eat.

Vocabulary

after you eat
after you take it
do you have any
   questions
don't drive
health insurance
here you go
here's my card
I hope the cut heals soon
medicine
pills
please wait
prescription
sleepy
so do I
Thanks. So do I.
what can I do for you

Grammar

Do you have health
   insurance?
I hope the cut heals
   soon.
I need this medicine.
The prescription costs
   fifteen dollars.

Pronunciation

costs
insurance
medication
prescription

B: *Bill*

P: *Pharmacist*

P: Hi. What can I do for you?

B: I need this medicine.

P: Do you have health insurance?

B: Yes. Here's my card.

P: Okay. Please wait while I'm working on this.

   Bill, this is ready.

   Take 2 pills after you eat.

   This medication might make you sleepy. Don't drive after you take it.

B: Okay.

P: Do you have any questions?

B: No.

P: The prescription costs fifteen dollars.

B: Here you go.

P: I hope the cut heals soon.

B: Thanks. So do I.

Unit 7 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in each lesson. Use these ideas to supplement the learning that takes place in ELLIS Intro. Modify the activities to fit your learning objectives. Most activities can be adapted for class, group, or individual work. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students. The activities are divided by lesson number. It may help to review the videos for each lesson with your students before engaging in these classroom activities.

Lesson 1: Mom, I have a headache.

1. Review the parts of the body and action words by playing "Simon Says."

    *   Begin by playing the leader, "Simon."

    *   Simon gives directions to the group: "Simon says 'Stand up'"; "Simon says, 'Jump on one foot.'"; "Simon says, 'Point to your eyelashes.'"

    *   The students should do exactly as Simon says and not stop the action unless Simon says to stop. If a student discontinues an action, they must sit down.

    *   If Simon does not begin a direction with "Simon says," students should not complete the action. If a student completes an action that does not begin with "Simon says," they must sit down.

    *   The last student standing wins.

2. Write three column headings on the board: Ailments & Illnesses, Symptoms, and Remedies. Ask students for names of common illnesses and ailments such as

headache, cold, flu, stomachache, and sore throat. Write them on the board. Then ask students for symptoms and remedies of the common ailments and illnesses listed in the first column.

3. Discuss with students illnesses and ailments that require medical treatment. When is immediate or emergency treatment necessary? Where would they go to get medical care? Who treats them?

Lesson 2: We have an appointment at 3:00.

1. Discuss calling a doctor's office. Include the following topics in your discussion:
    - When should you go to a doctor? Are there some illnesses and ailments that do not need to be seen by a doctor?

    - What information should you have on hand when you call a doctor's office?

    - When should you arrive at the doctor's office?

2. Divide students into pairs. Ask them to prepare a telephone conversation between a sick person and a receptionist. The sick person's purpose is to make an appointment and the receptionist should get all the necessary information from the person.

Lesson 3: What is the emergency?

1. Ask students if they have ever called 911. Have students share their experiences with the class. Reinforce that 911 is for emergencies only. Help them locate in the phone book non-emergency numbers for the police, fire department, and hospital.

2. Arrange with a local 911 dispatcher to meet with your class about emergency situations. Ask the dispatcher to go over the type of information a 911 dispatcher would ask a person calling the emergency response system. The dispatcher could help the students practice by asking them the questions that they would be expected to answer in a phone conversation with an emergency response dispatcher.

3. Talk about some common medical emergencies with your students, such as breaking a bone, burns, and injuries from falls. Determine appropriate first-aid measures for each situation and write them on the board using the imperative: "Don't move the injured person" or "Cover him or her with a blanket."

4. Review the present progressive tense by contrasting it with the simple present. Show the class a picture of someone who is sitting or standing still and describe his or her everyday life to the class using the present tense: "She gets up at 7:00. She eats breakfast at 7:30." Write the sentences on the board.

    Then show another picture of a person or people involved in an activity. Ask students to give descriptions of the pictures' activities using the present progressive: "She's throwing a ball" or "They're washing the car." Write these sentences on the board. Have students form negative sentences such as, "He's not swimming" or "They aren't eating dinner."

    Divide students into groups of three or four and give each group a picture showing action. Ask them to write sentences about their picture using the present progressive tense.

5. Bring in a videotape of a short television or movie clip. Stop the video at various points and ask students to describe what is happening using the present progressive.

Lesson 4: Let me get some information.

1. Review question words with students. Ask them to form questions, giving examples to help them get started. Review the following *wh-* question words:

    - *Who:* "Who is she?"

    - *What:* "What is your name?"

    - *When:* "When do you get up in the morning?"

    - *Where:* "Where are you from?"

    - *Why:* "Why do you like that movie?"

    Write two or three examples of the use of each *wh-* word on the board.

    Then ask students to think of questions using *how.*

    - "How do you feel?"

    - "How old are you?"

    - "How did you get to school today?"

    Ask several students a question beginning with *how* that requires an explanation, such as "How did you meet your significant other or best friend?" or "How did you learn English?"

2. Obtain or create a copy of a medical information sheet a student would be asked to fill out when going to the doctor's office. In class, assign each student a common illness or ailment. Give one medical information form to each student and have them practice filling out the form using the assigned illness or ailment. Go over any questions they may have. Talk about why medical records are confidential.

Lesson 5: Bill, you need about ten stitches.

1. Using the filled-out forms from Lesson 4, Activity 2, have students get in pairs and take turns being the doctor and the patient. The doctor could ask the following types of questions:
    *   What symptoms are you experiencing?

    *   What is the severity of the symptoms?

    *   How long have you had the symptoms?

    *   Are you allergic to any medications?

    *   Are you currently on any medications?

    *   Have you experienced this problem before?

2. Discuss topics having to do with taking over-the-counter and prescription medication, such as
    *   Where to obtain medication

    *   How to pay for medications

    *   Taking the correct dosage

    *   How and when to dispose of medications

    *   Where to store medications

Lesson 6: Take two pills after you eat.

1. Bring in labels from over-the-counter and prescription drugs. Discuss how to read the labels.
2. Give a brief explanation of health insurance and discuss terms such as *co-payment, deductible, covered, not covered,* and *over allowance*. You may want to bring in an "Explanation of Benefits" sheet from your insurance. (Make sure to cover up all personal information.)

CHAPTER 12
Unit 8: Having Fun

This chapter contains teacher references for ELLIS Intro Unit 8, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities.

Unit 8 covers such topics as talking about the weather, giving and responding to invitations, and interrupting politely. 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.

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 tab on the Script Page.

Lesson 1: What are you doing this weekend?

Vocabulary

a nice weekend
actually
bike trip
biking
cloudy
cold
how was your
it's going to be
it's hot today
party
rained
Saturday
someday
Sunday
sunny
that will work for me
that's too bad
warm
we still had fun
weather
week
weekend
what are you doing
why don't you come too
work

Grammar

*I have to work this
   weekend.*

Pronunciation

and
yeah

B: Bill

D: Denise

O: Olivia

O: It's hot today!

D: Yeah, but I like the weather sunny and warm.

B: Me, too. It was so cold and cloudy last week.

D: It's going to be a nice weekend.

O: Denise, how was your bike trip?

D: It rained on Saturday, but we still had fun.

O: Will you take me on a bike trip someday?

D: Sure.

    What are you doing this weekend?

O: Actually, I'm going to a party on Saturday. I can go biking on Sunday.

D: That will work for me. Why don't you come too, Bill?

B: Sorry, I can't. I have to work this weekend.

D: That's too bad.

Lesson 2: Would you two like to come?

B: Bill

D: Denise

O: Olivia

D: I'm going to meet my sister's new boyfriend tonight.

O: That will be interesting.

D: She met him in June. They're coming to my house. I'm going to make lasagna.

B: Sounds fun.

D: Would you two like to come?

O: Thanks, but I can't. I'm taking Jamie to visit her cousins.

B: And I'm going to a movie with Joe. Thanks, though.

D: What movie are you going to see?

B: We're going to see the new Arnold Schwarzenegger movie.

D: I like action movies, too.

O: Not me. I like dramas.

Lesson 3: We're going to buy tickets for the game.

B: *Bill*

D: *Denise*

E: *Everyone*

O: *Olivia*

P: *Peter*

S: *Sophia*

D: Peter's here.

P: Hi, everybody. How are you, Olivia?

O: Hi, Peter. I'm fine.

P: Everyone, this is Sophia. Sophia, this is Bill, Olivia, and Denise.

E: Hi.

P: We're going to buy tickets for the soccer game.

S: The Panthers and the Lions are playing tonight.

B: Aren't the Panthers the champions?

P: No, but they won the championship in 1992.

S: I think it will be a great game.

O: I hear their new goalie is terrific.

P: He'll be the best goalie in the league in a few years.

Lesson 4: Let's all do something together soon.

Vocabulary

game starts soon
go home
guys
it was great
open an account
she asked me out
soon
sounds great
take care
*that doesn't sound like
  you*
that evening
we should let you go
went to dinner
where did you two meet

Grammar

*I'm sure the game starts
  soon.*

Pronunciation

game
go
goodbye
great
great
guys
*I helped him open an
  account and we went
  to dinner that evening.*
*That doesn't sound like
  you, Peter.*
Where did you two meet?

B: Bill

D: Denise

O: Olivia

P: Peter

S: Sophia

B: Where did you two meet?

S: I helped him open an account and we went to dinner that evening.

O: That doesn't sound like you, Peter.

P: You're right, it doesn't. She asked me out.

D: I need to go home. It was great to meet you.

S: You too, Denise.

D: I'll see you later, guys.

B: Take care.

O: Well, we should let you go. I'm sure the game starts soon.

B: Let's all do something together soon.

P: Sounds great. Goodbye.

Unit 8 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in each lesson. Use these ideas to supplement the learning that takes place in ELLIS Intro. Modify the activities to fit your learning objectives. Most activities can be adapted for class, group, or individual work. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students. The activities are divided by lesson number. It may help to review the videos for each lesson with your students before engaging in these classroom activities.

Lesson 1: What are you doing this weekend?

1. Explain to students that discussing the weather is a common form of "small talk," especially between people who don't know each other well. Ask students to describe today's weather. Have the class practice using time expressions and past and future tense by discussing the weather for yesterday, last week, tomorrow, and next week.

   Write common weather phrases on the board, such as "It's going to be hot tomorrow. The high is 101°!" or "Yesterday it rained cats and dogs!" Then talk about the weather during different seasons. Include these questions in your discussion:

   - What months make up the seasons?

   - What is the weather like during the season?

   - What is your favorite season? Why?

   - What are some activities you do during each season?

   - What are the seasons like in your native country?

2. Review the use of the present progressive with a future time by writing some examples on the board, such as "On Saturday, I'm going to play soccer with my friends." Ask students about their future plans. Here are some questions you could ask and sample responses:

    *   Q: What are you doing this weekend?

        A: I'm going to a family reunion this weekend.

    *   Q: What are your plans for Friday night?

        A: On Friday, I'm going on a date with my boyfriend.

    *   Q: What are you doing this summer?

        A: This summer I'll be busy! I'm going to two sports camps and a church retreat.

Lesson 2: Would you two like to come?

1. Review the use of the verb *to be + going to* and write example sentences on the board, such as "I am going to go shopping." Ask students for the other forms of the verb using the pronouns *he/she/it, you, we,* and *they.* Write the new sentences on the board:

    *   She is going to go shopping.

    *   You are going to go shopping.

    *   We are going to go shopping.

    *   They are going to go shopping.

    Also, review the use of contractions in these sentences, such as *I'm, He's, You're, We're,* and *They're*.

    Divide students into small groups and ask them to discuss their future plans.

2. Discuss giving invitations and accepting or refusing invitations. Brainstorm formal and informal ways to refuse an invitation. Divide students into small groups and have them present a role-play to the class that includes some of the following elements:

   - Greetings

   - Small talk

   - Invitation

   - Acceptance or refusal of the invitation

   - Pre-closings

   - Farewells

Lesson 3: We're going to buy tickets for the game.

1. Ask the students to define *spare time*—also known as *leisure time, free time,* and *downtime.* Have students ask each other what they like to do in their spare time.

2. Ask students to express their opinions about movies they have seen recently. Encourage them to give reasons that support their opinions.

3. Have students practice using the future tense by asking them to write a short paragraph on what they think the world will be like 100 years from now. Ask several students to share their paragraphs with the class.

Lesson 4: Let's all do something together soon.

1. Divide students into small groups and ask them to share how they met their spouse, significant other, or best friend.

2. Divide students into small groups and ask them to discuss dating in general. Here are some discussion topics:

    *   How do you feel about a woman asking a man out on a date?

    *   Who should pay for the date?

    *   Who should decide what the plans are for the date?

    *   What are some appropriate activities for a first date? Why?

3. Ask students to think of formal and informal ways of saying goodbye. Write the list on the board. Go around the room and say to individual students: "Bye!" Have students use a word or phrase on the board to respond to you.

CHAPTER 13
Student Workbook Answer Keys

In this chapter, you will find the answer keys to the Intro *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: Meeting People

1.1 Communication

1. Hey, what's up?
   Hi. How's it going?
2. Hello. How are you doing?
   Hi. How are you?
3. Hey, what's up?
   Hi. How's it going?
4. Hello. How are you doing?
   Hi. How are you?

1.2 Grammar

1. I'm
2. are
3. is
4. we
5. he's
6. am
7. are
8. she
9. you're
10. is

1.3 Vocabulary and Grammar

1. Bill
2. you

3. fine
4. What's
5. Not

1.4 Communication

1. Good afternoon.
2. Good evening.
3. Good morning.

1.5 Grammar

1. c
2. c
3. a
4. h
5. c
6. c
7. a

1.6 Vocabulary and Grammar

1. Allen
2. friend
3. Hi
4. meet
5. It's

1.7 Vocabulary

Answers will vary.

1.8 Grammar

1. you
2. I
3. you; you
4. I
5. they

1.9 Reading

1. Rio de Janeiro, Brazil
2. yes
3. Chicago
4. 555-1244
5. 312

1.10 Grammar

1. It is
2. I am
3. What's
4. That is
5. it isn't *or* it's not
6. You're

1.11 Communication

Answers will vary.

Unit 2: Shopping

2.1 Vocabulary

1. fish
2. bread
3. nuts
4. soda
5. cheese

2.2 Vocabulary

1. cereal; sugar
2. cereal; nuts; sugar
3. juice; milk; soda
4. juice; milk

2.3 Culture

Answers will vary.

2.4 Culture

1. ounce, pound, ton
2. cup; quart; gallon
3. pint; quart; gallon
4. liter; quart; gallon
5. gram; pound; ton
6. cup; pint; gallon

2.5 Grammar

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

2.6 Vocabulary

Answers will vary.

2.7 Culture

1. one
2. 20
3. quarter
4. one
5. one
6. dimes; quarters

2.8 Culture

Answers will vary.

2.9 Vocabulary

1. chicken
2. lemons
3. carrots
4. bananas
5. corn

6. lettuce
7. ham
8. butter
9. fruit

2.10 Communication

Answers will vary but may be similar to the following:

1. No. They are too small.
2. No. It's too tight.
3. No. It's too small.
4. No. They're too tight.
5. Yes. She's comfortable.
6. No, they are not.
6. No, it's not too big. *or* No, Jessica's shirt fits.

2.11 Vocabulary

1. T-shirt
2. belt
3. shorts
4. coat
5. tennis shoes
6. skirt
7. pants
8. sock

2.12 Vocabulary

1. Can
2. need
3. these
4. size
5. wear

2.13 Communication

Answers will vary.

2.14 Grammar

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

2.15 Vocabulary

Students' answers may occur in any order.

1. carrots
2. corn
3. chicken
4. ice cream
5. bread
6. eggs

2.16 Culture

Check students' individual papers.

2.17 Vocabulary

1. coat
2. this
3. comfortable
4. loose
5. price
6. buy
7. cash
8. check

2.18 Culture

Answers will vary.

Unit 3: Getting Around

3.1 Grammar

1. on
2. off
3. next to
4. above

3.2 Vocabulary

Check students' individual papers.

3.3 Grammar

1. on top of
2. under
3. beside
4. in front of
5. behind

3.4 Grammar

Each question has two possible answers.

1. has to
2. need to *or* have to
3. need *or* have
4. need to *or* have to
5. needs to *or* has to
6. need *or* have
7. need to *or* have to
8. need *or* have
9. need *or* have
10. need to *or* have to
11. need to *or* have to

3.5 Vocabulary

1. bus
2. cheaper
3. bus
4. transfers
5. bus driver

6. okay

3.6 Reading

1. no
2. no
3. yes
4. no
5. yes
6. yes

3.7 Vocabulary

1. store
2. What
3. need
4. want to
5. number
6. take
7. Let's

Unit 4: Getting Together

4.1 Vocabulary

Answers listed from top to bottom, left to right.

grandfather; grandmother

uncle; aunt; father; mother

cousin; cousin; (you); brother; sister

niece

4.2 Vocabulary

Answers will vary.

4.3 Vocabulary

1. bathtub
2. window
3. bed
4. sink
5. teapot
6. book
7. stove
8. lamp
9. refrigerator
10. chair
11. couch

1. window; sink; teapot; stove; refrigerator; chair
2. window; book; lamp; chair; couch
3. bathtub; window; sink
4. couch; chair; bed
5. window; book; lamp; chair

4.4 Communication

Answers will vary.

4.5 Grammar

1. Which
2. Where
3. When
4. What
5. Which
6. What
7. When
8. Which
9. Where

4.6 Grammar

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

1. Where is Miriam from?
2. Which dress do you want?
3. When does winter begin?
4. Where are the apples that are on sale?
5. Which coat is mine? *or* Where is my coat?
6. When is Thanksgiving?
7. What do you want to do tonight?
8. Where is your brother?

4.7 Grammar

More than one correct answer is possible, but answers should be included in those listed below.

1. your
2. my, your, their, his, her, *or* our
3. my, your, his, *or* her; mine, his, hers, *or* yours
4. your, his, *or* her
5. theirs
6. mine, his, theirs, hers, ours, *or* yours
7. My, Your, Their, His, Her, *or* Our
8. my, your, their, his, her, *or* our
9. My, Your, Their, His, Her, *or* Our
10. mine, his, theirs, hers, ours, *or* yours
11. mine, his, theirs, hers, ours, *or* yours

Unit 5: Finding a Job

5.1 Vocabulary

Answers will vary.

5.2 Grammar

1. woke up
2. brushed
3. ate
4. took
5. worked
6. went
7. learned
8. was

5.3 Vocabulary

Check students' individual papers.

5.4 Communication

Answers will vary.

5.5 Vocabulary

Answers will vary.

5.6 Grammar

Answers are listed from top to bottom, left to right.

walk; walked

go; went

am; was

talk; talked

see; saw

learn; learned

buy; bought
work; worked
live; lived
write; wrote
are; were

5.7 Culture

Answers will vary.

5.8 Grammar

Answers will vary.

5.9 Communication

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

5.10 Vocabulary

Answers will vary.

5.11 Grammar

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

6. c
7. a
8. c
9. h
10. b
11. b

5.12 Grammar and Vocabulary

Answers will vary.

5.13 Communication

Answers will vary.

Unit 6: Banking

6.1 Grammar

Answers will vary.

6.2 Communication

Answers will vary.

6.3 Grammar

Answers will vary.

6.4 Grammar

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

1. Could I use your pencil? *or* Would you let me use your pencil?
2. Would you answer it? *or* Could you answer it?
3. Could you get some milk? *or* Would you get some milk?
4. Could you speak louder? *or* Would you speak louder?
5. Would you turn it down? *or* Could you turn it down?

6.5 Grammar

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

1. May I please borrow your book?
2. May I talk to Peggy?
3. May I help you?
4. May I ask who's calling?
5. May I leave early?
6. May I have your address?

6.6 Reading

1. November 12, 2002.
2. savings and checking
3. USA Bank

4. from his checking account
5. his checking account

6.7 Culture

Answers will vary.

6.8 Culture

Check students' individual papers.

Unit 7: Going to the Doctor

7.1 Vocabulary

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

1. backache *or* sore back
2. stomachache
3. cold *or* sick
4. sore throat *or* sore neck
5. cut *or* bleeding
6. headache

7.2 Vocabulary

1. nervous
2. sad
3. angry
4. happy

7.3 Vocabulary

1. tired
2. cold
3. hungry
4. dizzy
5. thirsty
6. hot

7.4 Grammar

1. Write
2. go
3. Come
4. get
5. Read
6. wait
7. take
8. Look
9. eat
10. Call

7.5 Grammar

Answers will vary.

7.6 Reading

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

1. Yes, Sara has a fever.

2. Carol left work early because Sara felt sick.
3. Sara has a fever, a headache, and a stomachache.
4. Sara does not have an appointment with the doctor, but Carol is calling the doctor tomorrow morning.
5. Sara wants to feel better so Carol can go back to work.

7.7 Communication

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

1. A man took a woman's purse. *or* I saw a robbery.
2. She's not hurt. *or* I don't know.
3. At Herbert's Grocery.

7.8 Vocabulary

Answers are given from top to bottom, left to right.

arm

leg

foot

head

stomach

hand

7.9 Vocabulary

Answers are given from top to bottom, left to right.

forehead

eye

nose

mouth

chin

hair

ear

7.10 Grammar

1. running
2. jumping
3. reading
4. flying

7.11 Communication

Answers will vary.

7.12 Communication

4

6

2

8

1

7

5

3

7.13 Vocabulary

Check students' individual papers.

7.14 Culture

1. Kent Garcia
2. Dr. W Potter
3. three pills
4. nausea
5. one
6. yes
7. May 29, 2004

7.15 Grammar

Answers will vary.

7.16 Communication

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

Unit 8: Having Fun

8.1 Vocabulary and Grammar

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

1. It will be sunny.
2. No. It will be partly cloudy.
3. It will be sunny on Tuesday, Friday, and Sunday.
4. It's going to be cold on Monday, Wednesday, and Thursday.
5. Yes, it will be a nice weekend.
6. It's going to be windy on Monday.
7. It is going to rain on Wednesday.

8.2 Vocabulary and Grammar

Answers will vary.

8.3 Grammar

Answers will vary.

8.4 Grammar

Answers will vary.

8.5. Vocabulary Practice

1. rain
2. snowing
3. today
4. March
5. rain
6. working all weekend

8.6 Communication

Answers will vary.

8.7 Communication

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

8.8 Grammar

Answers will vary.

8.9 Vocabulary

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 and where in the program he or she should begin.

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 Intro, NLGs translate instructions, vocabulary, feedback, and 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 most pages in ELLIS Intro. 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.

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 Paths & 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 Path & 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

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 record 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 set this preference 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

E LLIS 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

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

ELLIS Corporate Offices

address	ELLIS Corporate Offices 406 West 10600 South, Suite 610 Salt Lake City, UT 84095
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web	ellis.com