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MARKET LEADER

a new language course for tomorrow's business leaders

体验®商务英语

教师用书

Teacher's Resource Book

4

Upper Intermediate Business English

Bill Mascull

《体验商务英语》改编组

高等教育出版社
Higher Education Press

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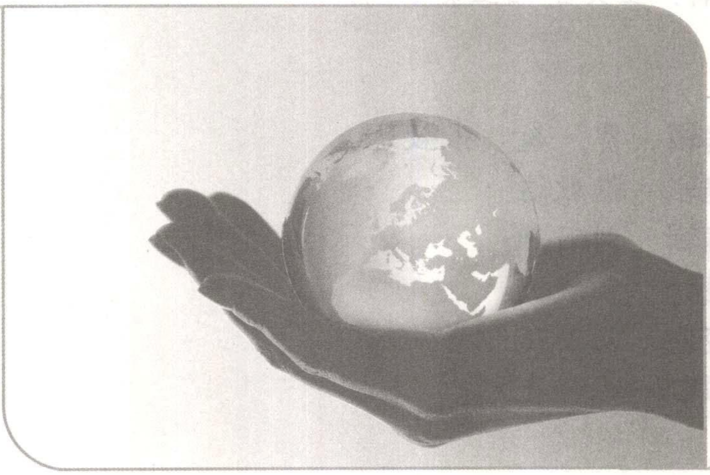

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前　言

自加入世界贸易组织以来，我国的国际经济贸易地位不断提升，国际商务交往更加频繁，对具有国际竞争力的复合型商务人才的需求越来越旺盛，对商务人才的培养提出了更高的要求，也对商务英语教材提出了更高的要求。

培生教育出版集团出版的Market Leader 商务英语系列教材由David Cotton、David Falvey、Simon Kent等商务英语教育专家联合《金融时报》编写，Powerhouse系列教材由商务英语教学专家David Evans等编写。自出版以来，这两套教材以其独特的编写风格、新颖的内容编排、原汁原味的材料、真实的商务场景以及简明实用的商务知识而广受欢迎和好评。为了更好地满足我国相关院校和广大学习者的需求，高等教育出版社引进改编了这两套教材。

《体验商务英语》系列教材由《综合教程》、《同步练习》、《听说教程》、《教师用书》以及配套的录音带和录像资料组成。该系列教材为学习者提供了全新的学习方式，即在体验中学习商务英语，进而提高运用英语进行商务交际的能力。针对中国人学习商务英语的特点，改编组在原教材的基础上补充了有关商务知识的注释和有中英文注释的词汇表。

《体验商务英语》系列教材是具有全球化视野和鲜明时代特色的新一代综合性商务英语教材，其特色主要表现在以下几个方面：

将国际商务活动的真实内容引入课堂教学，体验真实的商务世界。在商务英语教学中，缺少真实的商务活动，商务活动与英语教学不能充分融合，这一直是困扰教师的难题。本系列教材为商务英语教学提供了大量真实、生动的素材，使学生在掌握语言技能的同时，了解现代国际商务的现状，以达到在体验商务中学习语言、提高商务交际能力的目的。这一特色反映在选材上是丰富多彩的国际商务内容，涉及现代市场经济条件下商务活动的各个方面和时代课题，如全球化、国际营销、技术创新、营销策略、企业文化、市场竞争、经营风险、危机管理、电子商务等等。

角色扮演和案例学习将体验式学习引向深入。本系列教材的突出特色是任务式、体验式的教学活动设计。《综合教程》和《听说教程》的每个单元都有角色扮演和案例学习等交际任务。每个交际任务都以真实的商务交际情景为参照，交际任务目标明确，鼓励学习者在完成交际任务的过程中复用所学语言知识，提高交际能力，将自己的经历和观点融入交际活动之中。

教学设计严谨，为体验式学习打好基础。《综合教程》的每个单元通过讨论与学习者相关的话题导入教学。然后是相关商务词汇、听力和阅读、语法和商务技能的学习。中间穿插形式多样的任务活动。最后，在充分学习、掌握相关内容和技能的基础上，进行案例学习和商务写作练习。《听说教程》的单元设计以语言和商务技能为主线，商务词汇、语法的学习与讨论相结合，听力和阅读部分配有角色扮演等交际活动，最后是案例分析或技能运用。整体编排层层递进，前面的学习为角色扮演、案例学习等实践型交际训练打下了基础。

教学资源丰富，为体验式教学提供有力支持。《综合教程》和《听说教程》主要供课堂教学使用。《综合教程》的大部分素材源自《金融时报》等著名财经报刊近年的文章，具有时效性，语言简练、鲜活。《听说教程》的素材比较多样，有当代电影中的对白节选和小说片断等。与《综合教程》配套的《同步练习》可供自主学习和测试使用，《教师用书》还提供了可复印的补充阅读、补充技能练习等课外学习资料，教师可选择使用。配套录音和录像资料（包括短片、著名企业家访谈等）提供了生动的视听素材，可作为课堂教学或补充学

习使用。

从学习者的需求和兴趣出发编写，使体验式学习更方便。《综合教程》中的主题全部通过在师生中广泛调研精心挑选，反映了大部分学习者的需要和兴趣，可激发学生进一步学习、探索。词汇、语法的学习和语言技能训练与商务话题紧密结合，在规范语言的同时增添了针对性和趣味性。语法学习部分篇幅短小，内容精练，例句生动，书后还附有语法复习部分，使语法学习更加方便。此外，活泼的版式，具有启发性的图片，使商务英语的学习更加形象、直观。

《体验商务英语》系列教材的适用面广，既可以作为国际经贸、国际金融等涉外专业的商务英语教材，也可以作为英语专业商务英语教材，还可以作为大学英语选修课教材和行业培训教材。

我们相信本系列教材的出版将促进我国的商务英语教学和研究，为更好地满足社会需求，培养新一代的具有全球视野和国际竞争力的商务人才做出贡献。

改编组

2005年4月

Introduction

1 Course aims

Market Leader is an extensive new Business English course designed to bring the real world of international business into the language teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content.

The course is intended for use either by students preparing for a career in business or by those already working who want to improve their English communication skills.

Market Leader combines some of the most stimulating recent ideas from the world of business with a strong task-based approach. Role plays and case studies are regular features of each unit. Throughout the course students are encouraged to use their own experience and opinions in order to maximise involvement and learning.

An essential requirement of Business English materials is that they cater for the wide range of needs which students have, including different areas of interest and specialisation, different skills needs and varying amounts of time available to study. Market Leader offers teachers and course planners a unique range of flexible materials to help meet these needs. There are suggestions in this book on how to use the unit material extensively or intensively, and how the material in the Practice File integrates with the Course Book. This book contains extensive extra photocopiable material in the Text bank and the Resource bank.

2 The main course components

Course Book

This provides the main part of the teaching material. It is divided into 14 topic-based units, plus two revision units. The topics have been chosen following research among teachers to establish the areas of widest possible interest to the majority of their students. The Course Book provides input in reading, speaking and listening, with guidance for writing tasks too. Every unit contains vocabulary development activities and a rapid review of essential grammar. There is a regular focus on key business functions, and each unit ends with a motivating case study to allow students to practise language they have worked on during the unit. For more details on the Course Book units, see *Overview of a Course Book unit* below.

Practice File

This gives extra practice in the areas of grammar and vocabulary, together with a complete syllabus in business writing. In each unit students work with text models and useful language, then do a writing task to consolidate the learning. Additionally the Practice File provides regular self-study pronunciation work (with an audio CD and exercises), and a valuable survival language section for students when travelling. Five tests are available to students for them to monitor their own progress through the course. There is an entry test, three progress tests and an exit test which reviews the work done throughout the course.

Audio materials

All the listening activities from the Course Book (interviews with business practitioners and input for other activities such as role plays and case studies) and the Practice File (pronunciation exercises, tests) are available on cassettes and audio CDs, depending on users' preference.

Teacher's Resource Book

This book provides teachers with an overview of the whole course together with detailed teaching notes, background briefings on business content, the Text bank (28 optional extra reading texts), the Resource bank (photocopiable worksheets practising communication skills) and Audio scripts.

3 Overview of a Course Book unit

A typical unit consists of the following sections.

Starting up

Students have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. There is a variety of stimulating activities such as answering quiz questions, reflecting on difficult decisions, prioritising options and completing charts. Throughout, students are encouraged to draw upon their life and business experience.

Vocabulary

Essential business vocabulary is presented and practised through a wide variety of creative and engaging exercises. Students learn new words, phrases and collocations, and are given tasks which help to activate the vocabulary they already know or have just learnt.

There is further vocabulary practice in the Practice File.

Discussion

There are a number of discussion activities in the book. Their main purpose is to build up students' confidence in expressing their views in English and to improve their fluency.

Reading

Students read interesting and relevant authentic texts from the *Financial Times* and other business sources. They develop their reading skills and acquire essential business vocabulary. The texts provide a context for language work and discussion later in the unit.

Listening

The authentic listening texts are based on interviews with business people and experts in their field. Students develop their listening skills such as prediction, listening for specific information and note-taking.

Language review

These sections develop students' awareness of the common problem areas at intermediate level. They focus on accuracy and knowledge of key areas of grammar. If students already know the grammar point, this section works as a quick check for them and the teacher. If they need more explanation they are referred to the Grammar reference at the back of the Course Book.

There is further grammar practice in the Practice File.

Skills

This section helps learners to develop their communication skills in the key business areas of presentations, meetings, negotiations, telephoning and social English. Each section contains a Useful language box which provides students with the support and phrases they need to carry out the business tasks in the role play activities.

Case study

Each unit ends with a case study linked to the unit's business topic. The case studies are based on realistic business problems or situations and are designed to motivate and actively engage students. They use the language and communication skills which they have acquired while working through the unit. Typically students will be involved in discussing business problems and recommending solutions through active group work.

All of the case studies have been developed and tested with students in class and are designed to be easy to present and use. No special knowledge or extra materials are required. For teaching tips on making the best use of the case studies, see *Case studies that work* below.

Each case study ends with a realistic writing task. These tasks reflect the real world of business correspondence and will also help those students preparing for Business English exams. Models of writing text types are given in the Writing file at the end of the Course Book.

4 Using the course

Accessibility for teachers

Less experienced teachers can sometimes find teaching Business English daunting. They may be anxious about their lack of knowledge of the business world and of the topics covered in the course. *Market Leader* sets out to provide the maximum support for teachers. The *Business brief* section at the beginning of each unit in the Teacher's Resource Book gives an overview of the business topic, covering key terms and suggesting a list of titles for further reading and information.

Authenticity of content

One of the principles of the course is that students should deal with as much authentic content as their language level allows. Authentic reading and listening texts are motivating for students and bring the real world of business into the classroom, increasing students' knowledge of business practice and concepts. Due to its international coverage the *Financial Times* has been a rich source of text and business information for the course.

The case studies present realistic business situations and problems and the communication activities based on them – group discussions, simulations and role plays – serve to enhance the authenticity of the course.

Flexibility of use

Demands of Business English courses vary greatly, and materials accordingly need to be adaptable. *Market Leader* has been designed to give teachers and course planners maximum flexibility. The course can be used either extensively or intensively. At the beginning of each unit in the Teacher's Resource Book are suggestions for a fast route through the unit if time is short. This intensive route focusses mainly on speaking and listening skills. If the teacher wants to extend this concentration on particular skills, optional components are available in the course (see *Extending the course* below).

5 Case studies that work

The following teaching tips will help when using case studies.

1. Involve all the students at every stage of the class. Encourage everyone to participate.
2. Draw on the students' knowledge of business and the world.
3. Be very careful how you present the case study at the beginning. Make sure your instructions are clear and that the task is understood. (See individual units in the Teacher's Resource Book for detailed suggestions on introducing the case study.)
4. Ensure that all students have understood the case and the key vocabulary.
5. Encourage the students to use the language and communication skills they have acquired in the rest of the unit. A short review of the key language will help.

6 Focus on communication and fluency during the case study activities. Language errors can be dealt with at the end. Make a record of important errors and give students feedback at the end in a sympathetic and constructive way. Note good language use, too, and comment on it favourably.

7 If the activity is developing slowly or you have a group of students who are a little reticent, you could intervene by asking questions or making helpful suggestions.

8 Allow students to reach their own conclusions. Many students expect there to be a correct answer. The teacher can give their own opinion but should stress that there usually is no single 'right' answer.

9 Encourage creative and imaginative solutions to the problems expressed.

10 Encourage students to use people management skills such as working in teams, leading teams, delegating and interacting effectively with each other.

11 Allocate sufficient time for the major tasks such as negotiating. At the same time do not allow activities to drag on too long. You want the students to have enough time to perform the task and yet the lesson needs to have pace.

12 Students should identify the key issues of the case and discuss all the options before reaching a decision.

13 Encourage students to actively listen to each other. This is essential for both language practice and effective teamwork!

6 Extending the course

Some students will require more input or practice in certain areas, either in terms of subject matter or skills, than is provided in the Course Book. In order to meet these needs, *Market Leader* provides a wide range of optional extra materials and components to choose from.

Teacher's Resource Book

The Text bank provides two extra reading texts per unit, together with comprehension and vocabulary exercises.

The Resource bank provides copiable worksheet-based communication activities, linked to the skills introduced in the Course Book units.

Video

Two *Market Leader* videos are available at the intermediate and upper intermediate levels – a drama and a documentary.

Alliance is an exciting story about an international airline alliance and the pivotal role played in it by a rapidly-expanding catering service firm. The video illustrates key business functions such as meetings, socialising and negotiating and extends work that students will have done in these areas.

Business leader briefings is based on interviews with leaders and thinkers from international businesses. It is organised into six topical units. Students have the opportunity to revise key vocabulary and take part in discussions stimulated by what they hear from the interviewees.

Each video is accompanied by a set of photocopiable worksheets and a transcript. The videos are also available separately.

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UNIT 1

Communication

At a glance

	Classwork – Course book	Further work
Lesson 1 *Each lesson (excluding case studies) is about 45–60 minutes. This does not include administration and time spent going through homework.*	**Starting up** What makes a good communicator? Written and spoken forms of communication. **Vocabulary: Good communicators** Ss look at vocabulary related to good and bad communicators. **Listening: Improving communications** Ss listen to an expert on communications within and between companies.	**Practice File** Vocabulary (page 4)
Lesson 2	**Reading: Communication problems** Ss read an article, complete a chart and answer questions about communication in organisations. **Language review: Idioms** Ss do language awareness and practice activities on some common idioms.	**Text bank** (pages 136–139) **Practice File** Language review (page 5) **ML Grammar and Usage**
Lesson 3	**Skills: Problem-solving on the phone** Ss listen to a phone conversation between a customer and a supplier, and one between a manager and her PA, and practise skills involved in problem-solving on the phone.	**Resource bank** (page 196) **Practice File** Survival Business English (page 63)
Lesson 4 *Each case study is about 1½ to 2 hours.*	**Case study: Creating a sense of identity** An international engineering group has communication problems between different parts of the organisation.	**Practice File** Writing (page 6)

For a fast route through the unit focussing mainly on speaking skills, just use the underlined sections.

For 1 to 1 situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual student. Where this is not the case, alternative procedures are given.

Business brief

Within companies, communication falls into two main areas. There is the communication of information and technical knowledge needed to do the job at hand. Here, paper-based communication is being replaced by the company **intranet**, with internal websites only accessible by employees. Some very large companies are appointing **knowledge officers** to exploit the information in a company to the full and communicate it effectively to those who need it. (But in this age of increasingly accessible information, there will no doubt always be the **information hoarders**, employees and managers who find power and pleasure in keeping information for themselves, even if it would be useful to their colleagues.)

There is also what might be called 'celebration-exhortation'. The internal **company magazine** is the classic **communication channel** here. It may be produced **in-house** by a 'communications department' or **out-of-house** by journalists who specialise in this area. It may try to demonstrate how the company is putting its **mission statement** into action: the management may try to change employee behaviour by exhortation and by praising the performance of particular departments and individuals.

Externally, **advertising** has been the most visible form of communication with customers. Usually this is designed to increase product sales, but there is also **institutional advertising**, designed to improve **perceptions** of the company as a whole. Companies naturally like to be seen as human and environmentally aware. But the communication between companies and their customers is increasingly becoming two-way, with **customer service centres** designed to gather information, not just complaints, from customers about all aspects of use of a company's products. Ideally, this information feeds back into product modification and new product design. (See Unit 10 for more on **customer relationship management**.)

Equally, a company must communicate with its investors, and **investor relations** are becoming an important specialised area of **public relations**. Investors want to know how their money is being used and what their prospects are.

And then there is the wider public audience to attend to. **Press conferences** may be called to announce important events, such as product launches. **Press releases** may be issued to communicate more routine information. There is also the specialised area of **crisis management** and **damage control**: see Unit 11.

Whatever a company does, it has an **image**. It might as well try to influence (some would say 'manipulate') the moulding of this image. This is one reason why the **communications industry**, in all its forms, is a multibillion-dollar business.

Lesson notes

Warmer

- Divide the board into areas and write one or two words in each area, like this:

drums pigeon post	painting ... ...
newspapers radio	language sign language ... ...

- Get the Ss, in pairs, to list all the forms of communication they can think of by adding to each group. Elicit their responses and complete the table on the board, perhaps to produce something like this:

drums pigeon post smoke signals semaphore Morse code telephone	painting sculpture music
newspapers radio television Internet interactive television	language sign language body language dance

- Invite comments and encourage discussion. (The Ss may come up with other responses, or organise them in other ways, but it doesn't matter.)

Overview

- Tell the Ss that they will be looking at communication, especially in the context of organisations.
- Ask the Ss to look at the Overview section on page 6. Tell them a little about the things on the list, using the table on page 8 of this book as a guide. Tell them which points you will be covering in the current lesson and in later lessons.

Quotation

- Write the quotation on the board.
- Tell the Ss that it is a quotation from a philosopher.
- Ask the Ss to discuss, in pairs, whether they agree with the quotation. (Some might mention music or painting as communicating emotions that cannot be expressed in words.)
- In whole-group discussion afterwards, ask pairs for their opinions, and then ask the group why some areas, like philosophy and law, can be very difficult to understand.

Starting up

These questions introduce the theme of communication, and provide an opportunity for some speaking practice.

Ⓐ

- Divide the class into groups of three or four.
- Ask the Ss to choose the three most important criteria in the context of
  a) native speakers **b)** non-native speakers of a language. (The emphasis on grammatical accuracy will probably be different for **a)** and **b)**.)
- Discuss answers.

Ⓑ

- Discuss in small groups or with the whole class. Rather than doing this in the abstract, take some well-known figures from television, politics, etc. and ask Ss what makes them good communicators (or not). Be tactful when discussing political figures. Ss might mention body language, speaking style, ease that people have in identifying with them, etc. You could discuss what makes for charisma, the way that some people have a powerful attractive quality as communicators and leaders that makes people admire them and want to follow them.

Ⓒ

- Again, divide the class into threes or fours.
- Ask Ss to discuss how much they use each form of communication, and with whom.
- Elicit feedback.
- If you are doing this lesson at the beginning of a course, and these issues have already been covered in needs analysis, don't spend too much time on them here. Have the needs analysis results available and use this activity to elicit further information.
- If you are doing this lesson at the beginning of a course and you have not done a needs analysis, this exercise forms a good basis for one. Agree with the Ss which communication forms are most important for them or need most practice. Note down what they say and refer to these notes regularly while you are planning and doing the rest of the course, so as to modify activities, emphasise the course, etc.

1 to 1

This forms a good basis for a needs analysis, if you haven't already done one. It may give you ideas for role play of specific activities to complement those in the Course Book, based on your students' particular work situation.

Vocabulary: Good communicators

Ss look at vocabulary typically used to describe good and bad communicators.

Ⓐ–Ⓑ

- Work on pronunciation of the words, without going into meanings at this stage. Get individual Ss to repeat the difficult ones after you, paying particular attention to stress: arTICulate, etc.
- Put the Ss in threes and get them to put words into groups: the good and the bad, and then into the more specific groups in Exercise B. If available, get each three to consult a good general dictionary.

A

Good communicators: articulate, coherent, eloquent, fluent, focussed, lucid, persuasive, responsive, sensitive, succinct

Bad communicators: hesitant, inhibited, rambling, tongue-tied

B

1. focussed, succinct
2. hesitant, inhibited, tongue-tied
3. rambling
4. fluent, eloquent, sensitive
5. articulate, coherent, lucid
6. persuasive, responsive

Ⓒ

- Go round class quickly to elicit opposites.

opposites: inarticulate, incoherent, unfocussed, uninhibited

- Point out that the opposite of many, but not all, adjectives are formed using *in-* or *un-*. (See Revision Unit B, 12A, Course Book page 127, for more on opposites.)

Ⓓ

- In pairs or class discussion, get examples of good communicators. Prompt the Ss by mentioning different occupations: politicians, actors, news presenters, advertisers, etc.

Listening: Improving communications

Penny Logier is Retail Director at the London-based communications agency MediaComTMB. She talks about

- **communication between companies and their customers;**
- **breakdowns in communication;**
- **whether it is possible to be a poor communicator but a good manager.**

Ⓐ 🎧 1.1

- Get the Ss to listen once or twice to the recording, depending on their level. Stop at points where Ss can answer questions 1–4.

1. New technology and the idea that communications, education and training are important.
2. E-mail means companies can talk to clients more easily. This will go on improving as people become more sophisticated at sending e-mail attachments. (By 'structures', Penny is referring to attachments like text documents, spreadsheets and so on.)
3. An intranet is a confidential computer network where information is only accessible to people in specific organisations (unlike the Internet, where information is accessible to anyone). VW employees can gain access to any work that her consultancy is doing for them in order to suggest changes, etc.
4. She mentions a number of instances where her consultancy has nearly lost clients because of communication breakdown.

- Encourage discussion of any points arising, for example, the importance of communications training and the frustrations of voice mail.

Ⓑ 🎧 1.1

Play the last section two or three times, stopping at the end of each sentence so the Ss can fill in blanks.

1. understand
2. strategy
3. development
4. aims
5. Verbal
6. one-to-one
7. confidence
8. rapport
9. relationship

- Ask the Ss if they agree that communicating with employees in this way is one of the most important roles of managers.

Reading: Communication problems

This article is about the importance of informal communication between employees, and how this is possible in organisations of less than 200 people, but becomes more difficult in larger organisations. However, even in smaller ones, people need the right conditions for this informal communication to take place.

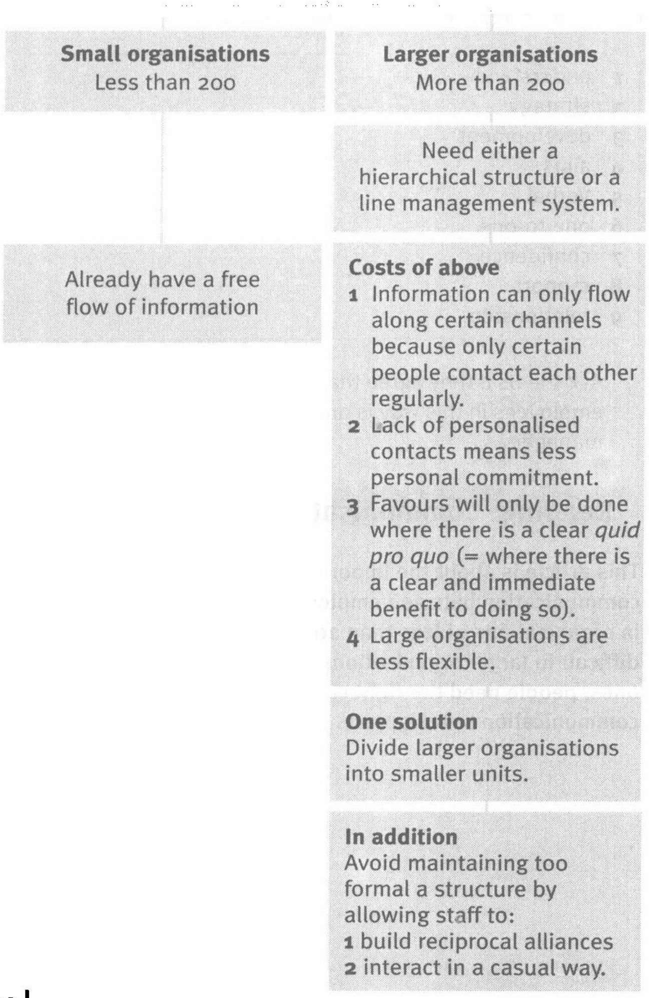
Ⓐ

- Get the Ss to discuss pre-questions in pairs. Discuss the findings with the whole group and ask the Ss about their personal experiences of the effect the size of an organisation has on communication. (Pre-work Ss can talk about large vs small educational institutions.)

Ⓑ

- Rather than treating the whole article in the same way, vary the treatment of each paragraph, perhaps in the way outlined here. Read the first paragraph with the whole group, explaining and / or practising pronunciation of difficult words and expressions where necessary, e.g. in paragraph 1: *hierarchical* (line 5), *chaos* (line 6), *quid pro quo* (line 15). You may want to avoid explaining expressions like *quid pro quo* which are covered in Exercise C, or you could explain them anyway and see if the Ss have picked up on your explanation.
- Get the Ss to read the second paragraph silently and individually, or to read and discuss in pairs. Circulate and monitor for difficulties, e.g. *cohesive* (line 20), *reciprocal alliances* (line 21), *panacea* (line 24: it means 'over-simplistic solution'), *casual* (line 28), *inhibits* (line 30).
- Get the Ss to complete the diagram in pairs after reading the first two paragraphs.

Communication



Small organisations
Less than 200

Already have a free flow of information

Larger organisations
More than 200

Need either a hierarchical structure or a line management system.

Costs of above

1 Information can only flow along certain channels because only certain people contact each other regularly.
2 Lack of personalised contacts means less personal commitment.
3 Favours will only be done where there is a clear *quid pro quo* (= where there is a clear and immediate benefit to doing so).
4 Large organisations are less flexible.

One solution
Divide larger organisations into smaller units.

In addition
Avoid maintaining too formal a structure by allowing staff to:
1 build reciprocal alliances
2 interact in a casual way.

- Read the final paragraphs with the whole group, explaining and / or practising pronunciation of difficult words and expressions where necessary, e.g. *dispense with something* (line 48), *idle time away* (line 52), *inadvertently* (line 53), *snippets of information* (line 57). If there is not enough time, get the Ss to read it as homework.

Ⓒ

- Get the Ss, in pairs, to answer the questions. Check and discuss them with the whole group.

1 **a)** the decision not to have a coffee room
b) the architects who designed the new building
2 **a)** destroyed without realising it
b) small groups of people who know each other well
c) *empowered* usually means 'given the authority to do something without having to ask permission from managers each time', but here it means something more like 'drove forward': *It was the intimate social networks that drove forward the organisation and made it successful.*
3 **a)** (You can make a joke about distractor c) if your Ss are familiar with the informal British English meaning of *quid!*)
4 **a)**
5 designed and built with a particular use in mind

Ⓓ

- Get the Ss to prepare by writing notes of key ideas for a few minutes and then to give individual mini-presentations.

Ⓔ

- Discuss with whole group.

Examples might include conversations in the lift, in work place canteens, during drinks after work. The Ss will no doubt think of others in relation to their own workplace / place of study.

Ⓕ

- Get the Ss to prepare in pairs or threes for a few minutes, and then to give reports about their own workplace or place of study. Deal with this tactfully, for example where you are dealing with people from different workplaces.

Language review: Idioms

In this section, the Ss look at different idioms. (Ss usually love them.)

Ⓐ

- With books closed, explain what an idiom is (an expression with a meaning that can be difficult to guess from the meanings of its separate words) and ask the Ss if they have any favourite idioms in English.
- Discuss the Language review box with the whole class.
- Get the Ss to complete the exercise in pairs and then discuss the answers with the whole class.

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