

ELLIS[®]

Master Pronunciation 3[™]

Instructor Guide

ELLIS[®]
English training
software

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ELLIS Master Pronunciation 3 Instructor Guide

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ELLIS, 406 West 10600 South, Suite 610, Salt Lake City, Utah 84095-3943, USA

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www.ellis.com

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Introduction

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

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

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

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

ELLIS Academic Suite Products

Programs

Basics
Intro
Middle Mastery
Senior Mastery
Master Pronunciation
Placement
Instructor Utilities

Instructor Guides

Basics
Intro
Middle Mastery
Senior Mastery
Master Pronunciation
Placement

Student Workbooks

Basics
Intro
Middle Mastery
Senior Mastery

Course Books and Listening CDs

Intro Course Book 1
Intro Course Book 2

Additional ELLIS Resources

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

CHAPTER 1

Getting Started

ELLIS Master Pronunciation provides teachers with an excellent resource that can serve multiple functions in the classroom. Designed for learners of all ages and levels of English proficiency, it contains hundreds of hours of computer-based instruction and practice on English sounds, advanced aspects of pronunciation, and useful phrases. The activities can be adapted for learners just beginning the ELLIS Intro program or for advanced learners who want a language challenge. It also helps students already proficient in English reduce their native language accent.

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

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



Recommendation



More details

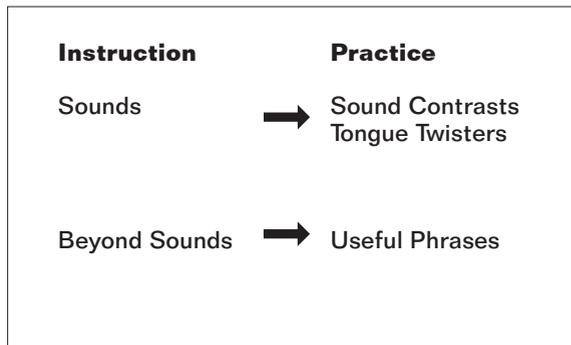


Take an action

Structure and Design

Master Pronunciation can be used as a structured learning tool or as a rewarding exploration tool. You can allow your students freedom to use Master Pronunciation as they feel it is appropriate for them or you can assign them specific activities to complete. Therefore, the following sequence is a recommended path only.

The program is designed for students to receive detailed instruction first in Sounds and then in Beyond Sounds. Students can practice the sounds they have learned in Sound Contrasts and Tongue Twisters. They can practice the pronunciation concepts they have learned in Useful Phrases. ELLIS suggests that students first begin with an instruction section, and then practice what they have learned in the corresponding activities, as shown in the figure below.



Suggested sequence within ELLIS Most students should first complete an instruction section and then go to a corresponding practice activity.

Following is an explanation of what students will learn in each section of Master Pronunciation.

Sounds Here students can choose sounds to study and practice recording them. Students will also learn to distinguish between sounds that can be easily confused.

Sound Contrasts Here students will practice sounds using minimal pairs.

Tongue Twisters Here students will practice distinguishing between similar sounds using tongue twisters.

Beyond Sounds Here students will learn about aspects of pronunciation beyond simply formulating the sounds that make up words, such as intonation and syllable stress.

Useful Phrases Here students will practice specific phrases that will be useful in real-life situations.

After selecting one of these options from the Main Menu, students will come to one or a series of selection menus. The selection menus are what make Master Pronunciation so flexible. On each selection menu, students narrow topics by the option they choose from the menu until a practice activity or a tutorial page appears. On these pages, the students will learn about and demonstrate proficiency with different concepts of pronunciation.

Instructor Utilities

Instructor Utilities for Master Pronunciation allows you to organize students into classes and assign them individual Learner IDs. It also keeps track of the number of hours the student spends in the program. Even though students are given a variety of practice questions on which they receive immediate feedback, no record of these assessments is kept in Instructor Utilities. If you would like to keep records of students' progress in Master Pronunciation, ELLIS suggests that you have the individual students record their activities and scores.

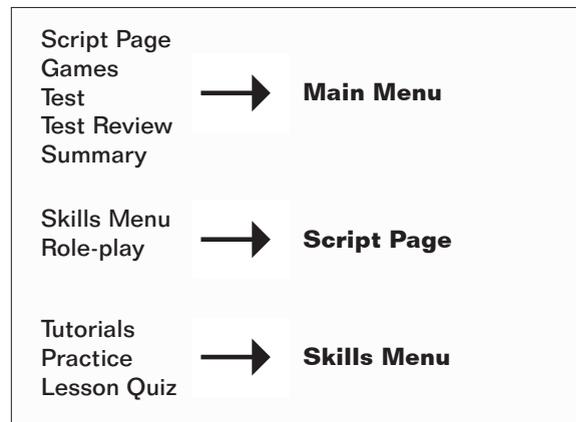
Program Features

The following sections cover basic navigation, help buttons, and recording in Master Pronunciation. 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 Master Pronunciation. Knowing how these buttons function will help you navigate faster within Master Pronunciation.

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



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

NOTE

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

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



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



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



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



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



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



Help Buttons

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

NOTE

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

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



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

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

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



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



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

Native Language Guides

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



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

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

Native Language Help

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



Screen from the Native Language Help

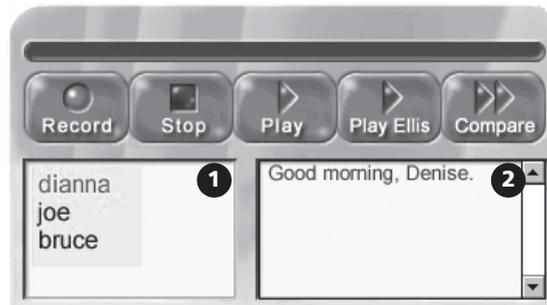
Several Ear buttons point to various features of the page. First you will hear an audio clip labeling and summarizing the page. Click any Ear button to hear an explanation of the feature it is next to in your native language. To exit Native Language Help, click Exit at the bottom of the screen. You will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

Recorder

The recorder appears in Master Pronunciation 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 Master Pronunciation, 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

NOTE *Students' recordings are not stored in Instructor Utilities.*

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.

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

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

CHAPTER 2

Using ELLIS Master Pronunciation

In this chapter, you will learn in detail how to use ELLIS Master Pronunciation. This chapter covers navigation and login as well as the different sections of the program such as the Main Menu, Sounds, Sound Contrasts, Tongue Twisters, Beyond Sounds, and Useful Phrases.

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

Students must log in to Master Pronunciation to begin using the program. Each student must first be given a Learner ID in Instructor Utilities.



Login Screen 1. Language Selection button 2. Help button 3. Exit button

Follow these instructions to log in to Master Pronunciation.

1. Type in your Learner ID in the Learner 1 box and click OK.
2. A Learner 2 box will appear. If you are the only user for this session, click OK again to start using the program. If you want to log in one or two more users, enter the other users' Learner IDs and click OK.
3. If you make a mistake, click the Start Over button to the right. The program will restart and you will be able to log in again.

If you have not yet been assigned a Learner ID in Instructor Utilities, click the Guest button to the right to be automatically logged in as *ellis*. Only one user may be a guest. When you click Guest, the language selection menu will appear. Choose your native language. You will then see the Master Pronunciation Main Menu.

If you type in the guest Learner ID *ellis* manually, the language selection menu will not automatically appear. Click the Guest button to take advantage of this feature. You can also choose the Language Selection button from any page to change the language setting.

Click Exit from the Login Screen to exit the program. Click the Language Selection button to select a different native language for the translations. Click the Help button to go to a tutorial about this page.

Main Menu

After logging in, the student will see the Main Menu (shown below).



Main Menu 1. Instruction column 2. Practice column 3. Help button 4. Exit button

The Main Menu is divided into two columns: Instruction on the left and Practice on the right. The two instruction sections are Sounds and Beyond Sounds. After exploring Sounds, students can practice Sound Contrasts and Tongue Twisters. After exploring Beyond Sounds, students can practice Useful Phrases.

Click on one of the five options to begin using Master Pronunciation. Click the Exit button from the Main Menu to exit the program. Click the Help button to go to a tutorial about this page.

The next five sections of this chapter cover Sounds, Sound Contrasts, Tongue Twisters, Beyond Sounds, and Useful Phrases.

Sounds

Students can practice common English sounds by clicking on the Sounds button on the Main Menu. Next, they will see the Sounds Menu. The Sounds Menu has two main tabs at the top where students can access Consonants and Vowels grouped together.



Button from Sounds Menu

1. Ear button 2. Phonetic symbol 3. Sample word

The buttons on these menus have three parts: an Ear button, a phonetic symbol, and a sample word, as shown below.



Sounds Menu Tabs

1. Grouped by consonants. 2. Grouped by vowels

Explain to your students that phonetic symbols are not to be confused with alphabet letters. Phonetic symbols are internationally recognized ways of representing sounds, or phonemes. Click the Ear button to hear the phonetic symbol pronounced. Click on the phonetic symbol to enter a practice and compare sounds page.

Practice and Compare Sounds Pages

After clicking on a phonetic symbol, you will enter a practice and compare sounds page like the one below.



Practice and Compare Sounds page 1. Practice Sound display 2. Compare Sound display 3. Compare button 4. Help Me button 5. All button

This activity lets you see how sounds are formed by studying video models pronouncing the sounds. On the left of the screen is the Practice Sound display. At the top of the display the phoneme you are currently practicing will be labeled. The Compare Sound display is to the right of the screen. There can be up to three Compare buttons containing a similar sound that connect the two displays. Click Compare under a purple arrow to hear a sound that is similar to the practice sound. The purple arrow will turn green after you click on it and the Compare Sound display will become active.

Follow these instructions to learn more about the practice sound and the comparison sound(s):

- Click Play Video to see a video of the sound being pronounced by a native speaker.
- Click X-Ray to see an animated “x-ray” view of a native speaker pronouncing the sound. The x-ray can assist you in positioning your tongue, teeth, and lips while you pronounce the sound correctly.
- Click Help Me to receive specific directions in your native language on pronouncing the sound. You will learn about tongue, lip, and teeth placement, voicing, and air pressure.

Some students may need your assistance to understand the Help Me explanation. Consider periodically reviewing students’ pronunciation in a formal or informal oral exam.

After you have listened to the sounds, use the recorder to practice.

Underneath the Compare Sound display is a box with six different words, which contain the practice sound in the beginning, middle, or end of the word. Click on an individual word to hear it or click the All button to the left to hear all the words played. The words will be highlighted as you hear them.

Click the Help button to go to a tutorial about this page. Click the Back button to go to the Sounds Menu. From the Sounds Menu, you can click on another sound to practice. Click the Up button to return to the Main Menu. From the Main Menu, click Exit to exit the program.

Sound Contrasts

Students can practice the phonemes they learned in the Sounds section by clicking on the Sound Contrasts button from the Main Menu. Sound contrasts are also known as **minimal pairs**. The Sound Contrasts Menu allows students to choose how they want to study the sound contrasts on the practice pages. The practice activity is available in three self-paced formats: random selection of any pair, native language challenge, and personal choice of consonants or vowels. Following is a brief description of the different options.

Random selection of any pair ELLIS will randomly select sound contrasts from a pool of over 600 word pairs. Click the Up button at any time to exit the practice pages and go to the Main Menu.

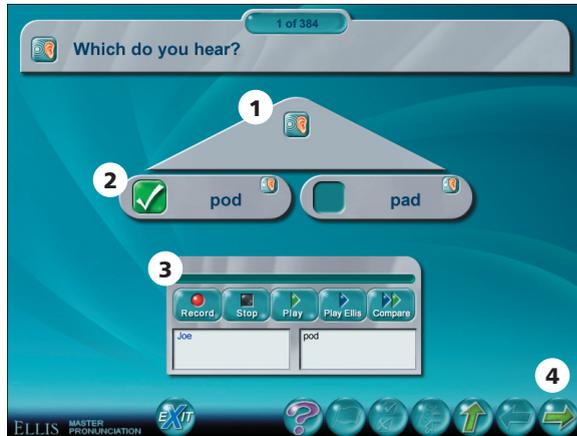
Native language challenge This option will take you to a native language selection menu with 13 language options. After a native language is chosen, ELLIS will select specific pairs of words that contain sounds considered problematic for an average native speaker of the selected language.

Personal choice—consonants This option will take you to a selection menu of consonants that are divided into six groups: **fricatives, stops, nasals, affricates, liquids, and glides**. (See Appendix 1 to learn more about these groups.) Highlight the consonants you want to work on by clicking on their corresponding buttons. The buttons you click on will be highlighted with a yellow border. You can choose one, several, or all of the consonants to work on. If you highlight all of them, there will be over 600 sound contrasts to practice. After you make your selection(s), click the Next button in the lower right corner to go to the practice pages.

Personal choice—vowels This option is similar to the one above. The vowel selection menu is divided into two columns: vowels and vowels + **liquid**. Choose which vowel or vowels you want to focus on, then click the Next button to go to the practice pages.

Sound Contrasts Practice Pages

The Sound Contrasts practice pages look similar to the one pictured below.



Sound Contrasts practice page 1. Ear button 2. Minimal pair 3. Recorder 4. Next button

Follow these instructions to complete the activity.

1. When you enter the practice pages, you will hear a word. From the two choices on the screen, choose the word you hear. Click the Ear button above the pair to hear the word again.
2. If you guess correctly, you will receive a green check mark; incorrect answers receive a red X.
3. Use the recorder to practice speaking the minimal pair words.

Click Next to go to the next question. Click the Up button at any time to go to the Main Menu.

Tongue Twisters

Click Tongue Twisters from the Main Menu to practice phrases that contain the same sound used repeatedly throughout a phrase: “A proper copper coffee pot.” (The repeated sound can occur at the beginning, middle, or end of words.) You will be taken to the Tongue Twisters Menu where you can choose one of three ways to practice tongue twisters: select by letters; select by sound; or random selection.

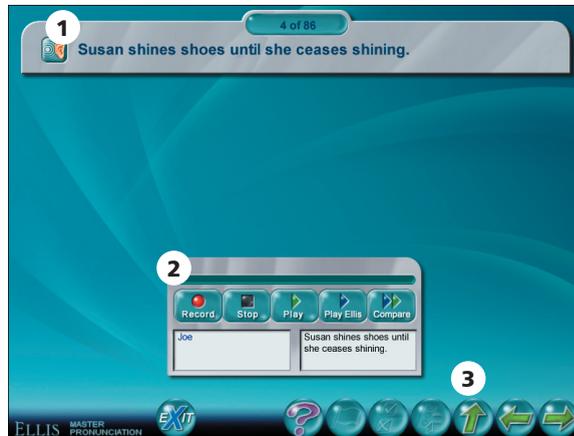
Select by letters If you choose this option, you will be taken to a selection menu where you can choose which letters of the alphabet to practice. The letter or letters you select will appear in the practice pages as alliteration. Highlight a letter by clicking on it. Your selection will be highlighted with a yellow border. You can choose to practice one, several, or all of the letters. When you are finished making your selection(s), click the Next button in the lower right corner to enter the Tongue Twisters practice pages.

Select by sound If you choose this option, you will be taken to a selection menu where you can choose which sounds to practice. The sound or sounds you select will appear in the practice pages in the beginning, middle, or end of the words in the phrase. Highlight a sound by clicking on it. Your selection will be highlighted with a yellow border. You can choose to practice one, several, or all of the sounds. Click the Next button when you are finished making your selections to enter the Tongue Twisters practice pages.

Random selection If you choose this option, you will be taken directly to the Tongue Twisters practice pages. The computer will randomly select phrases for you to practice. The phrases you practice will contain similar sounds in the beginning, middle, and ends of the words.

Tongue Twisters Practice Pages

The Tongue Twisters practice pages allow you to record and listen to yourself saying various tongue twisters or alliterations. A sample page is shown below.



Tongue Twisters practice page 1. Tongue twister
2. Recorder 3. Up button

Follow these instructions to practice the tongue twisters:

1. When you enter the practice page, you will hear the tongue twister at the top of the page. To hear it again, click the Ear button next to the tongue twister.
2. Use the recorder to record yourself saying the tongue twister after you listen to it a few times. The script display will show you what to record.
3. Click the Next button to go to the next tongue twister. Click the Up button at any time to return to the Main Menu.

Beyond Sounds

The more advanced instruction section is called Beyond Sounds. Sounds focuses on phonemes, also known as segmentals. Beyond Sounds focuses on suprasegmentals, or the aspects of language that go beyond pronouncing sounds, such as intonation, syllable stress, and consonant clusters. Click Beyond Sounds on the Main Menu to go to the Beyond Sounds Menu where several suprasegmental topics are listed. Click on a topic to begin. You will then enter the tutorial and practice pages, described in the next two sections.

Tutorial Pages

After you choose a topic from the Beyond Sounds Menu, you will come to a set of tutorial pages that sometimes include practice pages. The tutorial pages are divided into three parts: the instruction display, the media display, and the recorder. A sample tutorial page is shown below.

The screenshot shows a software interface for a pronunciation tutorial. At the top, there is a 'Replay' button and a progress indicator '1 of 7'. The interface is divided into three main sections:

- Section 1 (Instruction display):** Contains a list of instructions and audio clips. The first instruction is 'Watch the video clips.' The second is 'Listen to the doctor's intonation when she says the blue syllables.' Below these are three audio clips: 'Hello, Bill. That's quite a bandage.', 'No, it's okay. How did you cut your hand Bill?', and 'Not really. I have something for the pain.' A fourth instruction asks 'In the blue syllables, the doctor's voice goes' followed by three radio button options: 'down a lot', 'up a lot', and 'down a little, then up a little'. A 'Correct' button is at the bottom of this section.
- Section 2 (Media display):** Shows a video clip of a doctor in a white coat talking to a patient sitting on a red examination table.
- Section 3 (Recorder):** Contains playback controls: 'Record', 'Stop', 'Play', 'Play Ellis', and 'Compare'. Below these are two text input fields. The first field contains the name 'Joe' and the second field contains the text 'Hello, Bill. That's quite a bandage.' At the bottom of the interface, there are several navigation icons including a question mark, a checkmark, a play button, and a back button.

Beyond Sounds tutorial page 1. Instruction display 2. Media display 3. Recorder

Read on to learn more about the three parts and the specific features found on the tutorial pages.

Instruction display In the instruction display, you can read, listen, and learn more about the Beyond Sounds topic you chose. Sometimes there are multiple-choice questions at the bottom of the page. Listen to the question and click on the correct answer. Incorrect answers receive a red X and you will be prompted to try again. Correct answers receive a green check mark.

Media display The media display is where all video clips, animated graphics and pictures will appear as they are referred to in the instruction display.

Recorder Under the media display is the recorder. Use it to practice speaking the word or phrase you have most recently selected in the instruction display. The sound, word, or phrase you may want to record is shown in the script display.

Here are some of the specific features you will find on the tutorial pages.

Instruction button The Instruction button  appears on the page when ELLIS is teaching a concept. It can be an instruction, such as “Watch the video clip,” an example, or a concept summary. After the instruction portion is completed, you can click on the Instruction button to hear the line it is next to read again.

Ear button The Ear button  appears on the page when there is an audio clip to listen to as part of the tutorial. When the instruction is completed, you can click on any Ear button to hear the word or phrase it is next to read again. You can also use the recorder to practice speaking the word or phrase.

Video button The Video button  appears on the page when there is a video clip for you to watch in the media display area. Video clips are used in Beyond Sounds to provide the student with a realistic context in which English words are more naturally pronounced. The script of the video clip appears next to the Video button in the instruction display. When the instruction is completed, you can click on any Video button to watch that line from the video played again. You can also use the recorder to practice speaking the line.

Replay button The Replay button is found at the bottom of the tutorial pages. When the instruction has finished, you can click the Replay button to start the instruction again from the beginning.



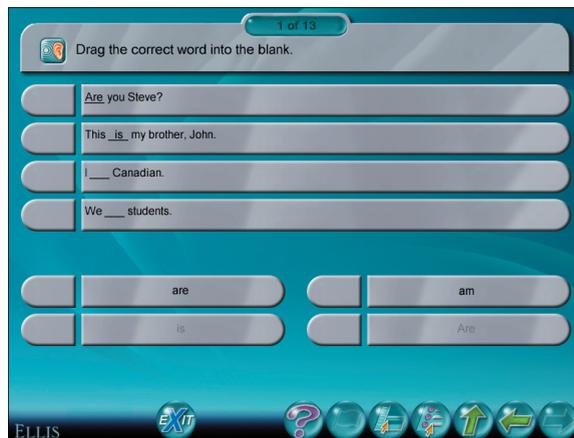
Click the Help button to go to a tutorial about these pages. Click the Next button to go to the next sequential page in the set of tutorial pages. The page number you are on out of the total page numbers in the section is indicated at the top of the page (“2 of 6,” for example). Click the Up button at any time to return to the Main Menu.

Practice Pages

Sometimes the tutorial pages will be combined with practice pages. There are three types of practice questions: fill-in-the-blank, matching, and multiple-choice. Follow the instructions below to complete each of these questions.

Fill-in-the-blank questions

1. Listen to the instructions at the top of the page. Click the Ear button to hear the instructions repeated in English.
2. Read the sentence at the top and the words below it. Decide where the words belong to complete the sentence correctly.
3. When you move the mouse over a word, the cursor will change to a white hand. Click and drag the word up to the blank. Correct answers will snap into place; incorrect answers will drop down to the bottom of the page.
4. Click the Next button when you have completed the question to go to the next sequential page in the set of tutorial and practice pages.



1 of 13

Drag the correct word into the blank.

Are you Steve?

This is my brother, John.

I Canadian.

We students.

are am

is Are

ELLIS EXIT ? [Home] [Back] [Forward] [Up] [Down] [Refresh]

Fill-in-the-blank question

Matching questions

1. Listen to the instructions at the top of the page. Click the Ear button to hear the instructions repeated in English.
2. Click a choice in either column. The circle at the end of your selection will turn blue. Find the corresponding answer in the opposite column and click on it. Click the Ear button next to any answer to hear it read.
3. Correct answers will be joined with a green line. A red line will join incorrect answers and then disappear. You are finished when each item is joined to another on the opposite side of the screen by a green line.
4. Click the Next button to go to the next sequential page in the tutorial and practice pages.

Match the items. 4 of 5

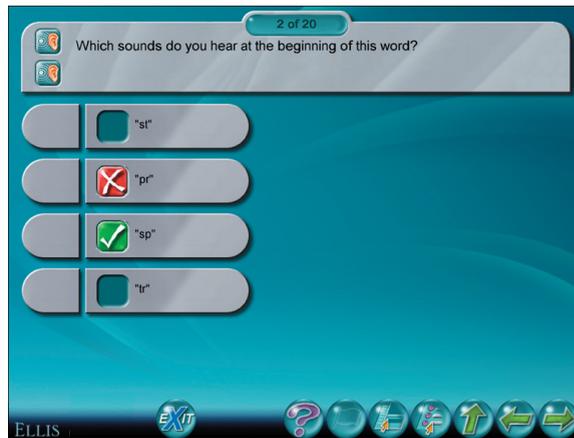
fifty	50
eleven	13
sixteen	11
thirteen	16

ELLIS EXIT ? [Navigation Icons]

Matching question

Multiple-choice questions

1. Listen to the question at the top of the page. Click the Ear button to hear the question repeated in English.
2. Read the choices and decide which is correct. Click the Ear button next to any answer to hear it read.
3. Then make a selection by clicking on it. Correct answers receive a green check mark; incorrect answers receive a red X.
4. Click the Next button to go to the next sequential page in the set of tutorial and practice pages.



Multiple-choice question

Click the Help button to go to a tutorial about these pages. Click the Up button at any time to return to the Main Menu.

Useful Phrases

Click on Useful Phrases from the Main Menu to begin practicing realistic communication skills. You will be taken to the Useful Phrases Menu. Here you can choose to practice social interactions, dealing with language problems, getting things done, or conversing.

Selection Menus

After selecting one of the four themes from the Useful Phrases Menu, you will see the selection menu for that theme. For example, if you want to practice social interactions, you can then choose to practice types of social interactions such as giving greetings, making introductions, and apologizing. Make a selection from this menu.

You will then see a selection menu with specific statements or questions that you typically hear in this type of social interaction. For example, if you choose “giving greetings,” you will practice typical ways people greet each other, such as, “Good morning, Ted. How are you?” Click on one of the phrases to practice on the Question and Response practice pages.

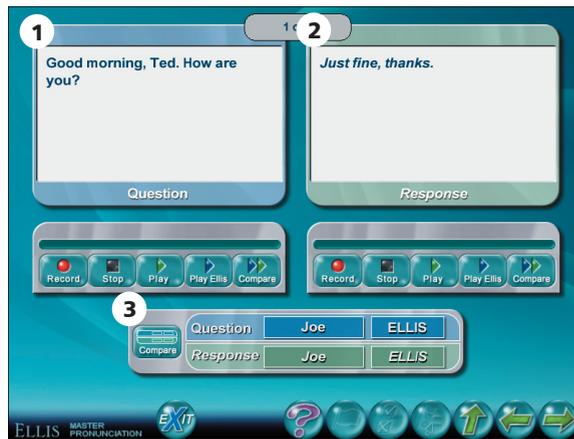
Question and Response Practice Pages

The Question and Response practice pages allow you to practice the useful phrase in realistic mini-dialogues consisting of a question or statement and a response. The set of practice pages will either offer you several different responses, or different ways to phrase the question or statement.

The Question and Response practice pages are divided into three parts:

- the blue Question display on the left and the recorder underneath it;
- the green Response display on the right and the recorder underneath it;
- and the Compare feature.

A sample page is shown below.



Question and Response practice page 1. Question (or Statement) display 2. Response display 3. Compare feature

Follow these instructions to complete the Useful Phrases activity:

1. You will hear the question read, then the response. A response is not always provided in the Response display. Sometimes ELLIS will give students the option to create their own responses.
2. Use the recorder underneath the blue Question display to record the lines. Then use the recorder underneath the green Response display to record your response.
3. To hear your recording compared to a native speaker's, use the Compare feature below the recorders. There are two sets of buttons, as shown in the figure below:
 - the blue Question (or Statement) buttons with your Learner ID and the computer's name "ELLIS" on them;
 - and the green Response buttons with your Learner ID and the computer's name "ELLIS" on them.



Compare feature 1. Learner question button 2. ELLIS question button 3. Learner response button 4. ELLIS response button

If you logged in as a guest, your button will be labeled "ellis" in lower case letters. Using these buttons, you can listen to the mini-dialogue several different ways. (The buttons with your Learner ID on them are referred to below as the learner button.)

- To hear your recording of the question and the response, select the blue learner button and the green learner button. Then click the Compare button to the left to hear the dialogue.
- To hear your recording of the question and the native speaker's recording of the response, select the blue learner button and the green ELLIS button. Then click the Compare button to the left to hear the dialogue.

- To hear the native speaker's recording of the question and your recording of the response, select the blue ELLIS button and the green learner button. Then click the Compare button to the left to hear the dialogue.
- To hear the native speaker's recording of both the question and the response, select the blue ELLIS button and the green ELLIS button below it. Then click the Compare button to the left to hear the dialogue.

Click the Next button to go to the next in the set. If you click the Next button from the last page in the set, you will see the question/statement selection menu you were on before you entered the practice pages.

Click the Back button at the bottom of the page to return to the question and response page you were on most recently. If you click the Back button from the first page in the set, you will see the question/statement selection menu you were on before you entered the question and response practice pages. Click the Up button at any time to return to the Main Menu.

CHAPTER 3

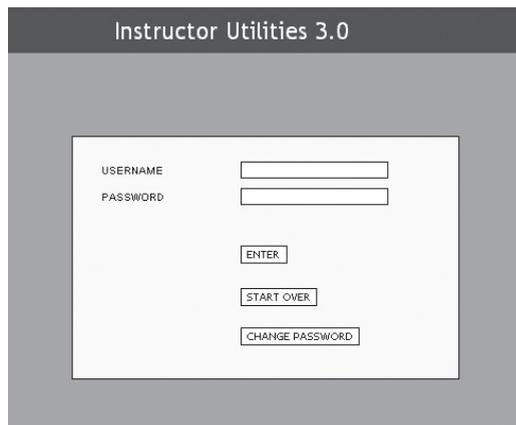
Instructor Utilities

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

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

Structure and Design

ELLIS Instructor Utilities 3 is designed differently from previous versions of Instructor Utilities. It now functions 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.

The image shows a screenshot of the 'Instructor Utilities 3.0' login page. At the top, there is a dark grey header with the text 'Instructor Utilities 3.0' in white. Below the header is a light grey background. In the center, there is a white rectangular box containing the login form. The form has two input fields: 'USERNAME' and 'PASSWORD'. Below these fields are three buttons: 'ENTER', 'START OVER', and 'CHANGE PASSWORD'.

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” below 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.

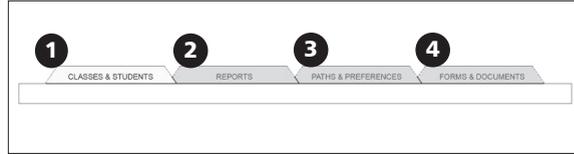
Security

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.
- Do not leave Instructor Utilities open on an unattended computer.
- If you think the records have been tampered with, contact your systems administrator immediately.

Tabs

There are four tabs in Instructor Utilities (see figure below). Following is a brief explanation of each tab's content. Only the Classes & Students and Forms & Documents tabs will be described in detail in this manual, because the other two tabs are not applicable to Master Pronunciation.



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

Login Screen

Below is an image of the Instructor Utilities Login Screen. 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.



The image shows a login form with the following elements:

- A label "USERNAME" followed by a text input field.
- A label "PASSWORD" followed by a text input field.
- A button labeled "ENTER" centered below the input fields.
- A button labeled "START OVER" centered below the "ENTER" button.
- A button labeled "CHANGE PASSWORD" centered below the "START OVER" 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 make a mistake while logging in, click the Start Over button below the password field. The page will reload and you can log in again. 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.

Classes & Students

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

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

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

- 1. CLASSES:** A list box containing two entries: "Valley High School - ESL 2" and "Valley High School - ESL 3". Below the list are three buttons: "NEW CLASS", "DELETE CLASS", and "SUBMIT".
- 2. CLASS INFORMATION:** A form with the following fields:

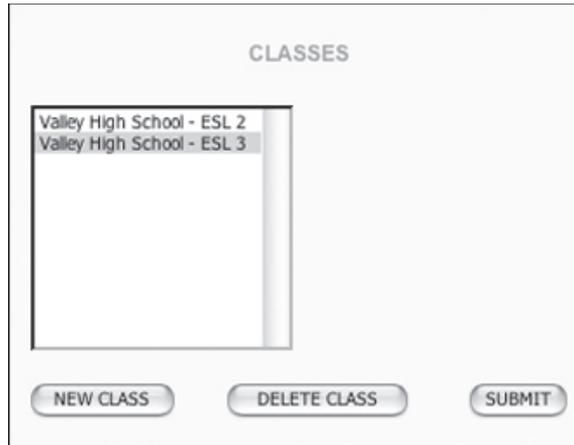
NAME	ESL 3
SCHOOL NAME	Valley High School
DISTRICT	Houston Peak
CLASS TEACHER	Miss Stacey
ESL TEACHER	Mr. Hill
ESL MINUTES	60
- 3. STUDENTS:** A list box containing three entries: "Beance, Danna", "Fronau, Guy", and "Montezuma, Maria Simon, Hannes". Below the list are three buttons: "NEW STUDENT", "DELETE STUDENT", and "SUBMIT".
- 4. STUDENT INFORMATION:** A form with the following fields:

USER	Danna
FIRST NAME	Danna
LAST NAME	Beance
BIRTHDATE	May 07 1962
BIRTH LANGUAGE	French
LITERATE?	Yes

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

Classes

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



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

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.

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 below). 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.

CLASS INFORMATION	
CLASS NAME	<input type="text" value="Beginner"/>
SCHOOL NAME	<input type="text" value="ELLIS Middle School"/>
DISTRICT TEACHER	<input type="text" value="Frank Otto"/>
ESL TEACHER	<input type="text" value="Jane Cali"/>
ESL MINUTES	<input type="text" value="85"/>
ACCESS PASSWORD	<input type="text"/>
TEST PASSWORD	<input type="text" value="letmein"/>
<input type="button" value="SUBMIT CHANGES"/>	

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

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 Submit 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.

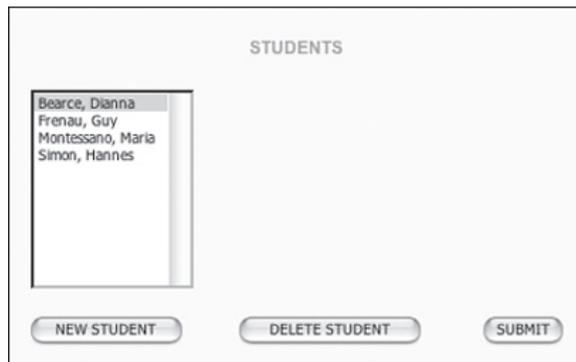
Make changes to an existing class Click once on the class you want to alter. Its information will appear in the Class Information box underneath. Make changes to the desired fields. Click Submit Changes at the bottom of the box. This will save the updates you have made. If you do not click Submit Changes 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. 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).



The screenshot shows a window titled "STUDENTS". On the left side, there is a list box containing the following names: Bearce, Dianna; Frenau, Guy; Montessano, Maria; and Simon, Hannes. Below the list box, there are three buttons: "NEW STUDENT", "DELETE STUDENT", and "SUBMIT".

Students box Below are three buttons: New Student, Delete Student, and Submit. 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 below). Enter the student’s information in the fields, leaving any irrelevant fields blank. The bottom field is a comment box where you can write and edit comments about a student. Click Submit Changes at the bottom of the screen when you are finished.

In some Web browsers, names cannot be selected automatically. In these browsers, click the Submit button after selecting a name to ensure that the program recognizes that you have selected a name.

STUDENT INFORMATION

1

USERNAME

FIRST NAME

LAST NAME

BIRTHDATE

NATIVE LANGUAGE

LANGUAGE LITERATE?

GENDER

GRADE / LEVEL

TOEFL Score

ENROLLMENT DATE

TEACHER

ACCESS PASSWORD

TEST PASSWORD

CHANGE CLASS

2 Write comments here.

3

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

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 Submit Changes at the bottom of the box. This will save the updates you have made. If you do not click Submit Changes and the page does not reload, your changes will not be saved.

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

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

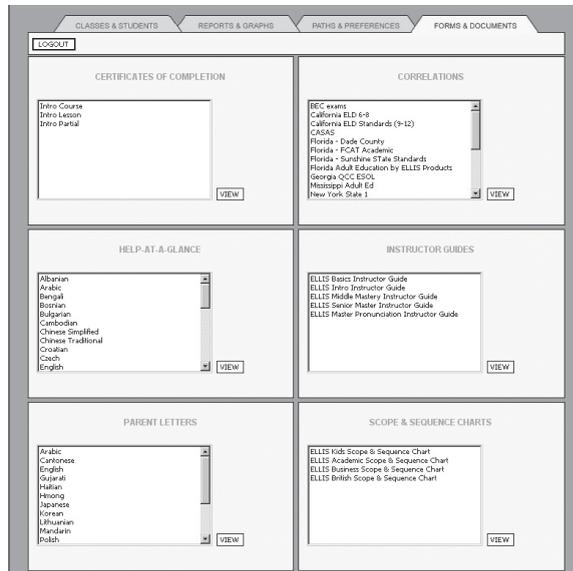
Move student to a different class To move a student to a different class, click once on the student in the Students box. Under the Student Information box, locate the “Change Class” field. The class that the student is currently assigned to should appear in the field. Select another class for the field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

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.

Other Sections of Instructor Utilities

The other sections in Instructor Utilities are not used with ELLIS Master Pronunciation. They are used with the other programs in the ELLIS Academic Suite. For this reason, documentation for these sections has not been included in the Instructor Guide for Master Pronunciation.

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. Although no chart directly corresponds to Master Pronunciation, the charts for the other levels have been included to aid in lesson planning.

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 teaching your students how to use ELLIS 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.

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

Help Your Students Learn

Throughout the year, you can enhance your students' experiences with ELLIS by consistently checking student records in Instructor Utilities 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 test. This will also help you to know where each student may need extra encouragement, help, and instruction.

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

You can correlate ELLIS's computer-based instruction with your existing curriculum. The key to effectively implementing ELLIS in your classroom is the Scope & Sequence chart. Although there is no chart for Master Pronunciation, you can use the other charts to help correlate Master Pronunciation with the other programs in the ELLIS Academic Suite.

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 chart of topics covered in Master Pronunciation (found at the end of this chapter) to locate the lessons in ELLIS that match your learning objectives.
3. Insert the appropriate ELLIS lessons and supplemental materials into your lesson plans.

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.

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.

Topics Covered in Master Pronunciation

The following is a list of the topics covered in the Sounds, Beyond Sounds, and Useful Phrases sections of ELLIS Master Pronunciation. You can use it to aid in your lesson planning.

Sounds

The chart below shows the sounds covered in the Sounds section of ELLIS Master Pronunciation. Sounds can be practiced randomly, according to students' native language, or by sound. To hear the sounds, go to the Sounds menu and click on an ear icon by a sound. For more information, the glossary at the back of this book.

<i>Vowels</i>		<i>Fricatives</i>	
i	fee	f	farm
ɪ	inn	θ	thick
ey	prey	s	sink
ɛ	wet	ʃ	shin
ʌ	become	h	have
æ	sat	v	vine
a	star	ð	the
ow	know	z	zebra
u	moon	ʒ	treasure
ʊ	foot		
ə	about	<i>Affricates</i>	
		tʃ	choose
		dʒ	judge
<i>Diphthongs</i>		<i>Nasals</i>	
ay	fly	m	maybe
oy	toy	n	never
æw	now	ŋ	king
<i>Stops</i>		<i>Liquids</i>	
p	prey	l	log
t	trick	r	repeat
k	came		
b	big	<i>Glides</i>	
d	dig	w	wish
g	get	y	yell

Beyond Sounds

Following are the topics covered in the tutorials in the Beyond Sounds section of ELLIS Master Pronunciation. Access the tutorials through the menus in the Beyond Sounds section.

Basics

- syllables
- the schwa sound

Stress

- word stress
- reduction of unstressed syllables
- thirteen* and *thirty*
- compound nouns and terms
- word forms
- basic sentence stress
- new information
- contrastive sentence stress

Reduction

- for*
- to*
- can*
- can* vs. *can't*
- do*
- or*
- and* and *an*
- pronouns and possessives (1)
- pronouns and possessives (2)
- want to*, *going to*, and *got to*
- review

Linking and Consonant Clusters

linking consonants
linking consonants and vowels
would you, could you, and did you
initial consonant clusters
final consonant clusters

Intonation

yes/no and *wh-* questions
statements and polite requests
alternative questions
pauses
low-rising
review

Sounds and Spelling

final *-s* and *-es*
final *-d* and *-ed*
silent consonants

Useful Phrases

Following are the topics covered in the Useful Phrases section of ELLIS Master Pronunciation. The Useful Phrases section allows students to practice saying and responding to common phrases. Students can record the phrases and their responses and then compare them to recordings of native speakers saying the phrases. Some phrases' responses are given to the students. When no response is given, students should make up their own responses. Many correct responses are possible in each situation.

Social Interactions

- give greetings
- make introductions
- make invitations
- make formal invitations
- express thanks
- apologize
- close a conversation
- say goodbye

Dealing with Language Problems

- ask for language help
- ask for repetition
- paraphrase
- check comprehension
- reformulate what another said
- reformulate what you said

Getting Things Done

ask for information
ask for directions
take and leave messages
make and respond to requests
complain
ask for and give permission
ask for and give help
offer suggestions

Conversing

express opinions
give and accept opinions
agree
disagree politely
interrupt
react
change the subject
say no tactfully
express disappointment

APPENDIX 1

Glossary of Linguistic Terms

This glossary gives definitions for the linguistic terms used in this manual. All examples of words are in italics. Sounds the words demonstrate occur at the beginnings of words unless otherwise noted by boldface text in another part of the word.

For further information, see Tom McArthur, *The Concise Companion to the English Language* (Oxford: Oxford University Press, 1996), a primary reference used in compiling this glossary.

affricate A two-part consonant that begins with a stop and ends with a fricative, such as /tʃ/ in *choose* or /dʒ/ in *judge*. The following affricates are used in English: /tʃ/ and /dʒ/.

alliteration Repetition of a sound within a limited area, often at the beginnings of words. For example, the phrase *Peter picked a peck of pickled peppers* contains initial alliteration with /p/.

approximant a sound in which the airway is partially blocked by the tongue, but is articulated more openly than a fricative. There are three categories of approximants: glides, liquids, and nasals. *See also* glide, liquid, nasal

consonant cluster A group of consonants within one syllable with no vowels between them. For example, in the word *spring*, *spr-* is a consonant cluster.

fricative A consonant, either voiceless or voiced, pronounced by forcing air between two parts of the airway placed close together, such as /f/ in *fur*, /v/ in *vine*, /s/ in *sink*, /z/ in *zebra*, /h/ in *have*, /ʒ/ in *treasure*, /ʃ/ in *shin*, /θ/ in *thick*, and /ð/ in *the*. The following fricatives are used in English: /f/, /v/, /s/, /z/, /h/, /ʒ/, /ʃ/, /θ/, and /ð/.

friction A sound characteristic that is created when there is friction between the air coming up from the lungs and the space between the vocal cords. Friction is a characteristic of all fricative sounds. *See also* fricative

glide Sounds that are not clearly either consonants or vowels, and cannot be sustained without gliding into a following vowel, such as /w/ in *wet* and /y/ in *yell*. The following glides are used in English: /w/ and /y/.

International Phonetic Alphabet (IPA) An alphabet that includes a symbol for each unique sound of every language. ELLIS uses a modified form of the IPA. See below for a chart of the modified alphabet that ELLIS uses.

i	fee	d	dig
ɪ	inn	g	get
ey	prey	dʒ	judge
ɛ	wet	f	farm
ʌ	become	θ	thick
æ	sat	s	sink
a	star	ʃ	shin
ow	know	h	have
u	moon	v	vine
ʊ	foot	ð	the
ə	about	z	zebra
ay	fly	ʒ	treasure
oy	toy	m	maybe
æw	now	n	never
p	prey	ŋ	king
t	trick	l	log
k	came	r	repeat
tʃ	choose	w	wish
b	big	y	yell

Modified IPA used by ELLIS

IPA See International Phonetic Alphabet

intonation Changes in vocal pitch. For example, intonation rises at the end of the sentence *Would you like to come?* and falls at the end of the sentence *I had lunch at noon today.*

liquid A type of approximant pronounced without friction, such as /l/ in *log* and /r/ in *repeat*. The following liquids are used in English: /l/ and /r/. See also approximant, friction

minimal pair Two words that can be distinguished by only one phoneme. Examples are *send/sand* and *choke/joke*.

nasal A type of sound pronounced by allowing air to flow through the nose instead of the mouth, such as /m/ in *maybe*, /n/ in *never*, and /ŋ/ in *king*. The following nasals are used in English: /m/, /n/, and /ŋ/. *See also* approximant

phoneme The smallest unit of sound in a language by which the meanings of two words of a minimal pair can be distinguished. For example, the words *send* and *sand* can be distinguished only by the sounds /ɛ/ and /æ/. *See also* minimal pair

phonetic symbol A character in an alphabet, such as the IPA, used for phonetic transcriptions. Phonetic alphabets differ from standard alphabets in that each letter stands for only one sound, whereas in English, for example, in *so* and *do*, the letter *o* creates a different sound in each word. Phonetic symbols in this book are placed between two slashes, like this: /ŋ/.

stop A category of sound produced by temporarily stopping then releasing the flow of air from the mouth, such as /p/ in *prey*, /b/ in *bait*, /t/ in *trick*, /d/ in *dig*, /k/ in *came*, and /g/ in *get*. The following stops are used in English: /p/, /b/, /t/, /d/, /k/, and /g/.

suprasegmental An element of sound quality, such as intonation, that carries over more than one syllable. For example, in the sentence *What have I done?* the intonation rises gradually over the three syllables *have I done*.

tongue twister A phrase marked by alliteration that is difficult to pronounce, especially to pronounce quickly. For example, the phrase *She sells sea shells by the seashore* is a tongue twister.

voiced *See* voicing

voiceless *See* voicing

voicing A characteristic of sound determined by whether the vocal cords vibrate in the production of a sound. The vocal cords vibrate in voiced sounds such as /b/ and /v/. The vocal cords do not vibrate in voiceless sounds such as /p/ and /f/. For example, in *very*, /v/ is voiced; in *fairly*, /f/ is voiceless. In *big*, /b/ is voiced; in *prey*, /p/ is voiceless.

word stress The emphasis of a particular syllable in a word. For example, in *dictionary*, *dic-* is the stressed syllable.

APPENDIX 2

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) provide translations into the student's native language. For ELLIS Master Pronunciation, NLGs translate instructions and feedback.

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 Master Pronunciation. The Native Language Guide in Master Pronunciation occurs in the form of the Help Me button found in the Sound activities. 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 is the best way to implement ELLIS in the classroom if I have only one copy but I have several students in my class?

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

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 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.

APPENDIX 3

ELLIS Contact Information

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

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

Technical Support

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

e-mail support@ellis.com

phone 888.756.1570 (toll free)

web ellis.com/support

MSN Messenger support@ellis.com

Training and Installation

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

e-mail training@ellis.com

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

 phone 866.211.0721 (toll free)
 fax 801.858.0890
 web ellis.com

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