

2 In business

My learning journey:

Reading

- A magazine article about young people in business  Technology Education (Strategies & Management)
 - A letter of proposal to bid for a stall at a Lunar New Year fair  Technology Education (Strategies & Management)
-  **Working out the meaning of words and phrases (III)**


Vocabulary

- Phrases related to setting up a business
- Words and phrases related to marketing

Language

- Making suggestions (*could, might want to, Why don't you / we ...?, Why not ...?*)
- Persuading people to take action (Imperatives)
- Talking about actions (I) (Gerunds, To-infinitives)

Integrated Listening

- A discussion about a fashion trend
-  **Listening for trends**

Speaking

- Talking about online shopping
-  **Keeping a discussion going**

Task

I will write a **letter of proposal** for a school fair.

-  **Using persuasive language**





Warm-up


An entrepreneur (pronounced on-truh-pruh-nur) is someone who takes risks to set up a business with the aim of making a profit. Read these comments from a forum for successful young entrepreneurs. Tick the comments that are true for you.

Are you an entrepreneur?


I think I am a natural entrepreneur because ...


 "I like to sell things."

 "I don't want a nine-to-five office job."

 "New ideas excite me."

 "I notice how things can be improved."

 "I see opportunities when others see problems."

 "I want to make a difference."

Work in pairs. Compare your answers with your partner. Who do you think might be more entrepreneurial?

Pre-reading

1 Match these words (A–C) with their meanings.

- A combined (v) (line 5) a very strong feeling (for something)
- B founded (v) (line 6) put together
- C passion (n) (line 11) started something, e.g. a business

2 Scan the text.

What is a 'kidpreneur'?



Look for a word beginning with the letter 'k'.

You find an interesting magazine article. Read it below.

Could you be an *entrepreneur*?

1 Can you imagine being the boss of a company at eight years old? That's what Maya Penn did. She started a fashion company at the tender age of eight. You could be an entrepreneur too. Read on to learn more.



2 Maya has always been interested in the environment, technology and art. She combined these interests when she founded a company called Maya's Ideas. The name reflects how her business journey started — with an idea to turn recycled clothing into sustainable creations, like scarves. Maya believes that ideas are what make the world go round. Like many entrepreneurs, she has endless ideas. All her projects come from the same passion — a wish to save the environment. Passion is clearly a characteristic of successful entrepreneurs.

Entrepreneur *n*
someone who takes risks to set up a business



3 Mo'ziah Bridges is another kidpreneur who started his 15 business before the age of ten. He's now the CEO (Chief Executive Officer) of Mo's Bows. Mo has always had a taste for fashion, especially bow ties. However, he had a hard time finding ones that matched his personality. Then he had an idea — 'Why not create my own?' With his grandmother's 20 help, he started making bow ties. Since then, Mo and his mother (his business partner) have been meeting customers, recruiting employees, and planning promotions. Mo's enthusiasm and hard work have helped him turn his dream into reality.

4 Hillary Yip made the headlines by becoming the world's youngest CEO when she was ten. Struggling with Mandarin lessons, Hillary started an online language learning platform for children called MinorMynas. It allows children to learn from each other through video calls and chat groups. Hillary believes that 30 when faced with a problem, you have to think about how to solve it creatively. With Hillary's passion and perseverance, MinorMynas quickly attracted users from more than fifty countries.

5 What do these young entrepreneurs have in common? 35 Ideas, passion, a willingness to try new things and perseverance. They show that it's never too early to start an entrepreneurial journey. Get ready to start yours! You might want to set the ball rolling soon.

Values corner

Be enterprising

The article discusses the qualities of a successful entrepreneur. How can you help yourself develop these qualities?



Grammar in text

We often use **could** and **might want to** to give suggestions.

You **could** try it too.

You **might want to** try it too.

What examples can you find in the text?

Underline them.



Reading skill

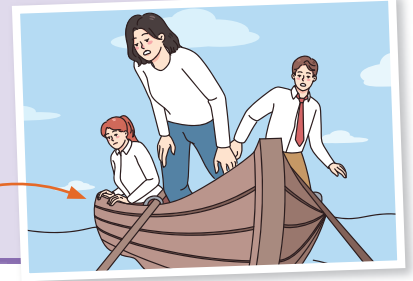
Working out the meaning of words and phrases (III)

An idiom is an expression with a meaning that is different from the meanings of the individual words. You can create a picture in your mind to help you guess the meaning. For example:

Idiom: *Don't rock the boat.*

Meaning: Don't cause trouble.

Can you guess what might happen if you rock the boat?



Part A Answer the questions using information from Reading 1. For multiple choice questions, blacken one circle only.



1 The word 'tender' (line 2) is used to emphasise that Maya Penn was very _____ when she started her company.

- A experienced
- B fashionable
- C imaginative
- D young



2 Maya's company name 'reflects' (line 6) how her business started because _____.

- A Maya's Ideas started with an idea from Maya
- B Maya wanted her name in the company name
- C she sells scarves around the world
- D she supports recycling

3 What TWO characteristics of successful entrepreneurs are mentioned in paragraph 2?



4 Complete the following sentence with one word.

Moziyah Bridges has always had 'a taste for fashion' (lines 16–17), which means he has always _____ fashion very much.

5 What does 'ones' (line 18) refer to?

6 In paragraph 3, what examples are given to show how Moziyah's mother helps him run his business?

She works with him to _____

7 According to paragraph 4, what problem led to Hillary Yip starting her business?

She was having difficulty _____

8 What companies do you learn about in the following paragraphs?

a) Paragraph 2: _____

b) Paragraph 3: _____

c) Paragraph 4: _____

9 Which of the following is the best alternative title for this article?

- A Difficulties of being a kidpreneur
- B How I became an entrepreneur
- C Kidpreneurs and their families
- D Lessons from kidpreneurs

Part B Use information from Reading 1 to answer the following questions. For multiple choice questions, blacken one circle only.

1 According to the article, are the following statements True (T), False (F) or Not Given (NG)?

	T	F	NG
a) Maya Penn is passionate about saving the planet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Moziah Bridges started his business on his own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Hillary Yip speaks many languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2 Complete the data card about MinorMynas.

CEO and Founder: ^a _____

Type of Platform: ^b _____

Features: video calls and ^c _____

Target users: ^d _____



3 Look for idioms in paragraphs 2 and 5 to match these definitions. Write one word in each blank.

a) be so important that things cannot happen without it

b) start something happening

Part C Summary cloze Complete the following summary using words taken from Reading 1. Fill in each blank with one word only.

The article is about three young entrepreneurs. They all started their own ¹ _____ at a very young age. That's why they are also called ² _____. These young people have a few things in ³ _____. They have lots of ⁴ _____, and they have a ⁵ _____ for what they do. Another important ⁶ _____ is that they are willing to try ⁷ _____ things. They also have ⁸ _____ because they never give up when they come across problems.



Pre-reading

1 Skim the text.

What is the writer of the letter asking for?

2 Scan the text.

How much money is needed in total?



Read the first and last paragraphs quickly.



Look for numbers and the word 'total'.

Grace Ma, a Secondary 3 student, has written a letter of proposal to her school principal. Read the letter.

Dear Principal Lam

1 I write to ask for permission to bid for a stall at the upcoming Lunar New Year Fair, which will be held at Kwun Tong Recreation Ground from 25th to 31st January.

5 The auction for the stalls is on 18th November and a group of us hope to bid for one.

2 Since we plan to take BAFS (Business, Accounting and Financial Studies) in Secondary 4, we believe this would be an invaluable opportunity to learn how to run a business.

10 For example, we would learn how to draw up a budget, source products and find sponsors.

3 In previous fairs, many stalls sold fairly similar products like soft toys and new year decorations. When we asked Miss Fung for advice, she suggested that we might want to try

15 doing something more creative. After much thought, we hope to set up a photo booth that offers a unique photo-taking experience. Customers could choose handmade props and accessories, and write their own messages, such as 'Why don't we all

20 enjoy life?' on the photo frame.



PHOTO BOOTH

4 To attract customers, we propose launching an advertising campaign. We plan to design an eye-catching logo and create banners with a memorable slogan, for example, ‘Share a “snappy” moment with us’. To get things off the ground, we estimate that we would need a total investment of \$38,000 (\$20,000 for the stall and \$18,000 for other expenses). We plan to approach the Alumni Association for sponsorship. All profits from our stall would be donated to Helping Hands.

5 We believe that the running a stall would be an excellent business experience for us. We regret not asking earlier, but hope that you will give us the green light for our proposal.

Yours sincerely

Grace Ma
Class 3D



Values corner

Challenge yourself

The students have the courage to step out of their comfort zone and take on a challenge to prepare for Secondary 4. What can you do to prepare for Senior Secondary?

Grammar in text

We can use **imperatives** to persuade people to take action.

Get ready.

What examples can you find in the text? Underline them.

Comprehension 2



Part A Text analysis Answer the question using information from Reading 2.

Match the paragraphs in the letter with their functions. Write the letters (A–E) in the spaces provided.

Paragraph	Function
1	
2	
3	
4	
5	

Function

- A** Give details of the activity.
- B** Give information about what is needed for the activity.
- C** State the purpose of the letter.
- D** State the reason for the activity and the benefit it gives.
- E** Sum up the benefit and express hope for permission.

Comprehension 2



Reading skill

Working out the meaning of words and phrases (III)

See page 32 for details.

Part B Use information from Reading 2 to answer the following questions. For multiple choice questions, blacken one circle only.

1 When will the auction be held?

2 To 'bid' (line 2) for a stall means to _____.

- A decorate it
- B offer a price for it
- C set it up
- D win it as a prize

3 What does the 'this' (line 8) refer to?

4 Grace mentioned 'Miss Fung' (line 14) in the letter to show that the students _____.

- A got advice from a teacher
- B have a favourite teacher
- C take photography lessons
- D respect teachers



5 Find a phrase in paragraph 4 that means to 'start things'. Write one word in each blank.



6 Underline the correct answer.

If you 'give' people 'the green light' (line 31), you (allow them to do / make them regret) something.

Part C Summary cloze Complete the following summary using words taken from Reading 2. Fill in each blank with one word only.

Grace wrote the letter to ask for ¹ _____ from Principal Lam. She and a ² _____ of students want to bid for a stall at the Lunar New Year Fair. Their idea is to set up a ³ _____. They suggest launching a ⁴ _____ to advertise it to customers. They plan to donate ⁵ _____ from the stall to a charity. They believe that this would be a great ⁶ _____ to experience running a business. They hope Principal Lam will approve their ⁷ _____.



A What are some other parts of speech of the words below? Write them in the correct spaces.

	Noun	Verb	Adjective	Adverb
a)	<input type="text"/>	imagine	<input type="text"/>	<input type="text"/>
b)	<input type="text"/>	invest	<input type="text"/>	<input type="text"/>
c)	<input type="text"/>	<input type="text"/>	memorable	<input type="text"/>
d)	passion	<input type="text"/>	<input type="text"/>	<input type="text"/>
e)	perseverance	<input type="text"/>	<input type="text"/>	<input type="text"/>
f)	profit	<input type="text"/>	<input type="text"/>	<input type="text"/>
g)	<input type="text"/>	propose	<input type="text"/>	<input type="text"/>
h)	sponsor sponsorship	<input type="text"/>	<input type="text"/>	<input type="text"/>

B Now use some of the words in the table to fill in the blanks below. Your answers must be grammatically correct.

I am blogging from our stall. It's our first time running a business — this will be a ¹ _____ experience! I never ² _____ that our photo booth would have so many visitors. People seem to love the ³ _____ backgrounds, especially the ones of stars and planets. Dan's ⁴ _____ interest in art has really helped us! Many people also like the flower backgrounds which were ⁵ _____ by Flora's Flowers. I hope our stall will be ⁶ _____ so that we can donate our ⁷ _____ to charity. I'm so glad our ⁸ _____ was approved! I think I will ⁹ _____ more time in learning about how to become a successful entrepreneur!



Phrases related to setting up a business

- | | | |
|----------------------------|-----------------------------------|--------------------------|
| A create a schedule | D identify a target market | G set up a stall |
| B draw up a budget | E promote an event | H source products |
| C find sponsors | F recruit employees | |

A Complete the following sentences using the phrases from the box above. Write the letters (A–H) in the spaces provided.

If people

want to ...,

they ...

- | | |
|----------------|---|
| 1 _____ | decide who they aim to sell their products or services to. |
| 2 _____ | make a plan about how much money they will spend and earn. |
| 3 _____ | start a business with a shop with an open front to sell things. |
| 4 _____ | look for someone or an organisation to pay for some of their costs. |
| 5 _____ | hire new people to work for them. |
| 6 _____ | plan what they will do and when they will do it. |
| 7 _____ | get products from a particular place. |
| 8 _____ | raise people's awareness of an activity and encourage them to support it. |

B A group of students are planning to set up a stall at a local Christmas fair. Complete the email from their teacher using the phrases from the box above.


✉ New message
⌵ ↻ ✕

Dear 3B

I'm happy to learn that you would like to ¹ _____ at the Christmas Fair! Remember to ² _____ so that you know what you need to do and when you need to do it. When you plan the event, there are several things to consider:

- First, ³ _____. If you know who your customers are, it will help you to decide what to sell. Then you can think about where to ⁴ _____ your _____. Make sure the supplier is reliable.
- Also, ⁵ _____ so that you know how much you plan to spend and how much you expect to earn. One way to cut down on costs is to ⁶ _____.
- Businesses normally need to ⁷ _____ to attract customers. You may want to do the same to encourage people to come.
- Finally, you don't need to ⁸ _____, but you will need some volunteers to help you run the stall.

I hope this is helpful.
Mr Chan



Words and phrases related to marketing

- | | | | |
|-------------------|---------------------|-------------------------|-------------------------|
| A campaign | C flash sale | E loyalty points | G sales strategy |
| B discount | D logo | F promotion | H slogan |

A Complete the following sentences using the words and phrases from the box above. Write the letters (A–H) in the spaces provided.

1 A _____ is a reduced-price sale offered for a very short period of time.

2 A _____ is a symbol that represents a business.

3 If a shop offers a _____ on a product, they sell it at a reduced price.

4 A _____ is a detailed plan for a business to sell its products or services.

5 A _____ is a short, easily-remembered phrase that is used to advertise a product or service.

6 A marketing _____ is a series of activities used to promote a business or its products and services.

7 If a company holds a _____, it organises an activity to advertise a product or service.

8 In some shops, regular customers can collect _____, which can be exchanged for products or services.

LAST
3 days!

50% OFF
Limited time only

B Complete the following minutes from a fashion company meeting using the words and phrases from the box above.

Date: 2nd October 20XX
Venue: Meeting Room 3
Present: Cara Li (Chairperson),
 Alison Lai (Secretary), Ken Cheng,
 Dennis Ng, Ada So

1. Confirmation of minutes
2. Brand
 - 2.1 It was agreed that the brand ¹ _____ should be redesigned to project a younger image. One suggestion was to include brighter colours.
 - 2.2 It was also agreed that the new ² _____ should be shortened to make it easier to remember.
 - 2.3 To increase brand awareness, it was suggested that an advertising ³ _____ be held on different social media platforms.

3. Online store
 - 3.1 It was confirmed that a ⁴ _____ will be held in the second weekend of December. All products will be sold at a 50% ⁵ _____ for two days only.
 - 3.2 To reward our regular customers, it was agreed that ⁶ _____ will be doubled during this ⁷ _____.
4. Future goals
 - 4.1 The Marketing & Sales Department are working to develop a ⁸ _____ with the goal of increasing sales by 20% in the coming year.

Making suggestions (*could, might want to, Why don't you / we ...?, Why not ...?*)

We often use *could*, the phrase *might want to* and questions beginning with *Why don't you / we ...?* or *Why not ...?* to make **suggestions**.

could	when there is a choice	You could try it on first. You could ask the sales assistant for advice.
might want to	when we want to sound less direct	You might want to ask for permission first. You might want to check where it's from. You might not want to miss the chance.
Why don't you / we ...? Why not ...?	in informal situations	Why don't you come back later? Why don't we try that one? Why not listen to his advice?

Let's practise Match each situation on the left with a suggestion on the right. Write the letters (A–F) in the spaces provided. Then work in pairs and take turns to read out the situations and give the suggestions using the above expressions.



1 I really like this handmade bag, but it's very expensive. _____

2 I think I've been doing too much shopping lately. _____

3 I have nothing to do this weekend. _____

4 The company won't let me exchange it or give me my money back. _____

5 This is perfect. I think I'll buy it. _____

6 I don't know which pair of jeans looks better on me. _____

A ... draw up a budget so that you know how much you can spend

B ... make a complaint to the Consumer Council

C ... try on both and see

D ... go to the New Year Fair

E ... try to ask for a discount

F ... check the price first



Now take turns to read out the situations again but this time make different suggestions.

Persuading people to take action (Imperatives)

Imperatives are not only used in instructions, they are also used in slogans to encourage people to take action.

Get ready for action!

Don't miss this opportunity!

Discover something new!

Call us today!

Sometimes we add *Do* or *Let's* in front of an imperative.

Do	for emphasis	Do give yourself a break.
Let's	to suggest an action	Let's go now.

Let's practise Read the instructions and play the game below.

Part I

Think of two imperatives which could be used in slogans for each of the following businesses. Write them in the spaces provided. Think of a slogan for each one.

- A restaurant
_____, _____
- A clothes shop
_____, _____
- A beauty products company
_____, _____

Work in small groups. Take turns to read out your imperatives and slogans.

I think 'try' can be used in a slogan for a restaurant. For example, 'Try our summer lunch menu'.

For each of your slogans, if at least half of your group members think it's a good one, colour one circle at the bottom of the page.

Part II

Search online and find four examples of slogans with imperatives. Write them in the spaces provided.

- _____
- _____
- _____
- _____

Work with the same group. Take turns to read out the slogans and ask group members to guess what type of business each one is for. If a group member guesses correctly, he or she can colour a circle.

At the end of the game, the winner is the one with the most coloured circles.



Talking about actions (I) (Gerunds, To-infinitives)

Some verbs can be followed by a **gerund** or **to-infinitive** with no difference in meaning. However, there are a few verbs that have a difference in meaning.

forget +		
gerund	Talk about something we did but do not remember doing	I forgot telling Chris I bought a T-shirt, but I remembered later.
to-infinitive	Talk about something we did not do because we did not remember to do it	I forgot to tell you that I went shopping with Alex yesterday.
regret +		
gerund	Say that we feel sorry about something we did	I regret buying the jeans.
to-infinitive	Used in formal situations to say that we feel sorry about having to give some bad news	We regret to say / tell you that we are unable to give you a refund.
remember +		
gerund	Talk about an experience which is still in our memory	I remember seeing this dress.
to-infinitive	Talk about something we have to do	I will remember to get a receipt.
stop +		
gerund	Talk about something we did not carry on doing	We stopped talking when we saw the photo.
to-infinitive	Say why we stopped	We stopped to take a closer look at the bag.
try +		
gerund	Talk about doing something to see what the result will be	Have you tried designing your own clothes?
to-infinitive	Talk about making an effort to do something	The sales assistant tried to persuade Mum to buy the bag.
go on +		
gerund	Talk about continuing to do something	She went on talking about her new business until we all dozed off.
to-infinitive	Talk about moving on to a new thing	He stopped complaining about the colour and went on to moan about the material.

Let's practise Complete the sentences using the correct forms of the verbs given. Add 'not' where necessary.

1 Tina: I wish the sales assistant would stop ^a _____ (follow) me around so that I can browse in peace.

Sam: Try ^b _____ (smile) at him and see what he does.

2 Amara: Sorry, Sis. I forgot ^a _____ (tell) you that I borrowed your sunglasses and lost them. I remember ^b _____ (put) them on but now I can't find them anywhere.

Ada: They're on your head!

3 Sam: I regret ^a _____ to Jimmy's advice. I should have bought that T-shirt. If I had bought it, I could have worn it to the party. If I had worn it ...

Jen: Could you stop ^b _____? I'm trying to study.

Sam: If I had stopped ^c _____ at it more closely ...

Jen: If you go on ^d _____ a noise, I'll have to shut you out!

You can use these verbs:

- listen
- look
- make
- mumble

Let's practise Complete the following blog entry using the verbs given in brackets and the **gerund** or **'to'-infinitive** form of the verbs given in the box. Your answers must be grammatically correct.

I have a new resolution — I will ¹ _____ (try) less money on clothes by buying second-hand clothes from thrift shops.

I ² _____ (remember) a few thrift shops in Sheung Wan. Actually my brother Danny and I went to have a look at the biggest one last weekend.

In fact, Danny told me to ³ _____ (remember) a big bag since I would probably end up buying a lot of things. However, when we got there, we were disappointed to see a sign on the front door which said: We ⁴ _____ (regret) you that our shop is closed for the day. Danny apologised to me because he ⁵ _____ (forget) to check first.

As we were deciding what to do, Danny saw an interesting shop across the road. As soon as we walked in, we saw a huge collection of T-shirts, vintage posters and classic mugs.

We ⁶ _____ (not regret) the shop at all. The shop owner was very friendly. He talked about his vintage collections and showed us his favourite items. After doing that, he ⁷ _____ (go on) why he opened the shop.

In the end, I bought four T-shirts, five posters and three mugs — a not-so-thrifty shopping trip after all.

You can use these verbs:

- bring
- call
- explain
- see
- spend
- tell
- visit



Complete the following conversation by choosing the best answer for each blank below. Blacken one circle for each blank.

Tom: I've been trying (1) you the whole morning. Where were you?

Chloe: I was busy clearing out my wardrobe. I've got so many clothes. I don't even remember (2) some of them.

Tom: What are you planning to do with them?

Chloe: I don't know. (3) give me some advice.

Tom: I'm not the best person to ask ... Do you regret (4) all that money?

Chloe: I do. It's not just the money, it's the space too. I will try (5) on impulse in the future.

Tom: You (6) selling some clothes. (7) sell them online?

Chloe: That's a good idea!

Tom: You (8) the Carousell app. Lots of people use it to sell ... and buy. (9) the urge to look. You (10) browse.

Chloe: OK ... You can stop (11) me. I will remember (12) twice before buying clothes again.

- 1** A call
 B calling
 C to call
 D to calling

- 2** A buy
 B buying
 C to buy
 D to buying

- 3** A Do
 B Doing
 C To do
 D To doing

- 4** A spend
 B spending
 C to spend
 D to spending

- 5** A buy
 B buying
 C not to buy
 D not to buying

- 6** A could try
 B have try
 C must try
 D try

- 7** A Why do you
 B Why don't you
 C You might
 D You might not want to

- 8** A could install
 B shall install
 C like to install
 D have to install

- 9** A Resisting
 B Let's resist
 C Do resist
 D Don't resist

- 10** A have to
 B have want to
 C might not want to
 D should try to

- 11** A remind
 B reminding
 C to remind
 D to

- 12** A think
 B thinking
 C to think
 D to thinking

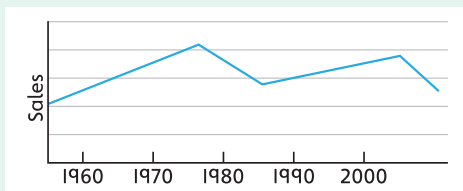




Listening skill

Listening for trends

We sometimes need to listen for how things change over time (trends), e.g. whether the sales of a product increase or decrease.



Flared jeans **rose in popularity** in the 1960s and 70s. However, **their popularity started to decline** in the 1980s. A decade later, it **started to pick up** again until the mid-2000s, when they **fell in popularity** again.

To understand trends, we can listen for words and phrases that describe different aspects of change.

Time

in 2021, at the start of 2019, in the early / late 1990s, from 1900 to 2000, a decade later

Direction

Up: increase, go up, rise, climb, pick up, grow

Down: decrease, go down, fall, drop, decline

Can you find and underline the words and phrases in the example above which describe the time and direction of the change?



Let's listen

Some students are having a meeting to discuss a fashion trend. Listen to their conversation and answer the questions below using information from the conversation and the note. For multiple choice questions, blacken one circle only.

NOTE

Carly

I couldn't book the usual room so we'll have the meeting in classroom 3E. Please let everyone else know. Also, Tyler won't be able to come so can you take notes for us?

Jason

1 Where is the meeting taking place?

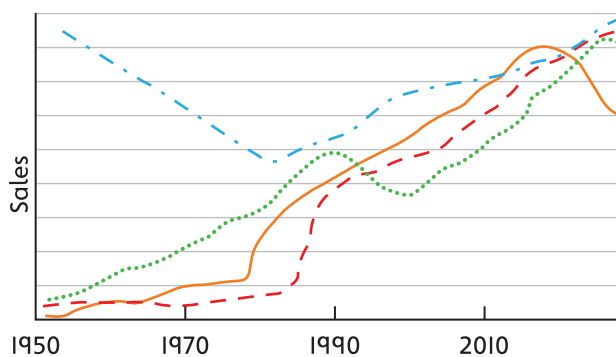
2 Who is going to be the secretary?

3 What is 'athleisure'?

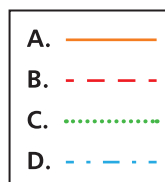
4 Where did the term 'athleisure' come from?



5 Which of the following lines shows the popularity of athleisure over time?



- A C
 B D





Speaking skill Keeping a discussion going

In a conversation or group discussion, there may be awkward moments when everyone stops talking. We can encourage others to speak or move the discussion on.

We often soften our language to sound more polite, e.g. 'Oh, please tell me more', 'That sounds interesting'.

Ask open-ended questions

Why do you think so?
What does that mean?
Why is that?
What do you mean?

Move the discussion on

Let's move on, shall we?
What shall we talk about next?
Shall we look at the next item?
Now let's discuss ...

A Work in pairs. Complete the discussion below with appropriate questions or suggestions to keep the discussion going. Use the prompts given and the examples above to help you.

Prompts:

(i) Encourage your partner to speak by asking an open-ended question.

(ii) Move the discussion on.

- Student A: What do you think are some advantages of online shopping?
- Student B: I think one advantage is that it saves us a lot of time.
- Student A: (i) ¹ _____
- Student B: Because we don't have to travel to a shop or a shopping centre to buy what we need.
- Student A: That's true. And we save money too.
- Student B: (i) ² _____
- Student A: Well, as you said, we don't have to travel to the shop so we save on travel costs.
- Student B: Yes, and it saves you more money if you usually travel by car.
- Student A: (i) ³ _____
- Student B: Well, parking in Hong Kong is very expensive.
- Student A: That's true. (ii) ⁴ _____
- Student B: OK.

B Work in groups of four. Discuss the given topic. Help keep the discussion going with appropriate questions or suggestions.

The disadvantages of online shopping

Task

Write a letter of proposal



You are Joey Wong, the president of the Student Council. The Council wants to propose holding a school fair at Christmas. Based on the above notes you made at an earlier meeting, write a letter of proposal to the principal asking for permission.

STEP 1 Get ready

Let's look at the genre and audience and work out the purpose(s) and style for this task. Tick the correct boxes.

G.A.P.S.

Genre: Letter of proposal**Audience:** the school principal**Purpose(s):** to argue to persuade to seek permission to provide information**Style:** informal semi-formal formal

A letter of proposal to a school principal is usually ...

 friendly and funny polite and persuasive

STEP 2 Read and analyse

A The Student Council has some guidelines for writing a letter of proposal. Complete the guidelines below with the words and phrases given on the next page. Write the letters (A–I) in the spaces provided.

Start with a ¹ _____.	● Dear Principal Lam
State the ² _____.	● The Student Council would like to propose holding a blogging workshop called 'Start a successful blog today' for aspiring bloggers at our school.
State the ³ _____ and give examples of the ⁴ _____.	● Since a group of Secondary 3 students started a study blog two years ago, more and more students have expressed an interest in starting their own blogs, so we thought 'Why not help them get started by organising a blogging workshop?' We believe that blogging can benefit students in many different ways, such as teaching them real world skills, improving their writing skills and building their confidence. 5
Provide ⁵ _____.	● We suggest that the workshop be held on Saturday 18th November. In the morning, students could learn about the basics of setting up a blog, such as how to choose a blogging platform, find sponsors, promote their blog, and create logos and slogans. In the afternoon, they could join a practice session. To ensure a quality workshop, we will try to invite successful bloggers to run the workshop. 10
Emphasise the benefits and express ⁶ _____.	● We believe that students can benefit tremendously from this workshop. We are therefore very keen to put our proposal into action, and we hope to receive a favourable reply. 15
Close with 'Yours sincerely' ⁷ _____.	● Yours sincerely Jay Li 20
Include the sender's ⁸ _____ and ⁹ _____.	● President Student Council



Tip!

A letter of proposal to a teacher or the principal is semi-formal. We use formal language to show respect, but we can be a bit friendlier because we know the recipient. So, the letter should be more formal than one to a friend, but less formal than a letter to an outside organisation.

Letter to a friend

- *said they liked*
- *to make sure the workshop is good*
- *we hope you'll say 'yes'*

Letter of proposal to a teacher / principal

- *expressed an interest in*
- *to ensure a quality workshop*
- *we hope to receive a favourable reply*

A benefits

B details of the proposed activity

C if the name of the recipient is known

D formal greeting

E hope for acceptance

F name

G purpose of the letter

H reason for the proposed activity

I title



Writing skill

Using persuasive language

When we write a letter of proposal, we want to persuade the recipient to agree with our ideas and suggestions. We can use words that evoke strong feelings in the recipient and make it clear that our suggestions are important and useful.

We believe that blogging can **benefit** students in many different ways, such as **teaching** them real world skills, **improving** their writing skills and **building** their confidence ...

... To ensure a **quality** workshop, we will try to invite **successful** bloggers ... We believe that students can benefit **tremendously** from this workshop.

Positive verbs

Positive adjectives

Intensifying adverbs

B *Persuade the reader by completing the following sentences using the correct form of the words given.*

- There will be a variety of ^a _____ activities, such as a ^b _____ magic show that will impress everyone and a ^c _____ parade that includes our school colours.
- We believe that such an experience is not only ^a _____ rare in Hong Kong but also ^b _____ beneficial to students' physical development.
- The 'Be an entrepreneur' programme ^a _____ and ^b _____ participants to think out of the box.

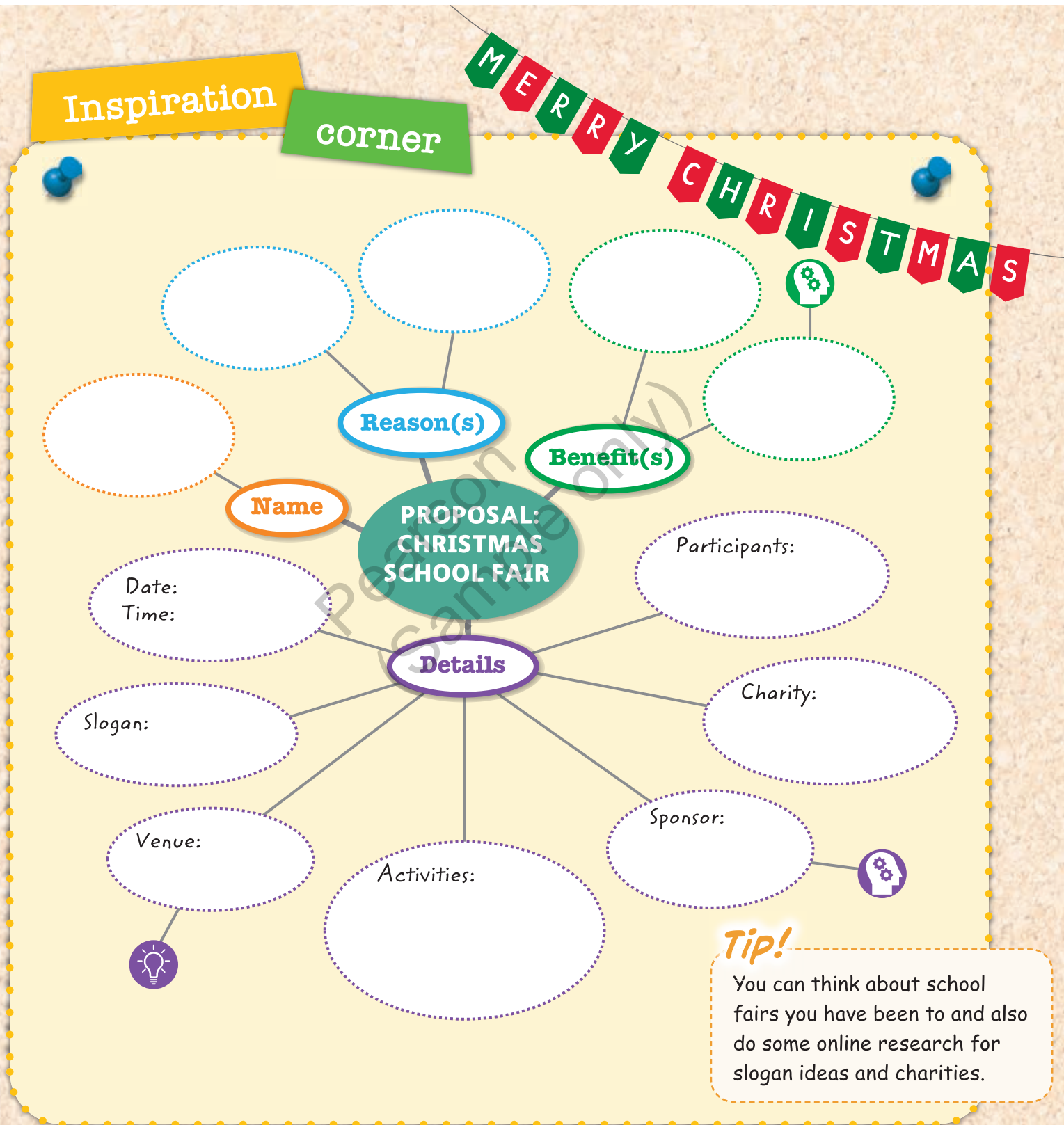
You can use these words:

- colourful
- encourage
- extremely
- fun-filled
- highly
- spectacular
- teach



STEP 3 Brainstorm

Here are some useful ideas, words and phrases to help you with your writing. You can also look at the Vocabulary section and the Task Sheet for words to use. Begin by completing the plan below.



Fair games, activities and stalls

- arts and crafts
- carnival games
- face painting
- fashion show
- magic show
- parade
- photo booth
- talent show
- candy floss
- popcorn



Adjectives related to fairs

- amusing
- enjoyable
- exciting
- fantastic
- fun-filled
- relaxing
- spectacular
- thrilling

Skills related to organising an event

- collaboration
- communication
- decision-making
- organisational
- time management

Making a proposal

- It would be helpful ...
- It would be of great benefit ...
- It would be a good idea ...
- You might also want to consider ...
- One possible way to do this is ...
- We suggest / propose / recommend that ...
- ... could ...

STEP 4 Write

Write your letter.

STEP 5 Evaluate

Read your letter and tick the statements below that you agree with. Revise your letter if necessary.

G.A.P.S.

- I know the purpose of writing the letter.
- My letter appeals to my intended audience.
- I used a semi-formal, polite and persuasive style in my letter.

You can also ask a friend to evaluate your letter!

Content

- I included the purpose of the letter.
- I included the reason(s) for the proposed activities.
- I included the benefits of the proposed activities.
- I included details of the proposed activities.
- I emphasised the benefits and expressed hope for acceptance.

Organisation

- I started with a formal greeting.
- I used different paragraphs for talking about different aspects.
- I ended with an appropriate closing, the sender's name and title.

Language

- I used *could*, *might want to*, *Why don't you / we ...?* or *Why not ...?* to make suggestions.
- I used imperatives to persuade people to take action.
- I used verbs with gerunds or *to*-infinitives to talk about actions.



Vocabulary Bank

People in business

business partner (*n phr*) p. 31
 customer (*n*) p. 31
 shop owner (*n*) p. 43

chairperson (*n*) p. 39
 entrepreneur (*n*) p. 29

Chief Executive Officer (*n phr*) p. 31
 secretary (*n*) p. 39

Phrases related to setting up a business

create a schedule (*v phr*) p. 38
 find sponsors (*v phr*) p. 34
 promote an event (*v phr*) p. 38
 set up a stall (*v phr*) p. 38

draw up a budget (*v phr*) p. 34
 identify a target market (*v phr*) p. 38
 recruit employees (*v phr*) p. 31
 source products (*v phr*) p. 34

Words and phrases related to marketing

brand (*n*) p. 39
 discount (*n*) p. 39
 logo (*n*) p. 35
 promotion (*n*) p. 31
 unique (*adj*) p. 34

brand awareness (*n phr*) p. 39
 eye-catching (*adj*) p. 35
 loyalty points (*n phr*) p. 39
 sales strategy (*n phr*) p. 39

campaign (*n*) p. 35
 flash sale (*n phr*) p. 39
 memorable (*adj*) p. 35
 slogan (*n*) p. 35

Words and phrases related to business

auction (*n*) p. 34
 entrepreneurial (*adj*) p. 29
 opportunity (*n*) p. 29
 receipt (*n*) p. 42
 supplier (*n*) p. 38

bid (*v*) p. 34
 expense (*n*) p. 35
 organisation (*n*) p. 38
 refund (*n*) p. 42

company (*n*) p. 30
 investment (*n*) p. 35
 project (*n*) p. 30
 stall (*n*) p. 34

Other vocabulary

approach (*v*) p. 35
 end up (*phr v*) p. 43
 handmade (*adj*) p. 34
 make the world go round (*v phr*) p. 30
 resolution (*n*) p. 43
 sustainable (*adj*) p. 30

browse (*v*) p. 43
 exchange (*v*) p. 40
 have a taste for sth* (*v phr*) p. 31
 on impulse (*p phr*) p. 44
 second-hand (*adj*) p. 43
 thrift shop (*n phr*) p. 43

clear out (*phr v*) p. 44
 give sb* the green light (*v phr*) p. 35
 invaluable (*adj*) p. 34
 permission (*n*) p. 34
 set the ball rolling (*v phr*) p. 31
 vintage (*adj*) p. 43

*sb = somebody, sth = something



Self-assessment

How much have you learnt in this unit?
 Go to the online platform to find out!