The Future Of Work

EAE Learning objectives for this lesson

The objective of this lesson is to use prefixes and suffixes to further understand English comprehension and use that knowledge to discuss future trends in business using the future tense.

1. What is your dream job?
2. What skills do you need to improve on to get that dream job?
3. With the way the world is changing, do you think your dream job will exist in ten years?

Activity Two - **Read the advice paying attention to your intonation and stress.**

Business English: What's the difference between telling, convincing and inspiring?

In your daily communications in English, you probably have to convince and even inspire those you are talking to. Whether reaching out to international colleagues, communicating internally, presenting to clients or suppliers or participating in meetings, English is a regular communication tool for you. So, can you be sure that you are expressing your ideas in language which really matches your ambitions, potential and skills? There is certainly a difference between simply telling someone something, simply presenting facts and opinions, and convincing them of your point of view or inspiring them and therefore enhancing your reputation. If you are an intermediate or advanced English speaker you can get to the level where you feel confident and capable in most situations, but how then can you be sure that you are making the right impression? In a changing world of work with new challenges on the horizon, it's often very strategic to make a positive and impactful impression with each message.

Try asking yourself the following questions:



- Are my sentences too long?
- Are my ideas disconnected?
- Am I thinking in French and then translating into English?
- Do I sometimes get lost in what I am saying?
- Am I unable to say something punchy and creative?
- Does my audience sometimes seem to lose concentration?
- Do I make a joke that nobody understands?

If you answer yes to some or all of these questions then it's likely that you need to learn some new techniques. In order to inspire others, words must be carefully chosen and a message must be finely crafted. To say exactly what you want to say, in a way which will make a difference, is an art! To have an impact often requires creativity. This is never easy in a foreign language as creative speech requires nuance and some feeling for etymology, morphology, idiomatic language. I find that there are two solutions to the problem of using English strategically in your job:

1/ A short term solution.
2/ A long term solution.

In the short term work with a native speaker, a teacher or even a marketing specialist or content writer, to prepare set expressions for your presentations which you can use time and time again.
In the long term, generally try to enrich your knowledge and understanding of the English language through learning, reading and awareness building. Be curious about any new words you encounter, note them down. Try to use short sentences and to avoid translating from French. Simple is best! Prepare for each presentation, prepare exactly what you want to say and don't try to improvise too much initially.

So don’t hesitate to ask your teacher for help with each and every business communication or presentation! We are here to help you!

Activity Three - **Prefixes**

Familiarising yourself with prefixes and suffixes can be a useful tool to improve your comprehension in English. When you understand these parts of words you can often deduce the meaning of an unfamiliar word. A prefix is added to the beginning of a word. Prefix examples that make a word negative, or opposite its original meaning:

dis-	in-	il-
disappear	independent	illegal
dissatisfied	invisible	illegitimate
disagree	inaction	illegible
un-	im-	non-
unhappy	impossible	nonfiction
unfulfilled	improper	nonexistent
undesirable	imperfect	nonfat

Other prefixes include:

pre- (before, example predate)
re- (again, example reappear, react)
ex- (out of, away from, lacking, former, examples ex-boyfriend and explode)
mis- (bad, wrong; examples misbehave, misplace)
pro- (for, before examples proactive, pro-choice)
co- (together, examples coworking cooperate)



Activity Four - **Suffixes**

A suffix is added to the end of a word. They can be used to change the meaning of a word or the part of speech.

-able	able to, having the quality of	comfortable, portable
-ful	full of	bountiful, beautiful
-less	without, not affected by	merciless, tireless
-er	comparative	bigger, stronger
-est	superlative	biggest, strongest

Changing the part of speech

-ible forms an adjective, example reversible

-ily forms an adverb, example happily

-ly forms an adjective, example hourly

-ation forms a noun, example information, preparation

-ing forms a gerund where a verb is used as a noun, example "Swimming is fun."

(Note: -ing can also show an action being performed "She is swimming")

Activity Five - Using prefixes and suffixes to **de**code buzzwords

Upskilling - what is the prefix and what does it mean? How does it modify the base word "skill"?

Reskilling - what is the prefix and what does it mean? How does it modify the base word "skill"?

If a worker in a factory and needs to learn how to operate new equipment is that considered upskilling or reskilling?

If a worker in a factory learns how to manage IT operations is that considered upskilling or reskilling?

Are you learning English to upskill or reskill yourself professionally?

Watch the video and resume what you learn.

What do you think about the arguments exposed in this video?

Learn or Die | Upskilling Is The Future of Education



Activity Six - Read the following article. Underline or highlight words you notice with prefixes or suffixes. Use a dictionary to look up words you don't know.

The Future Of Labour in a Digital Era

Digitalisation, automation and increasing robotisation in health care, industry and beyond, coupled with the advent of platform-based competitive mediation of work (**crowdworking**) – all impact on the future of work and labour. The associated challenges to the labour market, working conditions, wages, and the **blurring** boundary between private and professional life are the topic of intensive political and societal debate in many countries. Just take the conflicts surrounding Uber and AirBnB and their entry to traditional markets, as well as the vision of the so-called **Internet of Things** or **cyber-physical systems**, as the most prominent issues.

Debates about the impacts of the **transformative power of digitalisation on work and employment** have rapidly increased in the recent couple of years or so in the media, politics, labour unions, and in science. There are conflicting views about the potential for the next wave of computerisation to create jobs and increase health and well-being, and the extent and degree of **technologically induced unemployment** under existing conditions.
Online platforms are creating new ways of working and challenging traditional sectoral structures, working regulations, and competition. Robots continue to replace not only industrial workers, but spread to health care, cleaning, and other areas, and cognitive tasks formerly exclusively performed by humans. These issues beg the question of which kinds of policies for labour, education, health, and the environment are required to create and manage sustainable societies in the face of rapid changes with relatively unpredictable effects.

Just like all over the world, French industry is being transformed by the new industrial revolution. This change arises as a result of pressure from international competition, which requires each producer to remain up-to-date with their respective digital tools. This "Fourth" industrial revolution means that new production methods are implemented.

This is not without consequences on the development of skills and qualifications of employees in place and future. The implementation of these **disruptive digital technologies** make it possible for new industrial actors, coming from the digital world, to take control of traditional activities, thanks to the Internet of Things and Big Data, with better services and better prices. There is something quite usual in this impact of new technologies on business: more competitive activities replace less competitive ones, and available workers must learn and use them and increase their skills. Yet there is also something quite specific about this digital revolution: there is a change to a finer and finer division of labor, and the main consequence is an increase of independent workers, with a risk for them to be deprived of any social or legal protection. One figure confirms that something is going on towards this direction: after a long decline, the share of independent workers in France has continuously increased since 2000 from a minimum of 8.8% to 10.6%.

To keep up, there is a **need to train workers in order to help their adaptation to new technological context.** The first need for training concerns how to use new technological tools. Generally the improvement in skill is a way to get more comfortable work conditions, since new tools are conceived in a view of cooperation between workers and machines: they are "**cobots**" in a large meaning.
In France, up to now, the answer to all these questions is an increasing awareness of the need for offering enough continuing training for all workers throughout their professional life by upskilling or reskilling workers.

Questions:

1. What sectors are impacted by the digitalisation of labour?
2. What is crowdworking? What is an example of a company that uses crowdworking?
3. What is usual about the impact of new technologies on business?
4. What is unusual about the impact of new technologies on business?
5. Are there more or fewer independent workers in France now?
6. What are the consequences of this increase or decrease of independent workers?
7. What are cobots?

Opinion time: What do **you** think of the "fourth" industrial revolution?

Activity Seven - Future tense review

To talk about the future in English in a SIMPLE way we can use WILL or GOING TO.

WILL

Will + Verb

Will is used to express a voluntary action or a promise.

Will can also be used to predict something.

Examples:

- I will take a class on robotics
- I will eat better.
- It will rain tomorrow.

GOING TO

Am/is/are + going to + verb

Going to is used to talk about a plan, an intention.

Going to can also be used to predict something.

Examples:

- I'm going to learn English during the holidays.
- She's going to leave work early tonight.
- It's going to be sunny this weekend.

PRESENT TENSE

We can also use the present tense to talk about the future. **Present tenses** are used to **talk** about **future** actions and events that have some **present** reality. If we say that something 'is happening', we are usually referring to an action that is already planned or decided.

Practice:

1. When are you going to do your English homework?
2. What are you going to do this weekend?
3. Who will you see tomorrow?
4. What will a typical training course look like in five year's time?
5. What are you planning to do up skill in your job?
6. Are you going to have to re-skill in order to stay relevant?

Activity Seven - **Role-play scenarios**

1. You are an HR manager interviewing a promising candidate who has recently acquired some new skills. Ask them about their training and how they would like to apply those skills.
2. You are worried about automation at your job. Tell a friend about your plans to upskill yourself so you can continue working at your company in a different role.
3. You are thinking about driving for Uber but a friend is trying to convince you not to do it. Have a discussion about the benefits and disadvantages of working independently.

