

TEACHER'S MANUAL

**ENGLISH FOR YOUR
BUSINESS CAREER**

BOOK 4

Philip Bedford Robinson

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Notes by J. S. McKellen

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Contents

Chapter 1	Only a month to go	7
Chapter 2	The first consignment	18
Chapter 3	Trading Post is trading	26
Chapter 4	A burglary and a review	34
Chapter 5	Computers at the airport	46
Chapter 6	Trading Post Ltd.	56

Revision Exercises for Chapters 1–6	64
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Chapter 7	I'd rather not do so much travelling	67
Chapter 8	A take-over bid	76
Chapter 9	Computers move in	84
Chapter 10	Everybody out!	96
Chapter 11	The next generation . . .	106

Revision Exercises for Books 1–4	117
----------------------------------	-----

Appendix 1	Special verbs	122
Appendix 2	The history of Trading Post	124
Appendix 3	Glossary	126

Introduction

The teacher's notes for this, the last book in the course, try to develop the student's linguistic competence by introducing him to English business practice and organization. There are some suggestions for teaching techniques which are suitable for advanced students, but most of the teaching notes endeavour to point out and explain the final linguistic niceties which will lead the students to communicative competence and to the ability to use the language naturally and fluently. Less and less attention is paid to drill work, except for remedial use, and more and more attention is placed on discussion in class—and on the preparation of written reports, especially in the last three-quarters of this book.

As in Book 3 of *English for Your Business Career*, most of the structural notes are given at the beginning of each lesson in relation to the **Plan**. The individual teacher will decide when he can best use them (most frequently in connection with the **Build-up**) and this will vary from class to class.

The notes in this final book also pay much more attention to the business content of the lessons, since one of the most important objects of a course such as this is to familiarize students whose careers will lead them into doing business with English firms with English business practice.

By the time they have completed this course, students should be able to play their part in any transactions with English firms.

J. S. McKellen
London 1978

[The notes for the teacher's annotated edition of *English for Your Business Career* Books 3 and 4 have been prepared by J. S. McKellen, who has taught foreign students and been responsible for training EFL teachers for many years. She is an assessor for the Certificate in the Teaching of English as a Foreign Language (Royal Society of Arts) and has published two books (with M. D. Spooner) on business letter-writing. For the past five years she has been an editor in the EFL departments of two London publishing houses and at present is responsible for the English Language Teaching publications of Cassell Ltd.]

Preface

English for Your Business Career has been designed for young adults who require a practical knowledge of spoken and written English within the framework of a business vocabulary. The course starts from the beginner's level and is suitable for use in commercial schools, commerce courses in secondary schools, industrial training and adult education programmes.

The story in the first three volumes traces the careers of young people working in a large office. At the beginning stage, the first objective is to develop fluency in general social situations: the specific vocabulary of business and office practice is introduced gradually as the course proceeds. In order to give the student a well-rounded picture of life both inside and outside the office, the chapters alternate between business situations and leisure activities. The student will thus be able to acquire a useful general vocabulary as well as the specific vocabulary of business.

Towards the end of Book 3 a new situation is introduced: the founding of a new business called Trading Post. The development of this business, with all its broader horizons of company formation, insurance, import-export, banking, Trade Union relations, agency and advertising agreements, is the subject of this book, the last in the series.

Trading Post begins as a partnership, develops into a Private Limited Company, and then becomes a Public Company. The partners, who become Directors, have to learn the details of all types of insurance, how to obtain capital, the intricate documentation required for import and export, the problems of foreign exchange. TP (Trading Post) even acquires a computer, as most modern businesses must do, and the implications, as well as the main aspects of computer technology, are discussed in detail.

Another important feature of modern business is described and illustrated in a real-life situation: the relation of firms to Trade Unions.

These subjects are illustrated in separate units. At the same time the private lives of the characters in the book are described in parallel with their working lives: two of the original partners get married and raise a family, another goes into retirement and the fourth sets up his own business in Nigeria. At the end the founder of the firm, too, retires to a villa in the Mediterranean.

There are eleven chapters in this book, and each follows the same pattern established in the previous three books. A typical chapter begins with a *Plan*, summarizing the structures and grammatical items to be covered, followed by the first *Reading and Conversation* passage. *Build-up* is a drill in the structures and grammar of the chapter, and is followed by a second *Reading and Conversation* passage. These sections are interspersed with *Questions* and *Exercises*.

In this final volume, however, there is less emphasis on grammatical structures, since most of them have already been covered in the previous three volumes. Some new structures are introduced, but much of the grammatical material consists of revision of structures with which the student is already familiar. The emphasis is on fluent use of the language already learnt, and on the technical register of the broader commercial fields outside the world of the big store.

New words are listed in the margins as they occur in the text. The student, if he wishes, may gloss them in his own language. Footnotes provide the student with definitions of common expressions and idioms.

Separate tests provide opportunities to evaluate progress, and a Glossary gives an alphabetical list of all the new words introduced in this book—that is, words not used in Books 1, 2 and 3. The International Phonetic Alphabet is used as an aid to pronunciation. Among the Appendices is a history of the firm, Trading Post, and its partners.

The series consists of four textbooks, four sets of tape recordings and four graded Readers. Each textbook is also available in a teacher's annotated edition.

The series was designed by the late Alan Beesley, who wrote the first two books, and much of the third.

The present author, who has completed Book 3 and written Book 4, has tried to live up to the high standards set by his predecessor, to whose great talents as a teacher of English he would here pay tribute. It has been a privilege to be associated with one whose work has been so outstanding.

Note about the effects of inflation: Since the beginning of the series the value of sterling, and of all other currencies, has changed greatly due to inflation. The student should therefore realize that most of the monetary figures quoted in the first two volumes of the series, at least, are no longer realistic. Metrication of English money, weights and measures has also changed the scene.

The figures quoted in this, the fourth book, are realistic at the time of writing, but they too may have to be doubled or trebled in a few years' time. This illustrates the dynamic nature of business in a changing world. However, the fundamental principles of business illustrated in this book have largely remained unchanged for several hundred years, and most of them will remain unchanged during the lifetime of students who read it.

Two features, though, have changed radically in the past ten years: the introduction of container ships and the increasing use of air transport; and the take-over by computers—with which the present author is involved—of so many operations formerly handled by human beings.

Philip Bedford Robinson

Chapter 1

Only a month to go



I Plan

- a We begin by revising two uses of the special verb **would**.
Frank was always sure that one day he **would** be rich.
Would you like to handle the accounts?
- b We look at **pseudo conditions**, using **whether . . . or (not) . . .**
Whether he goes to France or Switzerland, he'll find the cost of living higher than in the UK.
Whether or not you agree, we shall go ahead with our plans.
Whether we get a bank loan or not, we'll still be short of working capital.
- c We construct opposites and contradictions by prefixing **un-**, **in-**, **dis-** and **mis-** to adjectives and adverbs, noting the difference in meaning of the prefixes. contradictions —

working capital — money with which to run a business

I Plan

In this chapter, the study of the conditional tense (**would**) and of the conditional forms is extended to include two special cases. A knowledge of both of these is essential for natural and fluent English. In addition, the use of selected prefixes to form the opposite of some words is considered.

The use of **would** in polite requests is one of its most important uses, and a mastery of this will help the student to communicate in English to a much larger extent than almost any other single item which the student will meet. One of the

things which most frequently hinders social intercourse in English is the use of expressions of desire which appear abrupt—*I want, I need, I must have*, etc. For this reason alone, a mastery of this use of **would** is of the greatest possible value.

It can be introduced in a conversational form:

Teacher (to student A): What do you want for Christmas?

Student A: I want a . . . (car, for example)

Teacher: I am your father. Ask me for it.

Student A: I want a car for Christmas.

Teacher (to class): Is that how he should ask the question?

Class: No, he should say "I would like. . ."

Student A: I would like a car for Christmas.

Teacher (to Student B): What did he say?

Student B: He would like a car for Christmas. (or He said that he would like a car for Christmas.)

Teacher: Good. What would you like?

Student B: I'd like a typewriter for Christmas.

Etc.

In this drill, the **want** form is introduced in case any of the students use it; with luck, none of them will and the drill can be a straightforward **would like** one.

One way of enlivening the drill is for the teacher to attach pictures cut from magazines to the board and point to one of the pictures and then to one of the students getting him to ask the "Would you like a . . . ?" question of another student, who answers in the form "Yes, please, I'd like a . . .". He then asks another student (the teacher points to another object), and so on round the class.

In section a, the real conditional use of **would** is also introduced. The key sentence "He was sure that one day he **would** be rich" implies an if-clause (if he lived to be thirty, if his business plans went well, etc.) and is, therefore, simply a revision and extension of a structure which is already known.

The pseudo-condition, **whether . . . or (not) . . .**, has the meaning "it does not matter (what your opinion is, where you go, if something happens or does not happen)". It is probably more important that students learn to recognize it, rather than to use it themselves, but it is quite easy to devise a game to give practice in using the expression: the students can be divided into teams, each of which is asked to produce situations in which the expression is applicable. For example:

Asia or the Antarctic/Englishmen drink tea

the bank lends us money/we shall be in debt

buy the house / will have to travel for the next ten years

They then ask the other teams to produce sentences with "whether or not". Points are scored for the quickest and most correct answers.

Reading passage and conversation

The teacher should work through this passage, making sure that the students notice and understand the uses of **would** throughout the passage.

The passage serves various purposes. It sets the scene for the events which take place in the rest of the book, and for this it should be read for social, rather than technical interest; students should be able to read it quite easily and to enjoy it. Although the teacher may think, with the author of these notes, that detailed questioning can easily decrease the students' enjoyment in reading English, it is possible to ensure that the students have really understood the details by working with the class to produce a plan of the building: if there is a draftsman in the class he can be asked to draw this on the board. Care should be taken that the British numbering of floors is used, and that the following features are included:

Ground floor: counters, shelves, desk (and a partitioned-off office)

First floor: kitchen, empty area for tables and chairs

Second floor: kitchen, living-room, bedroom, bathroom—each containing the items mentioned in the text.

The conversations should be used for role-playing practice, after they have been acted out.

unstable——

misinformed——

disillusioned——

loyal——

impressed——

unrecognizable——

fingernails——

hair-style——

chase——

unreliable——

cynical——

His character is **unstable**.

The man's totally **incompetent**. I'll have to fire him.

You are **misinformed**; Trading Post isn't a limited company.

Some people become **disillusioned** when reality doesn't live up to their expectations.

Main themes: Frank returns to UK from Nigeria—the shop is ready—the partners get some free publicity and hire their first employee

Reading passage and conversation

It is now May and Frank Curtis has returned to London, having worked out his notice with the Africa Trading Company in Nigeria. He has always been sure he would have his own business one day, but he never thought, a year ago, that the opportunity would come so soon. Whether or not his business succeeds, at least he'll have made an effort to realize his dream. And he's not entirely on his own. He has two loyal partners—his Aunt Clara, and Mary Lee, who is continuing to work in C & M until Trading Post (Frank's firm) is really on its feet.

Soon after his return the three partners visit the shop.

Frank is very impressed.

Frank

You two have certainly done a wonderful job on the place! It's **unrecognizable**.

Clara

Oh, I think all the decorating did my rheumatism good—but poor Mary's fingernails!

Frank

Yes, I noticed.

Mary

It was time I cut them short. Funny, they never bothered me when I used to type.

Frank

And you've changed your hair-style. I like it.

But what about the builders? Did they keep within their estimates?

Clara

Do they ever?

Still, although they haven't sent their bill they've told me the amount and it's only ten per cent above their estimate.

Mary

At least they kept to our deadline—

Clara

But they wouldn't have done if we hadn't chased them every week! If you ask me, half the people you employ nowadays are either unreliable or incompetent!

Frank

Now, now, Aunt Clara—plenty of time to get cynical and disillusioned when we actually start selling to the public! I don't think I was misinformed about the builders. They seem to have done a good job.

fire——dismiss (from job)

realize his dream——get what he's always wanted

on its feet——successful

deadline——a date by which something has to be completed

They went from floor to floor of the three-storeyed shop. The shop on the ground floor was rather bare, except for counters and shelves and a desk for the office, while the tables and chairs for the little café on the first floor would only be coming next week.

Note: In Britain floors are described as:
Basement: the floor below ground level
Ground floor: the floor at ground level
First floor: the floor above the ground floor
Second floor: the floor above the first floor
and so on.
Storeys are the number of floors above ground level.
If you have a ground floor, a first floor and a second floor, you have three storeys.
In the USA though, the ground floor is described as the first floor. This does not **affect** the number of *storeys*; a 3-storeyed building in Britain is the same as a 3-storeyed building in the USA.

The second floor, though, Frank's flat, was fully furnished.
Mary had chosen the colour-scheme, the furniture and curtains and carpets, and Frank, who had been used to living in austere company bungalows and flats, was delighted.
His books, neatly stacked on shelves, his clothes in a wardrobe and chest-of-drawers, his guitar and tennis racquet and stereo equipment all made him feel at home—but it was a much more comfortable home than he'd ever lived in.
The furniture was Scandinavian, which he'd never much cared for, but somehow it looked absolutely right in this setting.
He began to feel like a tycoon.
Mary made tea in the kitchen and the partners sat down in Frank's living-room for their first business meeting.



Frank I've drawn up an agenda. I think there are three things we have to decide today.
Clara That's very businesslike, Frank!
But if we're having a meeting, shouldn't we keep a record of it?

tycoon—a rich business man
agenda—Latin for "things to be done"—especially at committee meetings

austere—
bungalow—
neatly—
stacked—
racquet—
stereo—
setting—

The business meeting leads up to the final tentative organization of a small business. Again, students should be asked to relate it to their own experience: they should be divided into groups and asked to work out the organization of a small office or retail business familiar to them (or they can use Trading Post if they prefer), assign roles, see whether they need to recruit anyone else and draw up plans for publicity.

Mary (producing a biro and notebook from her handbag): Would you like me to act as secretary? I can take it all down in shorthand.

Frank Great!
That leads to the first decision—just what we're each going to do. Aunt Clara, I suggest you handle all the accounts—keep the books, make out the bills—

Clara I knew it! Yes, of course.

Frank —and deal with tax problems—and VAT—not to mention banking and legal business, though of course I'll share that with you. OK?

Mary Mary, you said at the start you'd do all the clerical and secretarial work. Do you think you could also manage the office administration—filing, ordering office equipment, dealing with personnel (when we have any)? It won't be too much for you, will it, working only in your spare time?

Mary (busily scribbling): Of course not! That's what I came in for!

Clara And just what will you be up to, Frank, while Mary and I are doing all the hard work?

Frank Essentially, I'll handle all the buying and selling. It means I'll have to go to Nigeria once or twice a year—

Mary To see all your old girl-friends, I suppose?

Frank —I'll ignore the Secretary's last remarks! I'll have to travel in the UK, and later on make some trips to the Continent. The first thing I've got to do is to go to Liverpool to clear our first consignment. Without that we'll have nothing to sell when we open.

Clara How soon shall we get our stock?

Frank With luck, provided I push the clearing agents and transport contractors, within ten days.

Clara Then we can open on the Glorious First of June.

Mary But who's going to serve in the shop? You haven't found anyone yet, have you?

Frank No, and it's worrying me. I've seen several people since we put our ad. in the paper, but they've all been unsuitable. Talking of advertisements—

Mary Don't tell me, your third point is publicity, isn't it?

ad. = advertisement

biro—a ballpoint pen (note how brand-names often become common names—e.g. Hoover for vacuum-cleaner, an electrical appliance for removing dust, etc.). Biro was the name given by the manufacturers to one of the earliest ball-point pens

VAT—Value Added Tax, a tax paid on consumer goods when you buy them

What will you be up to?—What will you be doing?

clearing agents—agents who specialize in getting imported or exported goods through all the procedures of Customs, Exchange Control and so on (see chapter 5), as well as arranging services such as loading/unloading and transport

the Glorious First of June—anniversary of a famous naval battle against the French, won by Lord Howe in 1794

Frank How did you know?
 Mary Never mind.
 I told Mr North about our plans a few weeks ago and he put me on to Barry Cantlin, our PRO. He's got a lot of contacts in Fleet Street and the publicity world. He's coming to see you tomorrow—I hope you don't mind?
 Frank Of course not, Mary! It's a wonderful idea.
 Mary We shan't have to pay anything—all you'll have to do is buy him a few gin and tonics. You should enjoy it. You had plenty of practice in Nigeria.

Questions

- 1 Who is going to do the secretarial work?
- 2 How many storeys does the shop have, and what is on each floor?
- 3 When will the first consignment of goods arrive, and where?
- 4 Who is Barry Cantlin?
- 5 Did the builders keep to their estimates?
- 6 What is the name of the Company Frank worked for in Nigeria?
- 7 Name some of Frank's personal possessions.
- 8 What is an agenda?

II

Build-up

- I We are revising two uses of the special verb **would**:
 - a to express a future expectation, in **indirect speech** (also called **reported speech**).
would + base form
 Frank was sure that one day he would be rich.

Frank was sure	that one day he would be	rich.
He hoped		happy
Mary said		famous
 - b to make a polite request.
 Would you like to handle the accounts?

Would you	like to handle	the accounts?
	please handle	
	mind handling	

PRO—short for Public Relations Officer, one whose job is to present his firm to the outside world in as favourable a light as possible—to “promote its image”—through the press, radio, TV and other media
 contacts—business acquaintances
 Fleet Street—the famous street in London which is the centre of the English newspaper world. Most of the London daily papers have their head offices in it
 gin and tonic—*tonic* in this context refers to a drink used to flavour alcoholic drinks such as gin or vodka. Its most important constituent is a trace of Quinine, a drug once commonly used against malaria

KEY

Questions

- 1 Mary.
- 2 Three: Ground floor—the shop and office
 First floor—the café
 Second floor—Frank's flat.
- 3 In ten days, at Liverpool.
- 4 C & M's PRO.
- 5 They were ten per cent over.
- 6 The Africa Trading Company.
- 7 Tennis racquets, guitar, stereo equipment.
- 8 A list of items to be discussed at a meeting.

II

Build-up

The techniques for teaching the various items are given in the plan, and should be worked through as suggested there. If further practice is needed, the substitution tables in this section should be worked through.

The construction of **opposites** by using prefixes is something which, basically, has to be memorized. The teacher should work through the notes in the **Build-up** with the students: this procedure will, at least, familiarize the students with some of the most common opposites formed in this way.

The special meaning associated with the prefix **mis-** should be noted, as should the change implied when **dis-** is used.

contiguous——

symmetric——
synchronous——
subtle——

- 2 **Pseudo conditions** are pairs of conditions, each the opposite of the other and introduced by **whether ... or (not)**. We are asserting the truth of the main statement, irrespective of which of the two conditions is true; in fact the conditions are just quoted to emphasize that the main statement is always true.

Whether you agree or not, | we shall go ahead with our plans.
I shall sell the house

It is equally correct for **whether** and **or not** to be contiguous:
Whether or not you agree, we shall go ahead with our plans.

But when **not** is absent, **whether** and **or** must be separated:

Whether he goes to	Switzerland	he'll find the cost of living
France or	stays in	higher than in the UK.
	Germany	

- 3 a Opposites are usually constructed by prefixing **un-** to a verb, adverb or adjective:
bind/**un**bind
fortunately/**un**fortunately
important/**un**important
- b In some cases, though (deriving from Latin), the prefix **in-** is used, and the **n** may be assimilated—that is, changed—to the consonant that follows it:
validate/**in**validate
frequently/**in**frequently
constant/**in**constant
(assimilated) modest/**im**modest literate/**ill**iterate

Note: There is yet another negating prefix—**a-** as in **amoral**, **asymmetric**. This derives from the Greek and when used with scientific terms such as **symmetric** or **synchronous** produces a simple opposite. With other types of words it has a more subtle meaning: an **amoral** man is one who isn't even aware that there is such a thing as morality. Compare this with **immoral**.

- c The prefix **mis-** implies not opposition, but wrongness: where an **uninformed** man doesn't have the necessary information, a **misinformed** man has information, but it is wrong information. Similarly **misbehaviour** is not "no behaviour" but bad behaviour.

Note: If there is a word beginning **mis-**, it does not necessarily mean that if you subtract the **mis-** you are left with a word implying rightness where the **mis-** form implies wrongness.
You are mistaken means you are wrong; the contrary statement is not **you are taken**, but **you are right**.
Similarly to **lead someone** has a rather different meaning from to **mislead someone**: to **lead** is usually a physical action, but to **mislead** is to influence (in the wrong direction) someone's mind, never his body. You can see how the one word is derived from the other, but you must also realize the semantic traps; in deriving one word from another the meaning may change quite radically.

radically——

- d The prefix **dis-** often implies, not merely an opposite, but a change from a previous state.

enchanted/disenchanted

Here, even more than with the **mis-** forms, we meet the danger of false derivation, since in a great many cases if you remove the **dis-** what is left is not a word at all. **Dismayed** and **disturbed** are both perfectly good English words, but **mayed** and **turbed** are not.

This will annoy you if you have a logical mind, and mean that you will have to use your memory at least as much as your logical powers. But natural languages, like human beings, are a mixture of logic and illogic (note the assimilation in these two opposites).

To summarize, these three rules may help:

- a Simple opposites are constructed by prefixing **un-**, **in-**, **il-**, **im-** etc., where permissible. If you're in doubt, you can usually get away with using **not**.

The weather is not good

means very much the same as

The weather is bad

(Note: *the weather is ungood* is just not English.)

- b The prefix **mis-** implies wrongness.

- c **dis-** often implies a change from a previous state (usually for the worse, but sometimes for the better), as well as an opposite.

Reading passage and conversation

Although this passage appears largely descriptive, there is a considerable technical content.

Students should read through the passage (which might, perhaps, be set for homework) and should then be asked to draw up a list of points which they feel might be used in obtaining publicity for the new venture. They can also be asked to suggest what they think is the best outlet. For example:

- African trade—perhaps of interest to foreign sections of daily papers
- Width of range of African goods—women's magazines, "where-to-get-it" tourist news
- Etc.

This is probably best set as project work, to be done by small groups of students working together.

- image—
- conservative—
- flamboyant—
- fashionably—
- unselfish—
- murals—
- drums—

III
Reading passage and conversation



Barry Cantlin arrived at the shop next day at six in the evening.
"Hmm," Frank said to Mary, "that 4.2 litre Jag of his will do us good for a start!"

Barry lived up to his car. In his profession image was all-important, and the first thing you noticed about him was his clothes. His dark, chalk-striped suit fitted him so well it must have been made in Savile Row, but it was a little less conservative than the suits of other senior executives. His shirt had stripes a little wider than a stockbroker would have chosen and his tie, though its stripes suggested a Public School, a Guards regiment or an expensive club, was rather more colourful and flamboyant.

Barry was in his early thirties. He was clean, blond, bright and charming. Maybe his hair was already thinning in front, but he made up for it with side-burns and by wearing it fashionably long at the back.

Before becoming PRO for C & M he'd been a short-term army officer, then a journalist, after which he'd run a small advertising agency.

His present job suited him. He only spent half his working hours in his office, he met a lot of people and had a larger expense account than any other executive in C & M.

Of course, it wasn't part of his job to help Trading Post, but he had a soft spot for Mary and was always ready to do her a good turn.

Some people didn't like him, thinking him too smooth and self-confident—but that, like his clothes, was just part of his professional image. In fact he made a good friend and could be both generous and unselfish. Mary introduced Frank, and was relieved that the two men seemed to take to each other immediately.

Barry was enthusiastic about the shop. He liked the murals, the carvings, the masks and drums and moonstones, the way the shop had been decorated and its location.

- Jag—Jaguar (a car)
- Savile Row—a street in London where many of the best, and most expensive tailors have their shops
- side-burns—facial hair allowed to grow down the cheeks past the ears
- had a soft spot for—liked, to the extent of overlooking faults, and helping someone without expectation of reward
- to do a good turn—to help in some way
- moonstone—a gem, found in West Africa, for example

"I'm sure you've got a winner here, Frank," he said. "Of course there are other boutiques in Chelsea with West African handicrafts, but none of them has anything like your range or quality."

Frank Thanks, Barry, that's just what we wanted to hear.
The only trouble is, we're a little off the beaten track. Anyone walking from one end of the King's Road to the other—

Barry It'd take a couple of hours if you were window-shopping!
We motorists just don't have the legs nowadays!

Frank OK, and my point is, they might never know we existed. But we can't afford—

Barry Say no more, squire!
You need publicity, but you can't afford to pay for it?

Frank Well, yes, that's about the size of it.

Barry Just leave it to me! I'll get you all the publicity you need, free.

Frank How on earth—?

Barry (*tapping his nose*): Contacts, old boy, contacts! I know half a dozen columnists in the Street who are always desperate for copy—not to mention the provincials. All drinking themselves to death in search of a daily or weekly gimmick.

Of course, I'm not saying a new boutique is worth a complete article, but we can certainly plant a sentence or two here and there—complete with Trading Post's name and address.

Just think of all those commuters reading their evening papers and dreaming of the South Seas, Everest, the Amazon and Hemingway's Africa! They'll be suckers for your enterprise!

squire——

columnists——

got a winner——have a successful idea
off the beaten track——not on the main routes (of shoppers, etc.)
window-shopping——looking at goods in shop windows, without much intention of buying
the size of it——the factual truth
the Street——Fleet Street in London (where many of the London daily papers have their Head Offices)
copy——material for a newspaper article
provincials——newspapers published outside London, in the *provinces*
gimmick (*Americanism*)——a bright, new idea, particularly in advertising
commuters——people who work in London, but live in the suburbs or even further from the capital, and so have to travel by train to get to and from their place of work, each day
suckers (*Americanism*)——gullible people, eager to believe what will please them, or profit them

gullible——



Frank (a little disconcerted): Well, I hadn't really thought of our customers as suckers . . . and Hemingway's home ground was East Africa, not West Africa, wasn't it?

Barry We're all suckers about something or other, squire! That's my business—catering for dreams, though I don't have all that much scope at C & M.

Frank (looking at his watch): It's opening time. How about a jug or two at the Duke of Wellington? By the way, do please have this mask you admired so much. No—it's on the house. If anyone asks you, you can tell them the Yorubas used it in their fertility rites a hundred years ago. They really did.

scope——

fertility——
rite——

Barry was as good as his word.

In the next three weeks Trading Post had four mentions in the London dailies and evening papers, several in the provincials and a full page article on Clara Swift in a woman's magazine. And they didn't cost the partnership anything (apart from entertaining some of the columnists). That's free publicity for you, provided you know the right people.

- Exercises
- A Insert **would**, with the correct form of the base verb, in the following sentences:
- 1 a drink in the Duke of Wellington, Barry? (like)
 - 2 Do you think Barry Cantlin the partnership if he hadn't had a soft spot for Mary? (help)
 - 3 I to study music, but my father wouldn't let me. (like)
 - 4 Frank was always sure that one day he his own business. (have)
 - 5 If you me, Mary, I'd be glad to help you. (let)

opening time——the time when pubs (see chapter break 7 of Book 3) are allowed to open to serve alcoholic drinks

on the house——free, paid for by the owners of the pub (or other establishment)

KEY

Exercises

- A
- 1 *Would you like*
 - 2 *would have helped*
 - 3 *would have liked*
 - 4 *would have*
 - 5 *would let*