Artificial or human intelligence:
Which will drive future innovation?

Teacher's notes

Level: Advanced

Time: 60–90 minutes

Business topic: technological developments

Business language focus: language associated with new technology and its implications for jobs and society.

Activities: In this lesson, students will:
• read a business article first published in a trusted news source and look at the language necessary to understand and talk about the article;
• learn or revise some business idioms;
• practise word formation
• learn or revise a set of phrases containing prepositions
• discuss aspects of the article in greater depth;
• research an innovative area of technology and present its current state and possible future development.

Materials: One copy of the worksheet per student, possible internet access for exercise 8

Group size: All of the tasks can be completed in pairs or groups, so that as much communication as possible takes place in the class. The lesson plan can also be used in a one-to-one teaching situation or for an online class.

Teaching online: Ensure that all students (either in a group or in a one-to-one online teaching situation) are sent the worksheet well in advance of the lesson. This will give them time to print out the document if necessary. Use breakout room for small group or pair work, if available. When the lesson starts, work through the various activities in the order presented but always ensure that you allow sufficient time for feedback and discussion after each activity.

Overview: This lesson is based on an authentic article from a trusted news source, republished here with its full, original text. The article discusses the role of human intelligence in developing new technologies.

Procedure

1. Warmer

Give students time to think about the different technological developments and how soon they will happen, if at all. There is no single best answer and it is a matter of personal opinion. In the context of the lesson, however, you could point out that some of these technologies are already happening to some extent – e.g. some economies are already moving to a cashless mode while 3-D printing and drone deliveries are developing quickly.

2. Key words and expressions

Students search for words and expressions in the text and write them next to the definitions while noticing how the words are used in context. In the case of the word *poised* (#4), point out that the word also occurs in paragraph 6. You can be *poised for* something (e.g. Economies are *poised for* a downturn) or *poised to* do something (e.g. The government is *poised to* introduce tax increases).

Key:
1. *veer*
2. *game plan*
3. *off-the-shelf*
4. *unicorn*
5. *poised*
6. *accelerate*
7. *hunch*
8. *deploy*
9. *balance sheet*
10. *augment*
11. *barrier*
12. *potential*

3. Understanding the article

Students work individually to read the article again and choose the best answer for each question. If students are working in pairs or small groups, they can collaborate on the answers to promote peer teaching. Then check answers as a class.

Key:
1. b   4. a
2. c   5. b
3. a   6. b

4. Business language – idioms

Students work individually to match the expressions from the text with their meanings. They then check their answers by looking in the text. Seeing the expressions in context will help them to see how each phrase is used. You could point out that *vanilla* is used before a noun to mean *basic*. The term originates in the ice-cream flavour which is regarded as the most basic flavour.

Key:
1. *f*
2. *d*
3. *a*
4. *e*
5. *c*
6. *b*

5. Business language – word building

Encourage students to complete the exercise without looking in the text. Highlight the fact that the prefix in the adjective *unequal* changes to *in-* in the noun.

Key:
1. *innovation*
2. *recognition*
3. *development*
4. *option*
5. *inequality*
6. *boldness*
7. *drought*
8. *stability*

6. Business language – expressions with prepositions

Before students start this exercise, point out that eight different prepositions are used in these phrases. Encourage them to complete the exercise without looking in the text. After they have attempted to answer, they should check the text.

Key:
1. *of*
2. *on*
3. *at*
4. *to*
5. *for*
6. *over*
7. *into*
8. *in*

7. Discussion

In small groups, students discuss the questions which expand on topics and quotes from the article. Hold a short whole-class feedback session and compare and contrast each group's answers and input. If you are teaching an online class or a one-to-one lesson, give the learner(s) plenty of time to consider their responses to each of the discussion questions.

8. Wider business theme – start-up: developing a product

Ask students to look at paragraphs 4 and 12 of the article again. The author mentions ten different technological developments that we are already seeing or will probably see in the not-too-distant future. Ask each student to select one of these developments and find out more about it following the five steps on the worksheet. For small group work, you may wish to assign different technological developments to different groups and ask for group presentations.

When students present their ideas to the group, it is useful to make a note of any significant errors in their use of language and then to ask them to correct these after they have finished their presentation.

> **One-to-one teaching or online teaching**
> This task can be adapted so that students do the research and then report back to you or the online class in the next lesson.

Teacher's notes