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## Legal aid for businesses using AI

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

**Time:** Approximately 90 minutes

**Overview:** This article discusses how law firms are adding departments that help companies with issues that arise because of their use of AI and examples of some of the legal problems that companies may encounter with it.

**Business topics:** technology, corporate law

**Business language:** useful vocabulary, business-related phrases

**Activities:** Key words, understanding the text, business language, discussion of ways to use AI, group discussion of pros and cons of AI

**Groups:** Whole class, one-to-one, small groups

### 1. Warmer

a. Ask students to choose the statement they most agree with for each item. Encourage them to think of reasons for their answers.

b. Take a class survey to determine how many students agree with each statement. Ask them to discuss reasons for their opinions. You may want to write some useful words and phrases on the board to help them with their discussion. (*In my opinion …, I think …, I believe …*, etc.)

### 2. Key words

a. Ask students to match the words and definitions and to complete the example sentences. When they have finished, ask them to read the whole article carefully and to look at how the key words are used in context.

*Key:*
1. *chatbots*
2. *expertise*
3. *array*
4. *warrant*
5. *enforcement*
6. *litigation*
7. *sort through*
8. *advent*
9. *vulnerabilities*
10. *pushing back*
11. *disputes*
12. *accuracy*

### 3. Understanding the article

a. Ask students to choose true or false for each statement. Encourage them to scan the article to find the information for each item.

*Key*
1. F
2. T
3. T
4. F
5. T
6. F
7. F
8. F

b. Ask students to correct the false statements. After you have checked the answers, ask them to look back at the relevant paragraphs for items 1, 4, 6, 7 and 8 and write a summary for each one. You may want to do this in pairs or small groups.

*Key:*
1. *Paragraph 1: Cultural and technological developments in recent years have given rise to a new array of legal risks for businesses in the US.*
4. *Paragraph 7: With generative AI, "you had a tool that you could ask to do anything, and it would provide different answers every time."*
6. *Paragraph 13: He expects workplace disputes and regulations to become more complex…*

7. Paragraph 15: "We've trained our own AI algorithm that basically gives all the documents a relevancy score based on what the client has told us they're interested in …"
8. Paragraph 16: Rather than clients pushing back against the use of generative AI tools by law firms, they see it as proof the lawyers are working efficiently …

## 4. Business language – phrases

a. Ask students to complete the explanations with the phrases in the box. When they have finished, ask them to look back at the article to see how the words are used in context. Point out that the paragraph numbers where the words occur are in brackets.

*Key:*
1. data analytics
2. HR (Human Resources)
3. task force
4. regulatory compliance
5. document dump
6. DEI (diversity, equity and inclusion)*
7. in-house
8. copyright infringement

\* The term used in the original article is *diversity, equality and inclusion (DEI)*. Both terms are accepted.

## 5. Discussion

a. Put students in pairs or small groups and ask them to discuss the questions. Encourage them to take notes so that they don't forget the ideas mentioned. When they have finished, bring the whole class back together so that they can share and compare their ideas.

## 6. Wider business theme – Is AI good for small businesses?

a. Explain that the items are explanations of positive (+) and negative (-) effects of AI on the categories in the box. Ask students to match the explanations with the categories.

*Key:*
1. e
2. a
3. b
4. c
5. b
6. d
7. e
8. c
9. d
10. a

b. Ask students to discuss the questions in small groups. Then ask them to tell the class their opinions.

Intermediate