

Background Note

UNIT OPENER pages 34–35

The large picture on pp. 34–35 shows a group of bikers who work for the food delivery service, Deliveroo, waiting for their instructions at one of their first Deliveroo Editions in France kitchens in Saint-Ouen, France.

Expansion Activity 1

UNIT QUESTION page 35

1. Introduce the Unit Question: *How is work changing?* To get students thinking about the question, review their ideas generated in Activity A.
2. Put students in small groups and give each group a piece of poster paper and a marker. Ask them to make a T-chart and label the two columns “30 years ago” and “Today”.
3. Read the Unit Question aloud. Then ask students to think about what kinds of jobs were available 30 years ago and what new jobs are available today. Give students a minute to silently consider their answers to the question. Tell students to pass the poster paper and marker around the group. Direct each group member to list a job in each column. Encourage them to help one another.
4. Call on each group to share their answers. Ask students what new skills are necessary to have today compared to 30 years ago. Post the answers to refer back to later in the unit.

Multilevel Option 1

READING 1: Who Wins in the Gig Economy, and Who Loses?

C. VOCABULARY page 36

1. Read each of the words in the box aloud.
2. Invite the students to repeat the words after you.
3. Have students look up definitions of words they don't know. Answer any questions about meanings.
4. Direct students to discuss with a partner how the words might relate to the unit.
5. Encourage volunteers to share their answers.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide example sentences to help them understand the words. For example: *Because of my brother's expertise in computers, he was offered a high-paying job at a software company. / When governments study the labor market, they look at which jobs are in demand, which jobs are going away, and how many people are currently employed. / Many students take advantage of loans from the government in order to help pay for their college tuition.*

Pair higher-level students and have them write sentences for each word. Call on students to write their sentences on the board. Correct the sentences, focusing on the use of the vocabulary rather than other grammatical issues.

Background Note

READING 1 page 37

In the past, the word “gig” was slang for a temporary job in a free market economy that lasted for a specific period of time. It was usually used in reference to musicians. Today, the term “gig” has expanded to any temporary, pre-defined job taken by freelancers, contractors, and part-time hires. Gigs are fee-based and do not assume any future work opportunities, health insurance benefits, or retirement benefits. Intuit has predicted that 40% of Americans will work as independent contractors by 2020, largely as a result of the digital age, where workers can take on jobs globally from the comfort of their own home. The increase in gigs also has great benefits to employers, who save resources on benefits, office space, the training of permanent employees, and paying high-salaries (with benefits) to specialists in the field.

Multilevel Option 2

? WRITE WHAT YOU THINK page 42

1. Ask students to read the questions and reflect on their answers.
2. Seat students in small groups and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock.
3. Give students ten minutes to discuss the questions. Call time if conversations are winding down. Allow extra time if necessary.
4. Call on each group's reporter to share ideas with the class.
5. Have students choose one of the questions and write freely for 5–10 minutes in response.
6. Call on volunteers to share their responses.

MULTILEVEL OPTION

Have higher-level students develop their answers to Questions 1, 2, or 3 into a paragraph.

Background Note

READING 2 page 45

Whereas a gig economy is one where individuals offer their services on a part-time basis to companies, a sharing economy is one where individuals rent or share assets they have to other individuals who need them, such as cars, homes, and services. Common examples include Uber, the peer-to-peer ridesharing service, and AirBnB, a service allowing individuals to rent out their properties to others. The idea of a sharing or “peer-to-peer” economy is less an economic model and more an ideological one, as the transaction is typically mediated through another company who manages the rental or service on behalf of the individual who owns the asset.

As a result, individuals who rent their assets through such companies often end up giving up personal control over setting prices, rules, and regulations. Branding this model as part of the sharing economy is thus misleading, for the transactions are not actually peer-to-peer and have little to do with fostering social relationships among consumers. For these reasons, experts prefer the term “access economy” to “sharing” or “gig” economy as it more accurately describes such transactions.

Expansion Activity 2

WORK WITH THE VIDEO page 52

1. Tell students to imagine that Bee and Theo will be coming soon to their area to photograph important and famous places and sell the photos on their website.
2. Put students into small groups. Ask students to brainstorm 3–5 places they would suggest photographing. Encourage students to think of different kinds of places: 1) famous buildings and monuments, 2) local hangout spots, 3) traditional neighborhoods, etc.
3. Elicit ideas from each group and list them on the board. Then assign one place to each group, but do not let the other groups know which one you assigned.
4. Ask each group to write a short paragraph describing the place, its importance to the country/community, and reasons why it would be a good choice for Bee and Theo’s travel website.
5. Have a volunteer from each group read their paragraph. Then ask the other groups to guess the place they described. Assign one point for each correct guess. The group with the most correct guesses wins.

Vocabulary Skill Note

REPORTING VERBS page 53

1. Direct students to look back at the readings in this textbook and identify writers who have reported the ideas of other people. Ask why writers do this (e.g., to give examples, to introduce a different opinion, or to quote an expert).
2. Read the introductory paragraph in the skill box. Go over the information in the chart and read the final paragraph about adverbs.
3. Check comprehension: *Which reporting verb shows you agree/disagree with the authors? Which verb shows you have a neutral opinion? What effect can an adverb have on a sentence?*

Skill Note

This skill draws students’ attention to the concept of connotation or additional meanings suggested by a word. Students need to become aware of connotation so that they can understand writers’ opinions and express their own ideas effectively. Reporting verbs can be followed by simple noun phrases, noun clauses, or non-finite clauses, and a good learner’s dictionary will help students choose the correct structure. You

might point out that reporting verbs are often used in the present tense even when the information being reported was written in the past. This stresses that the writer thinks the ideas are still relevant and important now.

Multilevel Option 3

B. CREATE page 54

1. Direct students to complete the activity individually.
2. Tell them they can choose facts, statistics, or examples from the readings in this unit or from the unit video.

MULTILEVEL OPTION

Group lower-level students and assist them with this activity. Allow them to use facts or examples from their own knowledge instead of those from the readings or unit video. Have higher-level students compare their answers and find other information from the readings or unit video to support their personal attitudes and beliefs.

Grammar Note

NOUN CLAUSES page 59

1. Read the information in the box. Help students identify the different noun clauses.
2. Check comprehension: *What word is added to make a statement into a noun clause? What words can be used to make a yes / no question into a noun clause? What do you need to remember when turning a wh-question into a noun clause?*

Skill Note

Noun clauses occur after most verbs that report speech, thoughts, and ideas. Some verbs are restricted in the clause types that may follow them (e.g., *wonder if / whether* but not usually *that*). Some verbs require or permit indirect objects before the noun clause (e.g., *tell someone that; agree with someone that*), whereas others do not (e.g., *say that*). Noun clauses do not require special punctuation; it is incorrect to place a comma between the reporting verb and the noun clause. The punctuation at the end of the sentence depends on the main clause (the one with the reporting verb) not the noun clause, which can be confusing if the noun clause is formed from a question. For example: *We asked the man why he plays video games* ends with a period, not a question mark.

Expansion Activity 3

B. APPLY page 60

1. Ask students to read the directions and the example sentence. Explain to students that there are two steps to this activity:
 - 1) choose an appropriate reporting verb
 - 2) turn the sentence provided into a noun clause
2. Have students complete the activity individually. Encourage them to pay attention to punctuation.
3. Ask volunteers to write their sentences on the board.

21ST CENTURY SKILLS EXPANSION

Employers value the ability to communicate opinions clearly. Choosing the correct word is central to effective communication. However, it is also important to be specific and polite when disagreeing or distancing yourself from an idea.

Ask students to role-play a situation in which one employee makes a suggestion that others disagree with. After presenting their role-plays, students should discuss which role-play was most effective.

Unit Assignment Rubrics

Unit 2 Business

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write a persuasive article.*

20 points = Article element was completely successful (at least 90% of the time).

15 points = Article element was mostly successful (at least 70% of the time).

10 points = Article element was partially successful (at least 50% of the time).

0 points = Article element was not successful.

Write an Persuasive Article	20 points	15 points	10 points	0 points
Article makes a convincing argument that is supported by appropriate evidence.				
Article includes clear contrasting ideas.				
Reporting verbs are used correctly.				
Noun clauses are used correctly.				
Article includes correct punctuation, spelling, and grammar.				

Total points: _____

Comments: