

## Technology and the future of jobs

**Level:** Intermediate (B1-B2)

**Time:** Approximately 90 minutes

**Overview:** This article presents predictions for how technology and AI will change the nature of jobs over the next several years.

**Business topic:** Jobs of the future

**Business language:** Trends in employment

**Activities:** Key words, Understanding the article, Business language, discussion of how jobs are changing in the students' country, opinions about the effects of the third industrial revolution on jobs in the students' country

**Groups:** Whole class, pairs, small groups

9. *scarcity*
10. *STEM*
11. *heavy lifting*
12. *sift through*

### 3. Understanding the article

- a. Ask students to choose the correct answers to the questions according to the information in the article. Encourage them to go back and scan the article to check their answers.

**Key:**

1. *b*
2. *a*
3. *b*
4. *a*
5. *a*
6. *b*
7. *b*
8. *a*

### 4. Business Language – trends in employment

- a. Ask students to match the words with the definitions. Encourage them to scan the article to look at how each phrase is used in context to check their work. When you check the answers, make sure the students understand both the words and phrases themselves and the sentences they are used in.

**Key:**

1. *large language models*
2. *bids*
3. *prompt engineers*
4. *compliance*
5. *white-collar work*
6. *talent raid*
7. *immersive workers*
8. *venture capital firm*
9. *jobseekers*
10. *talent site*

### 1. Warmer

- a. Ask students to discuss the questions in pairs or small groups. For question 2, you may want to ask students to share their ideas to see if they have similar predictions.

### 2. Key words

- a. Ask students to match the words with the definitions. When they have finished, and before checking answers, ask them to read the whole article carefully and to look at how the key words are used in context. Explain that they can change answers in the activity if necessary after seeing the words in context.

**Key:**

1. *algorithmic bias*
2. *mind-boggling*
3. *hypothesis*
4. *mixed reality*
5. *safe bet*
6. *sought after*
7. *harness*
8. *contextual understanding*

- b. Ask students to use words from the previous activity to complete the sentences from the article. Tell them not to look back at the article until they have finished filling in the words. When you go over the answers, check that they understand how the phrases are used in the contexts of the sentences.

**Key:**

1. *prompt engineers*
2. *white-collar work*
3. *large language models*
4. *bids*
5. *Jobseekers*
6. *immersive workers*
7. *compliance*
8. *talent raid*

## 5. Discussion

- a. Put the students in pairs or small groups and ask them to discuss the questions. After a few minutes, you may want to open the discussion to the class and ask some students to share their ideas. For question 3, you could ask people who have used virtual reality, augmented reality or mixed reality to describe some of their experiences.

## 6. Wider business theme – Can we adapt to the third industrial revolution?

- a. Give students a couple of minutes to read the short text. Then either put them in pairs or small groups, or have a class discussion of the questions.
- b. Put students in small groups and ask them to discuss the questions. Point out that they can use phrases from the Useful language box to help them frame their answers. After a few minutes, open the discussion to the class. For question 2, ask them if they think there should be changes in education to better prepare people for the jobs of the future. For question 3, you may want to do a class survey to find out whether the majority feels optimistic or pessimistic about the future of jobs in their country.