Six Interactive Activities to Build Academic and Workplace Communication Skills

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Handout and PowerPoint can be found at:

www.quia.com/pages/donna/workshops

Agenda

❑ Key academic and workplace communication skills

❑ Importance of interactive activities in building communication skills

❑ Steps for successful interaction

❑ Demonstration of interactive tasks

❑ Review of strategies

❑ How to access interactive activities

Lesson **C** | *Where's my pencil?*

Match mine: 1 of 2

1 Work with a partner. One is Student A, and one Is Student B.

2 Student A: Place a classroom object card in, on, or under the classroom furniture on the next page and make a sentence. Repeat for each card.

Example "The book is on the chair."

3 Student B: Listen and place the cards on your own grid.

4 Student B: Check your answers with Student A.

5 Switch roles.
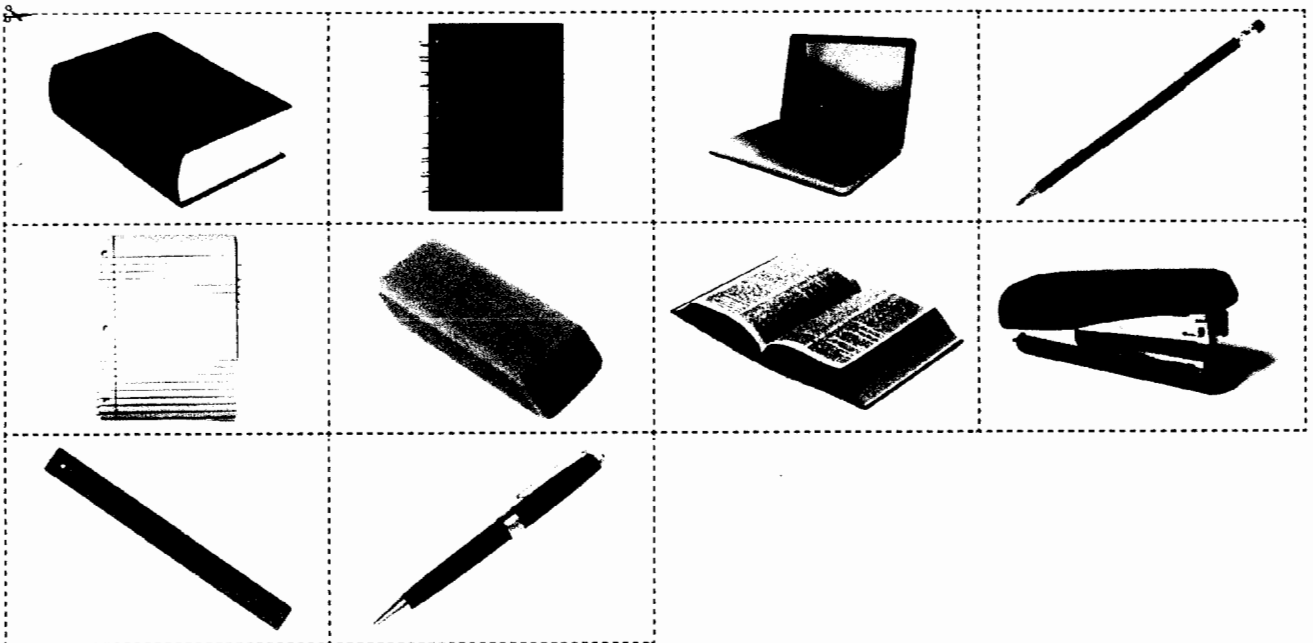
Lesson C | *Where's my pencil?*

Match mine: 2 of 2

3
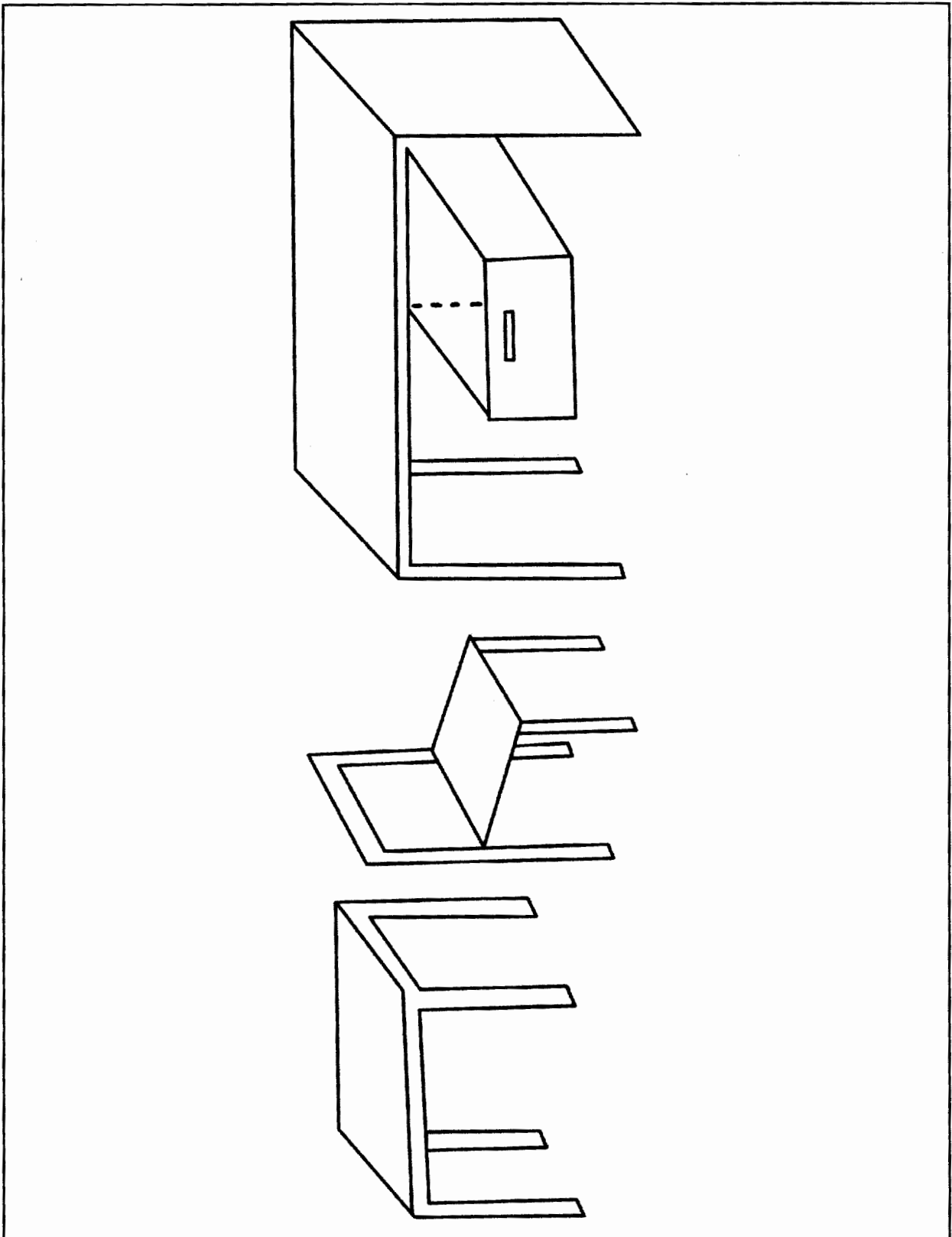
LESSON **B** | *Unreal conditionals*

Conversation cards

A Everyone takes a card.

B Find a classmate. Ask your question. Your classmate answers using the present unreal conditional. Next, listen to and answer your classmate's question. Then exchange cards.

C Find another classmate and repeat.

If a new student enrolled in your class today, how could you help him or her feel welcome?	If you won $5,000, what might you do with the money?	If you had a test tomorrow, would you study alone or in a group? Why?
If you weren't here studying English, what would you be doing?	If you lost your cell phone, what is the first thing you would do?	If you could buy any kind of car, what kind would you buy? Why?
If you observed a student cheating on a test, what would you do?	If you could get any job you wanted, what job would you apply for?	If you could live anywhere in the world, where would you live? Why?
If you could talk to any famous person, who would it be? Why?	If one person did all the talking in a group you were facilitating, what could you do to solve this problem?	If you had next week off from school and work, what would you do with that free time?

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Lesson **B** *What's your name?*
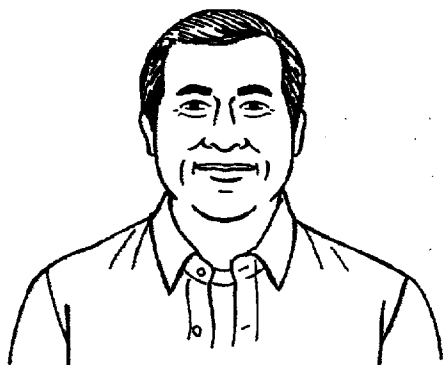
Share information

A Ask Student B questions. Write the answers.

A What's his first name?
B His first name is Adam.
A How do you spell that?
B A-D-A-M.

1

First name: *Adam*
Last name: Chang
Middle name: _____
Zip code: 10034
Area code: _____
Telephone number: 555-3168

2

First name: Maria
Last name: _____
Middle name: Elena
Zip code: _____
Area code: 291
Telephone number: _____

3

Last name: Wilson
Zip code: _____
Area code: 708
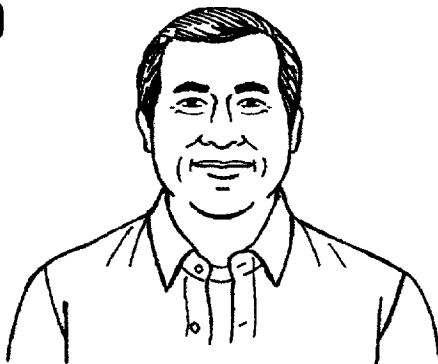Telephone number: _____

B Answer Student B's questions.

C Check your answers with Student B.

Lesson B *What's your name?*

Share information

A Answer Student A's questions.

A What's his first name?
B His first name is Adam.
A How do you spell that?
B A-D-A-M.

1

First name: Adam

Last name: *Chang*

Middle name: Edward

Zip code: _____

Area code: 212

Telephone number: _____

2

First name: _____

Last name: Mora

Middle name: _____

Zip code: 95667

Area code: _____

Telephone number: 555-9072

3

Last name: _____

Zip code: 60634

Area code: _____

Telephone number: 555-3802

**B** Ask Student A questions. Write the answers.

C Check your answers with Student A.

Lesson A | *Listening*

Student interview

A Work in a group. Ask questions. Write the number of students on the chart.

Do you . . .	Number of students	
	Yes	No
1. carpool instead of driving alone?	2	4
2. cut down on energy use by turning lights off?	5	1
3. use environment-friendly cleaning products?		
4. save water by taking fast showers?		
5. recycle bottles and cans?		
6. use recycled paper towels and tissues?		
7. use energy-efficient appliances?		
8. use public transportation?		
9. think global warming is a problem?		

B Work with your group. Look at Exercise A. Complete the bar graph. Draw a bar to show the number of *yes* answers for each question.
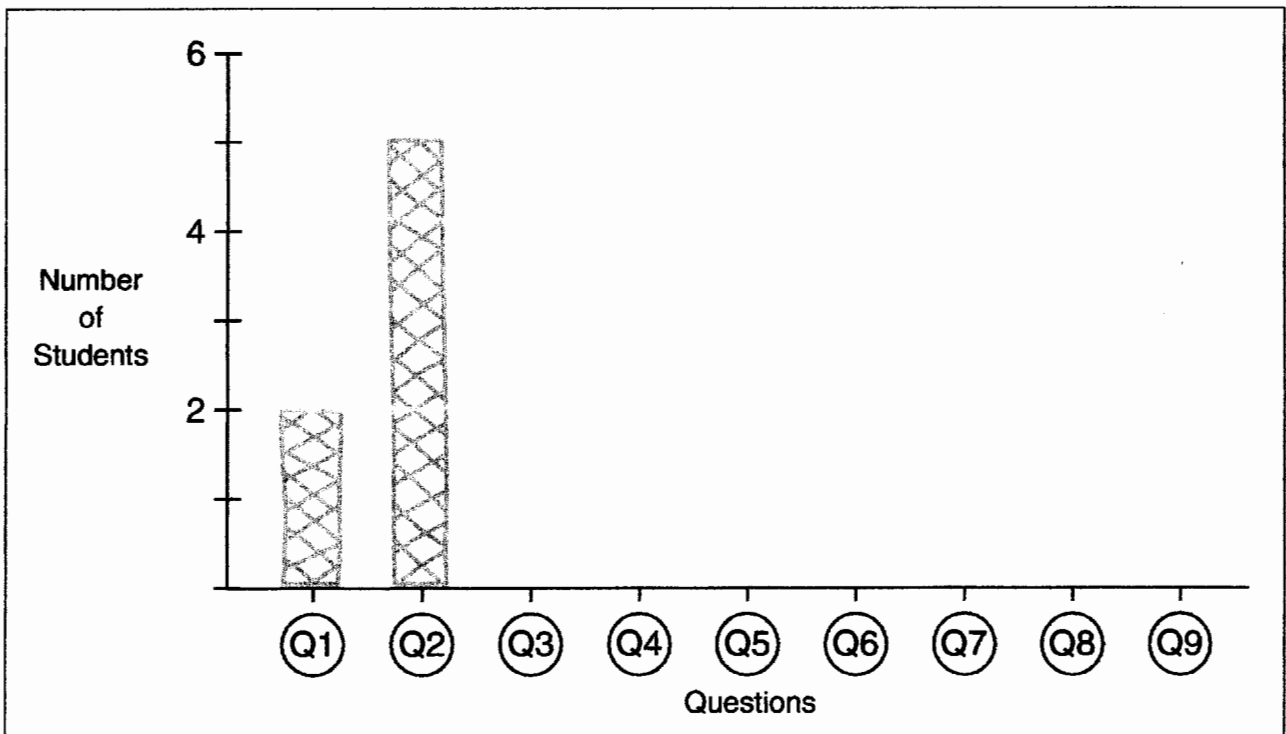
C Talk to your group. Do you "live green"? What can you do to live more "green"?   7

Lesson **D** *Reading*

Jigsaw reading

A Form a group of three. Each person will read about a candidate (someone who is applying for a job) for a position as a customer service clerk at Fancy Grocery Store.

B Read about your candidate to yourself.

Rosemary Hernandez

Rosemary is a secretary at a doctor's office. She greets patients, and she always gets along with them very well because she is polite and a good listener. She uses the computer to make appointments and fill out insurance forms. She uses the phone to call insurance companies and order office supplies.

Kong Park

Kong is a waiter at a restaurant. He is friendly with customers and responsible, and he can be trusted with money. He also knows how to fix kitchen appliances and use the cash register. He is responsible for opening the restaurant in the morning and counting the money at night when he is closing up.

Marguerite Cook

Marguerite is a clerk at another grocery store. She has superb communication skills and loves to answer questions that customers have. She teaches new clerks how to do their jobs and always tries to help her manager and co-workers. When there are sales, she makes and puts up signs. She also makes the weekly schedule for her co-workers.

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Lesson **D** *Reading*

Jigsaw reading

C Tell the group about your candidate. Listen to learn about the other candidates.

D Complete the chart with your group.

	Soft Skills	Hard Skills
Rosemary Hernandez	greets patients	
Kong Park		
Marguerite Cook		

E Work with your group. Who is the best candidate for the job? Tell why.

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Ten Principles for Successful Interactive Work

1. Activities flow out of regular classroom work
2. Needed language must be taught
3. Students understand why
4. High interest content
5. Start with structured tasks
6. Clear modeling
7. Clear roles for students and time limits
8. Plan for grouping of students
9. Monitor activity while in progress
10. Provide closure and evaluation

Checklist for Doing Interactive Work

✓ Teach enabling language

✓ Model and set up activity

✓ Monitor activity in progress

✓ Provide for closure

✓ Importance of introductions
✓ Team building
✓ Grouping strategies
✓ Assignment of roles/ tasks
✓ Time limits
✓ Turn taking
✓ Asking for clarification
✓ Reporting back
✓ Language for summarizing results
✓ Correcting as a whole class
✓ Note taking skills
✓ Summarizing skills

References

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