

## Legal aid for businesses using AI

**Level:** Advanced (C1-C2)

**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 the article, discussion based on a simulated situation

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

**Key:**

1. chatbots
2. ingenuity
3. expertise
4. array
5. warrant
6. enforcement
7. litigation
8. sort through
9. advent
10. vulnerabilities
11. roughly
12. pushing back
13. in play
14. disputes
15. accuracy

### 3. Understanding the article

- a. Ask students to reread the paragraph or paragraphs listed in brackets after each summary sentence. Remind them that each sentence is a summary of the main idea or ideas in a section of text. You could have them do this in pairs.

**Key:**

1. C
2. I
3. I
4. C
5. I

- b. After you have checked the answers in task a, ask students to look back at the relevant paragraphs for items 2, 3 and 5 and write a correct summary for each one. You may want to do this in pairs or small groups.

**Key (suggested answers):**

2. *To test the AI program, lawyers asked it questions, but data scientists also programmed it to ask its own questions because that way it was possible to ask a large number of questions.*

### 1. Warmer

- a. Students discuss the questions in small groups. Then ask them to share their own experiences with AI and their ideas about the use of AI in companies with the rest of the group. You may want to write some useful words and phrases on the board before they begin to help them express their ideas. Consider that many industries and companies use AI tools specially designed for them that are protected by confidentiality agreements. If this is your students' experience, you can encourage students to discuss the legal implications of disclosing such AI information.

### 2. Key words

- a. Ask students to scan the paragraph listed in brackets after each item to find a word that fits the definition. When they have finished, ask them to read the whole article carefully and to look again at how the key words are used in context.

3. *There is a US law that protects employees from discrimination; however, because DEI programmes encourage employees to feel comfortable expressing their own identities, there can be disagreements among employees.*
5. *Most clients think law firms should use AI for things like sorting through large numbers of documents and making summaries because that's a more efficient and faster way to work.*

## 4. Business language – phrases

- a. Ask students to scan the article to find phrases that match the definitions. Point out that the paragraph numbers where the words occur are in brackets. You may want to have them compare their answers in pairs before checking answers with the whole class.

**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*
9. *nip issues in the bud*
10. *off-duty conduct*

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

- b. Ask students to work in small groups to rewrite the sentences. When they have finished, ask the groups to tell the class how they rewrote each sentence.

**Key (suggested answers):**

1. *The company has an in-house legal department.*
2. *The document dump made it difficult for our lawyers to analyse the information before the deadline.*
3. *Regulatory compliance is extremely important for companies to avoid paying enormous fines.*
4. *The jury found the company guilty of copyright infringement.*
5. *We have to nip this logistics problem in the bud.*

## 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. Put students in small groups and tell them to imagine that they are the owners of a small business. Encourage them to choose a type of business that they would like to have because that will make it easier for them to visualise how they might or might not use AI in their business. Ask them to read the ways in which AI might help or hurt small businesses and then discuss whether they would use AI in their business.

Ask them to consider these questions:

1. If you would not use AI in your business, why not?
2. If you would use AI in your business, would you use it in all of the areas mentioned in the list? If not, what would you use it for?
3. When groups have made their decisions, ask them to tell the class what type of business they would have, whether or not they would use AI, and if so, how they would use it.