

## Overview and Workshop - Phnom Penh 2015



"I've learned many useful activities which are applicable in my classroom and I cannot wait to apply them."

***Bui Huynh Thuy Phuong, Vietnam***

"My experience at CamTESOL will help me develop my teaching skills and broaden my knowledge in teaching. This is definitely beneficial to my professional development."

***Henny Herawati, Indonesia***



## What is Cam TESOL?



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- strengthen and broaden the network of English language teachers and all those involved in the ELT sector in Cambodia and the region
- increase the links between the ELT communities in Southeast Asia and the international ELT community
- showcase research in the fields of language and language education.

<http://www.camtesol.org/home-1>



## What else is CamTESOL?



It's big!







## Who goes?







ESL teachers



## The Workshops

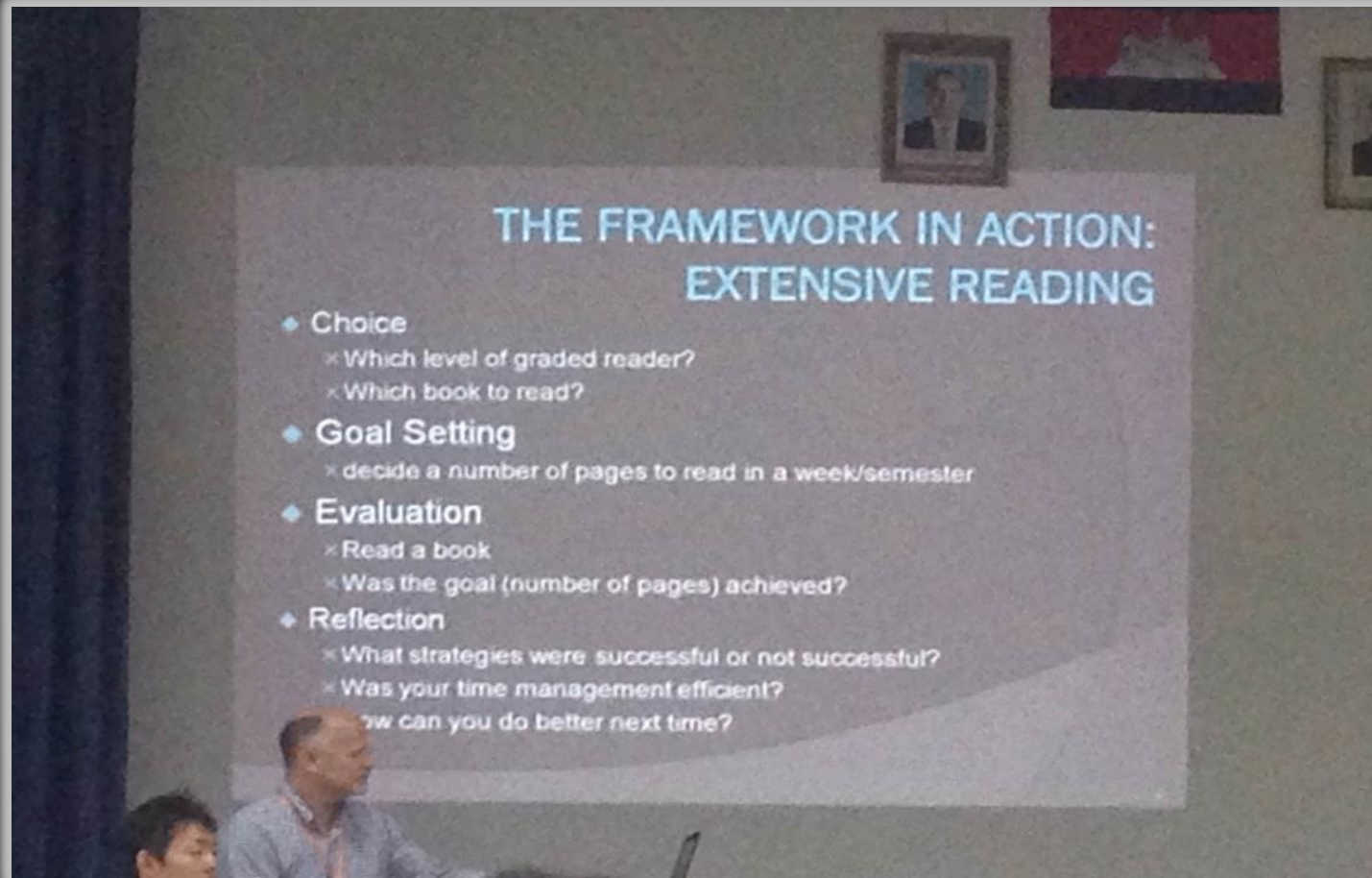














**And afterwards?**

## Angkor!





## Angkor!



## Questions or Comments?



# Adapting the Course Book

*Maximising Opportunities for Communicative Practice*



Orlando Savage  
CamTESOL 2015



# The ESL Student Book



# The ESL Student Book



# The ESL Student Book



# The ESL Student Book





## Speaking Spaces

## Speaking Spaces

**3** Underline four things in the text that you think are surprising or interesting. Compare with your partner.

**1** What do you look for in a holiday destination? Discuss with a partner if these things are important or not.

**6** Are you happy with the way you use your time? What would you like to spend more/less time doing? Discuss in groups.

**4** Mark the following statements *True*, *False* or *Don't know*. Then compare your answers with a partner.

**b** Swap books with a partner. Ask questions to find out why your partner wrote down these places. Were any of your answers the same?

Why did you write ...?

Because it's the second biggest city in my country ... I think!

## Speaking Spaces

**4** Mark the following statements *True*, *False* or *Don't know*. Then compare your answers with a partner.





## Non - Speaking Spaces?

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## The Language Focus

### Module 6

#### A Use and non-use of articles

##### 1 Basic rules

###### a Indefinite article

We use *a/an* when 'we don't know which one' because the thing or person:

- is one of many.  
*He's **an** artist.* (= there are many artists)
- is not unique.  
*I've just bought **a** Ferrari.*
- has not been mentioned before.  
*There was **a** new student in class today.*

###### b Definite article

We use *the* when 'we know which one' because the thing or person:

- is unique (or unique in that context).  
*The Australian Prime Minister.* (= there is only one)  
*I looked inside – the engine was in a terrible state.* (= there is only one engine, in this case)
- has been mentioned before.  
*The man gave me a ticket. I looked at it, and saw that **the** ticket was a single.*
- is defined by the phrase which follows it.  
*What's **the** new student's name?*

###### c No articles

We do not use an article when we talk about things in general:

- using plural or uncountable nouns  
*Do you like sport?*
- with the names of people or places, but there are many exceptions (see 3a and b).  
*a book by Professor Jones*

###### d Fixed phrases

There are many fixed phrases with and without articles. It is best to learn these individually. These include:

*a few at home at work at **the** beginning at **the** end go to bed go to **the** cinema/shops/station in **the** world once **a** week sixty kilometres **an** hour **the** next **the** other **the** other day **the** same*

#### 2 Areas that often cause problems

##### a Jobs

If there are many people doing a particular job, we use *a/an*.

*My husband is **an** architect.* (= there are many architects)

But if a job is specific to one person, we use *the*.

*He is having talks with **the** French foreign minister.* (= there is only one)

##### b Superlative

We use *the* with superlative adjectives.

*She's **the** best person for the job.*

##### c Last and next

These adjectives can be used with or without *the* but there is a change of meaning.

*I saw James **last** night.* (= the one before this one)  
*It's **the last** night of our holiday.* (= the final one)  
*I'll see you **next** week.* (= the one after this one)

##### d Institutions: school, prison, university, church, home, hospital

With words like *prison, university, church*, etc., we use no article when we are thinking about the **institution**, and the normal purpose we use it for.

*My sister had to stay in hospital overnight.*

However, if we are thinking about the **building**, we use *the*.  
*Our flat is opposite **the** hospital.*

#### 3 Use and non-use of definite article with phrases of time and place

##### a Phrases of time

Some time phrases take *the*.

Dates: ***the** 25th of December / December **the** 25th*  
Parts of the day: *in **the** afternoon, in **the** evening, in **the** morning*  
(but at night, at lunchtime)  
Decades / Centuries: ***the** 1980s, **the** 21st century*

Other time phrases take no article.

Years / Seasons: *in 2002, in summer*  
Months / Days: *in August, on Friday, see you tomorrow*

##### b Place names

1 The names of most countries, continents, islands, states, provinces, towns and cities do **not** take an article.  
*in Asia to Sydney from Texas in Turkey*

Exceptions:  
***the** Czech Republic, **the** Netherlands, **the** UK, **the** Arab World, **the** USA*

2 If we talk about a region we do **not** use an article.  
*North west India, Northern Europe*

But:  
*in **the** east of the country, in **the** south of Italy, on **the** coast*

3 Most roads, streets, parks, bridges, shops and restaurants do **not** take an article.  
*Central Park, Harrods, Oxford Street, Tower Bridge*

4 The names of theatres, cinemas, hotels, galleries and museums take *the*.  
***the** Hermitage, **the** National Theatre, **the** Odeon, **the** Ritz*

5 The names of particular mountains and lakes do **not** take an article.  
*Lake Victoria, Mount Everest*

6 Mountain ranges, rivers, seas and canals take *the*.  
***the** Atlantic, **the** (River) Danube, **the** Himalayas, **the** Panama Canal*

#### B Different ways of giving emphasis

##### 1 Intensifiers

a *absolutely, completely, really*, so  
We use these words to add emphasis to adjectives.  
*Her new book is **absolutely** brilliant.*  
*It's **so** annoying.*

*Absolutely and completely* are usually used only with ungradable adjectives (for example *fantastic, awful*, etc.) which already describe an extreme or absolute quality.

*The weather was **absolutely perfect**. (not completely good)*  
*The second half of the match was **completely awful**. (not completely bad)*



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## Non - Speaking Spaces?

## Readings

# MODULE 6

### Getting it right

- Use and non-use of articles
- Different ways of giving emphasis
- Reading and vocabulary: Worst case scenarios
- Task: Make a list of tips on How to ...
- Pronunciation: Stress for emphasis, intonation for giving advice
- Listening and writing: Taking notes
- Real life: Giving advice and making suggestions

---

#### Reading and vocabulary

1 Look at the titles of the four texts and answer the questions.

a Which text do you think the items in the box relate to?  
b Do you think they are useful or dangerous in that situation?

chimneys and fireplaces	a bandage	open fields
a piece of rope or string	a desk or table	isolated trees
stiff pieces of cardboard	a piece of clothing	a metal fence
the sound of thunder		

2 Do you know what to do in these circumstances? In groups, make a list of ideas, but do not read the articles yet.

3 Read and check. Which ideas on your list were correct? Were you surprised by any of the advice?

4 Use the context to guess the meaning of these words.

a a wound (line 2)    d to antagonise (line 41)    f to distract (line 48)  
b a splint (line 8)    e to outrun (line 46)    g a threat (line 69)  
c debris (line 32)

5 Discuss the following questions in pairs.

a Why shouldn't the splint on a broken leg be too tight?  
b Why do you think the kitchen is a dangerous place in an earthquake?  
c Why are hallways and inside walls safer, do you think?  
d Why is it helpful to count the time between lightning and thunder?  
e Why do you think you should kneel rather than lie flat on the ground to avoid lightning?

6 Discuss the following questions with the rest of the class.

- Have you, or anyone you know, ever experienced these or similar dangers? What happened?
- Do you ever worry about 'worst case scenarios' like this? Which of the situations would you find most frightening?
- What kind of disasters most frighten you? Why?

### Worst case scenarios

How good are you at coping in an emergency? Would you know what to do if the worst happened? Read what the experts have to say, and never be caught out again!

#### How to treat a broken leg

**If the skin is broken, do not touch or put anything on the wound.** You must avoid infection. If the wound is bleeding severely, try to stop the flow of blood by applying steady pressure to the area with sterile bandages or clean clothes.

**Do not move the injured leg.** You need to put a splint around the wound to stabilise the injured area.

**Find two stiff objects of the same length, wood, plastic or folded cardboard, for the splints.** Put the splints above and below the injured area (or on the side if moving the leg is too painful).

**Tie the splints with string, rope or belts, whatever is available.** Do not tie the splints too tightly: this may cut off circulation. You should be able to slip a finger under the rope or fabric.

**Get the injured person to lie flat on their back.** Do not move the injured person unless absolutely necessary. Treat the leg, then go and get help.



Adapted from the Worst case scenario handbook.

#### How to survive an earthquake

**If you are indoors, stay there!** Get under a desk or table and hang onto it, or move into a doorway. The next best place is in a hallway or against an inside wall. Stay clear of windows, fireplaces and heavy furniture or appliances. Get out of the kitchen, which is a dangerous place. Do not run downstairs or rush outside while the building is shaking, or while there is any danger of falling and hurting yourself or being hit by falling glass or debris.

**If you are outside, get into the open** away from buildings, power lines, chimneys and anything else that might fall on you.

**If you are driving, stop, but carefully.** Move your car as far out of the traffic as possible. Do not stop on or under a bridge, or under trees, light posts, power lines or road signs. Stay inside your car until the shaking stops.



#### How to deal with a charging bull

**Do not antagonise the bull and do not move.** Bulls will generally leave humans alone unless they become angry. **Look around for a safe haven – an escape route, cover or high ground.** Running away is not likely to help unless you find an open door or fence to jump as bulls can easily outrun humans.

**If a safe haven is not available, remove your shirt, hat or another item of clothing.** Use this to distract the bull. It does not matter what colour the clothing is. Despite the colour bullfighters traditionally use, bulls do not naturally head for red – they react to and move towards movement, not colour.

**If the bull charges, remain still and throw your shirt or hat away from you.** The bull should head towards the object you've thrown.





#### How to avoid being struck by lightning

**Loud or frequent thunder indicates that lightning is approaching.** When you see lightning, count the number of seconds until the thunder is heard. If the time delay between seeing the flash (lightning) and hearing the boom (thunder) is less than thirty seconds, seek a safe location immediately.

**No place is completely safe from lightning. However, some places are more dangerous than others.** Avoid high places and open fields. If in an open area, do not lie flat – kneel with your hands on the ground and your head low. Avoid isolated trees, picnic shelters, or any metal objects, such as metal fences. Avoid bodies of water, coasts, lakes, swimming pools and rivers.

**Wait for the storm to pass.** The lightning threat generally reduces with time after the last sound of thunder, but may persist for more than thirty minutes. There can still be a threat even when it is sunny or clear sky is visible.

## Non - Speaking Spaces?

## IELTS Writing

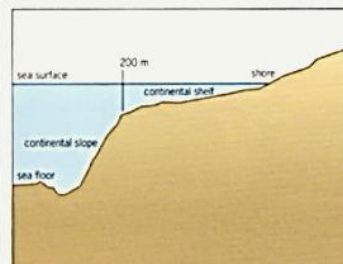
### ACADEMIC WRITING Task 1

You should spend about 20 minutes on this task.

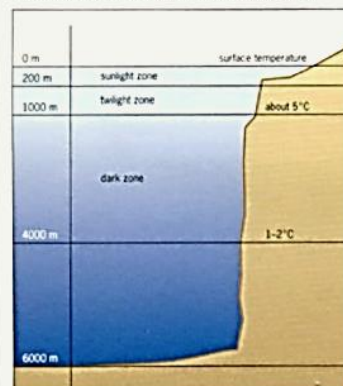
*The diagrams below contain information about land and light penetration under the ocean.*

*Write a report for a university lecturer describing the information shown below.*

You should write at least 150 words.



Profile across the sea coast of a continent (not to scale)



Depth zones of the ocean

#### Remember!

- In Academic Writing Task 1 you will always have to turn graphic information into written text.
- The information may not be presented as a graph or chart but may be a diagram or picture.
- The topic will be related to a field of study.
- There may be more than one diagram. If so, you should attempt to link the information in some way, i.e. comparing, contrasting, finding similar information.
- If the chart contains text, do not copy the phrases or sentences straight from the diagram into your report.
- If you do borrow any words from a diagram, make sure you spell them exactly as they are spelt in the diagram.

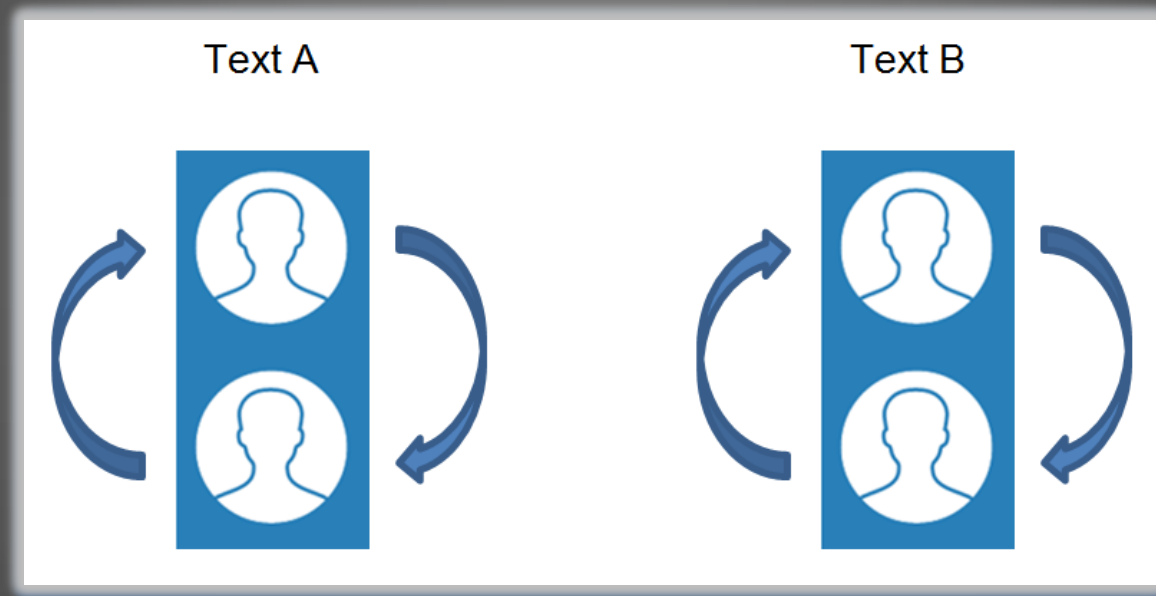
#### Approach

- Look at the diagrams or charts and consider the overall information they provide. Explain this.
- Look for any common features which link the two diagrams.
- Describe the information in a way which highlights the main ideas. Support these with some relevant details.
- Leave time at the end to check your answer for errors in grammar, spelling and punctuation.

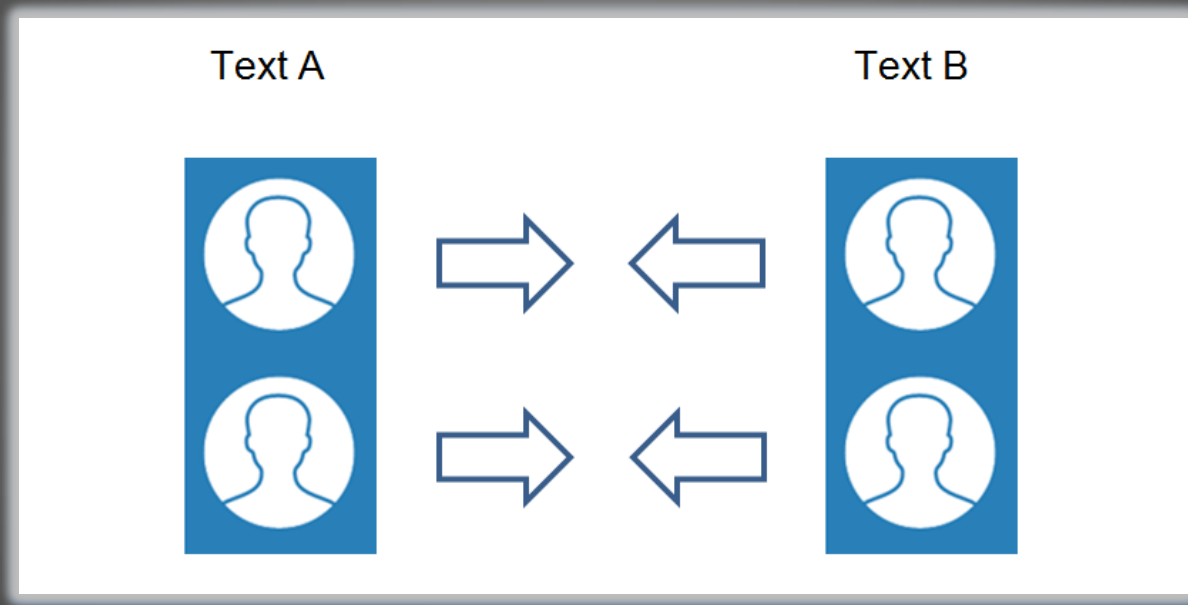


# The Jigsaw & Peer-Teaching

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# The Language Focus



## Preparation Stage Before Class

- Choose a language focus/text that is easy enough for students to understand and explain to a partner. This (generally) works better with higher levels.
- Before class, divide the language focus into two or three parts.



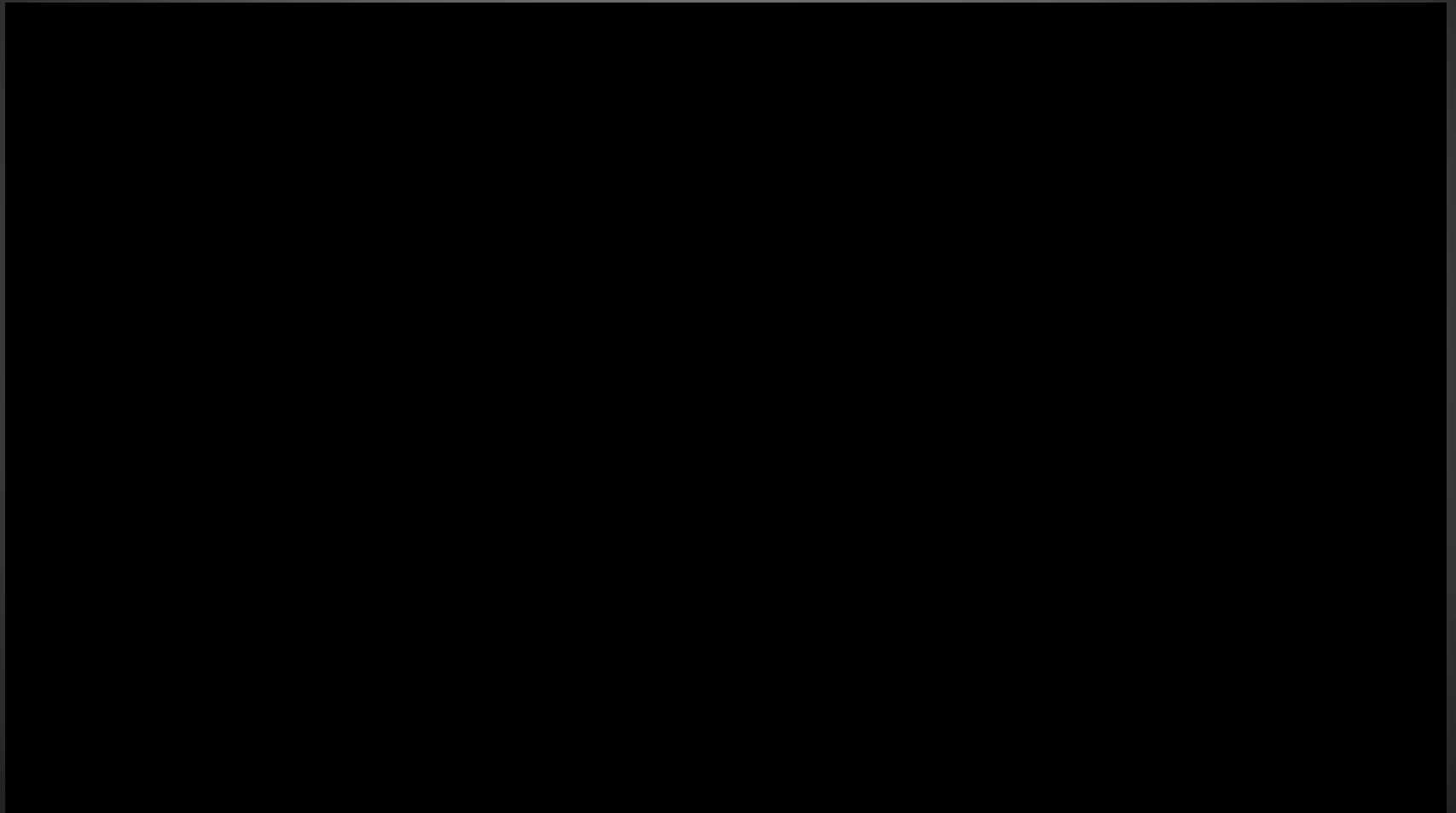
## Preparation Stage in Class

- Instruct students that they will be peer-teaching a partner.
- Learners read information, understand information.
- Learners will teach information *in their own words*.
- Encourage them not to read aloud to their partner.
- Learners can use the text to illustrate language points or to prompt memories.
- Let students know they *do not need to understand or remember everything*.
- Good and bad modelling works – use your own words and prompting
- Give students preparation time alone. Encourage questions!
- After time alone, group students with *the same section* (checking, asking, L1 time)

*(Instructions 1-8)*



# Preparation Stage: Working Alone & Group Review



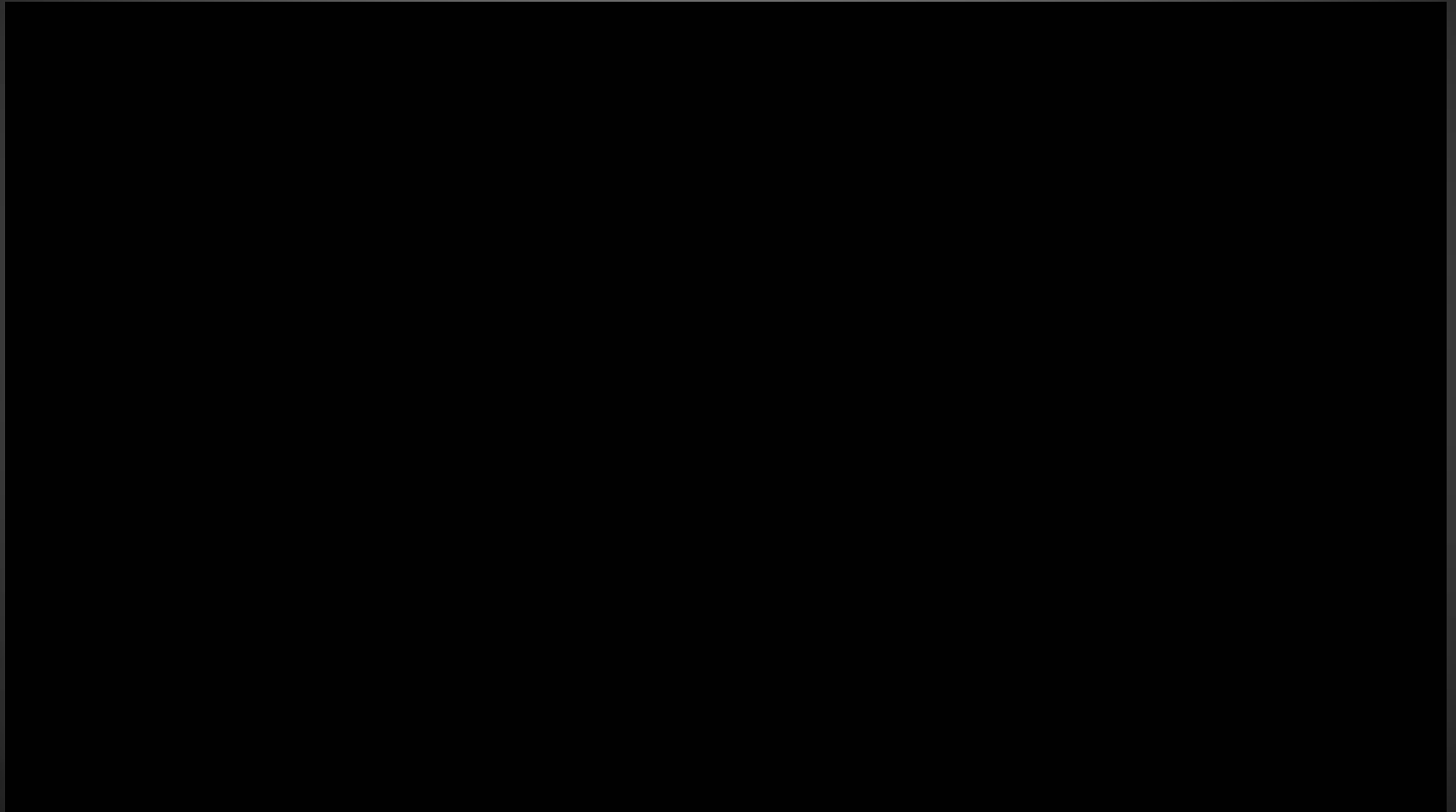
## Peer-Teaching

- Pair two learners who read opposite sections.
- Learners teach the other their part.
- Encourage learners to ask for clarification from partners and yourself.
- Walk around and assist when needed.
- When finished, give learners time to read the opposite section.
- Review the language focus together.

*(Instructions 9-12)*



## Jigsaw & Peer-Teaching

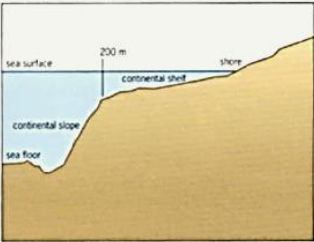


# Selecting Appropriate Texts

**ACADEMIC WRITING Task 1**

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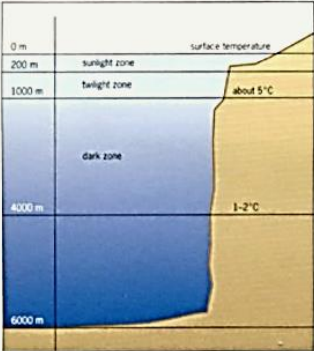
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**Remember!**

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**Approach**

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- Leave time at the end to check your answer for errors in grammar, spelling and punctuation.



Depth zones of the ocean

## Selecting Appropriate Texts

### Consider:

- Lexical density & unknown vocabulary
- Challenging text types (complex narratives / spoken texts)



## Achievable

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*New Cutting Edge, Upper  
Intermediate Students' Book, S  
Cunningham & P Moor,  
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## Less Achievable!

### COMPLEX NOUN PHRASES AND RELATIVE CLAUSES

Many complex noun phrases include relative clauses, and many relative clauses contain a reduced form. These complex noun phrases and relative clauses **must** be seen as one unit of meaning; that is, you cannot separate the relative clause from the noun it refers to.

Example: This is a preliminary version of a multi-trait scale that could be used by instructors and students to assess the quality of websites **chosen as source materials in students' research papers in a Humanities program.**

In the example above, there are two relative clauses, one inside the other. This is very common in academic writing.

Both of the relative clauses are part of the same complex noun phrase, and cannot be separated from the noun *multi-trait scale*. The second relative clause defines *websites*.

The whole complex noun phrase is:

a preliminary **version** of a multi-trait scale that could be used by instructors and students to assess the quality of websites **chosen as source materials in students' research papers in a Humanities program.**

Note that the main noun is *version*.

AE4a

## Achievable

### INSEARCH ENGLISH

#### Writing



You are now ready to write a paragraph about your last holiday.

**Step 1:** Read the sample paragraph.

#### Holiday in London



Sample

indent >

Best friends, Jason and Josh, went to London last July. They flew to England with Qantas. The friends stayed for three weeks in a serviced apartment near Trafalgar Square. The apartment was small, but modern.



indent >

During the day, Jason and Josh took a double-decker tourist bus around the city. They saw a lot of famous buildings and visited many interesting museums. At Buckingham Palace, Jason stood next to a very serious guard and Josh took a very funny photograph. At night, they went to various pubs and had typical English food. Their favourite was mashed potato and sausages. The boys bought Manchester United T-shirts and Josh bought silver earrings for his girlfriend.

indent >

The friends really enjoyed their London holiday. The weather was great and the people were extremely friendly. They only had two problems: the double-decker bus was crowded and the traffic was very noisy.



AEP1

## Achievable

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AEP1

## Less achievable!

### I've never been able to...

I really wanted to learn. Maybe it was because of that scene in one of the very first James Bond films, where a beautiful actress comes out of the sea looking fabulous, with oxygen bottles on her back – I could see myself looking just like her. So, two years ago I booked a holiday which included a week's intensive course. On the first day of the course I was incredibly excited. First we had two hours of theory, and then we went into the sea to put it into practice. But as soon as I went under the water I discovered that I suffered from claustrophobia. <sup>1</sup> \_\_\_\_\_ do it. After about half an hour I gave up. Every evening for the rest of my holiday I had to listen to my scuba-diving classmates talking about all the wonderful things they had seen that day on their diving excursions. <sup>2</sup> \_\_\_\_\_ join in the conversation was very frustrating.

I still love swimming and snorkelling, but I think that I have to accept that <sup>3</sup> \_\_\_\_\_ scuba-dive.

Bea, USA

English File (3<sup>rd</sup> Ed) , Pre-Intermediate Students'  
Book, K Latham-Koenig & C Oxenden, Oxford



# The “How to...” Genre (giving advice)

## The “How to...” Genre (giving advice)

### Advantages:

- It is instructional.
- The imperative (*Come to CamTESOL. Choose a workshop. Find the room.*)
- Thematic paragraphing and easy division of paragraphs
- Topically interesting to students:
  - *“How to behave when travelling to other countries”*
  - *“Surviving a first date”*
- The “how to...” genre is everywhere!

## The “How to...” Genre (giving advice)

### How to survive an earthquake

**If you are indoors, stay there!** Get under a desk or  
25 table and hang onto it, or move into a doorway. The  
next best place is in a hallway or against an inside  
wall. Stay clear of windows, fireplaces and heavy  
furniture or appliances. Get out of the kitchen, which is  
a dangerous place. Do not run downstairs or rush  
30 outside while the building is shaking, or while there is  
any danger of falling and hurting yourself or being hit  
by falling glass or debris.

New Cutting Edge, Upper Intermediate Students' Book, S Cunningham & P Moor, Pearson  
Longman



# The “How to...” Genre (giving advice)

## How to prepare for Part 1

- Make a **list** of **possible topics** you could be interviewed on e.g.
  - ❖ your home
  - ❖ your country
  - ❖ your job
  - ❖ your interests
  - ❖ your school
  - ❖ your family
  - ❖ food
  - ❖ festivals
  - ❖ clothes
  - ❖ books
  - ❖ films
  - ❖ transport etc.
- **Write questions** for each of your topics and get a family member or friend to ask you the questions or put them on an audio cassette and **test yourself** responding to them.
- **Record yourself** answering the questions and listen to see how you can improve your responses.
- Make sure you **know all the vocabulary necessary** to talk about these topics. Practice the pronunciation of any new vocabulary.
- **Think about** the **language** that will be **useful** e.g.
  - ❖ ways of expressing likes & dislikes
  - ❖ linkers like ‘*even though*’ and ‘*unless*’
  - ❖ tenses to talk about the past and present and your experiences e.g. ‘*I’ve never been to Europe.*’ or ‘*I went to London for a holiday in 1998.*’

## How to complain successfully: Clive's top tips



1 Never shout and swear – it achieves nothing. Don't spoil your meal or your holiday by getting into an argument with a waiter or customer services call centre operator. Make a mental note of the circumstances and write a letter later.

2 Don't send emails, or standard, printed-out complaints forms. Companies may not read these but they probably will read a letter. And unless you are particularly fond of Vivaldi, don't waste your time ringing a customer complaints line! Your letter should be short and to the point and should fit on one side of A4 paper. And type it. Reading other people's handwriting is hard work.

3 Write to the company's marketing director or finance director, as they're probably the least busy. Find their name on the internet, or by phoning. Writing Dear Sir / Madam is lazy. Taking the time to find a person's name and title shows initiative.

4 If your complaint is serious enough, make it clear you will not hesitate to change to another bank / mobile phone company. Smart companies know that changing an angry customer into a satisfied one will make the customer more loyal.

5 Don't say exactly what you expect to receive as compensation. Leave it to the company.

6 Use phrases like 'I can only imagine this is an unusual departure from your usual high standards', and 'I would love to shop with you again if you can demonstrate to me that you are still as good as I know you used to be'.

**Glossary**  
lose your temper become angry  
threaten verb warn that you may punish sb if they do not do what you want  
flattery noun saying good things about sb that you may not mean

## A WORLD GUIDE TO Good Manners How **not** to behave badly abroad

by Norman Ramshaw

Travelling to all corners of the world gets easier and easier. We live in a global village, but this doesn't mean that we all behave in the same way.

### • Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more respect you want to show, (1).... In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

you eat. In Mexico and Japan, (3).... and the Japanese rarely drink alcohol at lunchtime. In Britain and the United States, it's not unusual to have a business meeting over breakfast, and in China it's common to have business banquets, but you shouldn't discuss business during the meal.

### • Doing business

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with both hands, with the writing facing the person you are giving it to.

In many countries, business hours are from 9.00 or 10.00 to 5.00 or 6.00. However in some countries, such as Greece, Italy and Spain, (4).... then remain open until the evening.

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you shouldn't refuse, even if you don't feel like staying out late.

### Food and drink

Italy, Spain, and Latin America, lunch is the biggest meal of the day, and lasts two or three hours. For this many people eat a light breakfast and a late dinner. In Britain, you might have a business lunch and do business as

### EXTRA TIPS

HERE ARE SOME EXTRA TIPS BEFORE YOU TRAVEL:

- 1 In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good.
- 2 In France, you shouldn't sit down in a café until you've shaken hands with everyone you know.
- 3 In India and the Middle East, you must never use the left hand (5)....
- 4 In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.
- 5 Most South Americans and Mexicans like to stand very close to the person they're talking to. You shouldn't back away.
- 6 In Russia, you must match your hosts drink for drink or they will think you unfriendly.
- 7 In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.
- 8 In America, you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it's eaten.

Unit 4 • Doing the right thing 35

5 Discuss the following questions in pairs.

- a Why shouldn't the split on a ladder be too tight?
- b Why do you think the kitchen is a dangerous place in an earthquake?
- c Why is it helpful to start the time between lightning and thunder?
- d Why do you think you should kneel rather than lie flat on the ground to avoid lightning?

6 Discuss the following questions with the rest of the class.

- Have you, or anyone you know, ever experienced these or similar dangers? What happened?
- Do you ever worry about 'worst case scenarios' like this? Which of the situations would you find most frightening?
- What kind of disaster most frightens you? Why?

Read the text.

## How to survive meeting your girlfriend's parent for the first time

It's stressful, but these top tips can help you to get it right...



## MODULE 6 Getting it right

and measure of articles and ways of giving emphasis. Here are a few tips on how to write: Stress for emphasis, using and writing: Taking notes (Giving advice and making suggestions)

### ing and vocabulary

the titles of the four texts and answer the questions. Do you think the items in the box relate to what they are useful or dangerous in that situation?

- |                        |                  |                    |
|------------------------|------------------|--------------------|
| 1. a telephone         | 2. a hammer      | 3. a first aid kit |
| 4. a drink or tablet   | 5. a metal fence | 6. a metal fence   |
| 7. a piece of clothing | 8. a metal fence | 9. a metal fence   |

What do you think of these circumstances? In groups, make up a story. Do not read the articles yet.

Which ideas on your list were correct? Were you any of the advice?

Go to guess the meaning of these words.

- 3 d to anticipate (line 43) f to distract (line 45)  
e to outrun (line 46) g a threat (line 47)

6 Discuss the following questions with the rest of the class.

- Have you, or anyone you know, ever experienced these or similar dangers? What happened?
- Do you ever worry about 'worst case scenarios' like this? Which of the situations would you find most frightening?
- What kind of disaster most frightens you? Why?

Adapted from the worst case scenarios handbook.

## Worst case scenarios

How good are you at coping in an emergency? Would you know what to do if the worst happened? Read what the experts have to say, and never be caught out again!

### How to treat a broken leg

If the skin is broken, do not touch or put anything on the wound. If the wound is bleeding, try to stop the flow of blood by applying steady pressure to the area with a clean cloth or clean clothes. Do not move the injured leg. You need to call a doctor and get the wound treated as soon as possible.

Find two stiff objects of the same length, wood, plastic or rubber, and use them to support the leg. Put the sticks above and below the injured area (or on the sides if moving the leg is too painful). Hold the sticks in place with string, rope or cloth. Tie the sticks to the leg so that the leg is held straight and does not move. Do not try to move the leg or touch the wound.

Get the injured person to lie flat on their back. Do not move the injured person unless absolutely necessary. Treat the leg, then go and get help.

Adapted from the worst case scenarios handbook.

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## The Benefits

- Developing communication skills
- Making the most of course book resources
- Deepening engagement with content (communication with purpose)
- Encouraging student awareness of, and reflection on one's own learning & learning process'
- Fostering an environment of collaborative learning and teaching



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## Questions or Comments?

