

Google AI summaries are ruining the livelihoods of recipe writers: 'It's an extinction event'

Level 1: Elementary

Article summary: This article explains how the use of AI as part of Google searches has affected the work of recipe writers.

Time: 60 minutes

Skills: Reading, Speaking

Language focus: Word families

Materials needed: One copy of the worksheet per student

- b. Before reading the article carefully, students use the key words to fill the gaps in the sentences to ensure that they know how the words are used in other contexts.

Key:

1. *Bloggers*
2. *tools*
3. *extinction*
4. *basic*
5. *confuse*
6. *trusts*
7. *based*
8. *create*
9. *blocking*
10. *recipes*

1. Warmer

- a. This activity aims to let students discuss the potential effect of using AI for finding recipes and what the advantages and disadvantages might be. Ask them to explain how they currently look for recipes. End by having students brainstorm the advantages and disadvantages of the use of AI for recipes. Encourage them to think of as many examples as possible.

2. Key words

- a. Ask students to do this task individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

Key:

1. *based*
2. *confuse*
3. *bloggers*
4. *block*
5. *trusting*
6. *recipes*
7. *tools*
8. *create*
9. *extinction*
10. *basic*

3. Comprehension check

- a. Students decide if the statements are true or false based on the information in the article. Encourage students to use full sentences when they correct the sentences that are false, e.g. item 2 is false, so students may say, *The AI recipes can be very basic and sometimes just wrong.*

Key:

1. *True*
2. *False (The AI recipes can be very basic and sometimes just wrong.)*
3. *True*
4. *True*
5. *False (She says there are still visitors to her website and money from ads.)*
6. *True*
7. *False (He saw that fewer people are visiting his website, even though more people see it in search results.)*
8. *True*

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4. Key language

- a. This activity helps students explore how adjectives, verbs and nouns are related to each other. Ask them to match the definitions 1-3 with the definitions a-c. Draw their attention to the words in front of the definitions and how they are similar to and different from each other. As an extension activity, ask students to look for these examples in the article.

Key:

1. *b*
2. *a*
3. *c*

- b. Students complete the sentences using the words provided. They are the same words as in the previous activity, with the addition of two more words (one example each from two of the word families).

Key:

1. *memorable*
2. *visitors*
3. *memories*
4. *recognizable*
5. *invisible*
6. *recognize*
7. *memory*
8. *recognition*

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to match the arguments against AI with sentences taken from the article. You might want to discuss the significance of these arguments.

Key:

1. *e*
2. *d*
3. *a*
4. *b*
5. *c*

- b. Students think of arguments to use AI for finding recipes. If possible, have students research more information to support these arguments.
- c. Students then use the arguments against using AI for recipes from the article and/or the arguments for using AI for recipes to hold a debate. Encourage students to always give reasons and examples in their debate. You might want to give extra points to students who are able to use key words and language from the lesson.