

# Nice to meet you

## Unit aims

In Unit 1 students will

- practice meeting and introducing themselves and others.
- learn how to use *to be* and the present simple in statements, negatives, and questions.
- exchange personal information.
- develop skills for opening and closing conversations.
- understand and tell people numbers.
- talk about countries and regions.
- understand a text and write about jobs.
- learn and talk about greetings in different countries.

When you begin **Business Plus 1**, you are probably starting with a new group of students. The title of Unit 1 is *Nice to meet you*, and one important aim of the unit is that you and the students get to know each other. It will also give you an opportunity to assess the students' skills, even though they will have relatively little English at this stage.

Before you get started, it will be useful to introduce some classroom language such as:

*Excuse me.*

*I don't know.*

*I don't understand.*

*Could you say it again, please?*

*What does . . . mean?*

*Could you speak more slowly, please?*

You can introduce these expressions on the board or make a poster, leaving enough space to add more phrases later.

**Ask:** *What do you say if you want to ask a question? What do you say if someone speaks too fast?* etc. When you have elicited all the phrases on the board/poster, students write them down in their notebooks. The poster can stay in the classroom and have more phrases added later.

## 1 Business situation

### At the airport

page 1

Before playing the recording, talk about the pictures. Ask students what they can see. In bigger classes you can ask students to work in pairs and describe the pictures to each other.

Write the questions on the board:

*What can you see in the pictures?*

*Where are the people?*

*Who are the people on the left?*

**Elicit:** *We can see an Asian man and another man and a woman. The people are at the airport. The people on the left are visitors.*

Tell students that the man on the right is Hiroshi Akimoto. The people on the left are Christine Klein and Robert Tomlin. They are Mr. Akimoto's visitors.

**1A)** This task introduces useful phrases for meeting visitors. Follow Steps 2 to 5 of TIP 1 on page xi.

## Answer key

- 1 Excuse me.
- 3 Yes, that's right.
- 5 Welcome to Osaka.
- 6 This is my colleague.
- 8 That's very kind.
- 9 How was your flight?
- 10 It was fine.

**1B)** Follow Steps 2 to 5 of TIP 1 on page xi. As you go over the answers, you can ask students to correct the false statements.

## Answer key

- |         |         |
|---------|---------|
| 1 False | 4 False |
| 2 True  | 5 False |
| 3 True  | 6 False |

Finally, follow Steps 6 and 7 of TIP 1 on page xi, with students working in groups of three.

**1C)** See TIP 3 on pages xii–xiii for guidelines to group work.

Groups should re-form and repeat the task with other members of the class, so that they get to know the names of several other students.

2

## Grammar focus

### The verb *to be* and the present simple

pages 2–3

**2A** Begin by providing a model for pronunciation. Focus students' attention on the four people. Ask students to repeat the questions and answers:

**Say:** *Where is Hiroshi Akimoto from? He's from Tokyo, Japan.*

**Students repeat:** *Where is Hiroshi Akimoto from? He's from Tokyo, Japan.*

**Say:** *Where is Lin Yao Chen from? She's from Taipei, Taiwan.*

*Where is Christine Klein from? She's from Berlin, Germany.*

*Where is Robert Tomlin from? He's from Glasgow, Scotland.*

*Where is Hiroshi's company? It's in Osaka, Japan.*

*Where is Robert's company? It's in London, UK.*

*What is the name of Lin Yao's company? It's GameZ.*

*What is the name of Christine's company? It's Digital Design.*

*What's Hiroshi's job? He's a marketing manager.*

*What's Lin Yao's job? She's an IT data scientist.*

*What's Christine's job? She's a video game designer.*

*What's Robert's job? He's a product manager.*

Draw students' attention to the tip on page 2. ("He is **a** marketing manager. She is **an** IT data scientist.") Further practice will be given in the Reading section.

Write the questions below on the board and ask students to work in pairs to ask and answer questions about the four people.

*Where is . . . from?*

*Where is . . . 's company?*

*What's the name of . . . 's company?*

*What's . . . 's job?*

Monitor the pairs.

**2B** Ask students to read the text. Give them the opportunity to ask about unknown vocabulary, although the main focus at this stage is on the verb *to be*. Students then work in pairs to complete the chart and compare their answers. In the feedback phase, put the chart on the board. Students can come up to the board and write in the correct forms. Students then do the second part of the task and underline the forms of *to be* in the text.

### Answer key

#### The verb *to be*

Long form	Short form	Negative
<i>he is</i>	he's	<i>he isn't</i>
<i>she is</i>	she's	she isn't
<i>they are</i>	<i>they're</i>	they aren't

Hiroshi Akimoto and Lin Yao Chen **are** colleagues.

Hiroshi **is** a marketing manager.

Lin Yao **is** an IT data scientist.

Christine Klein and Robert Tomlin **are** colleagues, too.

But they **aren't** in the same department.

Christine **is** a video game designer.

Robert **is** a product manager.

She **isn't** English.

She's German.

**2C** Students can work individually or in pairs to fill in the gaps with information from the text on page 2. Draw attention to the -s in the third person and two ways of pronouncing it:

*works* /wɜ:ks/      *likes* /laɪks/  
*comes* /kʌmz/      *does* /dʌz/

Many students have problems with *do/does* in negatives and questions, so these forms will need highlighting.

### Answer key

#### Present simple

##### Statements

Hiroshi **works** for GameZ. He **likes** his job.

Lin Yao **works** for GameZ, too. She also **likes** her job.

Hiroshi and Lin Yao **work** for GameZ.

They **like** their jobs.

##### Negatives

Christine comes from Berlin, but she **doesn't live** there.

Robert comes from Scotland, but he **doesn't live** there.

Christine and Robert **work** in London, but they **don't live** there.

##### Questions

**A:** Where **does** Lin Yao **work**?

**B:** She works in Osaka.

**A:** What **does** she **do**?

**B:** She's an IT data scientist.

**A:** Where **do** Hiroshi and Lin Yao **work**?

**B:** They work in Osaka.

**A:** What **do** they **do**?

**B:** He's a marketing manager. She's an IT data scientist.

Draw attention to the tip on page 3. If you wish to elaborate on this point, you could put students in groups or pairs to ask and answer questions about their family, friends, or neighbors.

**Students ask:** *What does your father do? What does your mother do? What does your neighbor do?*

**2D** Students work in pairs to complete the chart. In the feedback phase, put the chart on the board. Students can come up to the board and write in the correct forms.

**Answer key**

Present simple			
	Positive	Negative	Questions
I/you/ we/they	work	don't work	Do I/you/we/ they work?
he/she/ it	works	doesn't work	Does he/she/ it work?

**2E** See TIP 3 on page xii–xiii for guidelines to pair work. Pairs should re-form several times and repeat the task, thus giving students ample opportunity to get to know each other.

**3 Listening and speaking**  
 Opening and closing conversations

page 4

Before listening, ask students for their ideas on how to start a conversation. If necessary, refer them back to 1A.

**3A** Make sure the instructions are clear. Have students work individually or in pairs to do the task. Ask students to read out their answers. Do not correct, but ask for peer correction.  
**Then say:** *Let us see if that is correct.* Play the recording once or twice as needed.

**Answer key**

- 1**  
**A:** Excuse me. Are you Ms. Lee?  
**B:** Yes, that's right. You must be Mr. Tang.  
**A:** Yes, I am. I'm sorry to keep you waiting.  
**B:** That's all right.
- 2**  
**A:** Are you going to Indonesia on business?  
**B:** Yes, I am. And you?  
**A:** No, I'm going on vacation.  
**B:** Lucky you!

**3B** Make sure the instructions are clear. Play the recording once or twice as needed. Go over the answers with the class, then move on to the question: *“What do you talk about in your country when you don't know somebody?”*

**Answer key**

food – language – vacations

**3C** Make sure the instructions are clear. Tell students you will play the recording three times. The first time they should just listen. The second time stop the recording after each sentence to give students time to write their answers. Play the recording a third time for students to check their answers. Discuss any problems and, if necessary, play parts of the recording again.

**Answer key**

- 1**  
**A:** Well, it was **nice to talk** to you.  
**B:** Yes, I hope **we can meet again** sometime.  
**A:** That would be great. I'll call you next time  
**I'm in town.**  
**B:** Fine.
- 2**  
**A:** Would you **excuse me?** I have to go soon.  
**B:** What time **does your plane** leave?  
**A:** At six. So I really **have to hurry.**  
**B:** **No problem.** Shall I call you a taxi?

**3D** Students work in pairs and read the conversations. Monitor the pairs, correcting pronunciation and intonation on the spot.

**4 Vocabulary focus**  
 Focus 1: Numbers

page 5

**4A** Before listening ask students what they can see in the picture and what they think they will hear. Follow Steps 2 to 6 of TIP 1 on page xi. The recording should be played at least twice.

**Answer key**

	Flight number	Destination	Gate
<b>1</b>	MH 537	Bangkok	E15
<b>2</b>	SQ 261	Singapore	A39
<b>3</b>	UA 9679	Chicago	B30
<b>4</b>	NH 489	Jakarta	D5
<b>5</b>	LH 3379	London	G8
<b>6</b>	TK 1789	Istanbul	C12

**4B** Before listening, tell students they are going to hear some telephone conversations. In each case the person who calls can't speak to the person he wanted, so somebody takes a message. Follow Steps 2 to 7 of TIP 1 on page xi, with students working in pairs.

#### Answer key

- 1 06 6347 7111
- 2 0044 871 527 864
- 3 02 2712 6543.
- 4 0062 2993 8876

**4C** Make sure the instructions are clear. Monitor the pairs and correct any errors in pronunciation and intonation on the spot.

## 4 Vocabulary focus

### Focus 2: Countries and regions

page 6

**4D** Before listening, set the scene. Ask students to look at the map and the countries that are named there. Do they know any other countries? Then follow Steps 2 to 6 of TIP 1 on page xi.

#### Answer key

My mother was born in **France**, my father in **Spain**, and they met on vacation in **Mexico**. I was born in **Great Britain**, but we also lived in the **United States** and **Canada** because my father worked there. I love traveling, especially to **Asia**. I have been to **Japan**, **Thailand**, and **South Korea**. I would like to go to **China**, too. But my next vacation will be in **South America**, **Brazil** and **Peru**. The only place that doesn't interest me much is **Antarctica**. I think it would be too cold!

**4E** Ask the class what they know about ASEAN and provide any missing information.

#### Background information

ASEAN stands for the Association of Southeast Asian Nations. It is a political and economic organization of ten countries: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam. It has a population of about 600 million people.

Students do the task in pairs, then share their ideas with the class. The answer key gives only the countries named on the map on page 6. Students may have their own ideas.

#### Answer key

Countries in Asia: China, India, Indonesia, Japan, Malaysia, South Korea, Thailand

Countries in Europe: France, Germany, Great Britain, Italy, Russia, Spain

Countries in ASEAN: Indonesia, Malaysia, Thailand

Countries in Africa: Kenya, South Africa

Countries in South America: Brazil, Chile, Peru

Countries in North America: Canada, Mexico, the United States

**4F** The *Key words* task tests the key vocabulary that is at the bottom of pages 1–4. This can be done as homework.

#### Answer key

- 1 airport
- 2 colleague
- 3 department
- 4 designer
- 5 on vacation
- 6 topics – conversation
- 7 flight
- 8 Excuse me.

## 5 Reading

### Talking about jobs

page 7

Look at TIP 2 on page xii for general guidelines to reading tasks.

**5A** Have students work in pairs or groups to make their lists. In the feedback phase list the jobs on the board. You can use this list for an additional exercise after the reading task.

Have students skim the article to find any jobs from their list. This is the first time students have been asked to “skim the article”, so you should explain to them what they have to do. Look at the guidelines on reading in TIP 2 on page xii. Skimming usually involves reading quickly, so set a time limit. Go over the answers with the class.

**5B** If you feel your students will be unable to cope with the text, you can pre-teach some vocabulary, e.g., *computer network*, *bookstore*, *customer*, *staff*. Have students read the text silently at first, and in pairs do the *Scanning for detail* task. Go over the answers with the class.

To provide additional practice for the tip on page 2 (“*He is a marketing manager. / She is an IT data scientist.*”), job vocabulary, and the verb *to be*, while students are reading, write some of the jobs which are on the board (see 5A) on pieces of paper. Give all or some students (depending on the size of the class) a “job,” i.e., a piece of paper. In larger classes students can work in groups where two or three students per group have a “job.” Then play “10 questions.” Students can ask ten questions with *Are you a(n) . . . ? Do you . . . ?* The student with a job replies *Yes, I am, No, I'm not, or Yes, I do, No, I don't . . .*

With better students the list of jobs can also be used for further practice of the third-person present simple.

**Ask:** *Where does a teacher work?*

**Student:** *He/She works in a school?*

**Answer key**

**Tran Van Huan**

- 1 Not correct. He doesn't work for a company. He works for himself.
- 2 Correct
- 3 Not correct. He thinks his job is interesting.

**Nadia Tenggu**

- 4 Correct
- 5 Not correct. She only wears a uniform at work.
- 6 Not correct. The store is open every day.

**Cintya Dewi**

- 7 Correct
- 8 Not correct. She works in a big company.
- 9 Not correct. She doesn't know everyone, only the colleagues in her department.

**Miti Arak**

- 10 Correct
- 11 Correct
- 12 Not correct. He doesn't like it very much.

**5C** This writing task can be given as homework or done in class. In any case, it should be handed in for individual correction. In the next lesson, you can deal with any general problems and give remedial work to the class or individuals.

**Possible answer**

My brother is a video game designer. He works for . . . in . . .  
 He likes his job because it's interesting and sometimes he can travel on business.

**6 Culture focus**  
**Meeting and greeting**

page 8

**6A** Make sure the instructions are clear. Students can work individually or in pairs. Go over the answers with the class.

**Answer key**



**6B** This task presents an opportunity to discuss cultural differences related to greetings. Question 1 focuses on informal situations and question 2 on formal situations. Ask students to describe the differences in each situation. Explain that in many Western cultures handshakes are important. This will lead you into task 6C.

**6C** Make sure the instructions are clear. Students can do this task individually or in pairs. Go over the answers with the class.

**Answer key**

- 1 B                      3 A
- 2 A                      4 A

# In the office

## Unit aims

In Unit 2 students will

- talk about different types of offices.
- learn to use *there is* and *there are*.
- describe an office and office equipment.
- learn to use adverbs of frequency.
- ask and talk about daily routines.
- practice using the prepositions *in*, *on*, *under*.
- learn and use word collocations.
- read about offices around the world.
- write an email to ask for information.
- practice listening, speaking, reading, and writing for the TOEIC® test.

Before beginning a new unit, you might like to review the previous unit. Ask your students what they learned, what they enjoyed, what they didn't enjoy and why. The answers will give you some insight into how students feel about the course and their own progress, and help you make adjustments at an early stage.

In Unit 2 we look at offices and office equipment. There is quite a lot of new vocabulary in this unit, so now is the time to find out if your students are keeping a vocabulary notebook. How do they organize their notebooks? It may be helpful to show students that there are more effective ways of organizing vocabulary than alphabetical lists. People often remember words in groups that have something in common. Although the way we group our words is personal, you can make the following suggestions with examples from Unit 1:

- words with the same initial consonant: *colleague*, *company*, *conversation*, *customer*
- word fields: JOBS: *marketing manager*, *IT data scientist*, *video game designer*, *product manager*, *computer specialist*, *department manager*, *hotel receptionist*
- word families: *to design*, *design*, *designer*

### 1 Business situation

#### Types of office

page 9

**1A** Discuss the pictures with your students. You can also ask, *What other things can you see in the two offices?* (*cell phone*, *computer*, *coffee cup*, *plant*, etc.), thus giving students the opportunity to use words they already know.

#### Answer key

- B** a lot of people  
**A** a man alone  
**B** family photos  
**B** four desks  
**A** a man without a jacket  
**B** a man with a jacket  
**A** an orange office chair  
**A/B** telephones

**1B** Before listening, ask students: *What are the good things and the bad things about a one-person office? What are the good things and the bad things about an open-plan office?*

You may want to pre-teach the key words at the bottom of page 9 as they will help students understand the recording.

Follow Steps 2 to 6 of TIP 1 on page xi, although you might prefer not to let students see the script until they have completed 2A. Finally, you can have students read the script aloud. Correct pronunciation and intonation on the spot.

#### Answer key

	Robert	Lin Yao
2 There are 10 colleagues.		✓
3 There's no-one to talk to.		✓
4 Colleagues want to chat.	✓	
5 There's always a lot of noise.	✓	
6 It's a bit noisy and hectic.		✓

**1C** This task reinforces some of the vocabulary from 1B. Students can complete the sentences individually, then compare their answers with a partner. Go over the answers with the class.

#### Answer key

- 2 communicate
- 3 desk
- 4 waste
- 5 noise
- 6 noisy
- 7 freedom

## 2 Grammar focus

### Focus 1: *There is . . . , there are . . .*

page 10

**2A** Play the recording again. Have students fill in the missing words and compare their answers with a partner. Go over the answers with the class.

#### Answer key

- 1 **There's** a desk, a chair, and a file cabinet in Robert's office.
- 2 **There's** always a lot of noise in an open-plan office.
- 3 Lin Yao doesn't want a one-person office because **there's** no one to talk to.
- 4 **There are** 10 colleagues in Lin Yao's office.
- 5 In a one-person office, **there are** only four walls to look at.

**2B** Elicit the rule. Students often confuse *There's a . . .* and *It's a . . .*. The difference is that *it* defines something that has a name. In the sentences:

*The office is small. It's a one-person office.*

*There's a computer on the table.*

*it* refers to the office; *there* doesn't refer to anything specific.

Point out the short form *there's*, which is used in spoken English. The script uses the short form *there's*, but keeps the long form *there are*, as there could be difficulties with the pronunciation and understanding of *there're*. For further practice you could go back to the pictures of the offices on page 9 and talk about them again using *there is* and *there are*. Put the negative forms *there isn't* and *there aren't* on the board. Students will need these forms in 2C.

#### Rule

Use *there is* with a **singular** word.  
 Use *there are* with a **plural** word.

**2C** This task provides intensive practice of *there is* and *there are*. This is the first *Partner files* activity in the Student's Book, and it might be the first time your students have ever done such an information gap activity, so it is important to explain exactly how it functions. Stress that students must not show each other their information! Put students in pairs and ask Student A not to look at the information on this page, but to go straight to Partner file 1 on page 91. When you are certain that students have understood the instructions, start the activity. See TIP 3 on pages xii–xiii for further guidelines on pair work.

#### Answer key

##### Student A

- 1 There's a glass of water on the desk.
- 2 There are four pens on the desk. (There are three pens on the desk and one on the notepad.)
- 3 There are four blue files on the desk.
- 4 The trash can is empty.
- 5 There isn't paper in the printer.
- 6 There's a heater on the wall.
- 7 There's a plant on the bookcase.
- 8 The desk lamp is red.
- 9 There's a pocket calculator on the desk.
- 10 There's a notepad on the desk and a pen on the notepad.

##### Student B

- There's a cup of tea on the desk.
- There are two pens on the desk (and none on the notepad.)
- There are five files on the desk. They are all different colors.
- The trash can is full.
- There's paper in the printer.
- There isn't a heater on the wall.
- There isn't a plant on the bookcase.
- The desk lamp is green.
- There isn't a pocket calculator on the desk.
- There's a notepad on the desk, but there isn't a pen.

**2D** Students work individually or in pairs and compare their answers with a partner or another pair. Go over the answers with the class.

#### Answer key

There are nine planets in the solar system.  
 There are ten countries in the ASEAN.  
 There are eleven players on a soccer team.  
 There are twenty-six letters in the English alphabet.  
 There are thirty-one days in January.

## 2 Grammar focus

### Focus 2: Adverbs of frequency

page 11

**2E** Play the first part of the recording again. Students complete sentences 1 and 2, compare their answers with a partner, and work together with the same partner to fill in the adverbs of frequency on the scale.

#### Answer key

- You can **often** waste a lot of time . . .
- There's **always** a lot of noise.

100% always  
usually/normally  
often  
sometimes  
not often  
 0% never

**2F** Adverbs of frequency are a lexical item, but their position in the sentence often causes problems. Ask students to look at the examples and underline the correct word to complete the rule.

#### Rule

Adverbs of frequency go **before** a full verb (*go, get, send . . .*), but **after** the verb *to be* and **after** *can, doesn't, don't*.

**2G** This task focuses on word order in sentences with adverbs of frequency. Students work in pairs to find the correct sentences, then compare their answers with another pair. Monitor the pairs. Go over the answers with the class.

#### Answer key

- I don't often go to meetings.
- Shaifful is never on time.
- My colleagues are always helpful.
- They don't often eat lunch in a restaurant.
- Kamol always celebrates his birthday.
- Hiroshi doesn't usually get many emails.
- They always go on vacation in the summer.

**2H** This task gives students the opportunity for freer practice. See TIP 3 on pages xii–xiii for guidelines on pair work.

**2I** Students tell the class what they found out about their partner in 2H. In large classes, students can report to each other in groups. Your task is to monitor, prompt, and correct.

## 3 Listening and speaking

### A typical day

page 12

**3A** Before playing the recording, ask students to look at the pictures and the questions in the chart. Check comprehension. You may wish to pre-teach the key words at the bottom of page 12 as they will help students to understand the recording.

Follow Steps 2 to 7 of TIP 1 on page xi, with students working in pairs. Make sure students know that they should only write key words in the chart and remind them to listen for and note the adverbs of frequency. Ask them to report back in full sentences in the third person.

**Example:** *Cintya always gets up at seven o'clock. She gets to work at (about) nine-thirty.*

#### Answer key

Cintya always gets up at seven o'clock.  
 She gets to work at (about) nine-thirty.  
 First, she makes coffee, then she turns on the computer.  
 She usually has lunch at her desk.  
 She never travels on business.  
 In the evenings, she spends time with her two little children.

Mike usually gets up at six-thirty.  
 He gets to work at seven-thirty.  
 First, he has a meeting with his team, then he checks his email.  
 He always has lunch in the company cafeteria.  
 He travels a lot.  
 In the evenings, he often stays late in the office (for conference calls).

Kitty usually gets up at seven-thirty.  
 She always starts work at nine.  
 First, she checks in with her colleagues, then she goes to her computer to check her email/ then she checks her email.  
 She usually eats lunch with her colleagues in a café near the office.  
 She travels on business about three times a year.  
 She doesn't do a lot in the evenings because she's usually too tired.

**3B** This is the first *Talking about . . .* activity in the Student's Book. For guidelines see TIP 3 on pages xii–xiii. Your task is to monitor and prompt students at each step of the activity, and to give correction feedback at the end. The *Talking about . . .* activities work well in large classes as they involve individual, pair, and group work.

As an additional task for good students, you could give a student a role card with the name of a famous person. Other students interview the “famous person” and have to guess the name on the card. This can be done as a class or in groups.

**4 Vocabulary focus**  
**Focus 1: Office equipment** page 13

**4A** This task introduces some vocabulary for office equipment. Students work individually or in pairs and compare their answers with a partner or another pair. Go over the answers with the class (see illustrations).

**4B** This task practices simple prepositions. Students work individually or in pairs and compare their answers with a partner or another pair. Go over the answers with the class.

Answer key	
1 on	5 on
2 under	6 on
3 on	7 in
4 in	8 in

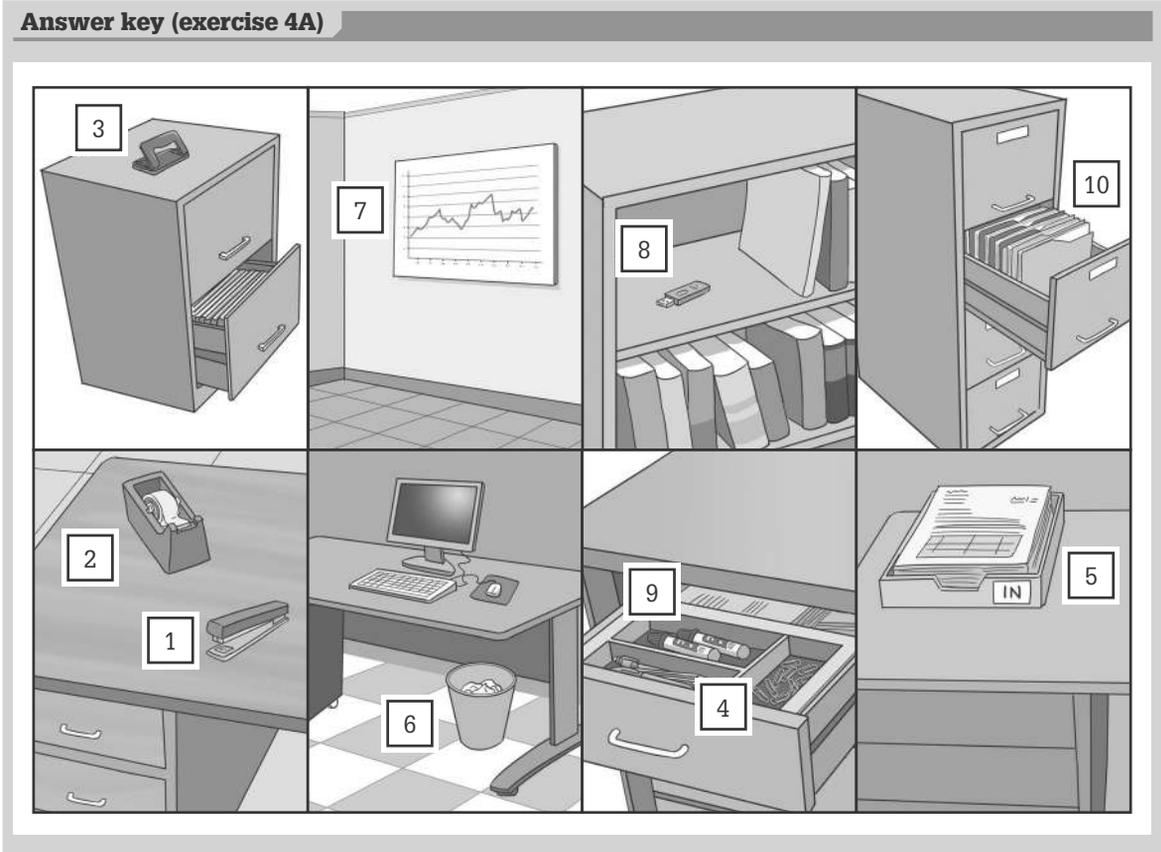
**4C** This task provides further practice of *there is* and *there are* and the prepositions from 4B. Example: *There's a computer on the desk. There are three pictures on the wall.*

**4D** This task provides further practice of the vocabulary introduced in 4A. See TIP 3 on pages xii–xiii for guidelines on pair work.

**4 Vocabulary focus**  
**Focus 2: Words that go together (1)** page 14

**4E** Tasks 4E to 4G practice word collocations. Play the recording. Students work individually or in pairs and compare their answers with a partner or another pair. Go over the answers with the class.

Answer key	
2 E	6 H
3 G	7 D
4 B	8 F
5 A	



**4F** Follow the same procedure as in 4E.

#### Answer key

- 1 typical
- 2 sales
- 3 company
- 4 conference
- 5 main
- 6 starts
- 7 corner

**4G** Students work individually or in pairs and compare their answers with a partner or another pair. Go over the answers with the class.

#### Answer key

- 2 book
- 3 desk
- 4 night
- 5 morning
- 6 telephones
- 7 business
- 8 an email

**4H** The *Key words* task tests the vocabulary that is at the bottom of pages 9–12. This can be done as homework.

#### Answer key

- 1 breaks down
- 2 spend time
- 3 tired
- 4 midnight
- 5 noise
- 6 celebrate
- 7 sales manager
- 8 cafeteria

## 5 Reading

### Offices around the world

page 15

**5A** Encourage students to talk about the pictures. Ask them what they can see.

#### Possible answers

There is / There are chairs – tables – a big room – computers – people – basketball court – plants – bright colors . . .

**5B** Look at the guidelines on reading in TIP 2 on page xii. You may want to pre-teach some vocabulary, e.g., *education, environment, to choose, amazing, restroom, employee, atmosphere, advertising.*

Students work individually, then compare their answers with a partner. Go over the answers with the class.

#### Answer key

People who work for Mindvalley come from 31 different countries.  
 Fifteen people work in the Pons and Huot offices in Paris.  
 Google Ireland employees speak 46 different languages.  
 360 umbrellas hang from the ceiling of the Grupo Gallegos office.  
 Google Ireland employees come from 38 different countries.

**5C** Students work individually, then compare their answers with a partner. Go over the answers with the class.

#### Answer key

- |                    |                    |
|--------------------|--------------------|
| 1 A Grupo Gallegos | 2 A Grupo Gallegos |
| B Pons and Huot    | B Google Ireland   |
| C Mindvalley       | C Mindvalley       |

**5D** In smaller classes students can tell the class which office they like best and why. In larger classes students can work in groups and tell each other their answers while you monitor and correct.

## 6 Business writing

### Emails

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**6A** Students match the symbols and words in pairs, then compare their answers with other pairs. Go over the answers with the class.

#### Answer key

- |     |     |
|-----|-----|
| 1 @ | 6 3 |
| 2 A | 7 b |
| 3 . | 8 a |
| 4 - | 9 - |
| 5 + |     |

**6B** Students complete the email in pairs, then compare their answers with other pairs. Go over the answers with the class.

#### Answer key

- |              |                |
|--------------|----------------|
| 1 To         | 5 Dear         |
| 2 From       | 6 Thank        |
| 3 Subject    | 7 attached     |
| 4 Attachment | 8 Best regards |