



## Business

# 2

- READING** identifying contrasting ideas
- CRITICAL THINKING** recognizing evaluative language
- VOCABULARY** reporting verbs
- WRITING** using evidence to support an argument
- GRAMMAR** noun clauses



## UNIT QUESTION

# How is work changing?

### A. Discuss these questions with your classmates.

1. What kinds of jobs do you think will not be needed in the future?
2. How has the workplace changed since your parents or grandparents were your age?
3. Look at the photo. Have you ever used services provided by people doing “gigs” (temporary jobs), such as delivering food? What type of service was it? How was your experience?



### B. Listen to *The Q Classroom* online. Then answer these questions.

1. How do Marcus, Sophy, Yuna, and Felix think that work is changing?
2. What do you think about their ideas?

**iQ PRACTICE** Go to the online discussion board to discuss the Unit Question with your classmates. *Practice* > *Unit 2* > *Activity 1*

## UNIT OBJECTIVE

Read two articles that support and criticize the “gig economy.” Gather information and ideas to write an article for your school or university career services newsletter arguing why a particular job is a good choice in the changing workplace.

## READING 1

# Who Wins in the Gig Economy, and Who Loses?

### OBJECTIVE ▶

You are going to read an article by Diane Mulachy from *Harvard Business Review* about the winners and losers in the sharing, or “gig,” economy. Use the article to gather information and ideas for your Unit Assignment.

## PREVIEW THE READING

- A. PREVIEW** Who do you think benefits from sharing services that pay you to drive your car, rent a room, or do small jobs for other people?
- B. QUICK WRITE** Do you prefer to use taxis or ride-sharing services? Do you prefer hotels or rooms rented directly from the owner? What services could you offer that people would pay for? Write for 5–10 minutes. Remember to use this section for your Unit Assignment.
- C. VOCABULARY** Check (✓) the words and phrases you know. Use a dictionary to define any new or unknown words or phrases. Then discuss with a partner how the words and phrases will relate to the unit.

automate (v.)

benefits (pl. n.)

discrimination (n.)

expertise (n.)

gig (n.)

job security (n. phr.)

labor (n.)

on the margins (prep. phr.)

substitute (v.)

take advantage of (v. phr.)

the other end of the spectrum (n. phr.)

wage (n.)

Oxford 5000™ words

Oxford Phrasal Academic Lexicon

**iQ PRACTICE** Go online to listen and practice your pronunciation.  
**Practice > Unit 2 > Activity 2**

## WORK WITH THE READING



A. **INVESTIGATE** Read the article and gather information about winners and losers in the gig economy.

### Who Wins in the Gig Economy, and Who Loses?



- 1 The winners and losers in the U.S. economy have traditionally been easy to identify. If you had a full-time job, you won. A full-time job provided the steady income needed to support our traditional version of the American Dream: the house, the cars, the latest consumer goods. A full-time job was also the only way to access important employer-provided **benefits**, such as health insurance and a pension<sup>1</sup>, as well as protections against workplace injuries, **discrimination**, and harassment. Without a full-time job, a true sense of security was elusive, benefits were inaccessible, and you were more likely to be stranded **on the margins** of the **labor** market, observing rather than living the American Dream.
- 2 All of that is changing. Work is being disaggregated<sup>2</sup> from jobs and reorganized into a variety of alternative arrangements, such as consulting projects, freelance assignments, and contract opportunities. Independent workers can obtain health insurance and save for retirement without an employer. The American Dream is transforming to prioritize experiences over material goods and quality of life over quantity of stuff. Most important, the absence of **job security** opens up new possibilities for a portfolio of **gigs** to provide a more meaningful and robust sense of income security than any full-time job can.
- 3 As the jobs-based economy gives way to the gig economy, winners and losers are determined by the type of worker you are—or can become.
- 4 Workers with specialized skills, deep **expertise**, or in-demand experience win in the gig economy. They can command attractive **wages**, garner<sup>3</sup> challenging and interesting work, and structure their own working lives. Workers who possess strong technical, management, leadership, or creative abilities can best **take advantage** of the opportunity to create a working life that incorporates flexibility, independence, and meaning.

<sup>1</sup> **pension**: an amount of money paid regularly to somebody who is considered to be too old to work

<sup>2</sup> **disaggregate**: to separate

<sup>3</sup> **garner**: to obtain or collect

- 5 Entrepreneurial<sup>4</sup> workers also win. Independent workers who are comfortable with and excited about developing their own income, marketing themselves, and connecting with others are best positioned to take advantage of the many opportunities the gig economy offers. These skilled and entrepreneurial workers win in the gig economy by moving from good jobs to great work.
- 6 On the other end of the spectrum, retail and service workers currently in low-skill, low-wage jobs can also win in the gig economy. In the jobs economy, these individuals work in what Zeynep Ton at MIT's Sloan School of Management refers to as "bad jobs"—poorly paid, insecure, part-time roles with limited or no benefits and no control over schedules. Their wages are staying flat or declining, and their jobs are at risk of being automated.
- 7 In the gig economy, these workers have the chance to gain more control and have more flexibility and autonomy in their working lives. Uber drivers work under similar economic circumstances as most taxi drivers: they are contractors with low pay and no benefits, no overtime or minimum wage, and no access to unemployment insurance. But there are many more people willing to be Uber drivers than taxi drivers, in part because they can control when and how much they work.
- 8 Bad jobs won't disappear in the gig economy, but the gig economy gives low-skill workers a way to move from bad jobs to better work. It's not a sufficient change, but it's moving in the right direction.
- 9 Among the biggest winners in the gig economy are workers who have been stuck on the margins of our traditional economy. Stay-at-home parents, retired people, the elderly, students, and people with disabilities now have more options to work as much as they want, and when, where, and how they want, in order to generate income, develop skills, or pursue a passion. Because it is now so much easier to work and earn income from home, part-time, and on a flexible schedule, the gig economy can provide choice, dignity<sup>5</sup>, and a measure of financial control and opportunity to workers who previously had little of those things. Formerly marginalized workers win because, in the gig economy, they can move from no job to some work.
- 10 The people who struggle most in the gig economy are corporate workers whose skills are common or less in demand. Their jobs are most likely to be automated, eliminated, or outsourced to cheaper labor. Their incomes are not growing, their benefits are shrinking, and they are too slowly coming to terms with the reality that there is no longer any job security. If these workers lose their good jobs, they are the most likely to have difficulty finding good work.
- 11 It's clear that our current way of working isn't working well for many Americans. The employee-in-a-single-job model isn't the best option for everyone. Many studies also reveal high levels of stress and dissatisfaction among employees. The gig economy offers a much-needed alternative model of work that can supplement or substitute for being a full-time employee in a full-time job.
- 12 There's no way to avoid the truth that fundamental changes in the ways we work are here to stay and are creating a new set of winners and losers. But the growth of new opportunities in the gig economy to choose how, how much, where, and when to work is one big win for all.

<sup>4</sup> **entrepreneurial**: connected with making money by starting businesses, especially when this involves taking financial risks

<sup>5</sup> **dignity**: the fact of being given honor or respect by other people

**B. VOCABULARY** Complete the sentences with the vocabulary from Reading 1.

**ACADEMIC LANGUAGE**

The corpus shows that *the other end of the spectrum* is a useful phrase in academic writing for showing contrast. It is often used at the start of a sentence with the prepositions *at* or *on*. The phrase is not as common in spoken English.

**OPAL**  
Oxford Phrasal Academic Lexicon

automated	gig	substitute
benefits	job security	take advantage of
discrimination	labor	the other end of the spectrum
expertise	on the margins	wage

1. The job requires \_\_\_\_\_ in coding and website design.
2. People without a high school education often live \_\_\_\_\_ of society.
3. You can \_\_\_\_\_ this new opportunity by visiting our website today!
4. I don't have \_\_\_\_\_, so I can be fired at any time.
5. The job includes \_\_\_\_\_ such as health insurance and vacation time.
6. If your work can be \_\_\_\_\_, you might be replaced by a robot.
7. Many countries have a minimum \_\_\_\_\_, which is the lowest amount you can be paid for an hour of work.
8. On one sharing website, you can rent a small room in someone's house or, on \_\_\_\_\_, you can rent an entire luxury house.
9. Older people may suffer \_\_\_\_\_ when they apply for a new job because some companies prefer to hire young workers.
10. The \_\_\_\_\_ market refers to the number of people who are available for work in relation to the number of jobs available.
11. Fast-food restaurants are starting to \_\_\_\_\_ touch screens for employees to take your order.
12. In the \_\_\_\_\_ economy, workers may have many small jobs instead of one full-time job.

**iQ PRACTICE** Go online for more practice with the vocabulary.

**Practice > Unit 2 > Activity 3**

**C. CATEGORIZE** Will the following workers benefit or lose in the gig economy, according to the article? Check (✓) the correct column and write the paragraph number where you found the answer.

Workers	Win	Lose	Paragraph
1. People with special skills	✓		4
2. People with creative ideas who can start new businesses			
3. Retail workers in part-time jobs with low wages			
4. Older workers and retired people			
5. People who work for traditional companies			

**D. APPLY** Which of the following people are likely to benefit from the gig economy, according to the article? Which people may lose their jobs? Write the jobs from the box in the correct column and add at least one of your own examples to each category.

website designers      accountants      supermarket cashiers  
 people with disabilities      doctors      small-business owners  
 part-time salespeople      taxi drivers      customer-service representatives

Benefit from the gig economy	Lose in the gig economy

**E. RESTATE** Read the statements. Write one reason from the reading that supports each idea.

1. In the past, the only path to a secure lifestyle was a full-time job.

You could only get good wages and benefits with a full-time job.

2. Today, independent workers don't need a single job to have a good quality of life.

3. Retail and service workers today have "bad jobs."

4. Retail and service workers have more control over their work in the gig economy than in traditional jobs.

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5. People who live on the margins of society benefit from the gig economy.

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6. Corporate workers have less job security today.

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**F. INTERPRET** Answer the questions. Use examples from the reading.

1. The author uses the words *work* and *job* with different meanings. What is the difference between a *good job* and *good work*?

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2. “Winners and losers are determined by the type of worker you are—or can become.” What is the author implying in the words “or can become”?

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3. Does the author suggest that the gig economy will provide workers who now have “bad jobs” with “good jobs”? Explain your answer.

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**G. EXTEND** Look back at your Quick Write on page 36. Who wins and who loses in the gig economy? Add any new ideas or information you learned from the reading.

**iQ PRACTICE** Go online for additional reading and comprehension.

Practice > Unit 2 > Activity 4





## WRITE WHAT YOU THINK

**A. DISCUSS** Discuss the questions in a group. Think about the Unit Question, “How is work changing?”

1. How has the gig economy changed the way we work?
2. Would you prefer to have gig work or a traditional full-time job?
3. Are there other winners and losers in the gig economy apart from those discussed in Reading 1?

**B. CREATE** Choose one of the questions from Activity A and write one to two paragraphs in response. Look back at your Quick Write on page 36 as you think about what you learned.

### READING SKILL Identifying contrasting ideas

Authors often present several different opinions in order to provide a balanced argument. They may also add their own opinion, which might differ from those of other experts.

To follow the authors’ arguments and main ideas, it is important to recognize whose opinion you are reading and to be aware of different opinions in a text. Here are some words and phrases you can look for to identify a new opinion or a different opinion.

#### Phrases that introduce an opinion

according to . . .  
 in a recent study, . . .  
 a recent report found that . . .  
 advocates claim that . . .  
 a critic might say . . .  
 some people regard/see this as . . .

#### Phrases that show a different opinion

however / on the other hand . . .  
 in contrast (to), as opposed to . . .  
 X points out that . . .  
 . . . but rather/instead . . .  
 his/her concern is that . . .  
 other experts argue that . . .



- A. IDENTIFY** Read the paragraph. Circle phrases that introduce an opinion, and underline phrases that show a different opinion. Compare your answers with a partner.

Economists agree that the sharing economy represents a major change in the world of work. However, they disagree about whether the changes will be positive or negative for people who want to earn money through these platforms. Advocates<sup>1</sup> such as Sundararajan (2016) claim that these new working conditions will give workers more control over their earnings. Some economists regard this as positive because it will increase the efficiency of the sector. On the other hand, Hill's (2015) concern is that gig work is unstable, and workers can be easily exploited. In a recent study, Shor and Attwood-Charles (2017) found wide variation in workers' experiences. Some spoke very positively about labor conditions, while others were highly critical. According to Shor and Attwood-Charles, each company is different, and their policies change over time, so it is impossible to say whether the sector as a whole offers good or bad employment.

<sup>1</sup> **advocate:** a person who supports an idea

Adapted from J. B. Schor & W. Attwood-Charles (2017). The "sharing" economy: Labor, inequality, and social connection on for-profit platforms. *Sociology Compass* 11(8).

- B. CATEGORIZE** Complete the chart with the different opinions about the effects of the sharing economy on workers. Use your annotations from Activity A to help you.

Is the sharing economy good or bad for workers?	
Sundararajan's opinion	
Hill's opinion	
Shor and Attwood-Charles's opinion	

**iQ PRACTICE** Go online for more practice with identifying contrasting opinions. *Practice > Unit 2 > Activity 5*

## READING 2

# The Dark Side of the Gig Economy

### OBJECTIVE ▶

You are going to read a magazine article about the problems of the gig economy. Use the article to gather information and ideas for your Unit Assignment.

## PREVIEW THE READING

- A. **PREVIEW** Read the first and last sentences of each paragraph. What problems with the gig economy do you expect the article to discuss?
- B. **QUICK WRITE** What might be the negative consequences of working in the sharing economy? Who makes money from ride-sharing services and other sharing platforms? Is flexibility more important than job security? Write for 5–10 minutes. Remember to use this section for your Unit Assignment.
- C. **VOCABULARY** Check (✓) the words and phrases you know. Use a dictionary to define any unknown words or phrases. Then discuss with a partner how the words and phrases will relate to the unit.

accumulate (v.) 📖+ OPAL

algorithm (n.)

at stake (prep. phr.)

demand (n.) 📖+ OPAL

entry-level (adj.)

freelancer (n.)

hypothetical (adj.) OPAL

scraps (pl. n.)

supply (n.) 📖+ OPAL

take a cut (v. phr.)

the degree of (n. phr.) OPAL

transaction (n.) 📖+

📖+ Oxford 5000™ words

OPAL Oxford Phrasal Academic Lexicon

**iQ PRACTICE** Go online to listen and practice your pronunciation.

Practice > Unit 2 > Activity 6



## WORK WITH THE READING



A. **INVESTIGATE** Read the article and gather information about problems with the sharing economy.



### The Dark Side of the Gig Economy

For Jackie, the gig economy means unsociable hours and low pay.

- 1 We are taught from an early age that “sharing is caring.” We tell our children to share their toys. “A trouble shared is a trouble halved,” the saying goes. The sharing economy certainly sounds like a good thing. Advocates claim that the sharing economy is driven by the desire to benefit society. Thanks to popular websites and apps, users can share their cars, their spare bedrooms, their power tools, and even their own time and talents. And because both parties—the borrower (or seller) and the lender (or buyer)—review each other, these digital platforms create a trusting environment even among complete strangers. According to one of its earliest supporters, author Rachel Botsman, the gig economy takes advantage of “idle capacity” to better utilize assets. This should be good for the owner, the community, and the environment.
- 2 More than a decade after the first sharing sites emerged, the reality is starkly different. Most of the major players in the new sharing economy are for-profit companies, which **take a cut** of every **transaction**. While some sites continue to offer true sharing, most are in fact selling a product, much like a traditional business. With so much money **at stake**, the new world of work can be a dark, unfriendly place.
- 3 Consider the case of Jackie, a **hypothetical** worker in a coffee shop, profiled by writer Matthew Biggins in a recent newspaper article. Compared with her **entry-level** job, driving for a ride-sharing service sounds like a dream come true. Jackie can choose her own hours, she is her own boss, and she doesn’t need to worry about long shifts<sup>1</sup> and small tips. Unfortunately, the dream is too good to be true. Because there are so many people like Jackie who turn to the gig economy, the **supply** of drivers quickly outpaces the **demand** for rides, so naturally prices fall. Jackie also realizes that she has expenses: she has to pay for gas, insurance, and maintenance of her car, which is costly because she is driving so much more. The only way to earn more money is to work unsociable hours or less desirable routes, where there are fewer other drivers. As a result, she isn’t entirely her own boss: the ride-sharing service’s **algorithm** determines when she should work, who she picks up, and how much money she makes. As Biggins explains, “gig workers do have a boss, and that boss is an algorithm.”
- 4 Former U.S. Secretary of Labor Robert Reich calls this the “share-the-**scraps**” economy. He argues that only the software companies earn

<sup>1</sup> **shift**: a period of time worked by a group of people who start work as another group finishes

real money; gig workers have to make do with the scraps. The gig economy promised extra income, an opportunity for people to “monetize their own downtime,” as economist Arun Sundararajan claimed. On the other hand, Reich points out that this “downtime” might be your family time or time you need to relax for your own health. In return, gig workers earn low wages without any guarantee of a predictable income, retirement savings, or other benefits.

5 Sundararajan looks forward to a brave new world of “micro-entrepreneurs”<sup>2</sup> as flexible freelance work replaces the traditional full-time job. However, as sociologists Juliet Schor and William Attwood-Charles found in their research, people who depend on the gig economy as their primary source of income are less likely to be satisfied than those who still have a regular job. In other words, the shift toward freelance work will probably cause greater dissatisfaction as well as less stable, less safe, and more competitive labor conditions.

6 In Canada, for example, a recent report by a human resources agency found that as much as 30% of the workforce comprises “non-traditional workers.” These are people without a full-time job who work as independent contractors or “on-demand workers” in the gig economy. Worryingly, for over half of these gig-based workers, it is “the only way to make a living right now,” according to research from the Canadian Centre for Policy Alternatives. Furthermore, 71% of those working on-demand jobs are young people under 40.

7 Why should we be concerned about this large number of young people with gigs rather than full-time jobs? Andrew Cash, a former member of the Canadian parliament, told *Global News* that “there are two kinds of **freelancers**. Freelancers by choice, and freelancers by force.” His concern is that the lack of stability and security in the gig economy may have unintended social consequences, such as delaying the age at which people get married, buy a

house, or have children. Supporters of the sharing economy argue that the flexibility of on-demand work gives individuals more freedom than the traditional full-time job. However, that freedom may come at a heavy price and leave workers just as dependent on the technology companies as on a corporate employer.

8 That **degree of** dependence should alarm people who drive cars for a ride-share service, or rent their rooms online, or provide freelance services through an app. Their ability to earn money is based on their reputation, which is calculated separately on each platform. This data gives the owners of the technology a great deal of control to decide who gets the best paid work. The gig economy was supposed to allow us to share our possessions and our labor, but as writer Nathan Schneider points out, instead it has created a new type of ownership: the owners of the sharing platforms make profit, not the users, and they can decide which workers will benefit most from their gig work. If a worker wants to leave, they lose all the social credit they have **accumulated** on that site, which can feel like a trap.

9 Some social entrepreneurs like Antonin Léonard, co-founder of the French online network OuiShare, remain optimistic. Léonard has built a network that supports projects and events around the world in which members have true shared ownership. The OuiShare model is similar to an old idea, the cooperative. A cooperative is a farm or small business that is owned by its members, who share the work and the profits. Léonard admits, though, that cooperatives are rarely successful, and it is not clear how a truly cooperative sharing platform could compete against the major players that already dominate the gig economy and make money from it. Ironically, these companies might not be willing to share their success, and the real losers could turn out to be the users who provide the labor that makes the platforms work at all.

<sup>2</sup> **micro-entrepreneurs:** people who start small businesses

**B. VOCABULARY** Read these sentences with some words and phrases from Reading 2. Then write each bold word or phrase next to the correct definition.

- a. The website uses a complex **algorithm** to decide how many people will want a ride at each hour during the week.
  - b. It is important to check your résumé carefully for errors as there is a lot **at stake** when you submit a job application.
  - c. When you rent a room on an online website, the software company **takes a cut** of the money, usually about 1 to 5 percent.
  - d. Many teenagers work **entry-level** jobs in supermarkets or fast-food restaurants.
  - e. Ahmed quit his job for a newspaper and became a **freelancer**, so now he writes for many different publications.
  - f. After working a number of different gigs, Jing only **accumulated** a small amount of money in her savings account.
  - g. The **demand** for hotel rooms has dropped because so many travelers are renting rooms and apartments online.
  - h. House prices go down when there is an increase in the **supply** of new homes.
  - i. **The degree of risk** with a new business depends on the number of competitors in the market.
  - j. Let me ask a **hypothetical** question: what would you do if you could have any job in the world?
  - k. At the end of the meal, we gave the **scraps** of food to the dog.
  - l. Websites need strong safety measures to keep credit-card **transactions** secure.
1. \_\_\_\_\_ (*pl. n.*) small pieces or amount of something
  2. \_\_\_\_\_ (*n.*) a person who works for many different organizations rather than being employed by them
  3. \_\_\_\_\_ (*n.*) an act of buying or selling
  4. \_\_\_\_\_ (*adj.*) based on situations which are possible and imagined rather than real and true
  5. \_\_\_\_\_ (*n.*) a set of rules that are followed to solve a problem, especially by a computer

6. \_\_\_\_\_ (*adj.*) at the lowest rank in a company
7. \_\_\_\_\_ (*n.*) the amount of something that is provided or available for use
8. \_\_\_\_\_ (*prep. phr.*) that can be won or lost, depending on the success of a particular action
9. \_\_\_\_\_ (*n. phr.*) the amount or level of something
10. \_\_\_\_\_ (*v.*) to gradually increase over time
11. \_\_\_\_\_ (*v. phr.*) to keep a share of the money
12. \_\_\_\_\_ (*n.*) the desire or need of customers for goods or services

**iQ PRACTICE** Go online for more practice with the vocabulary.  
**Practice > Unit 2 > Activity 7**

**C. IDENTIFY** Which of these statements describe a problem with the gig economy that is discussed in the article? Check (✓) the correct statements and write the number of the paragraph that contains each idea.

- 1. Freelance workers are dependent on computer algorithms to earn a living. (Paragraph: \_\_\_\_)
- 2. Customers' personal data can be stolen from sharing websites. (Paragraph: \_\_\_\_)
- 3. Many sharing sites are motivated by profit, not the goal of improving society. (Paragraph: \_\_\_\_)
- 4. When people work for sharing sites in their spare time, they may be harming their family life or mental health. (Paragraph: \_\_\_\_)
- 5. Freelance work is more flexible than a full-time job. (Paragraph: \_\_\_\_)
- 6. Freelancers might change major life choices, such as marriage, because they do not have a stable job. (Paragraph: \_\_\_\_)
- 7. There are unexpected costs to working for ride-sharing sites. (Paragraph: \_\_\_\_)
- 8. Gig work can be less satisfying than a full-time job. (Paragraph: \_\_\_\_)
- 9. Not all freelancers choose to work in the gig economy. Some are forced into it by the lack of traditional jobs. (Paragraph: \_\_\_\_)
- 10. Canadian laws make it difficult for some sharing sites to operate. (Paragraph: \_\_\_\_)

**TIP FOR SUCCESS**

It is important to keep track of the source for different ideas in a text like Reading 2. Sometimes, the author introduces other authors' voices in order to disagree or agree with them.

**D. IDENTIFY** Who made these arguments? Match the sources to the statements from Reading 2. One of the names won't be used.

- |   |                      |
|---|----------------------|
| a. Andrew Cash                              | e. Matthew Biggins   |
| b. Antonin Léonard                          | f. Rachel Botsman    |
| c. Canadian Centre for Policy Alternatives  | g. Arun Sundararajan |
| d. Juliet Schor and William Attwood-Charles | h. Robert Reich      |

- \_\_\_ 1. The sharing economy takes advantage of “idle capacity.”
- \_\_\_ 2. Only the software companies earn real money; gig workers have to make do with the scraps.
- \_\_\_ 3. The lack of stability and security in the gig economy may have unintended social consequences.
- \_\_\_ 4. For over half of all gig-based workers, freelancing is the only way to make a living right now.
- \_\_\_ 5. Thanks to “micro-entrepreneurs,” flexible freelance work will replace traditional full-time jobs.
- \_\_\_ 6. People who depend on the gig economy as their primary source of income are less likely to be satisfied than those who still have a regular job.
- \_\_\_ 7. Online networks could be like cooperatives, although these are rarely successful.

**E. EXPLAIN** Write answers to these questions about Reading 2.

1. How can the sharing economy benefit “the owner, the community, and the environment”?

\_\_\_\_\_

2. How do sharing websites and apps make money?

\_\_\_\_\_

3. Why might freelance or on-demand workers such as Jackie be less satisfied with gigs than traditional full-time jobs?

\_\_\_\_\_

4. How are on-demand workers dependent on technology companies?

\_\_\_\_\_

5. Why does the author find the statistics about freelance workers in Canada worrying?

\_\_\_\_\_





## CRITICAL THINKING STRATEGY

### Recognizing evaluative language

When writers want to make an argument, especially in academic contexts, they often avoid phrases like *I think that* or *in my opinion*. Instead, they choose **evaluative language** that tries to **align** readers with an idea (that is, persuade them to accept it) or **distance** readers from an idea. When you read an argument, you should recognize the author's intention and decide for yourself whether you agree.

*While some sites continue to offer true sharing, most are **in fact** selling a product, much like a traditional business.*

*The gig economy **was supposed to** allow us to share our possessions and our labor, but as writer Nathan Schneider **points out**, **instead** it has created a new type of ownership . . .*

Part of speech	Aligning language	Distancing language
Connectors	in fact, instead, rather, actually	unfortunately, despite
Reporting verbs	argue, prove, point out	claim, assume, pretend
Modal verbs	will, can	may, was supposed to
Adjectives	clear, evident, likely	possible, worrying, unlikely, mistaken
Nouns	truth, fact, reality	suggestion, claim, assumption

Another important form of evaluation is a **concession** using a word such as *while*, *although*, or *admit*. The author concedes (accepts) an idea but goes on to disagree with it and align the reader with a different idea or opinion.

**Although** some workers can take advantage of the gig economy,

concession

others are pushed further to the margins of the labor market.

main idea

**iQ PRACTICE** Go online to watch the Critical Thinking Video and check your comprehension. *Practice > Unit 2 > Activity 8*

**F. IDENTIFY** Is the author trying to align or distance you from the ideas in bold? Write **A** (align) or **D** (distance). Circle all the relevant evaluative language.

1. Ride-sharing apps were expected to reduce traffic congestion because each car can carry several passengers. **Instead, they actually increase traffic problems due to the time cars are driving between rides.**
2. **These services were supposed to support public transportation by providing an alternative to owning a car.**

- \_\_\_ 3. **The reality is that ride-sharing service are attracting customers away from buses and subways.**
- \_\_\_ 4. A spokesperson for one app claimed that **cities should cooperate with ride-sharing services because they increase access to transportation.**
- \_\_\_ 5. **Although one study shows that traffic congestion may have dropped slightly in San Francisco because of ride-sharing apps,** cities like Chicago, which add a tax to shared rides, are much more likely to improve their roads.
- \_\_\_ 6. Although one study shows that traffic congestion may have dropped slightly in San Francisco because of ride-sharing apps, **cities like Chicago, which add a tax to shared rides, are much more likely to improve their roads.**
- \_\_\_ 7. Supporters of ride-sharing apps were mistaken in their assumption that **this new technology would benefit the environment.**
- \_\_\_ 8. Taxi drivers also point out that **many drivers for these ride-sharing services are clearly inexperienced and potentially dangerous.**



## WORK WITH THE VIDEO



A. **PREVIEW** Do you think you can travel full-time and still earn a living? How?

### VIDEO VOCABULARY

**camper van (n.)** a vehicle designed for people to live and sleep in when they are traveling

**drone (n.)** an aircraft without a pilot, controlled from the ground

**stock photography (n.)** photographs of common places, landmarks, or activities that are licensed for a variety of uses, often commercial ones

**print (n.)** a photograph on paper

**podcast (n.)** a digital audio file that can be downloaded from the Internet and played on a computer or other device



**iQ RESOURCES** Go online to watch the video about earning a living while traveling full-time. [Resources](#) > [Video](#) > [Unit 2](#) > [Unit Video](#)

B. **CATEGORIZE** Watch the video two or three times. Write down all the gigs the couple does. How do they make money? Infer the answer if it is not explained in the video.

Gig	How do they make money?

C. **EXTEND** What other gigs could you do to earn money while traveling? Add them to the table above.



## WRITE WHAT YOU THINK

**SYNTHESIZE** Think about Reading 1, Reading 2, and the unit video as you discuss these questions. Then choose one question and write one to two paragraphs in response.

1. Which arguments do you find more persuasive: the ones about the benefits or the ones about the problems of the gig economy? Why?
2. Which should be the main goal of sharing apps and businesses in general: improving the society or making a profit?
3. The video shows two people who lead an “alternative lifestyle” with the support of gigs such as photography and podcasting. What other alternative lifestyles could the sharing economy support?

### VOCABULARY SKILL Reporting verbs

When writing academic papers, you often need to report information, ideas, or research by other authors. The choice of verb in the main clause can show your attitude toward the source. The verb can imply a supporting, distancing, or neutral attitude. Use a dictionary to help you understand the exact meaning and use of different verbs so that you can accurately express your opinion and recognize other authors’ attitudes.

Example	Type of verb	Explanation
The authors <b>prove</b> that freelance work has negative social consequences.	Supporting	<i>Prove</i> means “to use facts or evidence to show that something is true.” The authors have provided enough support to convince you that freelance work has negative consequences.
The authors <b>say</b> that freelance work has negative social consequences.	Neutral	<i>Say</i> means “to give information.” You are reporting the authors’ information without expressing your own opinion.
The authors <b>claim</b> that freelance work has negative social consequences.	Distancing	<i>Claim</i> means “to say that something is true, although it has not been proved and other people may not believe it.” You do not completely accept the authors’ conclusion about freelance work.

Adverbs can also have a supporting or distancing effect on a sentence. For example, “The authors argue **convincingly** . . .” means you are persuaded by the argument, whereas “The authors **supposedly** prove that . . .” shows doubt about their conclusions.

**iQ RESOURCES** Go online to watch the Vocabulary Skill Video.  
[Resources](#) > [Video](#) > [Unit 2](#) > [Vocabulary Skill Video](#)

**A. IDENTIFY** Read the sentences. Do the words in bold have a supporting, neutral, or distancing effect? Circle the correct answer.

1. Some companies **contend** that employees prefer flexibility to regular pay and benefits.

- a. supporting                      b. neutral                      c. distancing

2. Research **clearly demonstrates** that job satisfaction affects people's overall happiness.

- a. supporting                      b. neutral                      c. distancing

3. Economists **state** that a certain degree of unemployment is unavoidable.

- a. supporting                      b. neutral                      c. distancing

4. The evidence **validates** the argument that entrepreneurs create new jobs.

- a. supporting                      b. neutral                      c. distancing

5. The authors **incorrectly suggest** that most unemployed people have chosen not to work.

- a. supporting                      b. neutral                      c. distancing

6. The graph **shows** the relationship between supply and demand of taxi rides on weekends.

- a. supporting                      b. neutral                      c. distancing

**B. CREATE** Choose five ideas, opinions, facts, or statistics about the changing workplace from Reading 1, Reading 2, or the video. Use a reporting verb and evaluative language (see Critical Thinking Strategy) to show your attitude.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**C. IDENTIFY** Exchange your sentences from Activity B with a partner. Read each sentence. Identify your partner's attitude.

**iQ PRACTICE** Go online for more practice with reporting verbs.  
*Practice > Unit 2 > Activity 9*

## OBJECTIVE ▶

At the end of this unit, you will write an article for the opinion section of your school or university career services newsletter arguing why a particular job is a good choice in the changing world of work. Your article will include specific information from the readings and your own ideas.

## WRITING SKILL Using evidence to support an argument

Most academic writing requires you to make an argument and try to persuade the reader that your opinion is correct. Writers use evidence (examples, quotations, statistics, explanations, etc.) to make their arguments more convincing. All evidence must be relevant (meaningful and connected to the topic), or it will confuse and not convince the reader.

The author of Reading 2, for example, used several types of evidence to support the argument about the dark side of the gig economy, including:

- **statistics** (71% of freelance workers are under 40)
- **expert sources** (a member of parliament, sociologists, economists)
- **a hypothetical example** (Jackie)
- **analysis and predictions** (freelance work is likely to lead to greater dissatisfaction)
- **cause and effect** (because workers' ability to earn money is based on their reputation, the sharing sites exert a lot of control)

### TIP FOR SUCCESS

Different academic subjects have different rules for good evidence, so always find out what kind of evidence your reader will accept. Ask your teacher or look closely at your readings for examples.

- A. WRITING MODEL** Read each section of this draft of an article on why journalism is a good career for the changing workplace. Answer the questions after each section.

### News Matters

The news media landscape has changed dramatically in a short time. For my parents, news meant the radio, a nightly TV broadcast, and the newspaper delivered to our house every morning. Today, we have a 24-hour news cycle with stories—true and false—pushed at us through websites and social media at all hours of the day and night. At the other end of the spectrum, newspapers are going out of business, and the traditional media channels seem less relevant in an age when everyone thinks they are a citizen-journalist. However, I still believe that journalism is an important career, even though the job of the journalist will look very different in the future.

1. Which types of evidence does the writer provide to support the claim that the news media landscape has changed? Check (✓) all the correct answers.
  - a. personal examples
  - b. statistics
  - c. the writer's observations
  - d. expert opinions
2. Which of these additional pieces of evidence would support the claim? Choose one answer and discuss with a partner how you would add it to the paragraph.
  - a. According to the Pew Research Center, the number of journalists working for U.S. newspapers has decreased by almost 50% in the last decade.
  - b. Newspaper editors earn about 30% more on average than reporters, according to U.S. government data.
  - c. Sunday newspapers have slightly higher sales than weekday newspapers.

There is no doubt that technology has made it possible for anyone to write and share news stories by writing a blog, taking a picture with their smartphone, or posting a link on social media. However, there will always be a need for professional journalists who report on stories that are important, not just those that are convenient and attractive. According to the American Press Institute, unlike amateur reporters, journalists are focused on improving the public's knowledge and checking the accuracy of the news they produce. Furthermore, a recent poll in Australia found that an astonishing 93% of respondents say they want good quality investigative journalism. Because there is a demand for in-depth, ethical reporting, journalism remains an exciting career.

3. Highlight the words and phrases in the paragraph that introduce an opinion or a contrasting opinion.
4. Which types of evidence does the writer provide to support the claim that there will always be a need for professional journalists?
  - a. personal examples
  - b. statistics
  - c. contrasting examples
  - d. expert opinions
  - e. cause/effect arguments

However, journalism is a different career now than it was in the past. Although the sales of printed newspapers are declining, more and more people are visiting newspaper websites. Data from the Pew Research Center show that over 11 million people a day access the top 50 U.S. newspapers online. Meanwhile, almost half of all cell phone owners in the U.S. have tuned in to the radio online using an app, and podcasts continue to grow in popularity. Many of these are serious news sources. For example, I listen to current events and politics podcasts from different countries two or three times a week. The people behind these websites, online radio broadcasts, and podcasts are still journalists, but they are working under very different conditions now.

5. Which types of evidence does the writer use to explain the changes in journalism?

- a. personal examples
- b. statistics
- c. cause/effect arguments
- d. expert opinions

Consequently, the type of work available to journalists is certainly changing. In the past, reporters were employed full-time by newspapers or TV channels. Those jobs still exist, but reporters need to be more flexible and willing to work across different media without needing additional photographers and camera operators. For example, Australian journalist Ashlyne McGhee used her smartphone and other simple, portable equipment to report from a refugee camp. In one day, she produced a four-minute piece for national TV news and an online article, complete with photos and video.

In reality, though, there will be fewer traditional full-time jobs, but that's not the end of the profession. Media companies need flexible and reliable freelancers who can investigate stories and produce content that will appeal to readers across digital platforms. These journalists need expertise in using social media to find contacts and research stories.



6. Which of these examples would be the most effective to complete the last paragraph?
- For example, digital advertising accounts for a growing proportion of revenue for media companies, mostly on mobile devices rather than desktop computers.
  - For example, investigative journalists use specialized search tools to look through the enormous amount of data on blogs, social media, and photo-sharing websites in order to find details for their stories.
  - For example, citizens can send tips about news stories as well as photos and videos to TV stations, which use them instead of paying for local reporters.
7. Which would be a good conclusion for this article? Remember that it will appear in a career services newsletter as part of a discussion of good jobs for the changing world of work. Discuss your answer with a partner.
- Repeat the main ideas and conclude that journalism is a good career in the changing workplace.
  - Summarize the main ideas to show that journalists can be successful in the gig economy if they are flexible freelancers with technology expertise.
  - Suggest universities and majors that could lead to a career in journalism.

**iQ PRACTICE** Go online for more practice with using evidence to support an argument. *Practice > Unit 2 > Activity 10*



## GRAMMAR Noun clauses

When writers include other people's speech, thoughts, questions, or results in their writing, they often use **noun clauses**. A noun clause is a dependent clause that can replace a noun or pronoun as a subject or object.

Some economists say that the sharing economy is bad for workers.

Diagram: A bracket above "Some economists say" is labeled "main clause". A bracket above "that the sharing economy is bad for workers" is labeled "noun clause".

There are three types of noun clauses:

- Noun clauses formed from statements

Many smartphone users report (that) they use ride-sharing apps.

Diagram: A bracket above "(that) they use ride-sharing apps" is labeled "noun clause".

- Noun clauses formed from *wh*- questions

Jackie explained why she quit her part-time job.

Diagram: A bracket above "why she quit her part-time job" is labeled "noun clause".

- Noun clauses formed from *yes/no* questions

Researchers asked if/whether freelancers were satisfied with their work.

Diagram: A bracket above "if/whether freelancers were satisfied with their work" is labeled "noun clause".

Noun clauses formed from questions always have sentence word order (subject-verb). They do not have the inverted word order typically used in questions, and they omit the form of *do* that is needed to form questions.

✗ Jackie explained why **did she quit** her part-time job.

Remember that you can use different verbs in the main clause to show your attitude toward the information in the noun clause. (See page 53.)

### TIP FOR SUCCESS

The word *that* may be deleted in a noun clause, but it is usually kept in academic writing.

- A. APPLY** Complete the paragraph by forming correct noun clauses with *that*, *if*, *whether*, *how*, *where*, *why*, or *who*.

It can be hard to come up with a great idea for a new sharing business. For example, a Chinese start-up lends umbrellas to people in big cities for a small deposit and hourly fee. However, they soon discovered \_\_\_\_\_<sub>1</sub> they had lost 300,000 umbrellas. They wondered \_\_\_\_\_<sub>2</sub> the umbrellas had gone. The company knew \_\_\_\_\_<sub>3</sub> had borrowed the umbrellas, so the problem seemed to be reliability not theft. People simply forgot \_\_\_\_\_<sub>4</sub> they had to return the umbrellas. The deposit was so low that users did not care \_\_\_\_\_<sub>5</sub> they lost their money. However, the company could not afford to lose all their umbrellas. Successful sharing sites have to consider \_\_\_\_\_<sub>6</sub> their product or service will be used, and ask themselves \_\_\_\_\_<sub>7</sub> their customers can be trusted.

**B. APPLY** Complete each sentence using a noun clause with an appropriate reporting verb from the box in the correct form. Use each verb once.

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argue    ask    claim    discuss    **feel**    wonder

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1. A job is part of a person's identity.

Many Americans feel that a job is part of their identity.

2. What will the jobs of the future look like?

Young people \_\_\_\_\_

3. Will we still need teachers and doctors?

Experts \_\_\_\_\_

4. Freelance work is more flexible than full-time jobs.

Supporters of the gig economy \_\_\_\_\_

5. How do sharing websites work in developing countries?

The article \_\_\_\_\_

6. The potential benefits of the gig economy are greater than its current problems.

Some economists \_\_\_\_\_

**iQ PRACTICE** Go online for more practice with noun clauses.  
*Practice > Unit 2 > Activities 11–12*

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## UNIT ASSIGNMENT Write a persuasive newsletter article

### OBJECTIVE ▶

In this assignment, you are going to write an article for a newsletter arguing why a particular career is a good choice. As you prepare to write, think about the Unit Question, “How is work changing?” Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your article. Refer to the Self-Assessment checklist on page 62.

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**iQ PRACTICE** Go online to the Writing Tutor to read a model persuasive article. *Practice > Unit 2 > Activity 13*

## PLAN AND WRITE

- A. **BRAINSTORM** Think of two or three jobs. Brainstorm reasons why they are good choices in the changing world of work.

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- B. **PLAN** Follow these steps to plan your article.

1. Choose one of the jobs. Discuss the reasons to choose this job with a partner. Write down any new ideas. Underline at least three of the best ideas that support your argument.

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2. For each reason, find specific evidence from statistics, examples, hypothetical situations, experts, cause/effect logic, or other sources. Write the evidence next to each reason.

**iQ RESOURCES** Go online to download and complete the outline for your article. [Resources](#) > [Writing Tools](#) > [Unit 2](#) > [Outline](#)

- C. **WRITE** Use your planning notes from B to write your article.

1. Write your newsletter article, arguing why a particular job is a good choice. Support each main idea with evidence from your knowledge, experience, or reading.
2. Look at the Self-Assessment checklist on page 62 to guide your writing.

**iQ PRACTICE** Go online to the Writing Tutor to write your assignment. [Practice](#) > [Unit 2](#) > [Activity 14](#)

## REVISE AND EDIT

**iQ RESOURCES** Go online to download the peer review worksheet.  
*Resources > Writing Tools > Unit 2 > Peer Review Worksheet*

- A. PEER REVIEW** Read your partner’s article. Then use the peer review worksheet. Discuss the review with your partner.
- B. REWRITE** Based on your partner’s review, revise and rewrite your article.
- C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your article. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT	Yes	No
Does the article build a convincing argument using main ideas supported with good evidence?	<input type="checkbox"/>	<input type="checkbox"/>
Are contrasting ideas introduced clearly?	<input type="checkbox"/>	<input type="checkbox"/>
Did you use noun clauses effectively?	<input type="checkbox"/>	<input type="checkbox"/>
Are there a variety of reporting verbs?	<input type="checkbox"/>	<input type="checkbox"/>
Does the article include vocabulary from the unit?	<input type="checkbox"/>	<input type="checkbox"/>
Did you check the article for punctuation, spelling, and grammar?	<input type="checkbox"/>	<input type="checkbox"/>

- D. REFLECT** Discuss these questions with a partner or group.
1. What is something new you learned in this unit?
  2. Look back at the Unit Question—How is work changing? Is your answer different now than when you started the unit? If yes, how is it different? Why?

**iQ PRACTICE** Go to the online discussion board to discuss the questions.  
*Practice > Unit 2 > Activity 15*