

TRAINING
MANUAL



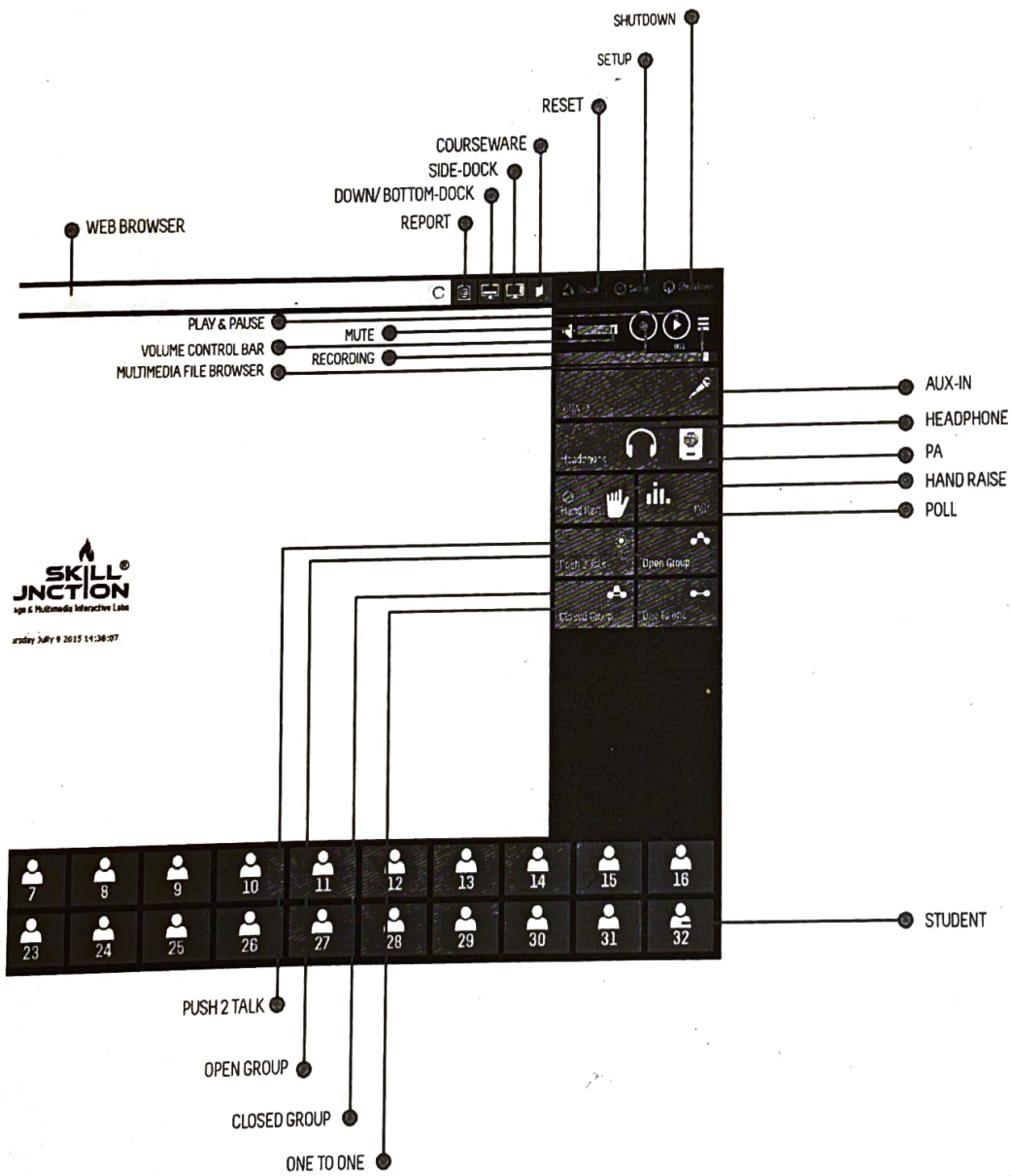

**SKILL[®]
JUNCTION**
Language & Multimedia Interactive Labs

CHAPTER 1: FEATURES AT A GLANCE

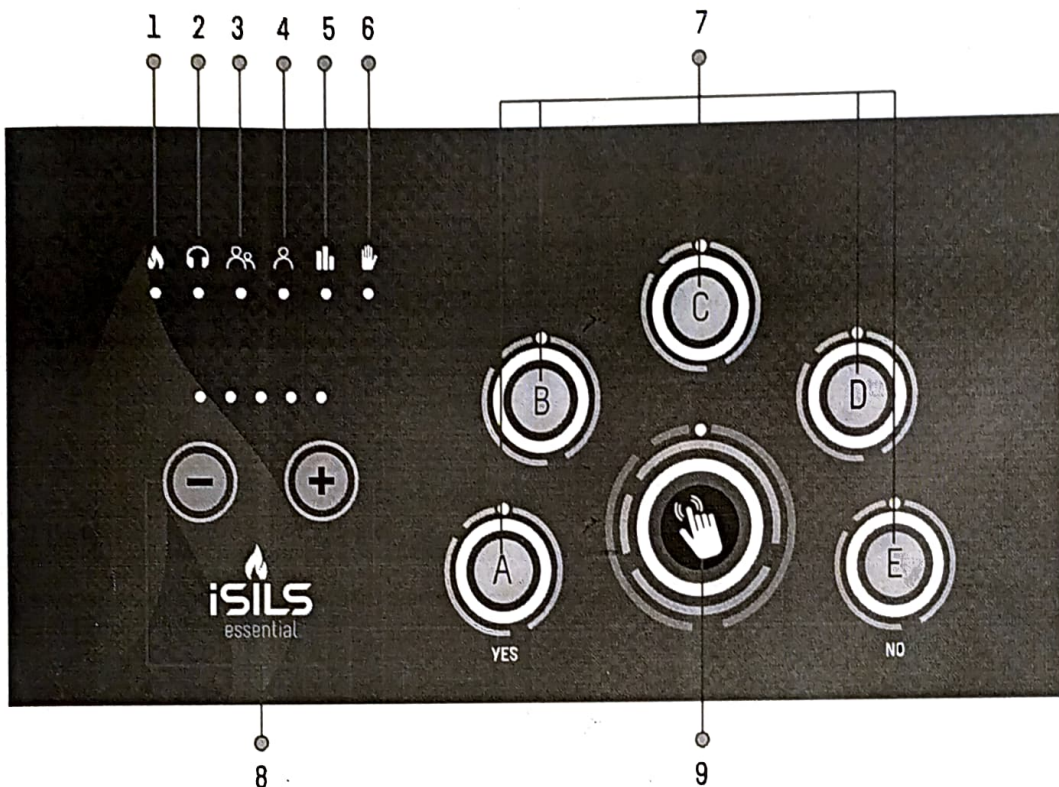
ISILS interface

Overview

ISILS (Interactive Software Integrated Learning System) is a multimedia interactive interface to enhance language skill along with Personality, Attitude, Communication and Knowledge (PACK) through Visual learning, Aural learning, Reading- Writing skill & Kinaesthetic learning (VARK) with effective technology.



CHAPTER 2: STUDENT DEVICE

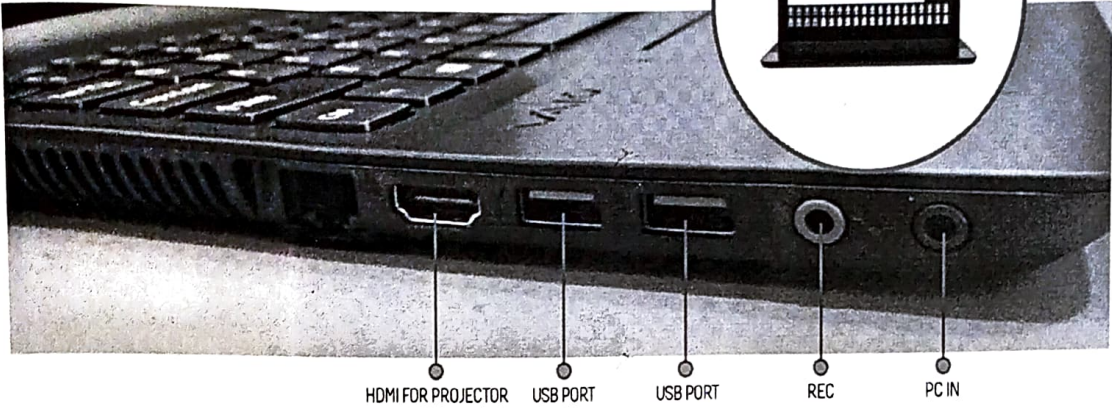


Touch Panel - Icons & Usage

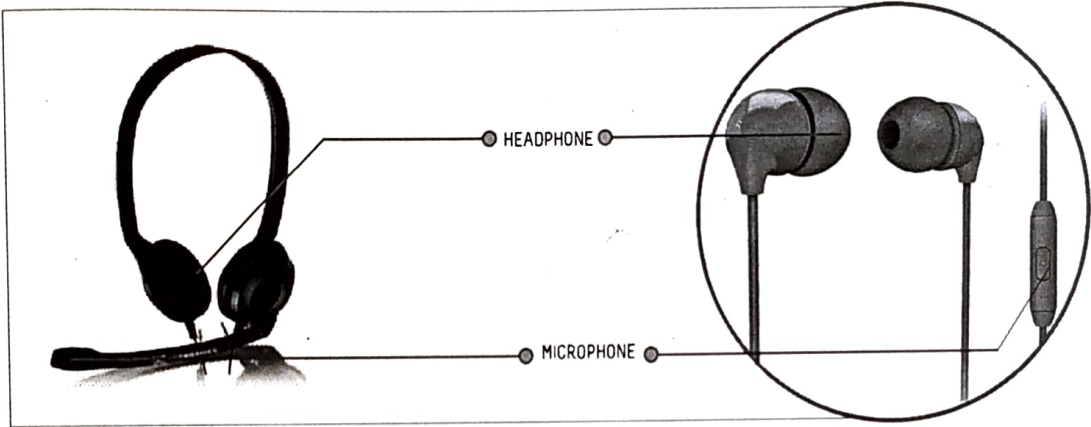
1. **Power:** Indicates the device is on.
2. **Headphone:** Student's headphone is on.
3. **Allowed to speak:** Student's microphone is activated & allowed to speak in Open Group.
4. **Allowed to speak:** Student's microphone is activated & allowed to speak in Closed Group or One to One.
5. **Poll:** Polling option is activated with timer.
6. **Hand raise:** Hand raise option is activated for students to press call key.
7. **Answer keys:** During poll students can press any alternative (A, B, C, D or E) keys to answer the MCQ. If the MCQ is of 'Yes' or 'No' pattern, 'A' for yes & 'E' for no.
8. **Volume control switches:** The student needs to press on positive sign to increase the volume and press on negative sign to decrease the volume.
9. **Call key:** This key can be pressed to seek attention of the teacher.

ACCESSORIES

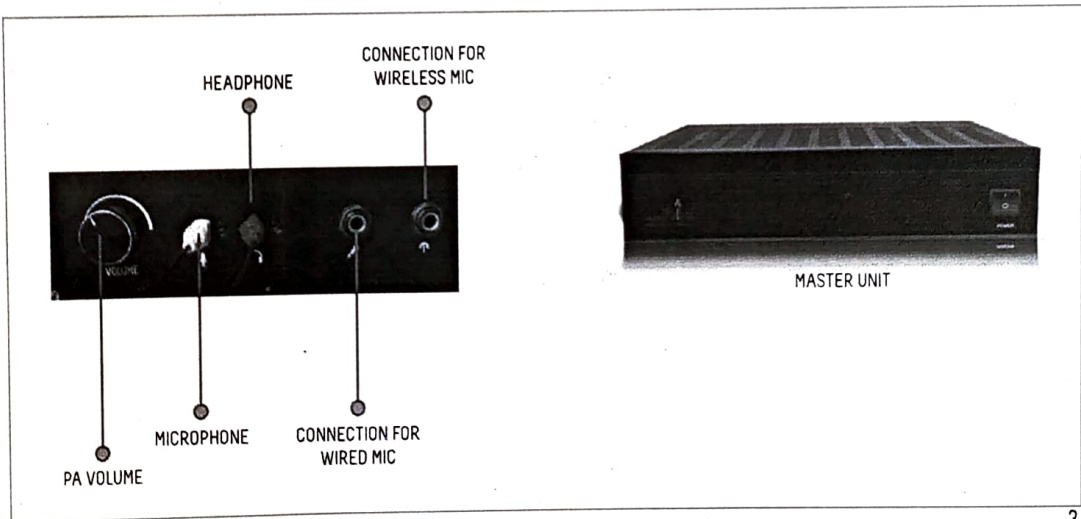
Components of a laptop



Headset



Amplifier / Master Unit



Speaker

Wired Microphone







Wireless Microphone
















Single click interface

Interactive Software Integrated Learning System (ISILS) is a uniquely designed single screen interface where all the features can be activated with easy iconized touch buttons. There is no complex dropdown menu to remember.

ICONS & USAGE

 <p>Headset For listening activity.</p>	 <p>AUX In (Microphone) For speaking activity.</p>
 <p>PA (Speaker) For classroom sound amplification.</p>	 <p>Students icon To refer students with seat no.</p>
 <p>File browser To browse multimedia (audio & video) files.</p>	 <p>Volume control bar To increase or decrease sound level.</p>

 <p>Recording To record voice interaction or conversation.</p>	 <p>Play To play any audio or video.</p>
 <p>Pause To pause any audio or video.</p>	 <p>Open Group Selected students speak for all.</p>
 <p>Closed Group Voice interaction within the group.</p>	 <p>Push to talk Allow all the students to speak.</p>
 <p>One-to-one Individual voice interaction with teacher.</p>	 <p>Hand raise To seek attention of teacher.</p>
 <p>Poll Quick evaluation of students.</p> 	 <p>Down-dock in / Bottom-dock in To access the desktop for office and other files.</p>
 <p>Side-dock in To access the desktop for office and other files.</p>	 <p>Courseware Embedded language and communication contents.</p>

Concept of Input & Output

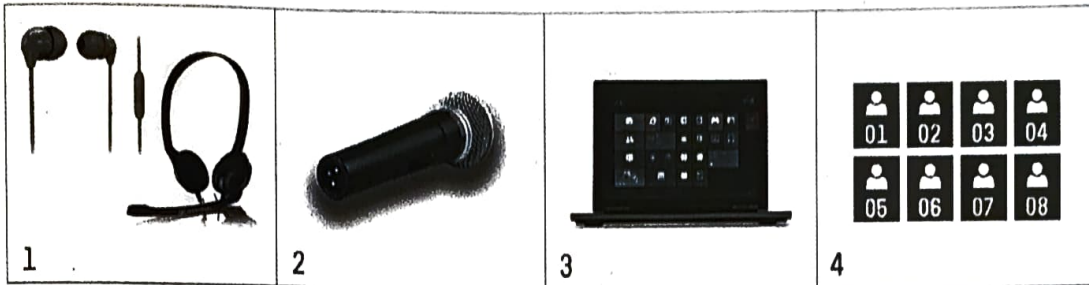
Input is a medium through which we deliver audio information.

Output is a medium through which we receive audio and visual information.

Input options:

There are mainly **four input options**. They are:

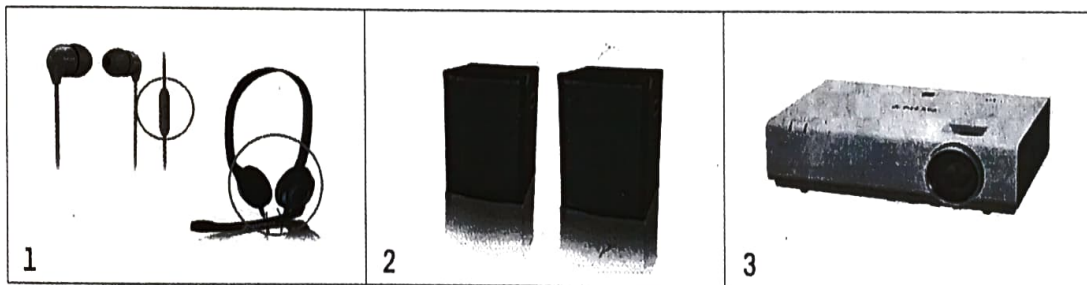
1. Microphones for teacher and students.
2. Aux-in (auxiliary input jack that accepts MP3, IPOD, Mobile, wired & wireless microphone when plugged in with an appropriate auxiliary cable).
3. PC in: Teacher can open any multimedia file from PC or External storage device.
4. Allowed student: When students are allowed to speak, then speaker's voice is the input and the listeners are output.



Output options:

There are mainly **three output options**. They are:

1. Students' and teacher's headphones (Audio output).
2. Public Address System (PA) (Audio output).
3. Projector (Video output).



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Basic Language - Audio Links

S No.	Unit No.	Unit	Remarks/Position
01	01	Critical sound: Consonant sounds	Consonant sounds (24). Audio for all the individual symbols on clicking
02	01	Critical sound: Consonant sounds	Example table
03	01.1	Critical sound: Consonant sounds	The sound b,d & g
04	01.2	Critical sound: Consonant sounds	In English f (voiceless)
05	01.3	Critical sound: Consonant sounds	C has different sounds
06	01.4	Critical sound: Consonant sounds	S is used to
07	02.1	Critical sound: Consonant sounds	The th combination
08	02.2	Critical sound: Consonant sounds	Example table: gel, gem.....
09	02.3	Critical sound: Consonant sounds	gh=f and example table
10	03.0	Critical sound: Vowel sounds	Vowel/diphthongs, audio for individual sounds
11	06.1	Word Accent: Accent	Example Table 6.1
12	06.1	Word Accent: Accent	Example Table 6.2
13	06.2	Word Accent: Accent	Example Table 6.3
14	07.1	Word Accent: Longer words	Example Table 7.1 Three syllables
15	07.1	Word Accent: Longer words	Example Table 7.2
16	07.1	Word Accent: Longer words	Example Table 7.3
17	08.1	Word Accent: Rules & tests	Accent Rules.....
18	09.0	Intonation & Rhythm : Unaccented Syllables	Table: I am glad.....
19	09.0	Intonation & Rhythm : Unaccented Syllables	Table: He eats.....
20	11.0	Intonation & Rhythm : Tune Limit Special Tunes -i.	Table: I don't know....
21	11.1	Intonation & Rhythm : Tune Limit Special Tunes -i.	Table: Wh questions
22	11.2	Intonation & Rhythm : Tune Limit Special Tunes -i.	Table: Don't go away.....
23	11.3	Intonation & Rhythm : Tune Limit Special Tunes -i.	Table: Inside the box
24	12.1	Intonation & Rhythm : Tune Limit Special Tunes -ii.	Table: what's his name.....
25	12.1.2	Intonation & Rhythm : Tune Limit Special Tunes -ii.	Table: Wasn't it a good.....
26	12.1.3	Intonation & Rhythm : Tune Limit Special Tunes -ii.	Table: Are you angry with.....
27	12.1.4	Intonation & Rhythm : Tune Limit Special Tunes -ii.	Table: It's a long way.....
28	12.2.5a	Intonation & Rhythm : Tune Limit Special Tunes -ii.	Table: Aren't they pretty.....
29	12.2.5b	Intonation & Rhythm : Tune Limit Special Tunes -ii.	Table: He went to bed.....
30	12.2.5c	Intonation & Rhythm : Tune Limit Special Tunes -ii.	Table: He wants me.....
31	12.2.5d	Intonation & Rhythm : Tune Limit Special Tunes -ii.	Table: He wants
32	29.1	Sentences: Variation on verbs : Q – form for politeness	Table: Will you have.....
33	30.2	Sentences: Variation on verbs : Q – form for politeness	Example table: This is a little....
34	35.1	Sentences : Complex Structure : Relative Class	Example table: i) The man who.....
35	37 i)	Reading Aloud	I left my friends house.....
37.	38 i)	Reading Aloud	At Burdwan.....
38	39 i)	Reading Aloud	History has been....
39	40 i)	Reading Aloud	There are certain.....
40	42.2	Narration : Narration of incidents	Example: Early one morning.....
41	42.3	Narration : Narration of incidents	Example: In one of the.....
42	43.3	Narration: Description of objects	Example: there is an.....
43	44.1	Narration: Narration of states of mind	"..... Della finished.....
44	44.2	Narration: Narration of incidents	Example: It's a known.....
45	44.3	Narration: Narration of incidents	Example: Once upon a time.....
46	45	Listening Practice- Passage-1	Dear Simi.....
47	46	Listening Practice- Passage-2	You remember.....
48	47	Listening Practice- Passage-3	Growth is a
49	48	Listening Practice- Passage-4	One bright.....
50	49	Listening Practice- Passage-5	The chief functions.....
51	50	Listening Practice- Passage-6	Silence is unnatural to man....

Communication Module - Video Links

S No.	Unit No.	Unit	Video	Remarks/Position
01	51	Fundamentals of Effective Professional Writing		
02	52	What is a cover letter?	51.1.1	Professional writing
03	53	Cover letter and its parts	52.1.1	What is Cover Letter?
04	54	The Beginning, the Body and the Close	53.1.1	Cover letter & its parts
05	AA	The Beginning, the Body and the Close	54.1.1	The beginning-1
06	54.3	The Beginning, the Body and the Close	54.1.2	The beginning-2
07	55	Sample cover letters for analysis	54.3.1	The close
08	56	Defining Curriculum Vitae (CV)	55.1.1	Analysis
09	57	Stages in Preparing a CV	56.1.1	Defining CV
10	58	What do you include in a CV?	57.1.1	Stages in preparing a CV
11	59	CVs in Different Formats	58.1.1	What to include in a CV
12	60	CV Do's and Don'ts	59.1.1	CV's in different formats
13	61	CV Last Word	60.1.1	CV's do's & don'ts
14	62	Sample CV: Analysis	61.1.1	CV last word
15	AA	Sample CV: Analysis	62.1.1	CV last word
16	65	Personal Questions	62.2.2	Sample CV analysis-1
17	AA	Personal Questions	Clip 1	Sample CV analysis-2
18	AA	Personal Questions	Clip 2	Personal Question-1
19	AA	Personal Questions	Clip 3	Personal Question-2
20	AA	Personal Questions	Clip 4	Personal Question-3
21	AA	Personal Questions	Clip 5	Personal Question-4
22	66	Questions about Professional Background	Clip 6	Personal Question-5
23	AA	Questions about Professional Background	Clip 7	Personal Question-6
24	AA	Questions about Professional Background	Clip 8	Professional back ground-1
25	AA	Questions about Professional Background	Clip 9	Professional back ground-2
26	67	Assessing Personality and Attitude	Clip 10	Professional back ground-3
27	AA	Assessing Personality and Attitude	Clip 11	Professional back ground-4
28	AA	Assessing Personality and Attitude	Clip 12	Personality & attitude-1
29	AA	Assessing Personality and Attitude	Clip 13	Personality & attitude-2
30	AA	Assessing Personality and Attitude	Clip 14	Personality & attitude-3
31	AA	Assessing Personality and Attitude	Clip 15	Personality & attitude-4
32	68	Work-related Questions	Clip 16	Personality & attitude-5
33	AA	Work-related Questions	Clip 17	Personality & attitude-6
34	AA	Work-related Questions	Clip 18	Work related questions-1
35	AA	Work-related Questions	Clip 19	Work related questions-2
36	69	Questions that Generate Stress and Trick Questions	Clip 20	Work related questions-3
37	AA	Questions that Generate Stress and Trick Questions	Clip 21	Work related questions-4
38	AA	Questions that Generate Stress and Trick Questions	Clip 22	Work related questions-5
39	AA	Questions that Generate Stress and Trick Questions	Clip 23	Work related questions-6
40	77	Different Types of Group Discussions	Clip 24	Work related questions-7
41	AA	Different Types of Group Discussions	Example 1	Work related questions-8
42	78	The Structure of an Open GD	Example 2	Different types of GD-1
43	AA	The Structure of an Open GD	Example 3	Different types of GD-2
44	AA	The Structure of an Open GD	Example 4	Structure of open GD-1
45	AA	The Structure of an Open GD	Example 5	Structure of open GD-2
46	AA	The Structure of an Open GD	Example 6	Structure of open GD-3
47	AA	The Structure of an Open GD	Example 7	Structure of open GD-4
48	AA	The Structure of an Open GD	Example 8	Structure of open GD-5
49	AA	The Structure of an Open GD	Example 9	Structure of open GD-6
50	79	Qualities of a Competent Discussant	Example 10	Structure of open GD-7
51	AA	Qualities of a Competent Discussant	Example 11	Structure of open GD-8
52	AA	Qualities of a Competent Discussant	Example 12	Qualities of Competent discussant-1
53	AA	Qualities of a Competent Discussant	Example 13	Qualities of Competent discussant-2
54	AA	Qualities of a Competent Discussant	Example 14	Qualities of Competent discussant-3
55	AA	Qualities of a Competent Discussant	Example 15	Qualities of Competent discussant-4
56	AA	Qualities of a Competent Discussant	Example 16	Qualities of Competent discussant-5
57	AA	Qualities of a Competent Discussant	Example 17	Qualities of Competent discussant-6
58	AA	Qualities of a Competent Discussant	Example 18	Qualities of Competent discussant-7
59	AA	Qualities of a Competent Discussant	Example 19	Qualities of Competent discussant-8
60	84	What can happen during Interviews!	Example 20	Qualities of Competent discussant-9
61	AA	What can happen during Interviews!	Video 1	Qualities of Competent discussant-10
62	AA	What can happen during Interviews!	Video 2	What can happen during int. views-1
63	85	Professional Interview	Video 3	What can happen during int. views-2
64	AA	Professional Interview	Video 1	What can happen during int. views-3
65	AA	Professional Interview	Video 2	Professional Interview-1
			Video 3	Professional Interview-2
			Video 3	Professional Interview-3

MODEL CLASS

Write what you heard & try to interpret the same.

- Audio quote 01:

- Audio quote 02:

- Audio quote 03:

- Audio quote 04:

- Audio quote 05:

- Audio quote 06:

MODEL CLASS

Fill in the blanks.

Swing little girl

Swing _____ to the sky

And don't ever look at the _____

If you're looking for _____

Look up to the sky

You'll never find _____

If you're looking down

Life may be dreary

But never the same

Some day it's _____

Some day it's _____

Swing little girl

Swing _____ to the sky

And don't ever look to the _____

If you're looking for _____

Look up to the sky

But never, no never, look down.



Refer CD-ROM

e. Listening Practice

(Aided & Unaided)

Unit 45

Main Section : Passage -1

(Recorded Passage with printed text and questions)

Dear Simi,

It was lovely to get your long letter last week. I wish I'd been doing so many exciting things myself. Well, I took your advice and went to the theatre to see, 'The Visitor'. As you know, when I go to the theatre I usually make up my mind about the day before, when it's too late to get a good seat. This time I thought I'd organize myself for once in my life, and I really got a good seat.

I certainly agree with you about the play – I enjoyed it very much. I can't say it kept me rooted to my seat. But it was always getting somewhere though there wasn't much action in the usual sense. The dialogue was very smart, and the characters were convincing, too.

There was a review of the play last Sunday on the radio. I wonder if you heard it. The reviewer had a lot of learned things to say about the play, but on the whole she praised it. Perhaps you didn't listen to it, but if you had, you'd have had a chuckle or two.

You'll have a greater laugh when you have my story of nearly getting late at the theatre. When I had reached the bus stop I discovered I had no change on me, and I couldn't expect to get any from the driver. So I just had to dash all the way back home again, and get some loose change. I ran back helter – skelter to the bus stop and just missed the bus, all hot and bothered. Fortunately, I didn't have to wait too long for the next bus, and just managed to sneak into my seat before the curtain went up. However, it was a most enjoyable evening.

I ran into Sheila Kar during the interval. She was telling me that she and her husband are moving shortly in your part of the country. He has a new job there, starting in September, so now they are house – hunting. She was very pleased to hear that you are in the area. She would be getting in touch with you to ask you to go and see them.

Well, I'm afraid that's all I have time for at the moment.

Yours Eva

Questions:

1. Where did the narrator go taking her friend's advice? What did she see?
2. Does the letter –writer usually plan beforehand when she wants to see a play?
3. Was there much action in the play? What can you say about the dialogue and characters?
4. What did the narrator hear on the radio regarding the play? On which day was it broadcast?

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5. Fill in the blanks using words from the text :
- (a) She wrote to her friend, "Perhaps you didn't listen to it, but if you had you'd have had a _____ or two.
 - (b) I ran back _____ to the bus stop _____ and just managed to _____ into my seat before the curtain went up.
 - (c) Sheila Kar and her husband were now _____.
 - (d) However it was a most _____ evening.
6. What did the narrator discover when she went to the bus stop ?
(Does the incident remind you of any other literary piece you have read in your English course before?)
7. Whom did the narrator meet during the interval ?

c. Reading Aloud Unit 37

Application of elements learnt in Section 'A' above. Passages arranged in ascending order of difficulty (Breath-group, Emphasis, Linking, Voice Control)



i)

I left my friend's house | shortly after seven. || It was still too early for me to have my evening meal, | so I walked along the sea front | for about an hour | until I began to feel hungry. || By that time | I was not far from a favourite restaurant of mine, | where I often went to eat | two or three times a week. || I knew the owner well | and frequently complimented him | on his excellent cooking. ||

I went into the restaurant, | which was already crowded, | and ordered my meal. || While I was waiting for the soup to arrive, | I looked around to see | if I knew anyone in the restaurant. || It was then that I noticed | that a man sitting at a corner table near the door | kept glancing in my direction, | as if he knew me. || I certainly did not know him, | for I never forget a face. || The man had a newspaper open in front of him, | which he was pretending to read, | though all the while | I could see that he was keeping an eye on me. || When the waiter brought my soup, | the man was clearly puzzled by the familiar way | in which the waiter and I addressed each other. || He became even more puzzled | as time went on | and it grew more and more obvious | that I was well known in the restaurant. || Eventually | he got up | and went into the kitchen. || After a few minutes | he came out again, | paid his bill | and left without another glance in my direction. ||

When I had finished | and was about to pay my bill, | I called the owner of the restaurant over | and asked him what the man had wanted. || The owner was a little embarrassed by my question | and at first did not want to tell me. || I insisted. || "Well," he said, | "that man was a detective." || "Really?" | I said, | considerably surprised. || "He was certainly very interested in me. || But why?" || "He followed you here | because he thought | you were a man he was looking for," | the owner of the restaurant said. || "When he came into the kitchen, | he showed me a photograph of the wanted man. || He certainly looked like you! || Of course, | since we know you here, | I was able to convince him | that he had made a mistake." || "It's lucky | I came to a restaurant | where I am known," | I said; || "otherwise | I might have been arrested!" ||

Practice Set:

How was our solar system formed? That is one of the great problems of astronomy. Scientists have not yet been able to say anything definite about it. They probably do not even know why they cannot solve the problem. For example, before Newton explained the theory of gravitation, it was impossible to understand why comets appeared in the sky. Comets were then thought to have a very bad effect on men's lives and to be the most important of all heavenly bodies. Now, with our understanding of dynamics, we know comets are rather unimportant things. Possibly scientists need to understand some other things before they can understand how the solar system was formed.

We accept a new scientific theory only if it agrees with the other known natural laws. We cannot accept a theory if it is based on supernatural explanations, or reasons very special to the happening. We can have confidence in the theory to the extent that forecasts made on its basis can be proved true. As of present, astronomers have to depend largely, if not wholly, on theories in order to find out whether other stars also possess planetary systems.

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