

Task 3 – Reading into Writing: Family Business

At a glance

Level: ISE II

Focus: Task 3 – Reading into writing

Aims: To familiarise students with the format of the reading questions of the ISE II Reading & Writing exam, and to develop writing skills by writing a short summary based on four short reading texts about family businesses

Objectives: To write a summary of approximately 150-180 words by selecting relevant information from four texts.

Skill: Selecting and summarising information from input texts

Topic: Family Business (World of Work)

Language functions: Highlighting advantages and disadvantages and persuading

Lexis: Lexis related to the world of work

Materials needed: Student worksheet, copies of the model answer and board pens

Timing: approximately 90 minutes

Procedure

Preparation

1. Photocopy one student worksheet per student
2. Photocopy one model answer per student.

In class

1. Explain to the class that they will be doing a writing activity based on four articles and that this will help them to prepare for Task 3 - Reading into writing in the ISE II Reading & Writing exam.
2. Write "Family Business" on the board and then divide the class into two or four groups (depending on class size), with one group listing the advantages of being in a family business and the other group/groups listing some of the disadvantages. Give them about four

minutes for this. Then ask a representative from each group to write their lists on the board. Any unknown vocabulary can be explained accordingly by the student/group who wrote it.

3. Tell the class they are going to read four texts concerned with family business. Give out the student worksheet and ask one half of the class to read Texts A & B **only** and the other half of the class to read texts C & D **only**. Then ask the students in pairs to discuss what they have read and to ensure they have fully understood the texts - it may be better to pair weaker students with stronger ones. (Maximum 10 minutes).
4. Once the students have read the two texts and discussed them, pair each student with another student who has read the other two texts, and ask them to sit together and explain to each other what they have read. You should monitor whilst they are doing this and deal with any difficulties.
5. Now ask the students to look at the questions below the reading texts. Ask the students to do each set of 5 questions individually, and then to discuss their answers with their partner. Allow the students 15 minutes to answer the 15 questions.
6. Ask students to write their answers on the board. See how these answers compare with the actual answers. Ask students to justify their answers amongst themselves if there is any disagreement. Try to rectify any misunderstandings by showing them where the answers appear in the text.
7. Ask students to discuss their reactions to what they have read either as a class or in groups of three or four. Give the students ten minutes to discuss the following questions:
What were the most surprising things they read?
Would students like to be involved in a family business? Why?
Are any students involved in a family business already? Can they share their experiences with the group?
8. Explain to the students that in Task 3 – Reading into writing in the ISE II Reading & Writing exam the students will have to write a summary of 150-180 words based on the four texts they have read. To practise this, give students 10 minutes to plan a draft outline to the following:-
*You have just heard that a family friend wants to leave the family business. Write an email to him/her trying to persuade him/her not to leave the family business. (**Remember to use information from all four texts to help you write your answer**).*

9. After students have planned their draft outline, give students the model answer and tell them that this includes a summary of the four texts they have read. Ask the students to read the model answer quickly and find what the writer's main points are.
10. Ask students to see how the text is structured. What is the point of each paragraph? Ask students to write which texts are referred to in each paragraph. It is very important that students refer to all of the texts in their writing answers and not just one or two. It is of course important that they do not lift from the texts.
11. In pairs ask students to re-plan the structure and body of their own email.
12. Now ask the students to write their own email (which should be 150-180 words), using the model answer as an example. Teacher monitors.
13. If there is time, students can swap their texts and correct their partner's text.

Further support activity

1. Ask the weaker students to write collaboratively in small groups.
2. Weaker students can summarise only one or two of the texts.
3. Weaker students may need more time, and can finish this for homework if necessary.

After class

Ask the students to look online for examples of some successful family businesses (national or international) and to report back in the next class.

Student Worksheet

Task 3 – Reading into Writing:
Family Business

Text A

The continued growth of family businesses

Family businesses today are a very important part of the economy as they account for 65% of all private enterprises and for 40% of all private sector employment. But how successful are they?

It is claimed that family businesses are more effective than other businesses because they are more concerned with the long-term future of the company as they want to transfer the business to the next generation. They also would like to extend the family's reputation locally, nationally, or even internationally. There is usually little disagreement as to the financial benefits each family member should take from the business.

However, there are drawbacks to family enterprises too. The head of the family business may want to give relatives a chance when there are other people outside the family who are better qualified to do the job. It is also rare for more than one family member to have the required skills to drive the business in an increasingly competitive environment.

Text B

<p>We asked members of the public if they would like to work in a family business.</p>	
<p>Frederic</p>	<p>I think it would be really nice. We would all have to take responsibility to create something we could be proud of as a family.</p>
<p>Ling</p>	<p>I wouldn't really like it because I think it would be pretty boring. I want to meet lots of different people in a large and dynamic workplace.</p>
<p>Cathy</p>	<p>We could never get away from work. Some people say they couldn't work with families, but I couldn't work without them.</p>
<p>Adam</p>	<p>@ Ling</p> <p>I used to work in a big company and it is not as stimulating as you might think. Colleagues you thought were friends aren't always!</p>
<p>Sanjit</p>	<p>I want to be an international lawyer so to achieve this is not so easy with a family business. Besides, I would rather have my own independence and be able to pursue my own career path.</p>

Text C

Wednesday, 26th June

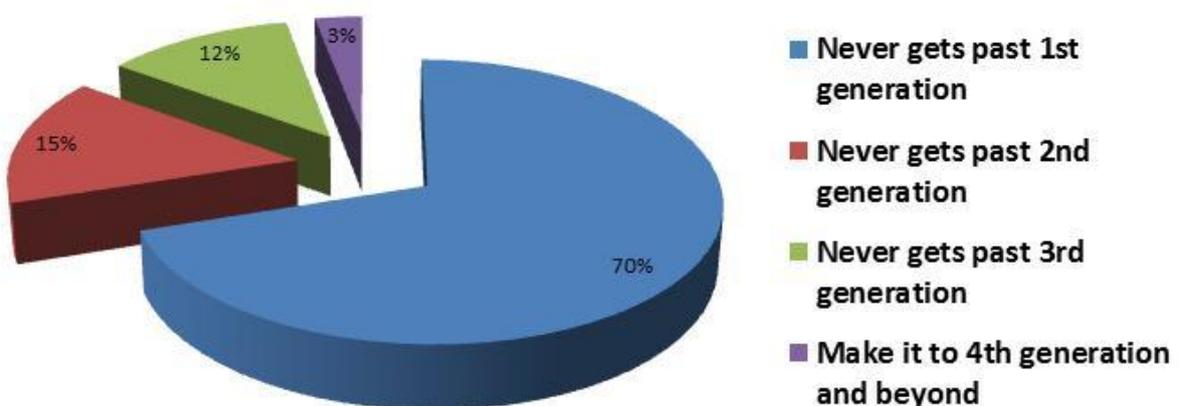
I am so excited! Tomorrow Mum and I will go and see our first customers. I can't believe it is only 6 weeks ago since I suggested to Mum the idea of starting up our own wedding planning business. All because my friend Sandy wanted to organise a different sort of wedding and she couldn't find anyone to help her to do it. And we helped her realise her special day. She was so happy with the venue, food, flowers, everything!

It is essential we do a really good job with these first few customers so we can build up a good reputation. Dad told us having your own business isn't as easy as we might think. He said it's far more time consuming than we could imagine, but the sense of satisfaction can be amazing.

I should sleep now as it's already 1am. I've just realised I spent 3 hours researching stuff for tomorrow!

Text D

Longevity of Family Businesses



Questions

Read questions 1-5 first and then read Texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. Choose one letter - A, B, C or D - and write it in boxes 1-5. You can use any letter more than once.

Which text

1. talks about the prospects for a new business she is starting?
2. analyses the long-term success of family businesses?
3. expresses personal feelings about working in family firms?
4. outlines some of benefits and weaknesses of a family business?
5. compares the economic importance of family businesses with other businesses?

	Text
1.	
2.	
3.	
4.	
5.	

Questions 6-10

Choose the 5 statements from A-H below that are TRUE according to the information given in the texts. Write the letters of the TRUE statements in the boxes provided (in any order).

A. Family businesses employ more people than other types of businesses.

B. Family relatives are often not as qualified as outsiders to work in family businesses.

C. Adam thinks Ling should be careful of colleagues she chooses to be friends.

D. Sanjit thinks he can achieve his ambitions within a family business structure.

E. The diary writer doesn't believe that she would have had the idea for a business if her friend Sandy hadn't had a problem.

F. The diary writer was surprised how quickly the time had gone.

G. The majority of family businesses are passed onto a second generation.

H. There is a steady decline of the success of family businesses with each passing generation.

True Statement	
6.	
7.	
8.	
9.	
10.	

Questions 11-15

The Summary Notes below contain information from the texts. Find a suitable word or a phrase **in the texts** to complete the missing information in gaps 11-15. Write your answers in the spaces provided and you can use **up to 3 words**.

Notes on aspects of Family Businesses

Advantages of Family Businesses:

- Very important for the economy
- Family members have the 11) _____ of the company at heart.
- Everyone wants to build on the family's reputation.
- Usually little disagreement among family members.
- Great 12) _____ to build up your own business.

Drawbacks of Family Businesses:

- May employ family members when "outsiders" might be 13) _____.
- Often only one family member who is the real driving force behind the company
- Can have few opportunities to meet a wide variety of work colleagues
- Less independence if you want to follow your 14) _____.

A great challenge for future generations:

- The 15) _____ of a family business is not high as 70% of family businesses do not make it past the first generation.

Answer Key

1. C	2. D	3. B	4. A	5. A
6. B	7. C	8. E	9. F	10. H

11. long term interests

12. sense of satisfaction

13. better qualified

14. career path

15. longevity

Model Answer

Dear Santiago

I have just heard that you want to leave the family legal business to go and follow your own career.

As you know your family are upset with this decision as they had always thought it would be you to carry on the family firm. I know the family business takes up so much time. It must be tempting to go and do your own thing so you can feel more independent and meet more people in a larger workplace.

However, have you really considered the advantages of continuing the family firm? It's wonderful to be able to work with those nearest to you that you can really trust. Also there is a real sense of pride and satisfaction in keeping up the family reputation.

Did you know that 65% of all businesses are family ones but only 3% of these businesses make it to a fourth generation? Just imagine how proud you would be if you could pass on the business to your children!

I hope I can persuade you to change your mind.

Your friend

Esmeralda

(words 180)

Original Source (pie chart)

https://www.google.co.uk/search?q=family+business+graph&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&ei=30NaVcXLDKTW7Aapt4HwCg&ved=0CCAQsAQ#imgsrc=zQpAm8exuhHxMM%253A%3BHQehqWefBs_c_M%3Bhttp%253A%252F%252Ffig-search.net%252Fwp-content%252Fuploads%252F2013%252F09%252FFamily-Infographic1.jpg%3Bhttp%253A%252F%252Ffig-search.net%252F%253Fpage_id%253D55%3B680%3B299