ELLIS®
Senior Mastery® 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 Senior Mastery is for teenage to adult students who have upper intermediate to advanced English language skills. The program allows students to improve fluency by practicing skills in vocabulary, grammar, communication, culture, and pronunciation. The objective of Senior Mastery is to improve students' language skills in preparation for higher education and the work force. This allows them to feel comfortable using everyday English at a university and on the job. It also exposes students to the customs and conventions of these settings. To achieve these goals, Senior Mastery covers topics such as registering for classes, budgeting, and discussing literature. (For a complete list of topics covered in Senior Mastery, see the Scope & Sequence chart in Chapter 4.)

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 Senior Mastery and give a suggested sequence for activity completion. It is meant to give you a general idea of the structure of the program, not to instruct you on how to navigate the program.

On the next few pages, you will see the suggested instructional path for students to follow within Senior Mastery. Following this path will help your students glean the most from their learning experience. The figure below illustrates the suggested sequence within each unit and lesson in Senior Mastery.
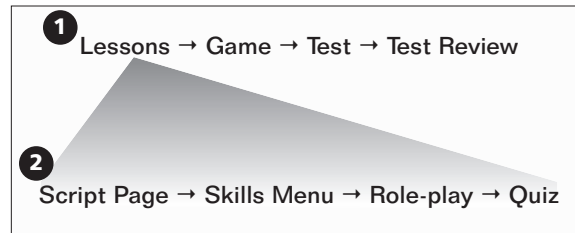
Suggested sequence within ELLIS   1. Suggested sequence within each unit   2. Suggested sequence within each lesson

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

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

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

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

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

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

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

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

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

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

Program Features

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

Navigation Buttons

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

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

Script Page
Games
Test   ⟶   **Main Menu**
Test Review
Summary

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

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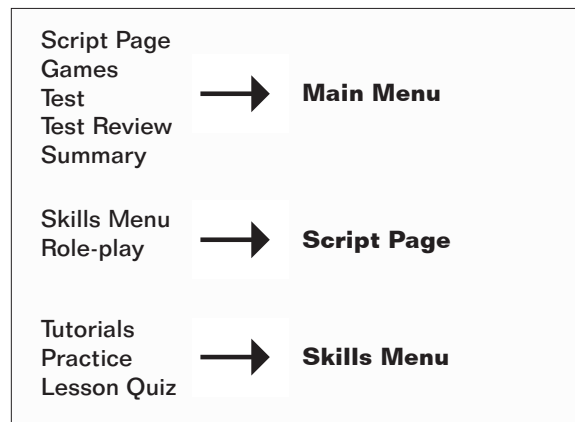
Hierarchy of the Up button   Clicking the Up button from the pages on the left side of the diagram will take you to the pages displayed on the right.

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.
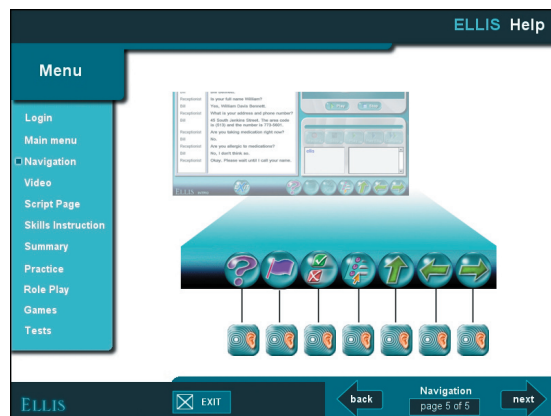
Screen from the Native Language Help

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

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

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

Recorder 1. Learner display area   2. Script display area

Follow these steps to record in ELLIS.

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 Senior Mastery

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

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

Login Screen

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

1. Type in your Learner ID and password.

2. Click OK or press Enter on your keyboard to continue.

3. Another Learner ID field will appear on your screen. If you want to enter additional users, follow steps one and two for up to two additional users.

4. If you do not wish to enter additional users, click OK or press Enter on your keyboard again to enter Senior Mastery.
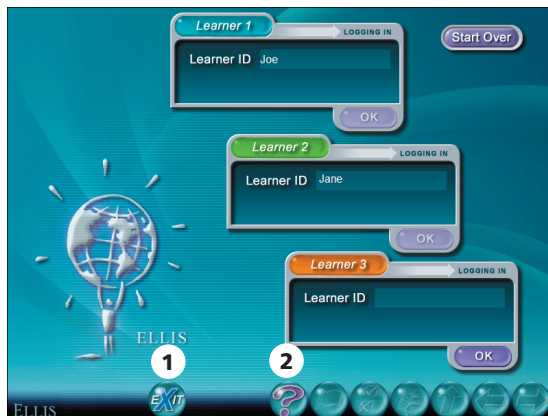
Login Screen   1. Exit button   2. Help button

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

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

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

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

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

Main Menu

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

- Units and Lessons

- Games

- Tests

- Test Reviews

- Summary

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

Units and Lessons

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

Games

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

Unit Tests

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 Senior Mastery. Topics are organized by subject or by unit.

Bookmark

The Bookmark button appears only on the Main Menu. Clicking on the Bookmark button will take you to the lesson you were on the last time you exited the program. 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 Senior Mastery from the Main Menu. Click the Exit button to exit the program. It may take the program a few moments to finish its operations after you click the Exit button.

Script Page

After you choose a lesson from the Main Menu, you will see a short video. When the video is over, you will see the Script Page, as shown in the figure below. Here the students explore in detail the dialogue they saw in the video. The Script Page is divided into three areas: the script (with instructional tabs across the top), the media display area, and the recorder. Following is an explanation of each of the features on the Script Page.
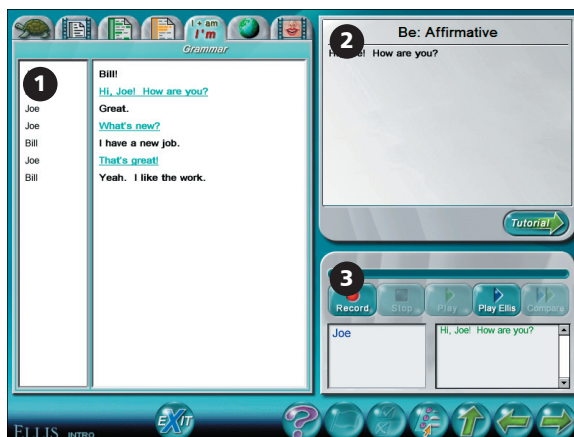
Script Page   1. Script display area   2. Media display area
3. Recorder

Exploring the Script

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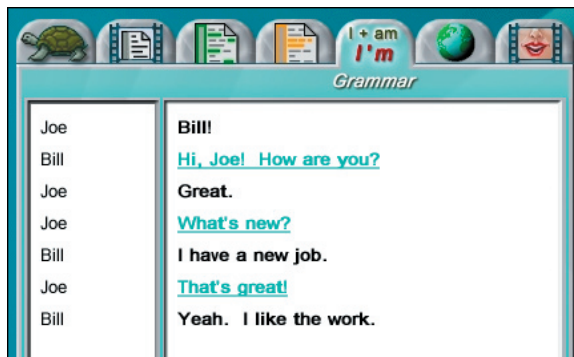
Script Page tabs

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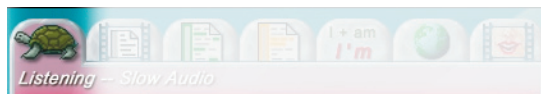
Slow Audio tab

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

Video tab

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

Vocabulary tab

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

Communication tab

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

Grammar tab

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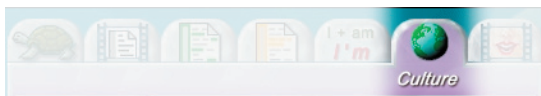
Culture tab

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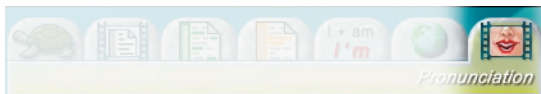
Pronunciation tab

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

- Click on the Female button underneath the media display area to see a female pronounce the sound.

- Click on the Male button to see a male pronounce the sound.

- Click the X-Ray button to see a video diagram of the way to place your teeth, tongue, and lips to make the sound.

- Use the recorder to record yourself saying a sound or word and then compare your recording to a native speaker's.
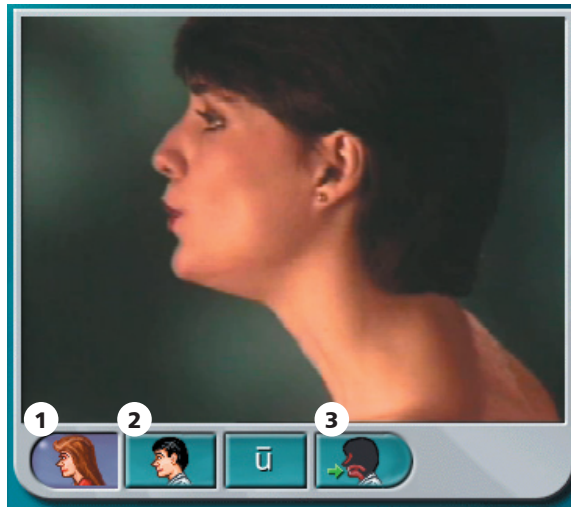
Media display area   1. Female button   2. Male button
3. X-ray button

Tutorial Button

Whenever you see the Tutorial button below the media display area, click on it to go to instructional material directly related to the topic you are currently studying on the Script Page. All tutorials can also be accessed from the Skills Menu.
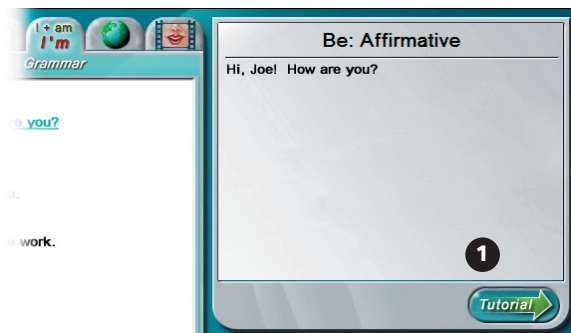
Script page   1. Tutorial button

Skills Menu

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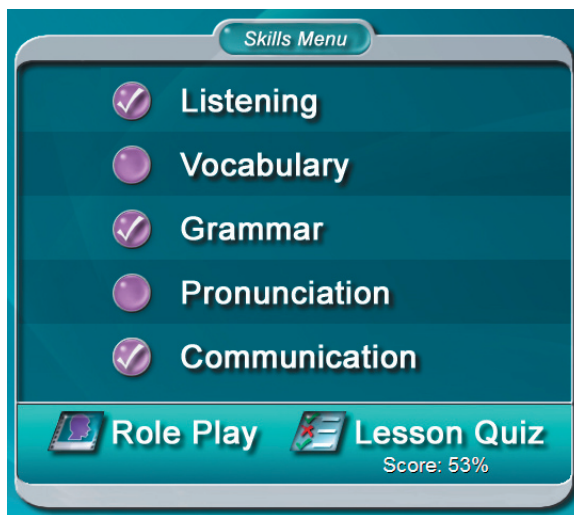
Skills Menu

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

Tutorials

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

You will see three kinds of icons displayed by sentences in the tutorials: the Instruction button, the Video button, and the Ear button. Any lines with these buttons beside them can be practiced using the recorder. Click on the line you want to record. You will see it appear in the script display area. Then record and compare your voice.
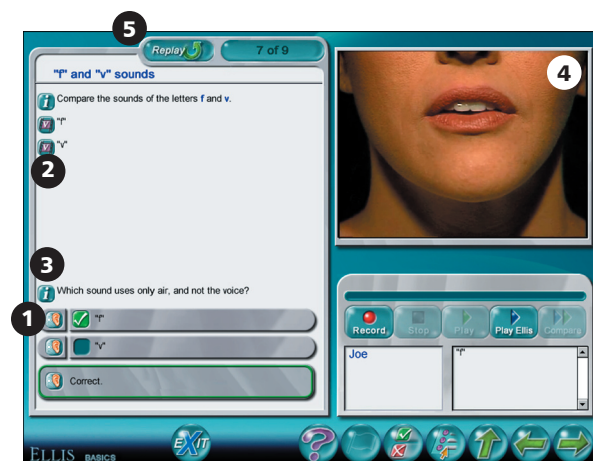
Tutorial page   1. Ear button   2. Video button
3. Instruction button   4. Video display area   5. Replay button

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

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

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

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

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

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

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

Practice Pages

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

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

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

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

In a multiple-choice question with more than one answer, click on the answers you think are correct. Beside correct answers, you will see a green check. Beside incorrect answers, you will see a red X. To change your answer, click on the answer you want to change to deselect it. Then click on the new answer.
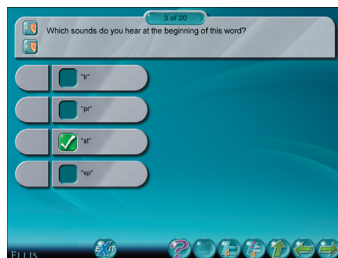
Multiple-choice question with one answer
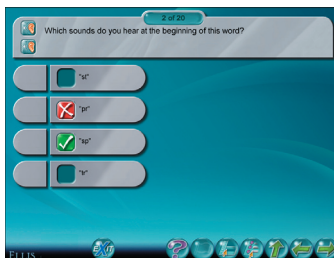
Multiple-choice question with more than one answer
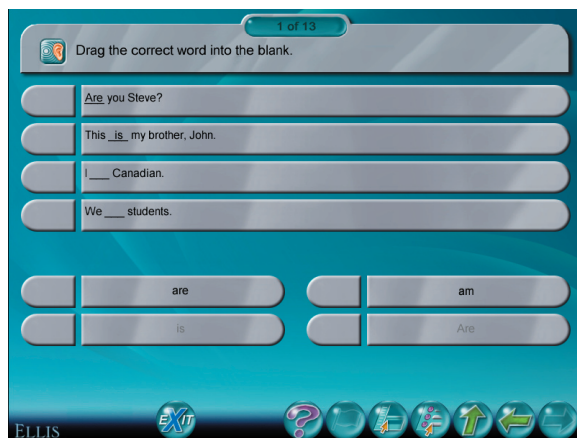
True/False questions   True/false questions are similar to multiple-choice. Read the statement and decide whether it is true or false. Click on the correct button. If you answer incorrectly, you will see a red X and be prompted to try again. Correct answers receive a green check.

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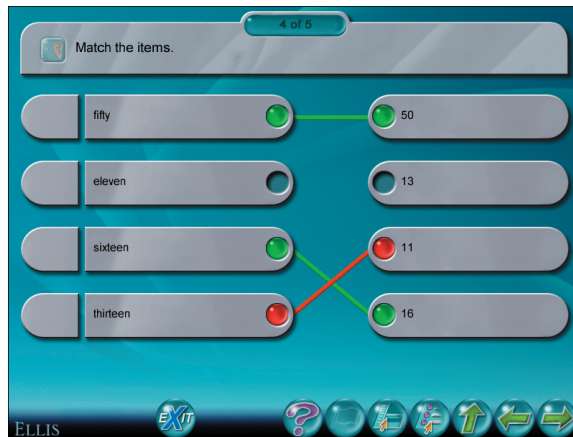
Matching question

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

Fill-in-the-blank question

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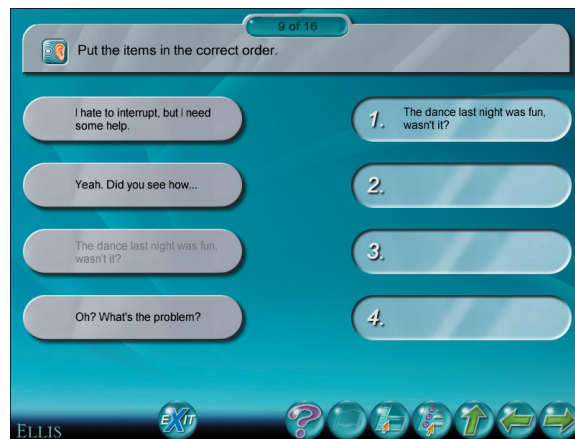
Sequencing question

Role-play

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

Role-play button from the Skills Menu

Character Menu

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

If more than one student is logged in, all the students can participate in the Role-play. Click on the student's name at the right of the screen, then click on the character the student wants to play. Only one student may play each character. When you are ready to continue, click the Next button at the lower right corner of the screen.
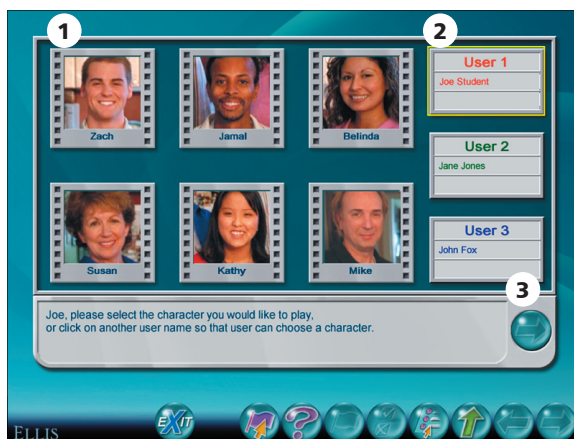
Role-play character menu   1. Characters   2. User and character display area   3. Next button

Dialogue and Record Page

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

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

Follow these instructions to complete the Role-play activity:

1. Watch the video segment. After your character says a line, the video will stop and you will see your character's picture in the video display area.

2. Decide whose turn it is to record. If multiple users are participating, see whose turn it is to record by looking at the right side of the screen. If your box is outlined in yellow, it is your turn to record.

3. Record your lines. The lines for you to record are shown in the script display area to the left of the recorder. You can record the line as many times as you want until you have made a satisfactory recording.

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

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

Playback Page

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

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

Game

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

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

Connect four game

Lesson Quiz

The lesson quiz is at the bottom of the Skills Menu. Take the quiz after you have finished all the other activities on the Skills Menu and the Role-play activity. The quiz contains 20 questions. Depending on the settings selected in Instructor Utilities, students can take the quiz multiple times to try for a better score. The most recent score is displayed on the Skills Menu. Instructors can also require students and classes to achieve a certain score on each lesson quiz before being able to go on to the next lesson. For example, you can require students to achieve at least 80% on the quiz before they can access the next lesson. See Instructor Utilities: Paths and Preferences: Minimum Score Advancement.
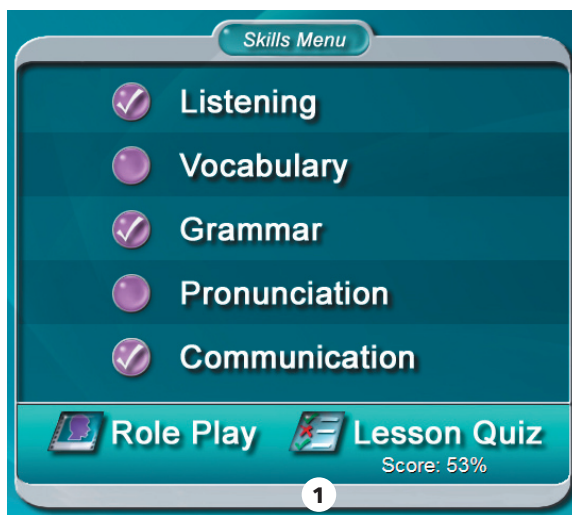
Skills Menu   1. Lesson quiz menu item with score display

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.
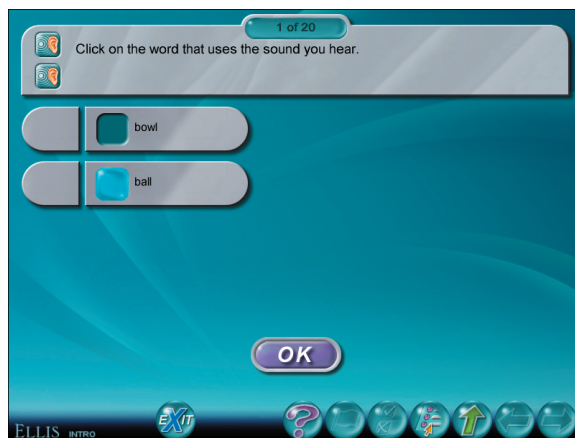
Multiple-choice quiz question with one answer

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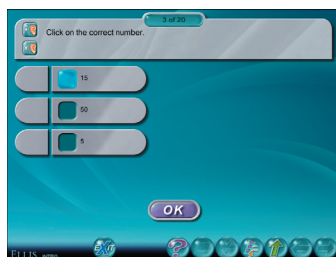
Multiple-choice question with one answer
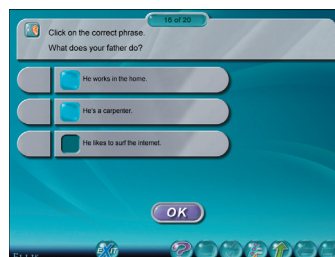
Multiple-choice question with more than one answer

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.
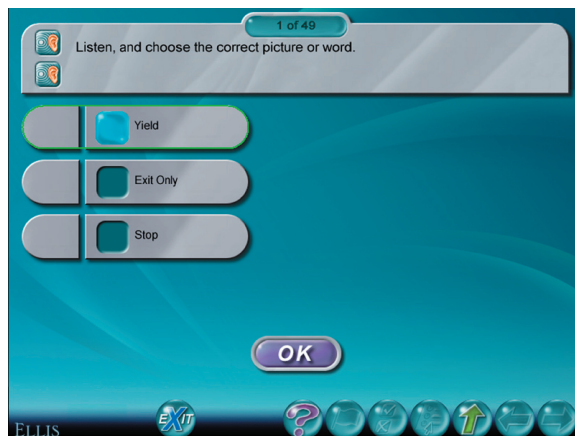
Test review page

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 Senior Mastery. It is also a useful test review. Click on the Summary button from the Main Menu to begin.

Summary button on the Main Menu

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

Summary menu   1. Go To button   2. Summary topics

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

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

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

- Click the Ear button 🔊 to hear the phrase that it is next to.

- Click the Video button 🎬 to see the video segment that it is next to.

- Click the Back button to go to the previous summary page.

- Click the Next button to go to the next summary page.

- Click the Help button to go to a tutorial about this page.

- Click the Go To button in the lower left corner to access the Summary Menu.

- Click the Up button at any time to return to the Main Menu.

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

CHAPTER 3
Instructor Utilities

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

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

Structure and Design

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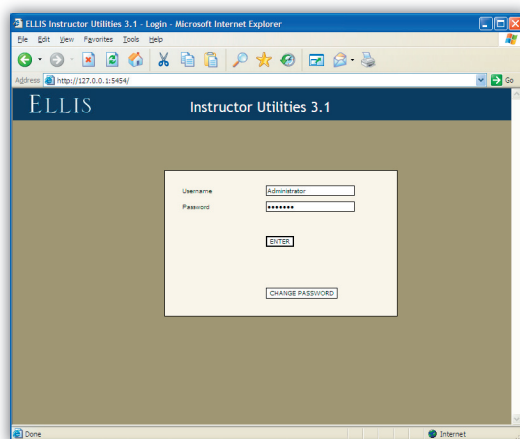
Instructor Utilities 3   The new Instructor Utilities functions as a website that is hosted on a computer maintained by your school. Your school's systems administrator should give you the site's address so you can access Instructor Utilities.

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

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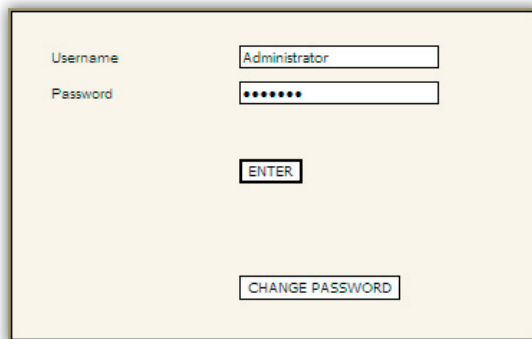
Security

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

- Keep the URL confidential. Create a bookmark for the URL on a computer that only *you* have access to. Ideally, the computer itself should be password protected.

- Keep your user name and password confidential. Do not write down your user name or password or store it in a computer file.

- Avoid prolonged use of the default user name and password. Change the user name and password regularly.

- Do not leave Instructor Utilities open on an unattended computer.

- If you think the records have been tampered with, contact your systems administrator immediately.

Login Screen

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

| Username | Administrator |
| Password | •••••• |

ENTER

CHANGE PASSWORD

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.

| 1 | 2 | 3 | 4 |
| CLASSES & STUDENTS | REPORTS | PATHS & PREFERENCES | FORMS & DOCUMENTS |
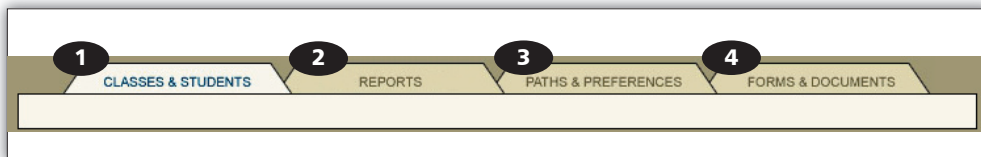
Instructor Utilities tabs   1. Classes & Students tab
2. Reports tab   3. Paths & Preferences tab   4. Forms & Documents tab

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.

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.

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

Students

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

Create a new student To create a new student, first make sure you have the right class highlighted in the Classes box. Click the New Student button in the Students box (see figure below).
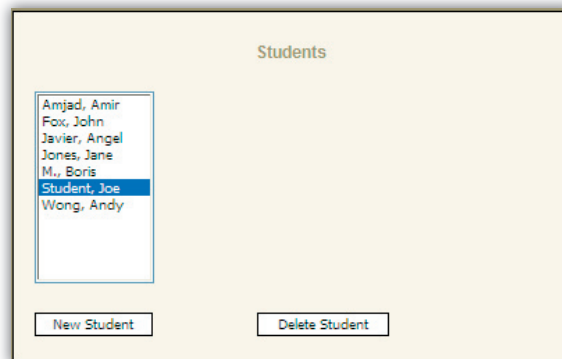
Students box At the bottom are two buttons: New Student and Delete Student. Above is a list of students that have been created in a specific class.

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

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

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

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

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.
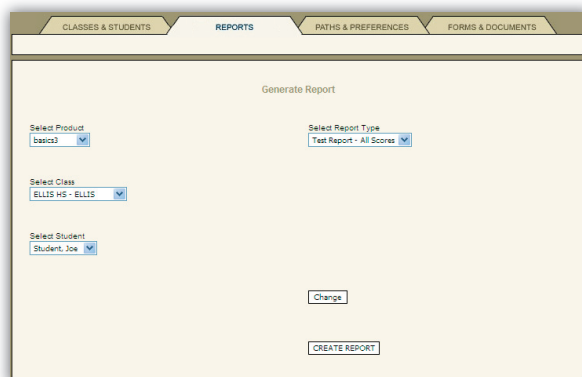
Move student to a different class To move a student to a different class, click once on the student in the Students box. Under the Student Information box, locate the Change Class selection menu. The class that the student is currently assigned to should appear in the field. Select another class for 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   ESL Teacher: Mr. Hall
Class: ELLIS   School: ELLIS HS
District: ELLIS ISD

					Test Scores				
ELLIS ID	Student Name	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
U000007	Amjad, Amir	- -	- -	- -	- -	- -	- -	- -	- -
U000003	Fox, John	- -	- -	- -	- -	- -	- -	- -	- -
U000004	Javier, Angel	- -	- -	- -	- -	- -	- -	- -	- -
U000002	Jones, Jane	28%	- -	- -	- -	- -	- -	- -	- -
U000005	M., Boris				- no test completion information -				
U000001	Student, Joe	73%	45%	43%	- -	- -	- -	- -	- -
U000006	Wong, Andy				- no test completion information -				
	Class Averages	**50%**	**45%**	**43%**	**- -**	**- -**	**- -**	**- -**	**- -**

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

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

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

Quiz Report

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

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.

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.

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.

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

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

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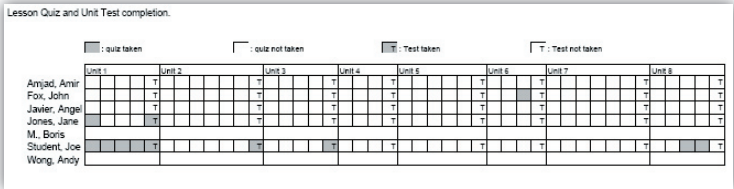
Class Completion Graph   This report shows a graph of which students have completed lesson quizzes and unit tests.

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 Basics, students will not be able to access the more difficult program.

- Enable Only [Unit Number]: Choose this path if you want a class or student to access only one unit at a time. Each program lists each unit separately. For example, Middle Mastery has an Enable Only selection for its five units, and Senior Mastery has selections for all twelve of its units.

- Functional Approach: This path is suggested as (1) a faster route for students; (2) an option for a class with minimal lab time; and (3) an alternative supplement to already established curriculum. This path focuses on communication skills.

- Grammar Booster: This path is suggested for students or classes who have a good vocabulary base, but need more grammar instruction and practice. Grammar Booster focuses on the grammar portion of the program.

- Listening Skills Booster: This path is suggested for students or classes who need practice to develop better listening skills. This Booster path focuses on the listening portion of the program.

- Pronunciation Booster: This path is suggested for students or classes who need practice developing accurate pronunciation and reduction of native language accent. This path focuses on the pronunciation portion of the program.

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

Forms & Documents

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

- Certificates of Completion

- Correlations

- Help-at-a-Glance cards

- Instructor Guides

- Parent Letters

- Scope & Sequence charts

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

CHAPTER 4
Implementing ELLIS
in the Classroom

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

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

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

Implementing ELLIS

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

Prepare Your ELLIS Classroom

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

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

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

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

Prepare Your Students

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

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

- Have your institution's technical assistant set up an LCD projector that connects to your computer. Project your computer screen on the wall in your classroom or computer lab and walk your class through each page. Teach them how the buttons function, how the recorder works, and how to best use the program.

- Copy pages from this guide and make overheads to use in teaching your students about using ELLIS. Or use your computer's screen capture function to create your own instruction pages and create overheads.

- Have a student who knows how to use ELLIS pair up with students new to the program and teach them how to use it. Remember that up to three students can log on to one computer at a time.

- Use the Help-at-a-Glance cards from the Forms & Documents section of Instructor Utilities to remind students of basic ELLIS functions. Print cards off in the students' native languages, laminate them, and put them next to each computer so students can quickly refer to the card.

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

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

Help Your Students Learn

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

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

Use Student Workbooks and classroom activities   Use the Student Workbooks for additional practice and take-home assignments.

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. They can also be found in the Forms & Documents section of Instructor Utilities.

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.

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

Correlating ELLIS with Existing Curriculum

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

- your school curriculum or current lesson plans

- *Instructor Guide* (this book)

- (optional) ELLIS program, installed and ready to use

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

1. Begin by using your school curriculum to identify your school's learning objectives. Or, if you already have lesson plans centered on these objectives, use your current lesson plans.

2. Then use the Scope & Sequence chart found at the end of this chapter to locate the lessons in ELLIS that match your learning objectives.

3. Insert the appropriate ELLIS lessons and supplemental materials into your lesson plans.

4. Consult chapters 5–16 in this guide to see the video scripts and vocabulary words from each unit. These chapters also contain ideas for classroom activities that will help your students practice what they learn in the program in a real life setting—with you, the teacher, and with their peers. Most instructors of English as a second or foreign language agree that these activities are key to language mastery.

Developing a Self-Standing ELLIS Curriculum

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

Beyond ELLIS

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

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

- Save teachers and students valuable time

- Allow students to learn in a non-threatening environment, critical for language learning

- Allow students to pace themselves so that learning disabled, average, and gifted students benefit from the instruction and practice

- Give students essential scaffolding by providing visual and contextual support

- Provide multi-lingual instruction (an exceptional benefit for students and teachers)

- Provide multi-level instruction by integrating the content between various levels of the program

- Provide a motivating environment for low-skill learners with activities that they will enjoy

- Give students ample opportunity for independent, yet supported, learning and practice

The Teacher's Invaluable Role

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

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

The Student's Need for Individual Attention

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

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

- When your class is in the computer lab, provide students with assigned topics, supervision, and personal attention when they need it.

- Provide supervision in the computer lab to ensure that learners can use the software effectively. The lab supervisor may also tutor individual users.

- Correlate ELLIS assignments to the learning objectives presented in your classroom.

- Provide free access to the computer lab as a reward and allow students to work on what naturally interests them.

- Let your students know when you or an assistant will be available in the lab. If students work on ELLIS when someone is there to help them, they will have more opportunities for personalized attention and will be more likely to get their needs met.

- Provide a master registry of your students and their assignments to help the lab supervisors offer personal assistance to students.

- Review your students' progress and offer positive feedback frequently.

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 install 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 Scope & Sequence chart, 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 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] l late	2.1 [b] b bag 2.2 [i] ee need 2.3 [r] r for 2.4 [w] w want 2.5 [□] j jeans 2.6 [ey] ey okay	3.1 [æ] a can 3.2 [□] e 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 [ɪ] i it 1.2 [t] t delighted 1.3 [ʤ] j journey	2.1 [u] oo do 2.2 [ʊ] u good 2.3 [aʊ] ow sounds 2.4 [g] g going	3.1 [f] f fitting 3.2 [ʤ] j Joel 3.3 [l] l Lee	4.1 [aɪ] ai assignment 4.2 [aʊ] ow wow 4.3 [n] n find

UNIT 5 **Job Hunting**	UNIT 6 **Studying to Get a Driver's License**	UNIT 7 **Budgeting for a Semester**	UNIT 8 **Budgeting for a Month**
5.1 I'm looking for a job as a waiter. 5.2 I think I'll give them a call. 5.3 You can stop by for an interview.	6.1 I'm studying to take the written test. 6.2 Who has the right-of-way at an intersection? 6.3 Can you turn right at a red light? 6.4 Give an example of unsafe driving.	7.1 Are you on a semester or a quarter system? 7.2 How many credits can you afford? 7.3 Are you a resident or a nonresident? 7.4 Do you work part-time or full-time?	8.1 What kind of budgeting help do you need? 8.2 Where do you eat? 8.3 How much are utilities here? 8.4 What expenses are left?
• 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: Casual Introductions and Small Talk

This chapter contains teacher references for ELLIS Senior Mastery Unit 1, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 1 covers such topics as introducing yourself and others, making small talk, and expressing opinions. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: Melanee, I'd like you to meet Tyke and Carl.

Vocabulary

believe
friend
had
hello
hey
hi
how are you
how's it going
I'd like you to meet
I don't believe
like
meet
meeting
met
nice
nice to meet you
pleasure
well

Grammar

going
pleasure

Pronunciation
is
this

K: *Kisha*

M: *Melanee*

T: *Tyke*

K: Hey, Tyke! Carl! How's it going?

How do you want to greet Kisha, Tyke?

Branch 1: Hi, Kisha. Who's your friend?

T: Hi, Kisha. Who's your friend?

K: This is Melanee. Melanee, I'd like you to meet Tyke and Carl.

M: Tyke, Carl . . . nice to meet you.

Branch 2: Well, Kisha! Hello. I don't believe I've met your friend.

T: Well, Kisha! Hello. I don't believe I've met your friend.

K: This is Melanee. Melanee, I'd like you to meet Tyke and Carl.

M: Tyke, Carl . . . nice to meet you.

Branch 3: Hello. I don't believe I've had the pleasure of meeting you.

T: Kisha! How are you? Hello. I don't believe I've had the pleasure of meeting you.

K: This is Melanee. Melanee, I'd like you to meet Tyke and Carl.

M: Tyke, Carl . . . nice to meet you.

Lesson 2: How do you and Kisha know each other?

Vocabulary

a lot
above
acquainted
apartment
apartment building
both
bumped into
can't stand
class
delighted
floors
friend
glad
glad to make your
    acquaintance
good at it
have a lot in common
I had no idea
I think
I'm delighted to meet you
it's a pleasure to meet
    you
know (knew)
laundry room
like
live
love
major
meet (met)
music
nice to meet you
not really
now
of course
place
playing
psychology
really
remember
right
roommates
same
school
so do I

C: *Carl*

K: *Kisha*

M: *Melanee*

T: *Tyke*

M: Tyke, Carl . . . nice to meet you.

How do you respond, Tyke?

Branch 1: I'm delighted to meet you, Melanee.

C: I'm delighted to meet you, Melanee. Kisha tells me you really like reggae music.

M: Yes, I do.

C: So do I.

Branch 2: Glad to make your acquaintance, Melanee.

T: Glad to make your acquaintance, Melanee. How did you and Melanee meet?

K: We bumped into each other in the laundry room of our apartment building.

M: Yeah, I live in the apartment two floors above Kisha's place.

K: Our roommates can't stand each other, but we have a lot in common.

M: Yes, we both love playing tennis. Kisha's really good at it.

"straight-A" student
talking
talking about
tells
tennis
that's right
together
told
well
whom
yeah

Grammar

acquaintance
building
delighted
know
pleasure
psychology
really
remember

Pronunciation

about
acquainted
can't
delighted
didn't
lot
meet
met
not
right
stand
straight
talking
tells
that's
to
together
told
two
Tyke

Branch 3: Melanee, it's a pleasure to meet you.

T: Melanee, it's a pleasure to meet you. Carl, where did you meet Kisha? I had no idea you were acquainted with each other.

C: Don't you remember when I told you about my friend, the "straight-A" student?

T: Not really.

C: Well, it was Kisha whom I was talking about.

T: Of course, now I remember.

Branch 4: Nice knowing you.

T: Nice knowing you. Kisha, I didn't know you knew Carl. Where do you know him from?

K: From school, I think. Do you remember where we met, Carl? Didn't we have a class together?

C: That's right. We met in a psychology class, and we both have the same major.

Lesson 3: I saw Journey of Fear last week. It's great!

Vocabulary

after
cliff-hanger
choose
coffee
comedy
critics
drink
enjoy
enjoy yourselves
fear
get together
good idea
great
hear
heard
here
hope
I can hardly wait
it's about time
journey
last
last week
let's
let's go
liked
meet
movie
mushy
oh
okay
pick
real
really
romance
rose
say
see (saw)
see you later
seeing

C: Carl

K: Kisha

M: Melanee

T: Tyke

What do you want to say, Tyke?

Branch 1: Which movie are you seeing?

T: Which movie are you seeing?

M: We're going to "Where is Bunny Malone?" It's a comedy. Which one did you choose?

T: "Journey of Fear." It's a thriller.

M: Oh, I saw that last week. It's great!

K: Enjoy yourselves . . . See you later!

Branch 2: Are you going to "Journey of Fear"?

T: Well, it's about time for the show to start. Are you going to "Journey of Fear"?

K: Yes, are you? I hear it's a real cliff-hanger.

T: I hope it is! Say, why don't we sit together?

C: Good idea!

K: Okay? Okay. Let's go!

Branch 3: Which show did you pick?

T: Which show did you pick?

K: "How Sammy Won the Rose."

C: Isn't that one of those mushy romances?

show
sit
sounds good to me
start
thriller
together
too
wait
week
well
why don't we
won
yeah

Grammar

comedy
critics
idea

Pronunciation

enjoy
journey

M: Yes, and I can hardly wait to see it!

C: We're going to see "Journey of Fear."

K: The critics really liked that one.

T: I heard that, too. Say, why don't we get together for coffee or a drink after the show?

K: Sounds good to me!

M: Yeah. We'll meet you here.

Unit 1 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Class Discussions

1. Ask the class to share their opinions about popular movies they have seen recently. After a student shares, ask the rest of the class to respond politely to the opinions of the student.

2. Ask the class the following questions about small talk:

    -   What is small talk?

    -   Why do you use small talk?

    -   What are some appropriate and inappropriate topics for small talk? Why?

3. This activity not only helps students learn how to give and receive compliments, but can also be humorous. It works best if students are seated in a circle.

    1. Have your students think of a gender-neutral compliment. Tell them to write the compliment on a small piece of paper. On another piece of paper, tell them to write down a response to the compliment.

    2. Collect the pieces of paper, keeping them in separate piles. Shuffle the piles and randomly pass one of each paper out to the students.

3. Have each student read their compliment and then their response.

Pair Activities

1. Divide students into pairs or small groups and ask them to discuss their movie preferences. Provide them with a list of questions to refer to, such as the ones provided below. Encourage them to practice good listening skills and to express their opinions politely.

    •   How often do you go to the movies?

    •   What kinds of movies do you like: comedy, romance, action, drama, horror, or science fiction? Why?

    •   Which movie theater do you like going to? Why?

    •   Who are your favorite actors and actresses? Why?

    •   What are some of your favorite movies? Why?

2. Divide students into pairs. Have students pretend they are movie critics, writing a review for a newspaper. The students should decide on a movie to review that everyone is familiar with.

    Tell students to write a short review persuading their classmates to see or not to see the movie. Finally, ask students to give the movie a rating based on the following system:

    ★   Poor

    ★★   Average

    ★★★   Good

    ★★★★   Excellent

Have the pairs share their reviews with the class. Ask the rest of the class if they feel persuaded by the group's recommendations and why.

Role-plays

1. Divide students into pairs and give them this role-play scenario: You want to invite a friend to go see a movie with you. Prepare a short dialogue that includes the following elements:

   - Greetings

   - Small talk

   - Invitation to see a movie

   - Questions about and answers to details about the invitation ("What time?" or "What movie are we going to see?")

   - Acceptance or rejection of the invitation

   - Pre-closings

   - Farewells

   Have the students present their role-plays to the class.

2. Divide students into groups of three. Ask them to prepare a short dialogue that includes the following elements:

   - Greetings

   - Request for an introduction (optional)

   - Introduction of two characters to each other

   - Small talk

   - Pre-closings

   - Farewells

Have the students present their role-plays to the class.

3. Divide students into small groups. Tell students to write a short dialogue between a ticket agent and moviegoers. The moviegoers want to purchase several tickets to a very popular movie, but the movie is sold out. What will the ticket agent say and how will the moviegoers respond? Have the students present their role-plays to the class.

Writing Activities

1. Ask students to describe their typical movie-going experience. They could include the following topics:

   • How you decide which movie to see

   • What type of movie you see and why

   • Who you go with

   • Which theater you go to

2. Ask students to write about their chosen area of study. Why did they choose this major? What do they plan to do when they graduate?

3. Ask students to write about the following prompt: Write about an experience you had being the "new person"—in a social group, at a party, in a new city or school, for example. How did you feel? Did you know a few people or no one at all? Did people make you feel welcome and introduce themselves to you or did you have to take the initiative? What did you say or do?

CHAPTER 6
Unit 2: Making Introductions

This chapter contains teacher references for ELLIS Senior Mastery Unit 2, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 2 covers such topics as introducing others, discussing conditions at work, and discussing common interests. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: It's great to see you. How are you?

Vocabulary

a little
about
about time
arrive
best
better than ever
brother-in-law
call me
computer center
get to
great to see you
high school
how are you
I do
I'd like you to meet
I'm very pleased to meet
*   you*
interested
introduce
it's a pleasure to meet
*   you*
it's nice meeting you
it's nice to meet you
just
likewise
maybe
mayor
meeting
more
neighbor
opponent
players
pleased
pleasure
seems
seems to be
shake hands
state
supervisor
the pleasure is mine

D: *Diana*

L: *Lee*

P: *Phil*

L: It's just about time for the mayor to arrive. I hope we get to shake hands with her.

P: I do, too. She seems to be a little more interested in meeting the voters than her opponent was.

L: Maybe that's why she got twice as many votes as he did.

D: Lee? Is that you?

L: Diana! Wow, great to see you. How are you?

D: Better than ever.

What do you want to say, Lee?

Branch 1: Diana, let me introduce you to my friend, Phil Foster.

L: Diana, let me introduce you to my friend and neighbor, Phil Foster. Phil, this is Diana Appleton. She's Mayor Wilson's administrative assistant. And she's one of the best tennis players in the state.

P: Miss Appleton, I'm very pleased to meet you.

D: Likewise.

Branch 2: Phil, I'd like you to meet Diana Appleton.

L: Phil, I'd like you to meet Diana Appleton. She worked with me at the computer center. Diana, this is Phil Foster. He's my supervisor at Green Electronics.

D: It's a pleasure to meet you, Mr. Foster.

P: The pleasure is mine, Diana. Call me Phil.

twice as many
very
voters
votes
worked
wow

Grammar

she got twice as many
*   votes as he did*

Pronunciation

do
to
together
too
you

Branch 3: Diana, this my brother-in-law, Phil Foster.

L: Diana, this is my brother-in-law, Phil Foster. Phil, this is Diana Appleton. We went to high school together.

P: It's nice to meet you, Diana.

D: It's nice meeting you, too, Phil.

Lesson 2: How long has it been?

Vocabulary

again
also
at least
best
better
communicator
easier
ever
everything
experience
good
good to see you
hardest
hours
improvement
job
last
long
mayor
most
much
nerve-racking
organized
responsive
rewarding
terrific
thought out
to work
to work with
tremendous
voters
well-organized
what I've been told
wonderful
working
world
years

Grammar

but it's also
it isn't as nerve-racking
     as my last job
it's the best job
it's the hardest
she's more of a
     communicator than
     he was
she's much easier to
     work with than he was
she's much more
     responsive than Mayor
     Garfield was
the most rewarding

Pronunciation

good

D: Diana
L: Lee
P: Phil

D: It's so good to see you again, Lee. How long has it been? Two or three years?

L: Oh, at least that long. What's it like working for the mayor, Diana?

What's it like working for the mayor?

Branch 1: Oh, it's the best job in the world!

D: Oh, it's the best job in the world! The hours are long, and it's the hardest I've ever had to work, but it's also the most rewarding job I've ever had.

Branch 2: It's a wonderful experience.

D: It's a wonderful experience. It isn't as nerve-racking as my last job. Everything is well-organized and thought out. And the mayor is terrific. She's much more responsive to the voters than Mayor Garfield was.

Branch 3: Mayor Wilson is an improvement over Mayor Garfield.

D: Mayor Wilson is a tremendous improvement over Mayor Garfield. She's more of a communicator than he was, she's better organized, and from what I've been told, she's much easier to work with than he was.

Lesson 3: So, how's your tennis game, Lee?

Vocabulary

a little
better
developed
enough
enough of that
exciting
last summer
more
net game
no doubt about it
serve
so
sounds exciting
summer
tennis
tennis elbow
tennis game
worse

Grammar

but my net game is
    getting worse
it's a lot more exciting
    than what we do
it's better than it was
it's not as good as it used
    to be
it's not as good as yours
my serve is better than
    last summer

Pronunciation

doubt
sounds

D: *Diana*

L: *Lee*

P: *Phil*

P: Sounds exciting.

L: No doubt about it. It's a lot more exciting than what we do.

D: Oh, enough of that. So, how's your tennis game, Lee?

How's your tennis game, Lee?

Branch 1: It's better than it was.

L: It's better than it was, but it's not as good as yours, Diana.

Branch 2: It's not as good as it used to be.

L: It's not as good as it used to be. I've developed a little tennis elbow.

Branch 3: My serve is better than last summer.

L: My serve is better than last summer, but my net game is getting worse.

Lesson 4: Well, I need to be going.

Vocabulary

again
any second
getting here
give
give me a call
go to lunch
great
great seeing you again
great to see you
I need to be going
it was nice meeting you
lunch
mayor
see ya
so
time
work
you too

Grammar

great

Pronunciation

give
going
great

D: *Diana*

L: *Lee*

P: *Phil*

D: Well, I need to be going. The mayor should be getting here any second, so it's time for me to go to work. It was nice meeting you, Phil.

P: You too, Diana.

D: And it was great seeing you again, Lee. Give me a call and we'll go to lunch.

L: Okay, I will.

D: See ya.

L: Great to see you, Diana.

Unit 2 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Class Discussions

1. Discuss formal and informal introductions. What are some informal and formal examples of the following:

    - Greetings

    - Physical interaction (shaking hands, hugging, etc.)

    - Personal distance (How far apart do you stand when you talk to someone?)

    - Introductions (use of titles, information besides first and last name, how you met)

    - Ways to request to be called a name different from the one you were introduced with (for example, "This is Doctor Theresa Brown." "Please, call me Terry" or "Terry is fine.")

    - Responses to meeting someone (such as "Likewise." or "Hey, what's up?")

    - Small talk

    - Pre-closings

    - Farewells

2. Have the class sit in a circle. Tell students to write on a piece of paper something that someone else could say when they introduce them. Then have students pass the piece of paper to the person on their left. Below is an example of four students completing the activity: Marcos is the first student, Anna is the second student, Phil is the third student, and David is the fourth student.

    1. Anna introduces Marcos to Phil by using the information Marcos handed her. Marcos and Phil naturally converse (small talk) for a few minutes.

    2. Then Phil introduces Anna to David by using the information Anna handed him.

    3. The class continues around the circle until everyone has had a chance to introduce someone and be introduced.

Pair Activities

1. In the videos for this unit, the characters are at an open house for the mayor. Divide students into pairs and ask them to discuss the following questions:

    -   What is an open house?

    -   When would it be appropriate to hold an open house?

    -   Have you ever been to one? What was it like?

2. Divide students into pairs and give them the following instructions: Discuss with your partner topics that are appropriate for small talk. What are some topics that are inappropriate? Why? How is small talk different with someone you know than with a stranger or someone you just met?

    Then discuss the students' ideas as a class.

Role-plays

1. Divide the class into groups of three. Each group should prepare a role-play scenario, similar to the example below. The three students in the example are Marcos, Anna, and Phil.

    Marcos is a full-time student. Anna is a friend of Marcos. Phil is Anna's grandfather and the president of the university. Anna and her grandfather meet Marcos on campus. Anna introduces Marcos to her grandfather.

    Ask each group to present their role-play to the class.

2. Divide the class into pairs. Ask students to prepare a short dialogue in which they play old friends that meet each other after several years. Remind students about informal and formal physical interaction (such as hugging and hand shaking). Have the groups present their role-plays to the class.

Writing Activities

1. Ask students to write a short paragraph about the following prompt: Write about a time you ran into an old friend. What was your reaction? How did you feel? What did you talk about with your friend? How did you end the conversation?

2. Ask students if they have ever been introduced to someone important, like the mayor or the president of a corporation. Have them write a short paragraph about this time or another time they were introduced to someone they looked up to.

CHAPTER 7
Unit 3: Registering for Classes

This chapter contains teacher references for ELLIS Senior Mastery Unit 3, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 3 covers such topics as registering for university classes, expressing opinions, and discussing unrealized plans. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: How many hours are you taking?

J: *Joel*

K: *Kisha*

L: *Lee*

M: *Melanee*

J: I'm having a tough time fitting in all of my classes for next semester. And I've got to have all of them to graduate.

M: That's my problem, too, Joel. How many hours are you taking next semester, Kisha?

How many hours are you taking next semester, Kisha?

Branch 1: Eleven hours, so far.

K: Eleven hours, so far.

L: What do you mean, "so far"?

K: I may have to pick up another class.

L: Don't you have to do that in person, or can you do that by phone?

K: I'll just do it over the phone.

Branch 2: It's hard to say. Some of my classes have been canceled.

K: It's hard to say. Some of my classes have been canceled.

Branch 3: Fourteen hours, if I take Dr. Harrison's class.

K: Fourteen hours, if I take Dr. Harrison's class.

L: I hear he's a great teacher, but it's tough getting a good grade from him.

K: We'll see how tough he is!

Lesson 2: I can't take that class this semester.

Vocabulary

afternoon
boring
campus
easy
fit that in
full
general education class
grader
graduate
grim
hear
I hear
I'm supposed to
instructor
looking for
looking pretty grim
night
off campus
planned
pretty
semester
so am I
somewhere
to take
try (tried)
U.S. citizen
why not
yoga

Pronunciation

general
job
Joel

C: Carl

J: Joel

K: Kisha

L: Lee

L: Joel, didn't I just hear you say you graduate this semester?

J: I'm supposed to graduate, but there's a general education class I need that's full. It's one I'd planned to take with Kisha.

Why can't Kisha take that class with Joel?

Branch 1: I'm looking for an afternoon job.

K: I can't take that class this semester.

J: Why not?

K: I'm looking for an afternoon job.

C: So am I. Have you tried looking for a job off-campus?

K: No. I'm not a U.S. citizen, so I've got to work on-campus.

Branch 2: I hear the instructor is boring.

K: I hear the instructor for that class is boring.

C: Yeah, but he's an easy grader.

Branch 3: They don't offer it at night.

K: Couldn't you take it at night, Joel?

J: No, they don't offer it at night.

K: What about the yoga class we were going to take together? Can't you fit that in somewhere?

J: I'll try, but it's looking pretty grim.

Lesson 3: What's your major?

Vocabulary

accounting
business
business management
change
decide
economics
got a long way to go
ham
how 'bout you
I don't know
I might change my mind
industrial design
management
maybe
might
ordered
perfect
sandwich
sophomore
still
undeclared
year

Grammar

I'll decide
I might change my mind
maybe to accounting

Pronunciation

industrial
Lee
long
still

C: Carl

J: Joel

K: Kisha

L: Lee

M: Melanee

W: Waitress

J: What's your major, Lee?

L: I don't have one. I'm still "undeclared." I'll decide on my major next year.

J: How 'bout you, Kisha, . . . what're you majoring in?

What is your major, Kisha?

Branch 1: Business management, the same as Carl.

K: Business management, the same as Carl.

W: Here's your ham sandwich. Isn't that what you ordered?

K: Perfect. Thank you.

Branch 2: Economics for now. But I might change my mind.

K: Economics for now. But I might change my mind.

C: You're changing your major? To what?

K: I don't know. Maybe to accounting.

Branch 3: Industrial design.

K: Industrial design.

M: What year are you?

K: I'm a first-semester sophomore.

M: She's got a long way to go!

Unit 3 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Class Discussions

1. Discuss registering for classes. Here are some topics you could include in your discussion:

    -   What are some ways you can register for classes? Which way do you prefer? Why?

    -   How do you decide what classes to take?

    -   When do you like to take classes—in the morning, afternoon, or evening?

    -   How do you plan your schedule?

    -   Do you like to register for classes early or wait until classes have started?

    -   How do you add or drop classes after the semester has started?

2. Ask the students how they decided on their major. If they haven't decided yet, ask how they can get help choosing an area of study.

Pair Activities

1. Have students talk about their schedules. They could discuss their school or work schedules or a typical day's schedule.

2. Have students discuss different topics about school life in pairs. They could use the following questions in their discussion:

   - What classes are you taking this semester? Are you taking any classes for fun?

   - Are you working while you go to school? What do you do at work?

   - How many credits do you need to be a full-time student? Are you a full-time student?

   - How do you feel about general education classes? Have you taken many? Which ones did you enjoy? Which ones were difficult for you?

   - What's your major area of study? Are you going to specialize in anything?

3. Divide students into pairs and have them discuss their hobbies and areas of interest. Then ask them to share the information they learned about each other with the class.

Role-plays

1. Divide the class into groups of two to four students. Have them prepare a short dialogue between friends who attend the same college. Here are some of the topics they could use for their conversations:

- Talk about who the best professor is for a specific general education class. What makes the professor a good choice?

- Someone in your group needs to find a job on campus. Discuss job-hunting tips.

- Someone in your group wants to change his or her major. Discuss how to change majors.

- Talk about weekend plans. Decide on something fun to do as a group.

- It's finals week. Talk about your schedule and how you like to study for finals.

- Someone in your group is new to this school. Discuss how to register for classes.

Ask the groups to present their role-plays to the class.

2. Divide the class into small groups of two to four students. Have each group prepare a short dialogue in which they discuss their plans for the future. Here are examples of conversation topics:

- Family vacations

- Holiday plans

- Post-graduation plans

- Weekend plans

- Summer plans

Ask the groups to present their role-plays to the class.

Writing Activities

1. Ask students to write about a vacation they have planned or about their ideal vacation. Have them answer some of the following questions in their paragraph:

    - Where are you going? Why?

    - How will you get there?

    - Where will you stay?

    - What will you do on vacation?

    - How long will you stay?

    Have a few students share their paragraphs with the class.

2. Ask students to write about their area of study.

    - Why did you choose your major?

    - What classes do you have to take?

    - Are you getting a minor?

    - When will you graduate?

    - What do you plan to do after you graduate?

    Have a few students share their paragraphs with the class.

CHAPTER 8
Unit 4: Shopping at a Convenience Store

This chapter contains teacher references for ELLIS Senior Mastery Unit 4, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 4 covers such topics as discussing class assignments, different ways of telling time, and expressing needs. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: What time is it?

A: Andy

K: Kevin

A: Well, that finishes our English assignment, right? What's next?

K: I've still got to go over the chapters for my biology class. We're having a test tomorrow, aren't we?

A: That's right.

K: What time is it, anyway?

What time is it, Andy?

Branch 1: It's getting close to midnight. It's about 11:30.

A: It's getting close to midnight. It's about 11:30.

Branch 2: It's 11:25.

A: It's 11:25.

Branch 3: It's about twenty after eleven.

A: It's about twenty after eleven.

Branch 4: It's a quarter to 12:00.

A: It's a quarter to 12:00.

Lesson 2: How late is the convenience store open?

Vocabulary

a few
all night
block
break
close
down the block
go
go down
hungry
I didn't realize
kind of
late
midnight
minutes
newspaper
open
pick up
realize
root beer
something
store
take a break
why not

Grammar

do you want
How late is the store
    down the block open?
It's open all night, isn't it?
They close at midnight,
    don't they?

Pronunciation

down
wow

A: Andy

K: Kevin

K: Wow! I didn't realize it was so late. How late is the store down the block open?

How late is the store open?

Branch 1: It's open all night, isn't it?

A: It's open all night, isn't it?

K: Yeah. I'm kind of hungry. Do you want to go down there and get something to eat?

A: Yeah, why not? I'd like to pick up a newspaper and some root beer anyway.

K: Well, let's go!

Branch 2: They close at midnight, don't they?

A: They close at midnight, don't they?

K: Yeah. I'm kind of hungry. Do you want to go down there and get something to eat?

A: Yeah, why not? I'd like to pick up a newspaper and some root beer anyway.

K: Well, let's go!

Branch 3: I don't know.

A: I don't know. Let's take a break for a few minutes, okay?

K: Yeah. I'm kind of hungry. Do you want to go down there and get something to eat?

A: Yeah, why not? I'd like to pick up a newspaper and some root beer anyway.

K: Well, let's go!

Lesson 3: Do you want some crackers?

A: Andy

C: Clerk

K: Kevin

C: Hi, can I help you find anything?

A: Yes, do you have "News Weekly"?

C: Yes, we do, it's over there with the magazines.

A: Thank you.

K: Hey, Andy, do you want some crackers?

Do you want some crackers?

Branch 1: Yeah, we need some snacks.

A: Yeah, we need some snacks.

Branch 2: I don't think so.

A: I don't think so. I'm buying a hot dog.

Lesson 4: Do you want a six-pack of root beer?

Vocabulary

a lot
bottle
decided
fruit
healthier
mineral water
out of
root beer
six-pack
what about

Grammar

You were going to get a
*   six-pack, weren't you?*

Pronunciation

about
bottle
but

A: Andy

K: Kevin

K: Okay. What about the root beer? You were going to get a six-pack, weren't you?

Weren't you going to get some root beer?

Branch 1: No, I decided to get a bottle of fruit juice.

A: No, I decided to get a bottle of fruit juice. It's a lot healthier.

Branch 2: Yes, but they're out of root beer.

A: Yes, but they're out of root beer. I'll just get mineral water.

Lesson 5: Do you have a smaller bill to pay with?

A: Andy

K: Kevin

C: Clerk

C: That comes to $8.72 with tax.

A: Here you go. That should cover it.

C: Haven't you got anything smaller? I can't change anything larger than a $20 bill.

Do you have any change, Andy?

Branch 1: No, I don't.

A: No, I don't. Do you have any change, Kevin?

K: Yeah, I'll pay for yours and you can pay me when we get back to the house, okay?

A: Sure. Thanks, Kevin.

K: Here you go.

Branch 2: Yes, I think I have a twenty.

A: Yes, I think I have a twenty.

Branch 3: Yes, here's a ten.

A: Yes, here's a ten.

C: $8.72 out of ten. $8.73, 74, 75, nine dollars, and ten. Thank you.

A: By the way, is there a gas station around here that's still open at this time of night?

C: Yes, there's one down on 9th Avenue and Lincoln. You can't miss it. It's a truck stop.

A: Thank you.

Unit 4 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Class Discussions

1. Ask your students to think about a recent time they went to a convenience store. Where were they? What did they buy there? Why did they stop at a convenience store instead of somewhere else?

2. Draw a simple map of a town with one or two intersections on a piece of poster board. Include buildings such as a city hall, gas station and convenience store, library, school, and post office. Cut out a large star and place it somewhere on the map. Use this as the "You are here" marker. Ask a student to give you directions from the star to a building on the map. Move the star to different locations and have students ask how to get to other buildings. Have students take turns giving directions.

Pair Activities

1. Divide students into pairs and hand each pair a list of times, such as "3:45 p.m." or "12:00 a.m." Have the students write down several possible ways of expressing the time to someone who asks what time it is. When the students are done writing, have them discuss their answers.

2. Have pairs of students discuss their study habits together. Here are some questions they could use in their discussion:

   - How do you like to study?

   - Where do you like to study?

   - How long do you usually study in one sitting?

   - If you need a break from studying, what do you do?

   - Do you find studying in a group to be helpful?

Role-plays

1. Divide students into small groups. Have them prepare a dialogue in which they pretend that they are at a convenience store. Then have them present their role-plays to the class.

   Here are some elements that their role-plays could include:

   - Asking for directions to the convenience store

   - Asking a store clerk where an item is in the store

   - Discussing what to buy

   - Purchasing items

2. Divide students into small groups. Have them write a dialogue in which they pretend they are in a study group, preparing for an exam. Then have them present their role-plays to the class.

   Here are some elements that their dialogues could include:

   - What to study

   - How to study

- Requesting a break from studying

- Asking about specific class assignments

- Asking each other questions about the subject they are studying

Writing Activities

1. Have students individually brainstorm formal and informal ways of asking for and telling someone the time. For example, "Excuse me, sir, do you happen to have the time?" A response might be, "Yes, it's half past six." Encourage students to be creative and use humor in creating informal responses. For example, "It's time for you to get a watch," or "A freckle past a hair." Talk about some of these common ways of jokingly responding to a request for the time. What do they mean? How does it make you feel when someone responds like that?

2. Have students write about a time they had to ask to borrow money from someone. Ask them to consider the following questions in their paragraph:

   - Why did you need to borrow money?

   - How much did you need to borrow—was it a large amount or a small amount?

   - Whom did you ask? Why?

   - How did you ask to borrow money? What was the person's response?

   - Did you pay them back? When?

CHAPTER 9
Unit 5: Job Hunting

This chapter contains teacher references for ELLIS Senior Mastery Unit 5, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 5 covers such topics as discussing job skills and preferences, offering advice, and making interview appointments. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: I'm looking for a job as a waiter.

Vocabulary

about
be interested in
column
delivering
delivery truck
different
down
drive
fall
give them a call
have enough experience
homes
I'm looking at
kind
laboratory assistant
last
looking for
might as well
next
next fall
not unless
office
opening
options
page
paper
pays
pizzas
really well
relocate
restaurant
this one is out
through
to earn
trying
tuition
waiter
what page are you on
would you be willing
*you'll never know if you
   don't try*

E: Elaine

K: Kent

E: If you see any office or laboratory assistant jobs, I want to know about them, Kent.

K: Okay, Elaine.

E: By the way, what kind of job would you like?

What kind of job would you like?

Branch 1: I'm looking for a job as a waiter.

K: I'm looking for a job as a waiter.

E: Here's something that could be for you. There's an opening for a waiter at Dino's.

K: That's a pretty nice restaurant. I don't know if I have enough experience.

E: You'll never know if you don't try.

K: What page is that on?

E: It's on page 11, about halfway down the second column.

K: Well, I might as well give them a call.

Branch 2: Any job that will last through the summer.

K: Any job that will last through the summer. I'm trying to earn money for tuition next fall.

E: Here's a job in Riverton. Would you be willing to relocate for the summer?

K: Not unless it pays really well.

E: Then this one is out.

Grammar

*I don't know if I have
    enough experience
if I could drive a delivery
    truck, that would be
    the perfect job for me
if it paid well
if you see any office or
    laboratory assistant
not unless it pays really
    well
Would you be interested
    in delivering pizzas if it
    paid well?
you'll never know if you
    don't try*

Pronunciation

*waiter
want
way
well
willing
would*

K: What page are you on?

E: Oh, I'm looking at a different paper. I bought a paper from Boulder City so I could have more options.

Branch 3: A delivery truck driver.

K: If I could drive a delivery truck, that would be the perfect job for me.

E: Would you be interested in delivering pizzas to peoples' homes if it paid well?

K: Sure. If it paid well.

Lesson 2: I think I'll give them a call.

Vocabulary

accepting
ad
advertised
afternoon
all right
any time
application(s)
be interviewed
bring
called
come down
company
fill out
fine
found
give them a call
good morning
goodbye
have
interested
laboratory assistant
morning
position
résumé
speaking
this afternoon
to come by
to hire
today's
updating
very well
yes

Grammar

could

Pronunciation

good
goodbye
great

E: Elaine

W: Ms. Williams

E: Great! I just found an ad for the job I want, too. It's a company called Laboratory Science. They want to hire a lab assistant. I think I'll give them a call.

W: Good morning, Laboratory Science, Incorporated. Ms. Williams speaking.

What do you want to say?

Branch 1: I'm interested in the job you advertised.

E: Hello, I'm Elaine Watkins. I'm interested in the laboratory assistant job you have advertised in today's paper.

W: All right, you need to come by to fill out an application and be interviewed. Could you come down this afternoon?

E: Yes. Is two o'clock all right?

W: Yes, any time this afternoon is fine. We're at 124 Plaza Boulevard. Do you have a résumé?

E: Yes. I was just updating it this morning. I'll bring it with me.

W: Very well, goodbye.

Branch 2: Are you still accepting applications for the position?

E: Good morning. Are you still accepting applications for the laboratory assistant position?

W: All right, you need to come by to fill out an application and be interviewed. Could you come down this afternoon?

E: Yes. Is two o'clock all right?

W: Yes, any time this afternoon is fine. We're at 124 Plaza Boulevard. Do you have a résumé?

E: Yes. I was just updating it this morning. I'll bring it with me.

W: Very well, goodbye.

Lesson 3: You can stop by for an interview.

G: *Mrs. Garner*

K: *Kent*

G: Dino's . . .

K: Could I speak with the manager, please?

G: I'm the manager. Can I help you?

What do you want to say?

Branch 1: Could I make an appointment for an interview?

K: Could I make an appointment for an interview for the waiter's job?

G: Yes, you can stop by for an interview anytime this afternoon between 1:30 and 4:00. Do you know where we're located?

K: That would be just off the freeway at Randall Avenue, right?

G: That's right. My name is Mrs. Garner. Just ask for me when you get here.

K: Okay, thank you.

Branch 2: Are you still looking for new waiters?

K: Are you still looking for new waiters?

G: Yes, you can stop by for an interview anytime this afternoon between 1:30 and 4:00. Do you know where we're located?

K: That would be just off the freeway at Randall Avenue, right?

G: That's right. My name is Mrs. Garner. Just ask for me when you get here.

K: Okay, thank you.

Unit 5 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to supplement the learning that takes place in ELLIS Senior Mastery. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Classroom Discussions

1. Discuss job searching. Include the following in your discussion:

    • Where do you look to find a job?

    • What search methods have been successful for you?

    • How long did you search for a job before you were hired for your current job?

    • Share an experience you had looking for a job.

    Help students draw conclusions from the class's answers and personal experiences. For example, "Sometimes you may look for a job for several weeks before finding one" or "You can always ask a business if they are hiring, even if they are not currently advertising for any job openings."

2. Prepare a list of real and unreal conditional phrases. Read them out loud to the class and ask individual students to fill in the second part of the sentence. Here are several examples:

- If it rains tomorrow…

- If I get a job…

- If I don't go to bed early…

- If I were blind…

- If I did my homework every day…

- If I could fly a plane…

- If I won a million dollars…

Pair Activities

1. Divide students into pairs. Give each pair a highlighter and a copy of the classifieds from your local newspaper. Ask them to read through several ads and highlight any that interest them, even if their skills do not match the ones required for the job. Also ask them to mark unfamiliar terms and abbreviations as they read the classifieds section. Then answer any questions they have.

   You can also use the classifieds to complete a scavenger activity. Ask each pair to locate the following:
   - The job that pays the most

   - A job that fits their skills

   - The funniest job advertisement

   - An advertisement with the name of a person to contact

   - A temporary job

2. Using the classified ads that students highlighted in the previous activity, ask the pairs to find a job advertisement that they are qualified to fill. Have them prepare a brief list of their background and skills that pertain to the job advertisement.

Role-plays

1. Divide students into pairs. Ask them to prepare a short dialogue in which they are both looking for jobs. Here are some elements they could include in their conversations:

    - What kind of job they are looking for

    - How much they expect to be paid

    - How far they are willing to drive to a job

    - Where they've looked for a job

    - Job openings that look promising

    Have students present their role-plays to the class.

2. Using the classifieds from the pair activities, ask students to get into pairs and pick a job they are interested in. Then ask them to prepare a short dialogue over the phone: one person plays the receptionist or manager and the other plays the prospective employee. Then have the students switch so that each student plays both roles. (It may be helpful for students to review the Lesson 2 video.)

Writing Activities

1. Discuss references with your students. Then ask them to think about people they would consider to be appropriate references. Have them write a brief paragraph about two or three of their references and include the following:

   - How long you have known them

   - Your relationship to them

   - What they might say if they were contacted by a prospective employer of yours

   - What makes them a good reference

2. Spend time reviewing résumé writing with your students. Talk about what to include, what not to include, appropriate formatting, and references. Ask them to write down information in these areas: Education, Work Experience, Related Experience, and Skills and Interests.

   Take this activity one step further and invite students to bring in their current résumé or to create a résumé at home. Then spend time in class having students peer review each other's résumés.

CHAPTER 10
Unit 6: Studying to Get a Driver's License

This chapter contains teacher references for ELLIS Senior Mastery Unit 6, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 6 covers such topics as summarizing information from spoken and written sources, studying for a driver's test, and offering encouragement. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: I'm studying to take the written test.

Vocabulary

already
driver's license
driver's license test
fuzzy
handbook
I think so
I'm not sure
license
over and over
part
pass
planning
prepare
reading
ready
state's
studying
things
tired
to tell the truth
valid
written

Grammar

I'm tired of reading
need to pass
planning to pass
to take

Pronunciation

already
fuzzy
need
reading
ready

D: David
K: Kristy

K: Hi, David. What're you doing?

D: I'm studying to take the written part of a driver's license test.

K: Don't you already have a driver's license?

D: Yeah, but I need to pass this state's test. The license I have isn't valid here.

K: Are you ready for the test?

Are you ready for the test, David?

Branch 1: I'm not sure.

D: I'm not sure. To tell the truth, I'm still a little fuzzy on a few things.

K: Maybe I can help you prepare for the test.

Branch 2: I think so.

D: I think so. I'm tired of reading this handbook over and over, so I'm just planning to pass the test the first time.

Lesson 2: Who has the right-of-way at an intersection?

Vocabulary

answer
arrive
different
direction
driver
four-way stop
intersection
let's see
of course
on the right
quiz
right
right-of-way
stop signs
vehicle(s)
yield

Grammar

arriving
to yield

Pronunciation

has
is
quiz
signs

D: David

K: Kristy

D: Yeah, could you quiz me?

K: Sure. Let's see. Okay, here's one. If you arrive at an intersection where there are four stop signs at about the same time as a vehicle from a different direction, who has the right-of-way?

Who has the right-of-way?

Branch 1: The one arriving first.

D: The one arriving first. The second car to arrive must yield to the first one.

K: Yes, but if both vehicles arrive at about the same time, one of them still has the right-of-way. Which one is it?

D: I really don't know.

K: The answer is the driver on the right, of course.

Branch 2: The vehicle on the right.

K: The vehicle on the right. At a four way stop, the car on the left has to yield to the car on the right.

Lesson 3: Can you turn right at a red light?

Vocabulary

after
against
against the law
before
coming from
correct
direction
every
forgetting
intersection
law
legal
light
make sure
nearing
only
other
question
red
signal
state
stop
stopping
then
to make sure
to turn
traffic

Grammar

don't need to know
it's legal to turn
it's okay to turn
need to know
to turn
you want to turn

Pronunciation

forgetting
nearing
taking
turning

D: *David*

K: *Kristy*

D: Next question!

K: You are nearing an intersection where the light is red in your direction. You want to turn right. What must you do before turning right?

What must you do before turning right?

Branch 1: You first have to stop, then signal, and then turn.

D: To turn right, you first have to stop, then signal, and then you can turn.

K: That's correct. But there's one more thing you're forgetting.

D: What's that?

K: You have to make sure you're in a state where it's legal to turn right on a red light. In some states it's against the law.

D: Do I need to know that for the test?

K: No. You don't need to know the laws for every state. You only need to know the laws for the state where you're taking the test.

Branch 2: Make sure there's no traffic coming from the other direction.

D: Make sure there's no traffic coming from the other direction. Then, it's okay to turn after stopping.

Lesson 4: Give an example of unsafe driving.

D: David

K: Kristy

D: Okay. One more question?

K: All right. How about giving me an example of unsafe driving?

Give me an example of unsafe driving.

Branch 1: Drunk driving's unsafe.

D: Drunk driving's unsafe. Drunk drivers kill thousands of people every year.

K: You're right. That's definitely unsafe. But this state is really cracking down on drunk drivers.

D: Okay, I think I'm ready.

K: Well, good luck, David! You should do well on the test.

D: Thanks, Kristy. Oh, by the way . . . could you take me to the testing place? I haven't got my driver's license, yet.

Branch 2: Speeding or driving over the speed limit.

D: Speeding or driving over the speed limit.

Okay, I think I'm ready.

K: Well, good luck, David! You should do well on the test.

D: Thanks, Kristy. Oh, by the way . . . could you take me to the testing place? I haven't got my driver's license, yet.

Unit 6 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Classroom Discussions

1. Ask students to share their experience of getting a driver's license in the United States or in their native country.

2. Discuss common driving rules, such as right-of-way, following traffic signals, U-turns, and yielding to pedestrians. Here are questions you might include as part of your discussion:

    • What are some rules that you do not understand?

    • How are the rules in the United States different from the rules in your native country?

    • What rules do you most often see other drivers breaking?

    • What rules do you think should be changed?

Pair Activities

1. Bring in a recent article on drunk driving. Divide students into pairs and give each pair a copy of the article to read. After they have read the article, ask them to write a brief paragraph together in which they persuade their classmates to abstain from driving drunk. Students should refer to points made in the article. You may want to review how to summarize the information from the source material into their own words.

2. Divide students into pairs. Ask them to talk about their experiences taking tests. They might discuss the driver's test—written or road—or another time they took a test. Here are some of the questions they could answer in their discussion:

    •   How did you prepare for the test?

    •   How did you feel before you took the test? After you took the test?

    •   When did you find out whether you passed or failed?

    •   What happened after you completed the test?

Role-plays

1. Divide students into small groups. Ask them to prepare a short dialogue between friends. Give them this scenario: Someone in your group needs to study for a test (it can be a driver's license test or a test for a school subject). Include the following elements in your dialogue:

    •   Request for assistance

    •   Question and answers about the subject material

    •   Encouragement to the test-taker

2. Divide students into pairs. Ask them to prepare a short dialogue between friends who are discussing driving offenses. The students should discuss the worst driving offense, each trying to persuade the other that their view is correct. By the end of the conversation, students should come to a consensus.

Writing Activities

1. Give students the following prompt to write a short paragraph:

   Write about a time you were pulled over. Here are some questions you can answer in your paragraph:

   - Where were you?

   - How long had you had your driver's license?

   - How did you feel when you got pulled over?

   - What did the officer say? What did you say or do?

   - Why did you get pulled over?

   - What happened? Did you get a warning, a ticket, or did you have to go to court?

   Ask several students to share their experience with the class.

2. Give students the following prompt to write a short paragraph:

   Write about when you first started driving with your temporary permit or with your driver's license. Include as many details as possible.

CHAPTER 11
Unit 7: Budgeting for a Semester

This chapter contains teacher references for ELLIS Senior Mastery Unit 7, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 7 covers such topics as offering assistance and advice, discussing preferences, and discussing school and work schedules. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: Are you on the semester or quarter system?

Vocabulary

attend
budgets
community college
finished
frozen
guys
increased
item
level
per
quarter
raised
schedule
since
start
system
to work out
trade school
trying
tuition
university
we're on a semester schedule
what are you doing
why not

Grammar

and tuition has been increased again
a quarter system is used by
has been raised
I just finished mine
tuition is frozen

Pronunciation

has
help
hi

C: *Connie*

D: *Dennis*

J: *Jerry*

C: Hi you guys, what are you doing?

J: We're trying to get our budgets to work out for the semester.

C: I just finished mine. Need some help?

D: That'd be great.

C: Why not start with tuition? That's the biggest item. Are you guys on a quarter or a semester system here?

Are you on a semester or quarter system?

Branch 1: We're on a semester schedule at the university.

D: We're on a semester schedule at the university. And tuition has been raised since last year by ten dollars per credit hour.

Branch 2: A quarter system is used at the trade school I attend.

D: A quarter system is used by the trade school I attend. And tuition has been increased again.

Branch 3: At the community college, we have a trimester schedule.

J: At the community college, we have a trimester schedule. Tuition is frozen at last year's level.

Lesson 2: How many credits can you afford?

C: Connie

D: Dennis

J: Jerry

C: Okay, so the fee per credit hour could be increased for one of you. How many credit hours are you taking?

How many hours are you taking?

Branch 1: Fourteen hours.

D: Fourteen hours. That's a full load, but I need every credit I can earn to graduate.

Branch 2: I can afford twelve hours this term.

J: I can afford twelve hours this term.

Lesson 3: Are you a resident or a non-resident?

Vocabulary

charged
higher
it depends
long enough
lower
non-residents
out-of-state
qualify
rate
resident
tax-supported

Grammar

non-residents like me are
*   charged*
you are charged the
*   lower rate*

Pronunciation

residents
schools
state
students
supported
tax

C: Connie

D: Dennis

C: Dennis, you're from out-of-state. Is tuition higher for
     you than for other students?

Is tuition higher for out-of-state students?

Branch 1: Yes, it is.

D: Yes, it is. Non-residents like me are charged more at tax-
     supported schools.

Branch 2: It depends.

D: It depends. If you live here long enough to qualify as a
     resident of the state, you are charged the lower rate.

Lesson 4: Do you work part-time or full-time?

Vocabulary

anymore
at least
awarded
because
besides
besides me
cover my other expenses
don't you
dorms
expenses
expensive
federal grant
full-time
full-time job
grades
in a sense
it's worth it
job
part-time job
place
privacy
rent
scholarship
video store
week

Grammar

*a scholarship was
    awarded to me*
I don't have to work
*I was given a federal
    grant*
you have to get

Pronunciation

anyone
given
grant
tuition

C: Connie

D: Dennis

J: Jerry

J: Is anyone working besides me?

Is anyone working besides me?

Branch 1: I work 15 hours a week.

C: I was given a federal grant that helps me pay for my tuition, but I still work 15 hours a week to cover my other expenses.

Branch 2: I've got a part-time job at a video store.

C: Yeah, I've got a part-time job at a video store. At least I don't have to work full time because I live in the dorms.

Branch 3: I don't have to work.

D: A scholarship was awarded to me this semester, so I don't have to work.

J: But you have to get good grades to hold on to the scholarship, don't you?

D: Yeah.

C: Well, in a sense it's a full-time job in itself.

J: I'm working full-time to pay for my rent.

C: Aren't you at the dorms anymore, Jer?

J: No, I needed more privacy, so I got a place of my own. It's more expensive, but it's worth it.

Unit 7 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Classroom Discussions

1. Discuss common terms and topics having to do with university life, such as the following:

   - Resident vs. non-resident

   - Dorm vs. apartment living

   - Working while going to school

   - Private vs. state (tax-supported) universities

2. Discuss ways that students can pay for higher education. Ask a financial counselor at your university to come in and talk to your class about grants, scholarships, and loans available through the school and from outside sources like the government.

Pair Activities

1. Have students discuss their class and work schedules together. Here are some questions they could include in their discussion:

- What is your busiest day of the week? Why?

- What activities do you have outside of classes?

- When do you work? Is your work schedule flexible?

- What is your least favorite class? Why?

- When do you study? How do you make time to study?

2. Ask each pair of students to write a mock budget for a semester. First have the class brainstorm categories to include in their budgets. Ask each pair to present their completed budget to the class.

Role-plays

1. Divide students into small groups. Ask each group to prepare a short dialogue in which they discuss their living conditions. Have them answer some of the following questions in their role-play:

    - Do you live in a dorm or in an off-campus apartment? Why?

    - How do you divide up responsibilities with your roommates such as cleaning and cooking ?

    - Do you cook often? Why or why not?

    - Do you have a lot of privacy where you live? How high is the noise level?

    - If there are problems with your dorm or apartment, whom do you contact?

- What are some reasons you like living with roommates? What are some reasons you don't like living with roommates?

2. Divide students into small groups. Ask each group to prepare a short dialogue in which one person in the group wants advice from the other people in the group. Here are some questions that can be answered in the role-play:

   - How do I decide how many classes to take?

   - What help can I get to pay for school?

   - What should I include in my budget for the semester?

   - When and how do I register for classes?

Writing Activities

1. Have students write down their expenses for a semester. Then have them write a short paragraph about how they are planning to pay for school this semester.

2. Have students write a brief response to this prompt below.

   Agree or disagree with this statement: "All college students should have a part-time job."

CHAPTER 12
Unit 8: Budgeting for a Month

This chapter contains teacher references for ELLIS Senior Mastery Unit 8, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 8 covers such topics as stating opinions, discussing necessity and possibility, and discussing pros and cons. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: What kind of budgeting help do you need?

A: Allen

C: Carl

S: Steve

S: Hey, Carl!

A: Hi, Carl!

C: Do you guys have time to help me work out a monthly budget?

S: Sure, I've got some time.

A: Yeah, I know something about budgeting.

S: What kind of help do you need?

What kind of help do you need?

Branch 1: How do I budget for all my expenses?

C: How do I budget for all my expenses? I need to pay for rent, food, utilities, transportation and entertainment.

Branch 2: I'm not sure where to start.

C: I'm not sure where to start. I've only got a set amount of money to pay for everything.

Lesson 2: Where do you eat?

Vocabulary

*about
all
at home
bag
cafeteria
cookies
cost
end up
expense
fast-food
fourth
handle
home
income
largest
many
meals
might
most likely
next
no thanks
prepare
rent
single
snacks
spending
start
take
too much
ways*

Grammar

*a fast-food place
a fourth of my income
all of my meals
any cookies
many ways
some
the school cafeteria
too much
to school*

Pronunciation

*yes
your*

A: Allen

C: Carl

S: Steve

S: There are many ways you can do it. I'd start with rent. That's your largest single expense.

C: Yes, it's about a fourth of my income.

A: Hey, do you guys want any cookies? I have some in my bag.

S: No thanks, Allen. And your next largest expense is most likely food. How're you going to handle that?

Where will you eat?

Branch 1: I could eat at the school cafeteria.

C: I could eat at the school cafeteria.

A: That might cost you more money than eating at home.

Branch 2: I could prepare all of my meals at home.

C: I could prepare all of my meals at home. And I could take food with me to school for lunch and snacks.

Branch 3: I could eat at a fast-food place.

C: If I ate at a fast-food place, I could end up spending too much money.

Lesson 3: What about the cost of utilities?

Vocabulary

all
among
bill
cost
decide
divide
each
electricity
evenly
gas
how much
long-distance
make
pay
pay for
same
telephone
telephone bill
that's because
utilities
water

Grammar

all of us
*how much are utilities
   here*
*the electricity, gas, and
   water*
the long-distance calls
the telephone bill
we each pay

Pronunciation

much

A: Allen

C: Carl

S: Steve

S: You need to decide what you're going to do and how much it will cost.

A: How much are utilities here? They're the same for all of us, aren't they?

How much are utilities here?

Branch 1: The electricity, gas, and water are the same.

S: The electricity, gas, and water are the same; that's because we divide them evenly among us.

Branch 2: Telephone bill isn't the same for all of us.

S: The telephone bill isn't the same for all of us. We each pay for the long distance calls we make.

Lesson 4: What expenses are left?

Vocabulary

at least
besides
budget
cheaper
concert
dating
depends
divide up
each
enough
entertainment
every day
every now and then
expenses
extra
help
I guess
leave out
pass
pay
pay for
put that in
ride
ride the bus or
    subway
save you money
set aside
so you never know
that's fine
to go
to go out
to stay
transportation
trip
well, thanks
what about
what expenses are
    left

Grammar

a bus or
a concert
a date
a subway
each trip
enough money
it's nice to have some
money
some girls
the bus
transportation

Pronunciation

entertainment
every
expenses
extra
get
left
never

A: Allen

C: Carl

S: Steve

A: So what expenses are left?

What expenses are left?

Branch 1: Transportation.

C: Transportation. Is it cheaper to get a bus or subway pass than to pay for each trip?

S: If you ride the bus or subway every day, a pass will save you money.

C: Well, thanks, guys. I still don't know how to divide up my money, but at least now I know what my expenses are.

Branch 2: I can't leave out entertainment.

C: I can't leave out entertainment. I need to set aside enough money to go to the movies and see a concert every now and then.

A: That's fine, but try to stay within your budget.

C: Well, thanks, guys. I still don't know how to divide up my money, but at least now I know what my expenses are.

Branch 3: What about dating?

C: What about dating? Should I put that in my budget?

S: It's nice to have some extra money if you decide you want to go out.

A: I guess it depends on how much you date.

S: Besides, some girls will help pay for a date, so you never know.

C: Well, thanks, guys. I still don't know how to divide up my money, but at least now I know what my expenses are.

Unit 8 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Classroom Discussion

1. Ask students to brainstorm categories for a monthly budget. Write their answers on the board. Then ask them to divide the categories under the two headings: *mandatory spending* and *discretionary spending*. Ask students how they decide which expenses are discretionary.

2. Discuss ways to save money on food expenditures. Then create a class cookbook by asking each student to bring to class an easy entrée recipe that is inexpensive to prepare. Ask them to bring in enough copies of the recipe so that each student can have one. In class, have students pass out their recipes to each other.

   You could also have a class potluck party where students prepare their recipes ahead of time and share them with the class.

Pair Activities

1. Using the categories from the first classroom discussion above, ask pairs of students to write down several ways to save money in each category. For example, under *Entertainment,* they could write the following ideas:

- Attend a discount theater or matinée showing of a movie

- Borrow videos from friends

- Plan dates that are inexpensive or free

- Play cards or board games

- Attend free activities sponsored by the university

2. Have students discuss monthly budgeting together. Then ask them to prepare step-by-step instructions for a friend who wants to create a monthly budget. Ask them to be as specific as possible.

Role-plays

1. Divide students into small groups and give each group a different scenario about budgeting. Ask them to prepare a short dialogue. Here are some suggestions for scenarios:

   - One person in the group needs to save money this month. Help your friend decide how he or she can cut expenses and start saving.

   - One person in your group wants to find out the pros and cons of different types of transportation. You could discuss driving, walking, taking the bus, or carpooling.

   - One person in your group is convinced that eating out every night is better than preparing meals. The other people in the group should try to persuade him or her that cooking a meal every night is better.

2. Divide students into pairs and ask them to prepare a short dialogue about budgeting for transportation. Following is the scenario:

   Your friend has just added up all the monthly expenses for owning a car, such as gas, insurance, and scheduled maintenance. He has decided that it is one area of his budget in which he can cut expenses. What other ways can he get around besides driving his car?

Writing Activities

1. Ask students to write down all their monthly expenses. Then ask them to analyze each area and decide how they can save money. Then ask them to write down three specific financial goals they have for the next month, for the next year, and for the next five years.

2. Have students write about a time they were worried about money. Have them answer some of these questions:

   • Why were you worried about money?

   • What did you do?

   • How did you feel?

   • What eventually happened with your situation?

   • What are some ways you can avoid being worried about money?

CHAPTER 13
Unit 9: Job Interview

This chapter contains teacher references for ELLIS Senior Mastery Unit 9, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 9 covers such topics as interviewing for a job, discussing job qualifications and skills, and planning work schedules. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: Why are you interviewing for this job?

E: Elaine

W: Ms. Williams

W: Well, Elaine, it looks like everything is in order with your application. Tell me, why are you interviewing for this job?

Why are you interviewing for this job?

Branch 1: I believe I'm well-qualified for this job.

E: I believe I'm well qualified for this job. I've been doing this type of work for two years, as I was telling you earlier.

Branch 2: This job will help me finish my degree.

E: You're looking for someone who can handle responsibility, and I'm a very responsible person. I'm working and saving money in order to attend school. This job will help me finish my degree.

Lesson 2: Do you have any questions about the job, Elaine?

Vocabulary

a couple of
about
accept
appreciate
background
before
calling
cents
chemistry
coming in
computer
computer science
contact
data
entering test result data
every day
exception
experienced
going into
help
important
in addition to
in the next day or two
in your case
make an exception
outstanding
probably
problems
project
qualification(s)
result
running the tests
skills
split shift
that's fine
think that over
thinking
usually
wage

E: Elaine

W: Ms. Williams

W: Yes, that's an important qualification. Do you have any questions about the job, Elaine?

Do you have any questions, Elaine?

Branch 1: Are you paying more for experienced help?

E: I'm thinking that the wage could be higher. Are you paying more for experienced help?

W: Well, we are impressed with your background, Elaine. In your case, we could pay you 50 cents more per hour.

E: I appreciate that. I'll need to think that over before I could accept.

W: Thank you for coming in to meet me, Elaine. I'll be interviewing a couple of other people today, so I'll be calling you in the next day or two.

E: Thank you, Ms. Williams.

Branch 2: Will I be able to work a split shift?

E: Yes, will I be able to work a split shift? I'm a student at the university and I have classes in both the morning and the afternoon.

W: We'll probably be able to work something out. We usually don't run a split shift, but your qualifications are outstanding, so I may be able to make an exception.

W: Thank you for coming in to meet me, Elaine. I'll be interviewing a couple of other people today, so I'll be calling you in the next day or two.

E: Thank you, Ms. Williams.

Branch 3: What will I be doing?

E: What will I be doing in addition to running the tests every day?

W: You'll be entering test result data into the computer. Do you have computer skills?

E: Yes, I was studying computer science before going into chemistry.

W: That's fine. If there are any problems with the computer, you would still have to contact the project manager.

Thank you for coming in to meet me, Elaine. I'll be interviewing a couple of other people today, so I'll be calling you in the next day or two.

E: Thank you, Ms. Williams.

Lesson 3: Do you have a food handler's permit?

G: Mrs. Garner

K: Kent

G: All right, Kent, please fill out this application and I'll meet you in the dining room.

K: Okay, I will.

G: Well, Kent, it looks like you've filled in everything on the application. I just need to ask you a few questions. First, do you have a food handler's permit?

Do you have a food handler's permit?

Branch 1: I don't think so.

K: I don't think so. What is a food handler's permit?

G: It's a certificate from the state health department saying that you've been tested for tuberculosis and other communicable diseases and that you don't have them.

K: Oh, I see. I'll check on that today.

Branch 2: Yes, I do.

K: Yes, I do. I got one for my last job.

Branch 3: No, but I can get one.

K: No, but I can get one in a day or two.

G: Good, you'll need one if you're going to work here.

Lesson 4: What is the work schedule?

G: Mrs. Garner

K: Kent

G: Okay, next is our work schedule. For this job, you will need to work from 4:30 in the afternoon until 10 p.m. Is there going to be a problem with that?

Can you work from 4:30 until 10 p.m.?

Branch 1: That shouldn't be a problem.

K: No, I don't think so. I'm not in school right now. Which days will I be working?

G: If we hire you, you will work Thursday through Monday, with Tuesdays and Wednesdays off.

Branch 2: It might be a problem.

K: It might be a problem. Is there any way I can work a split shift? Last semester I was working from 12:00 until 2:00 in the afternoon and then from 6:00 until 10:00 in the evening.

G: That would work out all right. At least you'll be here during our busiest times of the day.

Lesson 5: Do you have any questions, Kent?

Vocabulary

advancement
after
but don't worry
calling
cent
chance
considered
decision
fair
full-time
have
health benefits
I see
interesting
it was nice meeting you
make up for
minimum wage
months
my pleasure
nice
oh, yes
on the job
other
positions
qualify
raise
seems
since
sounds
start you out
tips
worry

Grammar

do you have
I'll be calling you
that seems fair
what does this job pay

Pronunciation

benefits
pleasure
questions
yes

G: *Mrs. Garner*

K: *Kent*

G: Now, Kent do you have any questions for me?

Do you have any questions, Kent?

Branch 1: Yes, what does this job pay?

K: Yes, what does this job pay?

G: We'll start you out at minimum wage, but don't worry. You'll make up for that in tips. After three months on the job, you'll qualify for a 50 cents per hour raise.

K: I see. Thank you.

G: Okay, Kent, I'll be calling you when we've made our decision. It was nice meeting you.

K: My pleasure, Mrs. Garner.

Branch 2: Are there any health benefits with this job?

K: Are there health benefits with this job?

G: Since you're not working full-time, you don't qualify for any health benefits.

K: That seems fair.

G: Okay, Kent, I'll be calling you when we've made our decision. It was nice meeting you.

K: My pleasure, Mrs. Garner.

Branch 3: Is there any chance for advancement?

K: Is there any chance for advancement?

G: Oh, yes. After six months you will be considered for advancement to other positions.

K: Sounds interesting.

G: Okay, Kent, I'll be calling you when we've made our decision. It was nice meeting you.

K: My pleasure, Mrs. Garner.

Unit 9 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Classroom Discussions

1. Ask students to share their job experiences with the class. Prompt them with the following questions:

    - How did you find out about the job?

    - How did you apply?

    - How did you find out that you were hired?

    - What did you like about the job?

    - What did you dislike about the job?

2. As a class, brainstorm job interviewing tips. Then ask the class to think of possible questions an interviewer might ask them. (You may want the students to write down these questions to use in the first role-play activity below.)

Pair Activities

1. Divide students into pairs. Ask them to write down pros and cons of the following two scenarios:

    • Working full-time and going to school part-time

    • Going to school full-time and working part-time

2. Divide students into pairs. Ask students to think of appropriate questions to ask an interviewer. Then have each pair share their ideas with the class. (You may want the students to write down these questions to use in the first role-play activity below.)

Role-plays

1. Divide students into pairs. Ask them to prepare a short dialogue of a job interview. One person should play the interviewer and the other person should play the prospective employee. Both should ask questions in the role-play. You may want to review with the class the interviewing tips you brainstormed in the classroom discussion activity above.

    Have students present their role-plays to the class. Ask students to dress that day as if they were going to an interview.

2. As an extension of the previous role-play, ask the pairs to prepare a short conversation between the interviewer and the prospective employee. (This may be a phone conversation.) Their dialogue should include some of the following elements:

- Greetings

- Small talk

- Offer or rejection of the position by the interviewer

- Response by the prospective employee

- Questions and answers if appropriate

- Pre-closings

- Farewells

Writing Activities

1. Ask students to write a short paragraph about a job they would like to have in the future. Have them answer some of the following questions:

   - What qualifications does this job require?

   - Do you meet the qualifications? If not, how will you acquire the necessary skills?

   - Why do you want this job?

   - What are some specific questions an interviewer might ask you?

2. Ask students to write a short paragraph about their employment history. What was their least favorite job? Their favorite? Why?

CHAPTER 14
Unit 10: Asking for Technical Help

This chapter contains teacher references for ELLIS Senior Mastery Unit 10, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 10 covers such topics as asking for technical assistance, problem solving through process of elimination, and giving and following oral instructions. 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.

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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: I can't get into the program.

B: *Bel Ami*

W: *Wendy*

W: Okay, Bel Ami, today you're going to be working at learning station number three. If you have any questions, I'll be in the front of the room. Read the instructions in the back of your manual before you begin.

B: Thanks, Wendy.

B: Wendy? Would you come over here?

W: Sure, Bel Ami. What do you need?

What do you need?

Branch 1: Are you sure you followed the instructions?

B: I can't get into the program.

W: Bel Ami, are you sure you followed the instructions?

B: Yes, I did everything.

W: Except hit the ENTER key.

B: Oh, that is so embarrassing.

Branch 2: Did you spell your name the same way?

B: I can't get into the program.

W: Okay, did you spell your name the same way that you did before?

B: Yes, I give up. I'm tired of fighting with this machine.

W: It's nothing to be ashamed of Bel Ami. It reminds me of when I started on this program. I did the same thing.

Vocabulary

afraid
audio
button
carefully
CD
CD-ROM
check
come over
drawer
fun
headphones
I can't blame you for that
I've got video
label
label side up
let's check
let's take a look
looks fine
make sure
messing it up
not necessarily
press
put
speakers
that was it all right
to open
video
videodisc
videodisc player
without

Grammar

come from the videodisc
from the CD-ROM
from the videodisc player
in the player
on the player
put the CD in
without video

Pronunciation

was
well
Wendy
where
without
would

Lesson 2: I've got video, but I can't hear anything.

B: *Bel Ami*

W: *Wendy*

B: Wendy? Would you come over here?

W: Sure, Bel Ami. What do you need?

What do you need?

Branch 1: I am not seeing anything from the videodisc player.

B: I am not seeing anything from the videodisc player.

W: Oh, well it's no fun without video. Did you make sure there was a videodisc in the player?

B: No. I was afraid of messing it up.

W: Oh, I can't blame you for that. Just press the button on the player to open the drawer, and carefully put the videodisc in with the label side up. Then close the drawer.

Branch 2: I've got video, but I can't hear anything.

B: I've got video, but I can't hear anything. Doesn't the audio come from the videodisc?

W: Not necessarily. Some of the audio comes from the CD-ROM. Are you sure you put the CD in correctly?

B: I think so.

W: Let's take a look. The CD looks fine. Let's check the headphones and speakers since that's where the sound comes out.

B: That was it all right.

Lesson 3: Should I check the power cords?

Vocabulary

behind
beneath
check
checking
come over
computer
cords
count on
knocked out
knocked out of the
*   socket*
let's look at
lights
machine
monitor
power
power cords
problem
screen
socket
something is wrong with
switches
take a look at
there it goes
videodisc player
wrong

Grammar

check on
count on
find out
knocked out
look at
turned the power on

Pronunciation

and
at
can

B: *Bel Ami*

W: *Wendy*

B: Wendy? Would you come over here?

W: Sure Bel Ami. What do you need?

B: Something is wrong with my machine.

W: Okay, we'll find out what it is. Can you think of what the problem might be?

B: Well, I turned the power on, but there's nothing on the screen. Should I take a look at the power cords?

W: Before you check on the power cords, let's look at the little lights on the computer, the monitor, and the videodisc player.

B: None of them are on.

W: Okay, after checking the lights and the switches you can count on the problem being the cords.

B: Are they beneath the desk?

W: No, they're behind it.

B: There it goes.

W: The cords were knocked out of the socket.

Unit 10 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Classroom Discussions

1. Ask a school lab assistant or computer support technician to meet with your class. First have them review and define common computer terms. Then have them review common computer problems and how students should handle them. At the end of the presentation, have a question and answer period.

2. Ask your students the following questions:

    •   What should you do if you are having problems with your computer?

    •   What are some ways you can ask for technical help?

    •   How do you feel when you need technical help?

Pair Activities

1. Divide students into pairs. Ask them to write about a computer program they use regularly. (One option is to write about ELLIS Senior Mastery.) Have them answer some of the following questions:

    *   Why do you use the program?

    *   How often do you use the program?

    *   How did you learn how to use it?

    *   What are some features you like?

    *   What are some things you would change about the program?

    *   Would you recommend this program to a friend? Why or why not?

2. Divide students into pairs. Ask students to write step-by-step instructions for a simple computer task such as turning on a computer, logging on to a computer, or opening a program. You may want to give each pair a different topic. As an extension of this activity, have the pairs exchange instructions and follow them to complete the task.

Role-plays

1. Divide students into small groups. Give each group a problem to solve. Ask them to prepare a short dialogue in which they try to solve the problem by making suggestions and using process of elimination to find a solution. Ask students to present their role-plays to the class.

2. Divide students into groups of two or three, with one or two students playing the role of customers and the other student playing the role of a sales representative. Ask them to prepare a short dialogue in which the customers ask the sales representative questions about buying a new computer or other electronic device.

Writing Activities

1. Ask students to write a short paragraph answering the following questions: "In what positive and negative ways does technology affects today's society? How might it affect the future?" Have several students share their paragraphs with the class.

2. Ask students to write about their experience using ELLIS Senior Mastery. Here are some questions they could answer in their paragraph:

   • Do you find the program helpful?

   • How did you learn how to use ELLIS?

   • Do you feel comfortable navigating in the program?

   • What do you like about Senior Mastery?

   • What would you change?

   Share your students' experiences with us. E-mail training@ellis.com with students' comments and suggestions.

CHAPTER 15
Unit 11: Discussing Business

This chapter contains teacher references for ELLIS Senior Mastery Unit 11, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 11 covers such topics as discussing possible solutions, handling objections, and presenting arguments with objectivity. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: Did you make it to the sales meeting?

A: Anita

B: Bob

D: Adrianne

B: Anita. Why don't you join us?

A: Oh, thanks, Bob. I will.

D: Did you make it to the sales meeting today?

A: Yes, I was there. I'm not happy with our newest products.

B: What's the matter with them?

A: They may be popular in your region, but I'll have a hard time selling them in mine.

D: I have to agree with you, Anita. I'm afraid that our salespeople won't put a lot of their resources into selling the product.

B: They just can't excuse themselves from selling it, can they?

A: They might if they don't think it'll help them meet their sales goals.

Lesson 2: What can we do about the problem?

Vocabulary

alternative
change his mind
come up with
general manager
opinions
present
voice

Grammar

his mind
ourselves
their opinions
what can we do about it

Pronunciation

so
this
us
voice

A: Anita

B: Bob

D: Adrianne

B: So what can we do about it?

So what can we do about it?

Branch 1: We should come up with an alternative plan.

D: We should come up with an alternative plan ourselves and present it to the general manager. He'd listen to us.

Branch 2: We can fight it.

A: We can fight it. I think if enough people voice their opinions about this, we can get the manager to change his mind.

Lesson 3: What did your supervisor say?

A: *Anita*

B: *Bob*

D: *Adrianne*

B: I already talked to my supervisor.

D: What did she say?

What did she say?

Branch 1: She asked for my opinion.

B: She asked for my opinion, so I gave it to her.

A: Did she agree with you?

B: Not exactly, but she did see my point.

How would your manager react?

A: Not too well. Our manager's pretty excited about the product. He thinks it'll practically sell itself.

D: We'll have to convince him otherwise, then.

A: It's not going to be easy.

Branch 2: She wasn't pleased.

B: She wasn't pleased.

D: Why do you say that?

B: I said that the marketing division is just looking after its own interests.

A: Didn't she used to work in marketing?

B: Yeah, that was the problem.

How would your manager react?

A: Not too well. Our manager's pretty excited about the product. He thinks it'll practically sell itself.

D: We'll have to convince him otherwise, then.

A: It's not going to be easy.

Lesson 4: Do you agree with the solution?

B: Bob

A: Anita

D: Adrianne

B: We need to explain our plan to them in the right way. If we offend anyone, we could really hurt ourselves. Well, don't you agree?

Do you agree?

Branch 1: Yes.

D: Yes, but if we're too careful, our proposal might lack the strength it needs to convince them.

B: You're right. I'll draw up the proposal, and you can both make comments and revisions.

A: Should we have anyone else take a look at it?

B: No, I think you should do it yourselves.

D: Okay, Bob. We'll get back to you.

Branch 2: I don't, Bob.

A: I don't, Bob. I think we need to propose our plan to them with confidence.

B: I do, too. But I think we can do it without making us look bad.

A: I see what you mean.

Unit 11 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Classroom Discussions

1. Discuss laws about employee work concerns such as minimum wage, equal opportunity employment, sexual harassment, and breaks during the work day. You may want to find literature about these subjects to present to your students. Ask them how they feel about these laws.

2. Ask the class to brainstorm ways to present their opinions politely but with confidence. Write their answers on the board. You may want students to write the answers down to use for the second role-play activity. Sample answers include the following:

    *   I see your point, but I also think there's another way to look at it.

    *   I can understand why you would feel that way. I feel a little differently.

    *   I know this is a delicate subject.

    *   I feel there are other ways to approach this problem.

    *   I would like to suggest some alternative solutions.

Pair Activities

1. Divide students into pairs. Ask each pair to talk about what they would do in a difficult situation at work, such as the following:

    - A colleague complains about the boss

    - Your supervisor says something that you know is incorrect

    - You disagree with what is being said in a meeting

    - Your boss wants your opinion but you know your opinion is very different from your boss's

    - You feel you are treated unfairly by your boss

    - You would like to suggest a change in company policy

    - You want to ask for a pay raise

2. Divide students into pairs. Ask each pair to think of a problem. It can be about anything—national security, the environment, or their current living or work conditions. Have them think about a solution for the problem. Then ask them to present their proposal to the class as a formal presentation. Students may want to use visual aids during their presentation.

Role-plays

1. Divide students into groups of three or four. Ask them to prepare a short dialogue between co-workers that are preparing a proposal for their manager. Have the groups present their role-plays to the class.

2. Divide students into pairs. Ask them to prepare a short dialogue between friends who are sharing their opinions about a controversial topic. Have them demonstrate good listening skills and ways to politely share their opinion.

Writing Activities

1. Ask students to write a letter to their boss suggesting ways to improve work conditions. As another option, students could write a letter to their roommates proposing ways to improve living conditions.
2. Have students write a short paragraph about a time they made or received a proposal.

CHAPTER 16
Unit 12: Discussing Literature

This chapter contains teacher references for ELLIS Senior Mastery Unit 12, including the complete scripts of the videos, vocabulary words and phrases, and ideas for classroom activities. Answer keys for the *Student Workbook* activities can be found in chapter 17.

Unit 12 covers such topics as participating in class discussions, stating positive and negative opinions about literature, and agreeing and disagreeing. The lesson videos show realistic conversations that demonstrate these topics. The scripts provided in this chapter are the dialogues of the lesson videos. The classroom activities are expansions of what is taught in the unit. The activities will help students better understand the dynamic way in which everyday English communication, both formal and informal, can occur.

Scripts

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

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

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

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

Lesson 1: Let's go over some of the important aspects.

D: *Darrell*

F: *Frank*

J: *Julia*

L: *Lana*

M: *Marty*

F: Now that everyone has read "The Grapes of Wrath," I think we should go over some of the important aspects of the novel; namely the main characters, the story development, the historical setting, and the writing style of John Steinbeck. Who would like to lead the discussion in each area?

M: I'll do the main characters.

D: I've got the story development.

J: The historical setting is mine.

L: And I guess that leaves the writing style to me.

Lesson 2: Who is the hero of "The Grapes of Wrath"?

Vocabulary

a cop
a lot
agree
agree with
another
as far as I'm concerned
bad
because
brother
changed
control
daughter
end
everyone
family
fighter
fighting
grown up
hero
hot-headed
I don't know
I think
instead of
just
learns
main characters
mother
paroled
preacher
prison
self-centered
sons
story
temper
to feeling like
totally
trouble
used to be
why do you say that

D: *Darrell*

F: *Frank*

J: *Julia*

L: *Lana*

M: *Marty*

M: The main characters in the story are Ma and Pa Joad; their oldest daughter, Rose of Sharon; two of their sons, Tom and Al; Pa's brother John; and Jim Casey, who used to be a preacher. But the hero is Tom Joad as far as I'm concerned.

F: Why do you say that, Marty?

M: Because, by the end of the book, Tom's the one who's changed the most.

F: Changed? How had Tom changed?

M: He has gone from being totally self-centered when he was paroled from prison, to feeling like he wanted to help everyone, not just his family.

F: Does everyone agree with Marty?

Does everyone agree with Marty?

Branch 1: Yes, Tom has grown up a lot.

J: Yes, Tom has grown up a lot. He learns to control his temper, and he starts working with others, instead of fighting with them.

Grammar

has grown up
he has gone
he's killed
how had Tom changed?
Tom hasn't changed
who's changed

Pronunciation

changed
preacher

Branch 2: No. Tom hasn't changed by the end of the book.

D: No. Tom hasn't changed by the end of the book. He still has a bad temper and he's killed another man—a cop. I think his troubles are just starting.

Branch 3: I don't know.

L: I don't know. Tom Joad was a hot-headed fighter. I think his mother was more of a hero than he was.

Lesson 3: The story was consistent, without being predictable.

Vocabulary

author
but not necessarily
but so what
but that's my point
care about
characters
completely
consistent
continues
drama
dramatic
drawn into
end
family
followed
guys
happening
I guess that's true
I see your point
interested
involved
more and more
notice
pace
plot
predictable
sign
simple
so many
story
strong
terrible
think
to build up
what do you think
without being

Grammar

I've noticed
Steinbeck has made
what's happened

Pronunciation

chapter
completely
happened
happening
plot
point
predictable
simple

D: Darrell

J: Julia

L: Lana

D: Steinbeck has made this story simple, but dramatic. Did you notice how you get more and more involved with the story each chapter?

L: Yes, but so what?

D: I think it's a sign of a good author. The story continues to build up pace and drama, with so many terrible things happening to them, that by the end of the book, you are completely drawn into the story. You really care about the family. What do you guys think?

What do you guys think?

Branch 1: I see your point, Darrell.

J: I see your point, Darrell. I've noticed that when something good happened, something bad followed. The story was consistent, without being predictable.

Branch 2: I was more interested in the characters.

L: I liked the book, but not necessarily for the plot. I was more interested in the characters.

D: But that's my point. The story is so strong because of what's happened to the characters.

L: I guess that's true.

Lesson 4: Does everyone agree with Julia's opinion?

Vocabulary

actually
agree
agree with
all-time
both
Californians
combination
communist
complaining
conditions
controversial
destroyed
drought
economic
everyone
facing
food supply
getting people upset
hardship
liar
long
low
Midwest
morale
mostly
not really
offered
Oklahomans
plus
pointed out
population
portraying
probably
problems
so much as it was
social reforms
solutions
status quo
take

D: Darrell

F: Frank

J: Julia

L: Lana

M: Marty

J: "The Grapes of Wrath" takes place in the late 1920s and early 1930s in America's Midwest and California. It was a time of worldwide economic hardship, plus there had been a long drought that had destroyed a lot of America's food supply. Morale was at an all-time low, and this book pointed out the need for social reforms. It was a very popular book.

M: Does everyone agree with Julia?

Does everyone agree with Julia?

Branch 1: I agree with you, Julia.

F: I agree with you, Julia. But do you think that the book was popular because it offered solutions to the problems that America was facing, or that it was just complaining about the status quo and getting people upset?

J: I think it's a combination of both, actually.

F: You're probably right.

Branch 2: Yes, I do mostly.

L: Yes, I do mostly. But the book wasn't really popular so much as it was controversial. People called Steinbeck a liar for portraying conditions to be worse than they really were.

Branch 3: Not really.

unpopular
upset
worldwide
you're probably right

Grammar

had destroyed
there had been

Pronunciation

combination
conditions
social
solutions

D: Not really. A lot of people thought Steinbeck was a communist. Writing that book made him unpopular with Californians and Oklahomans.

Lesson 5: Steinbeck's writing style is very simple and clear.

D: Darrell

F: Frank

J: Julia

L: Lana

M: Marty

L: Steinbeck's writing style is very simple and clear. That's what makes the book so easy to read. About every other chapter, he describes general conditions and the bigger picture. These chapters helped me understand what was happening to the Joads.

M: I don't see it that way. What about the rest of you?

What about the rest of you?

Branch 1: I don't.

D: I don't. I think that those chapters she's talking about are just propaganda. They don't really have anything to do with the story.

M: Yeah, they're just a bunch of political speeches.

F: Well, maybe so, but they do help those of us who aren't history majors understand that era a little better.

D: But that's the problem. If Steinbeck put those chapters in the book to be historical, he should have made them more accurate.

L: Maybe that's the way he saw things.

understand
views
ways
we've reached
writing style
yeah
you have to admit

Grammar

has been
has used
have made
have studied

Pronunciation

don't
Joads
so
those

Branch 2: I do.

F: I do. And so do most of the people who have studied the book. Steinbeck has used a simple style to reflect the simplicity of his characters.

J: You have to admit there are a lot of ways to look at this book.

F: Well, that's why it's a classic. This has been an interesting discussion.

L: To say the least.

F: I don't think we've reached any conclusions, but I do think that we've all had our eyes opened to some new views on the book.

Unit 12 Classroom Activities

Here are ideas for classroom activities to give students additional practice in what is taught in the unit. The activities are divided into four categories: classroom discussions, pair activities, role-plays, and writing activities. Use these ideas to expand on the principles learned in the ELLIS Senior Mastery computer program. You can modify the activities to meet your classroom learning objectives. Some ideas can be used by a tutor or teacher's assistant who spends one-on-one time with students.

Classroom Discussions

1. Discuss and define common literary terms. You may want to include some of the following words in your discussion: character, plot, hero, protagonist, antagonist, theme.

2. Ask students to bring their favorite book into class. Go around the room and have each student summarize the plot of their book and tell why they would recommend it to the class.

   You may want to make a list of the recommended books for the students to have as a reference.

Pair Activities

1. Divide students into pairs and give each pair a short story to read. Ask them to read it together and then discuss the story's plot, setting, and characters.

2. Divide students into pairs. Ask them to choose a book or movie they are both familiar with and write what they like and dislike about it and why. Ask several pairs to read their book or movie reviews out loud to the class.

Role-plays

1. Divide students into small groups. Ask them to prepare a short dialogue in which they are students in a literature class, discussing the value of literature versus film. One student should lead the discussion. Have students share their role-plays with the class.

2. Divide students into pairs. Ask each pair to prepare a short dialogue in which they discuss a controversial topic. Each person should choose an opposing viewpoint. Have students share why they agree or disagree with the other person's opinion in their role-plays. Have students share their role-plays with the class.

Writing Activities

1. Ask students to write a short review of a book they have recently read. The paragraph should include details about the book and should persuade their audience to read the book or not to read the book.

2. Ask students to write a paragraph about how they feel about participating in class discussions. Do they enjoy it? Is it hard for them? How do they feel when someone disagrees with them?

CHAPTER 17
Student Workbook Answer Keys

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

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

Unit 1: Casual Introductions and Small Talk

1.1 Vocabulary

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

1. life; biography; the written history of a person's life
2. speak; predict; to foretell
3. picture; photographer; person who takes pictures
4. heat; thermometer; measures heat
5. write; telegraph; a message
6. earth; terrace; raised mountain of earth
7. send; transmit; send from one place to another
8. born; native; born in the country
9. mind; psychology; the study of the mind
10. mind; memory; facts stored in the brain
11. time; chronology; the order of events in time

1.2 Vocabulary

1. act; action; active; actively; act

2. fill; filling; full; fully; to fill
3. confuse; confusion; confusing; confusingly; to confuse
4. account; accountant; accounted; to account
5. fit; fit; fitting; fittingly; to fit
6. hear; hearing; heard; to hear
7. change; change; changed/changing; to change
8. cover; covering; undercover; to cover
9. miss; miss; missing; to miss
10. assign; assignment; assigned; to assign
11. pay; payment; paying/paid; to pay
12. try; try; tried; to try
13. locate; relocation; relocated; to locate/relocate
14. appoint; appointment; appointed; to appoint
15. understand; understanding; understood; understandingly; to understand
16. complicate; complication; complicated; complicatedly; to complicate

1.3 Vocabulary

1. See ya later.
2. floors

3. told
4. acquainted
5. music

1.4 Culture

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

1.5 Communication

1. a
2. d
3. c; h
4. b, e
5. a
6. b; e; h
7. d
8. c; h

1.6 Communication

1. sounds good to me
2. enjoy
3. it's about time
4. Let's go; Why don't we
5. see you later

6. Oh, well
7. Why don't we
8. I can hardly wait

1.7 Vocabulary

1. wait
2. stand
3. drink
4. meet
5. like
6. talk

1.8 Vocabulary

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

1.9 Vocabulary

Answers will vary. Examples are given below.

1. noun; actor; Maggie and Brent are studying to be actors.

2. noun; action; His actions were childish.

3. adverb; friendly; Hank is always friendly.

4. adjective; delicious; These cookies are delicious.

5. adjective; feminist; Laura is a part of the feminist movement.

6. adjective; capable; She is capable of doing better work.

7. noun; runner; Did you see who the runners were in the race?

8. noun; intellect; His intellect is greater than most peoples'.

9. noun; withdrawal; His withdrawal from the contest was a disappointment.

10. verb; rented; We rented three movies for the weekend.

Unit 2: Making Introductions

2.1 Vocabulary

1. interested
2. hope
3. seems to be
4. about time
5. votes

6. mayor
7. arrive
8. supervisor

2.2 Grammar

1. Mary sings much better than I do.

2. John can do that job faster than I can.

3. Nancy types faster than Leonard can.

4. I am more fluent than she is.

5. You got there faster than we did.

2.3 Communication

Answers will vary.

2.4 Communication

Answers will vary.

2.5 Vocabulary

1. responsive
2. improvement
3. well-thought-out
4. supervisor
5. nerve-wracking
6. rewarding

7. communicator
8. organized
9. opponent

2.6 Grammar

1. faster than
2. hotter; than
3. cheaper than
4. friendlier; than
5. more interesting than
6. more serious than
7. thinner than
8. more expensive than
9. noisier than
10. farther than
11. better than

2.7 Grammar

1. You are smarter than I am.
2. The explanations in your book aren't as clear as the ones in mine.
3. Teenage students are usually more talkative than adult students in class.
4. My roommates aren't as neat as I (am).
5. The buildings back home aren't as big as the buildings here (are).
6. Where I come from, tropical storms aren't as frequent as (they are) here.
7. The apples I bought last week are tastier than these apples (are).
8. My grades are worse than yours (are).
9. That case is heavier than this one.

2.8 Communication

1. Oh, enough of that.
2. There's no doubt about it.
3. I've got tennis elbow.
4. Sounds exciting.
5. Well, my net game is okay.
6. It was last weekend.

2.9 Vocabulary

1. fatter; fattest
2. taller; tallest
3. stronger; strongest
4. heavier; heaviest
5. better; best
6. more beautiful; most beautiful
7. more intelligent; most intelligent
8. easier; easiest

9. worse; worst
10. more interesting; most interesting
11. hotter; hottest
12. farther; farthest
13. more expensive; most expensive
14. more difficult; most difficult

2.10 Culture

Answers will vary.

2.11 Vocabulary

1. good-bye
2. weekend
3. supervisor
4. see ya later
5. nerve-wracking
6. organize

2.12 Grammar

Answers will vary.

2.13 Culture

Answers will vary.

Unit 3: Registering for Classes

3.1 Vocabulary

1. good-bye
2. boring
3. accounting
4. yoga *or* sophomore

3.2 Vocabulary

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

3.3 Grammar

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

3.4 Vocabulary

1. can, could, may, might, will, *or* would
2. Maybe

3. may be
4. can, could, will, would, *or* might
5. could, will, would, may, *or* might
6. could, will, may, *or* might
7. could, would, *or* might
8. can, could, will, would, may, *or* might
9. Can, Could, Will, *or* Would.
10. can, could, will, would, may, *or* might

3.5 Vocabulary

1. decide
2. change
3. look for
4. perfect
5. take
6. order
7. manage
8. might

3.6 Grammar

1. c
2. e
3. h
4. i
5. k
6. j

7. f
8. b
9. d
10. a

3.7 Grammar

1. a
2. b
3. b
4. b
5. a
6. a
7. a
8. b
9. b
10. b

3.8 Grammar

1. can't; may not; might not; won't; will not
2. better; can; could; had better; may; must; ought to; should; won't; may not
3. can; can't; could; couldn't; had better; may; might; ought to; should; will; won't; will not; may not; might not

   can; can't; couldn't; may; might; must; will; will not; won't; may not; might not

4. better; can; can't; could; couldn't; had better; may; must; ought to; should; will; will not; won't; may not; might not

5. could; may; might; should; will

   don't; won't

6. better; had better; must; ought to; should

7. can't; couldn't; didn't; don't; won't

   can't; couldn't

8. could

9. couldn't

10. Can; Can't; Could; Couldn't; Did; Didn't; May; Shouldn't; Won't

11. Can; Can't; Could; Couldn't; Will; Won't; Would

    better; can't; had better; must; ought to; should; won't; might not; may not

12. could; should; would

13. may; might; will

    should; will

14. could; would

15. can't; couldn't; may not; might not; must not; ought not to; shouldn't; won't; will not; wouldn't

    better; can; can't; could; couldn't; had better; may; might; ought to; should; will

3.9 Grammar

1. might, ought to, should *or* would

2. could, can, might, should, *or* ought to

3. could *or* might

4. could, should, must, had better, *or* ought to, should, must, had better, ought to

5. should, had better, could, must, *or* ought to

6. could, might, *or* may

7. would *or* might

8. could, would *or* can

9. could, should, must, *or* might; might, would, *or* could

10. might, could, may, *or* should

3.10 Culture

1. Photography 121

2. Molecular Biology 370 *(4.0 credit hours)*

3. 2

4. 4

5. American History 201 or 202

6. Photography 121 *(answers may vary)*

7. Western Culture 110

8. Spanish Literature 340 and American History 201

9. Western Culture 110 and Spanish Literature 340
10. American History 202

Unit 4: Shopping at a Convenience Store

4.1 Vocabulary

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

4.2 Grammar

1. Do you have a cold?
   Yes, I do.
2. Have you taken the dog for a walk yet?
   No, I haven't.
3. Did you have a good time at the park?
   Yes, we did.
4. Have you ever met my sister?
   No, I haven't.
5. Do you always have a good breakfast?
   Yes, I do.

6. Do you have a quarter?
   Yes, I do.
7. Have you had a bath?
   Yes, I have.
8. Have you had the chicken pox?
   Yes, I did.
9. Have you been jogging?
   Yes, I have.
10. Have you enjoyed yourself?
    No, I haven't.

4.3 Culture

1. two forty-five; a quarter to three; a quarter 'til
2. twelve thirty; half-past twelve; half-past noon; half-past

4.4 Vocabulary

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

4.5 Communication

1. j
2. f
3. g

4. a
5. c
6. i
7. e
8. d
9. h
10. b

4.6 Communication

1. When
2. How many
3. Where
4. Why
5. How much
6. Which
7. Who
8. How long
9. How often

4.7 Grammar

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

1. When did she go?
2. Whom did she see?
3. Why did she go?
4. How long was she there?
5. What did the dentist do?
6. How much did it cost?

7. When did she get home?
8. How long was her mouth numb?
9. How are her teeth now?

4.8 Grammar

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

1. Who called you?
2. Who taught you how to make the perfect margarita?
3. What did John break?
4. What has gone wrong?
5. What does this mean?
6. Whom is Brent going to marry?
7. What did you knock your head against?
8. What did you do?
9. Whom did you give my money to?
10. What did Anne tell you?

4.9 Vocabulary

1. crackers
2. snack
3. over there
4. some
5. magazine
6. help
7. buying

4.10 Grammar

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

1. whom you met last night
2. who(m) you met yesterday
3. who shared your concerns
4. that I bought
5. which was built in 1870

4.11 Communication

1. because of his inventions
2. Although she had the flu
3. even though he's afraid of heights
4. Because there's not much snow
5. when you get a raise
6. Because she's so smart

4.12 Grammar

1. f
2. d
3. g
4. k
5. b
6. h
7. c
8. e
9. j
10. l
11. a
12. i

4.13 Grammar

1. is he?
2. aren't I?
3. doesn't it?
4. didn't I?
5. did she?
6. shouldn't you?
7. will you
8. was he?
9. isn't there?
10. haven't we?
11. aren't we?
12. wouldn't she?

4.14 Culture

1. That comes to $8.50.
2. Can I help you find anything?
3. What about the ice cream?
4. Do you have any change?
5. That should cover it.
6. I'm afraid we're out.

4.15 Grammar

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

1. me over for coffee.
2. the children not to touch the wet paint.
3. him to lock the door.
4. John to see his professor.
5. me to take the TOEFL exam.
6. me to go to the club.

4.16 Grammar

1. Dr. Kopetz asked the class how many times he had explained the concept
2. The teacher directed them to hand in their tests one at a time.
3. The coach asked how many of us had played lacrosse before.
4. William asked Jeanette if she would like to go to dinner with him.
5. The referee screamed that Veronica was safe as she slid into home plate.
6. Whenever someone suggests pizza, Albert says that we get pizza every time we go out.
7. George's mother said that we must return this movie on time.

Unit 5: Job Hunting

5.1 Vocabulary

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

5.2 Communication

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

5.3 Grammar

1. don't go; will be
2. offer
3. will give
4. will get; don't do
5. don't go; won't be
6. is; we'll go

5.4 Grammar

1. Unless you help me, I won't be able to finish in time.
2. Unless Joseph apologizes to Larissa, she will be very upset.
3. Unless you have a student I.D., you can't get a discount.
4. Unless you turn off the TV right now, I will be angry with you.
5. Unless Annie takes lessons, she will never pass the driving test.
6. Unless it snows tonight, we won't be able to ski.

5.5 Culture

1. Wilcox Systems
2. University Hospital
3. 3
4. biologist
5. 3
6. Waterson's Books
7. none
8. Fionni's Italian Vista
9. odd jobs
10. biologist

5.6 Culture

Answers will vary.

5.7 Vocabulary

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

5.8 Vocabulary

1. Can I help you
2. speak
3. between
4. appointment
5. appointment *or* interview
6. looking for

5.9 Grammar

1. had; would be able to
2. had; could
3. did; would feel
4. didn't have to work; could
5. were *or* was; would buy
6. had; could
7. had; would be able to

5.10 Grammar

1. If there is enough time, we will go to the beach.

2. If it clears up, we will go hiking.

3. If she could afford a new dress, she would go to the party.

4. If they came, we could all have Christmas together.

5. If he is seriously ill, we won't be able to go on vacation.

6. If he trained hard enough, he'd have a chance to win a medal.

7. If I had a computer, I'd finish the project at home.

8. If we're lucky, they'll find our lost luggage.

9. If I went to work every day, we could carpool.

10. If I didn't have to study, I'd take you out.

11. If she didn't have final exams next week, she would love to go.

5.11 Vocabulary

1. hire
2. résumé
3. pretty
4. earn
5. interview
6. look at
7. appointment
8. tuition
9. relocate
10. ad

5.12 Grammar

1. If I hadn't gotten lost coming here, I wouldn't have been late.

2. If you hadn't reminded me, I would have forgotten all about it.

3. If the car hadn't had an airbag, we would have been killed.

4. If I hadn't asked about the test, I wouldn't have known about it.

5. If I hadn't seen the car approaching, I would have been killed.

6. If I'd known that you were in the hospital, I would have visited you.

5.13 Grammar

Answers may vary slightly.

1. We would not have been able to leave early if the neighbors had not helped us.

2. If Carl hadn't forgotten to lock his car, his stereo equipment wouldn't have been stolen.

3. If Tanya hadn't forgotten her umbrella, she wouldn't have gotten soaked.

4. The car wouldn't have broken down if I had taken care of it.

5. I would have recognized you

if your hair hadn't looked different.

6. If Helen had worn her seat belt, she wouldn't have been injured in the accident.

7. If Luke had stopped at the light, he wouldn't have crashed into the truck.

Unit 6: Studying to get a Driver's License

6.1 Vocabulary

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

6.2 Grammar

1. doing
2. painting
3. enjoying
4. sky diving
5. driving
6. receiving
7. going

6.3 Grammar

1. go skiing
2. go dancing
3. go skating
4. go shopping
5. go sightseeing
6. go sailing
7. go jogging
8. go swimming

6.4 Vocabulary

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

6.5 Culture

Answers will vary.

6.6 Culture

Answers will vary.

6.7 Grammar

1. to pull
2. to enjoy; talking *or* to talk

3. to realize; standing *or* to stand
4. to disturb *or* disturbing; to help
5. to snow *or* snowing; to stop

6.8 Grammar

Corrected errors are in italics.

1. Have you been *swimming* yet?
2. Why aren't you more excited *about going* on vacation?
3. It is important *to get* a good education.
4. Sarah dislikes *exercising* and prefers to go on a diet.
5. I can't wait for you to finish your homework. I want you *to go* now.
6. They *persuaded me to go* to the club even though I dislike dancing.
7. My dad wanted me *to become* a lawyer but I preferred to become a teacher.
8. Would you consider *quitting* your job if your boss refuses to give you a raise.
9. Can you help me *to fix* my bike or teach me how to do it.
10. Can we arrange for her to arrive earlier or do we need *to postpone* the meeting.
11. Please do not hesitate *to contact* me if you need to borrow a car.

6.9 Vocabulary

1. speed
2. By the way
3. example
4. unsafe
5. legal
6. good luck
7. definitely
8. speed limit

6.10 Grammar

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

1. It is fun to water ski.
2. Avoiding junk food is sensible.
3. It is very foolish to drink and drive.
4. It was so much fun to meet my old school friends last night.
5. Using bad language is not necessary.
6. It's illegal to park there.
7. Finding him at home is almost impossible.
8. Getting a good grade from her is hard.
9. Is it expensive to ski in Europe?
10. Copying from someone else is dishonest.
11. Smoking is allowed here.
12. Fishing is allowed here.

6.11 Grammar

1. to take
2. to be
3. to come
4. to go
5. to buy
6. to enjoy
7. to offer

Unit 7: Budgeting for a Semester

7.1 Vocabulary

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

7.2 Vocabulary

1. school
2. afford
3. earn
4. term
5. per
6. increased
7. load
8. fee

7.3 Grammar

1. I was helped by Brent.
2. The dog was rescued by the fireman.
3. The demonstrators were arrested by the police.
4. A wheel was lost by a truck.
5. The woman was taken to the hospital by the paramedics.
6. Our math class is taught by Dr. Anderson.
7. Joel was not at all surprised by the news.
8. The card was signed by the entire class.
9. I was invited to the party by Jackie.
10. The phone was answered by Linda.

7.4 Grammar

1. not possible
2. I was shocked by Mary's answer.
3. not possible
4. not possible
5. The reservation was made by Vern.

6. not possible

7. not possible

8. not possible

9. Hamlet was written by Shakespeare.

10. not possible

11. not possible

7.5 Grammar

1. The bell is being rung.

2. The roof should be fixed.

3. Over twenty people were killed by the bomb.

4. Books must not be returned late.

5. The old lady was being helped across the street.

6. The table is being cleared by Joanne right now.

7. The tunnel should be completed in 1999.

8. The ironing really should be done.

9. Has the heating been repaired yet?

10. The bags must be left in the lockers.

11. Where was your purse stolen?

7.6 Culture

1. 5

2. 6

3. $150

4. Mistral Community College

5. nothing *(Students with scholarships don't have to pay tuition.)*

6. 6

7.7 Communication

1. It depends

2. long enough

3. tax-supported

4. non-resident

5. out of state

7.8 Grammar

1. scared

2. exhausted

3. crowded

4. excited

5. pleased

6. acquainted

7. divorced

8. qualified

7.9 Grammar

1. having; fixed
2. being rewarded
3. to be painted
4. to be discouraged
5. got; taken

7.10 Vocabulary

1. good-bye
2. hour
3. budget
4. schedule
5. trade school
6. tuition
7. tuition

7.11 Vocabulary

1. sunburned
2. divorced
3. lost
4. confused
5. drunk
6. tired
7. engaged
8. worried
9. hurt

Unit 8: Budgeting for a Month

8.1 Vocabulary

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

8.2 Grammar

1. b
2. b
3. b
4. b
5. a
6. b
7. a
8. b
9. b
10. b

8.3 Culture

Answers will vary

8.4 Culture

Answers will vary

8.5 Communication

1. at home
2. end up
3. No thanks
4. too much
5. fast food
6. most likely

8.6 Grammar

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

8.7 Grammar

1. a; a; the; the
2. a *or* the; a *or* the; a; the; the
3. the *or* a
4. a
5. the; a
6. the; a
7. the; the
8. the; the
9. a *or* the; a *or* the
10. a *or* the
11. a
12. the *or* a

8.8 Grammar

1. *blank*
2. The
3. *blank*
4. *blank*
5. the
6. *blank*
7. The
8. *blank;* the
9. the; the
10. The
11. the
12. *blank*

8.9 Vocabulary

1. utilities
2. bill
3. long distance
4. Each
5. expenses
6. same

8.10 Grammar

1. b
2. b
3. b
4. b

5. c
6. b
7. b
8. b

8.11 Grammar

1. much
2. a little; much
3. a few; several; too many
4. a few; several; many; much

8.12 Vocabulary

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

8.13 Vocabulary

1. breakfast; lunch
2. electricity; gas; TV; water
3. fast-food place; cafeteria; restaurant
4. concerts; movies

8.14 Grammar

1. some; a lot; plenty
2. a lot; some; plenty
3. any; a lot
4. one
5. some; a lot; plenty
6. a lot; plenty
7. a lot; some; plenty; one

Unit 9: Job Interview

9.1 Vocabulary

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

9.2 Grammar

1. He's coming.
2. They're hitting well.
3. I'm not giving up.
4. She's selling lemonade.
5. I'm writing a letter.
6. He's winning the race.
7. You're beginning to grow.

8. They're running fast.
9. I'm choosing the red one.
10. You're not making sense.
11. He's living in Iowa.
12. We're trying to win.
13. We're not studying.

9.3 Grammar

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

9.4 Grammar

1. is not raining
2. is Brad climbing
3. is teaching *or* teaches
4. are living
5. are you writing *or* do you write
6. am trying
7. is your son doing
8. rains *or* is raining

9. get up; am getting up
10. is staying; finds
11. practices *or* is practicing

9.5 Vocabulary

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

9.6 Vocabulary

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

9.7 Vocabulary

1. good-bye
2. tuberculosis
3. health department
4. semester

9.8 Grammar

1. Mark had an accident while he was driving to work.

2. While Amy was talking on the phone, Kris prepared dinner.
3. Jerry arrived while we were having dinner.
4. Nancy was dancing when the music suddenly stopped.
5. Sam broke his leg while he was skiing.
6. John was at work when he heard about his mother's death.
7. When the dance is finished, we are all going home.
8. While I was shopping yesterday, I saw an accident.
9. While I was waiting for Matt, I met an old friend.

9.9 Culture

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

9.10 Vocabulary

1. work out
2. problem
3. Is there any way

4. hire
5. During
6. busiest

9.11 Grammar

1. will be staying *or* are going to be staying
2. will be watching *or* is going to be watching
3. will be watching *or* are going to be watching
4. will be having *or* are going to be having
5. will he be graduating *or* is he going to be graduating
6. we will be looking *or* we are going to be looking
7. will be sleeping *or* am going to be sleeping
8. be entertaining
9. will be landing *or* is going to be landing

9.12 Vocabulary

1. hire
2. worry
3. minimum wage
4. fair
5. split shift
6. start out
7. tips

8. exception
9. make up for
10. raise
11. decision

9.13 Communication

1. beginning to swell
2. a lot of my friends
3. contains the information
4. is not enough
5. economics
6. 100 miles
7. is getting old

9.14 Culture

Answers will vary.

Unit 10: Asking for Technical Help

10.1 Vocabulary

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

10.2 Grammar

1. at
2. on
3. in
4. in
5. at
6. at
7. in
8. at
9. on
10. on

10.3 Grammar

1. on
2. in
3. at
4. for
5. on
6. on
7. at
8. on, by, *or* in
9. at *or* by
10. by
11. in *or* at
12. on
13. in, by, *or* on
14. at *or* for

10.4 Vocabulary

1. press
2. necessarily
3. carefully
4. Make sure
5. without
6. speakers
7. afraid
8. mess up

10.5 Grammar

1. of
2. with; for
3. in
4. on
5. of
6. of
7. for
8. of

10.6 Vocabulary

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

10.7 Vocabulary

1. look up
2. put off
3. give up
4. turn on
5. made up
6. get along with

10.8 Vocabulary

1. turn it off
2. turn it down
3. put them away
4. pick them up
5. throw them away
6. take it off
7. get along with him
8. turn it on

Unit 11: Discussing Business

11.1 Vocabulary

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

11.2 Grammar

1. a
2. a
3. c
4. c
5. c
6. a
7. d
8. b
9. b
10. c
11. a

11.3 Vocabulary

1. opinion
2. change his mind
3. voice
4. opinion
5. present
6. come up with

11.4 Grammar

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

7. b
8. c

11.5 Culture

Answers will vary.

11.6 Vocabulary

1. react
2. not exactly
3. otherwise
4. Not too well
5. practically
6. look after
7. already
8. excited

11.7 Grammar

1. yourself
2. themselves
3. myself
4. herself
5. himself
6. ourselves
7. myself
8. himself
9. yourself *or* yourselves
10. ourselves
11. yourselves

11.8 Culture

Answers will vary.

11.9 Grammar

1. Give it to him.
2. Have you shown it to her?
3. Could you pass it to me ?
4. You should send it to them.
5. We'd be grateful if you could lend it to us.
6. Liz turned it in to him.

11.10 Grammar

1. Could I give your son some advice?
2. I need to write my parents a letter.
3. Please pass Jacob that drink.
4. Why didn't you give Sam the book earlier?
5. You didn't lend Erin any money, did you?
6. May I give this to you?
7. Please show the map to Amanda.
8. Can you send your résumé to us?
9. Would you hand your passport to me?

11.11 Culture

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

Unit 12: Discussing Literature

12.1 Vocabulary

1. leaves
2. main
3. character
4. I guess
5. aspect
6. anyone
7. namely
8. now

12.2 Grammar

1. for
2. since
3. since
4. for
5. since

12.3 Grammar

Answers may vary.

1. I passed the TOEFL.
2. I've already seen it.
3. He broke his ankle.
4. We've already had dinner.
5. I've sent it to the dry cleaner.
6. I haven't eaten all day.
7. She's had an argument with Marianne.
8. The bus hasn't come yet.
9. I've lost my keys.

12.4 Grammar

1. We got married in 1985.
2. When did you leave for work this morning?
3. We've just heard the good news. *or* We just heard the good news.
4. We got engaged three weeks ago.
5. How many times have you taken the test so far?
6. They lived in California all their lives.
7. Did you visit the Hermitage when you were in St. Petersburg?
8. Jane has been in there for a long time.
9. Brad started playing golf when he was in high school.
10. Have you ever been to Paris?
11. Yes, we were there two years ago.

12.5 Vocabulary

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

12.6 Grammar

1. finished
2. has been studying *or* has studied
3. have written
4. just fixed *or* have just fixed
5. have you known
6. have been playing *or* have played
7. have you been cooking *or* have you cooked
8. have you been; have been waiting

9. have been traveling

10. have been visiting *or* have visited

12.7 Communication

1. Do you agree?

   What do you think?

   Does everyone agree?

2. As far as I'm concerned. . .

   That's my point.

   I don't know.

   I think you're right.

   I guess that's true.

   I agree with you.

   I don't see it that way.

   Well, maybe you're right.

3. Why do you say that?

   Yes, but so what?

12.8 Vocabulary

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

12.9 Grammar

1. He had just left.

2. She had never flown before.

3. By the time we got to the station, the train had already left.

4. Until Edith met Jeff, she had never eaten Japanese food.

5. She had fallen down the stairs and had broken her hip.

6. After Don had told me all about his adventures, he went to bed.

7. They had never sung in front of such a large audience before.

12.10 Grammar

1. I had been working in the backyard all day.

2. He had been drinking all evening.

3. She had never won a prize before.

4. They had been sitting in the lobby for an hour.

5. Before Giovanni came to America, he had never spoken a word of English.

6. We had been driving for about half an hour when it started to snow.

7. It had been raining all night.

12.11 Vocabulary

1. good-bye
2. solution
3. popular
4. Communist
5. combine

12.12 Grammar

1. will have moved
2. will have eaten; have arrived
3. will have started; will have gotten back
4. will have graduated; will have returned
5. will have finished; will have called
6. will have finished; will be starting

12.13 Culture

Answers will vary.

12.14 Vocabulary

1. speeches
2. propaganda
3. accurate
4. reflect
5. simplicity

6. era
7. hero
8. achievements
9. portray
10. parole

12.15 Vocabulary

1. author
2. morale
3. liar
4. hero
5. main
6. upset
7. popular
8. controversial
9. mostly
10. certainly
11. change
12. complain
13. soldier

12.16 Grammar

1. stopped
2. claimed
3. buried
4. made
5. heard
6. opened

7. flipped
8. put
9. run
10. had
11. waved

12.17 Grammar

1. eaten
2. taught
3. brought
4. found
5. known
6. left
7. sold
8. written

12.18 Grammar

1. spoken
2. broken
3. understood
4. had
5. met
6. done
7. lost
8. spent

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.

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

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

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

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

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

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

3. Use the 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 with any additional ways you have implemented a limited number of copies of ELLIS in your classroom.

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

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

Are there any materials available that will help me 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." They are also available in "Forms & Documents" in Instructor Utilities. 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 PDF file that you can download from the ELLIS website at http://ellis.com/products/academic/s&s.php; (3) in "Forms & Documents" in Instructor Utilities.

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

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

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

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

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

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

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

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

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

How can I teach my students to use ELLIS?

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

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

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

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

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

APPENDIX 2
ELLIS Contact Information

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

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

Technical Support

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

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

Training and Installation

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

e-mail	training@ellis.com

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