
Teacher - summary & response

Text: Adapted text from Stanford university

One Hundred Year Study on Artificial Intelligence (AI100). *Stanford University Journal*. Retrieved February 1, 2016 from <https://ai100.stanford.edu>.

Lesson

- Discuss the title: 'Artificial intelligence and the future'
- Create a discussion, students write key ideas
- Go over key summary skills / response skills ([back of this document](#))

Supported reading

1. Give out text – ask students to read and highlight key main ideas of each paragraph (10-15 mins)- put ideas on board ([use summary points answer sheet](#))
2. Ask students to highlight main support for each idea (2-3 points only per paragraph)
3. Feedback – put on board
4. Students write summary using ideas (30mins)
5. Give out model answer to compare / take in and mark
6. Discuss how to write a response and in groups ask students to discuss parts of the text they agree / disagree with and why? Put ideas on board.
7. Encourage basic structure and language – two significant points...
8. Students write response (30 minutes) – After give out model answer / or take in & mark.

Tests

Lesson#1: [easy] **** * [B2/C1]

1. Give out text a week /day before the test – students read, check vocabulary and meaning.
2. Test day – give out a new copy of text with the summary & response question
3. Set 1hr 30min to read text and write the summary and response
4. The summary – only one paragraph (200-250 words) / the response – only one paragraph (150 words)
5. Feedback¹: take in and mark (**must achieve 4 key points and 4 support points**)- [[use correction code*](#)]
6. Feedback²: give out key points & model answer

Correction code*: www.academic-englishuk/error-correction

Lesson #2: [hard] ***** [C1]

1. Set 1hr 30min to read text and write the summary/response
2. The summary – only one paragraph (200-250 words) / the response – only one paragraph (150 words)
3. Feedback¹: take in and mark (**must achieve 4 key points and 4 support points**)- [[use correction code*](#)]
4. Feedback²: give out key points & model answer

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One Hundred Year Study on Artificial Intelligence (AI100)

Authors: Arthur Stone et al. Stanford University, August 1, 2016.

A.I Definition

“Artificial Intelligence (A.I) is the activity devoted to making machines intelligent, and intelligence is that quality that enables an entity to function appropriately and with foresight in its environment”. (Nilsson, 2010)

The frightening, futurist portrayals of Artificial Intelligence that dominate films and novels, and shape the popular imagination, are generally fictional. In reality, A.I is already changing our daily lives, almost entirely in ways that improve human health, safety, and productivity. Unlike in the movies, there is no race of superhuman robots on the horizon or probably even possible. [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED] Even Hollywood uses A.I technologies to bring its dystopian A.I fantasies to the screen.

Innovations relying on computer-based vision, speech recognition, and Natural Language Processing have driven these changes, as have concurrent scientific and technological advances in related fields. A.I is also changing how people interact with technology. [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

mere fifteen years A.I applications are likely to transform transportation toward self-driving vehicles, home/service reports using cloud based machine learning and healthcare with personal monitoring devices. This alone is starting to reconfigure our understanding of technology and the urban landscape.

As A.I continues to deliver important benefits, it also raises important ethical and social issues. Robots and other A.I technologies have already begun to displace jobs in some sectors. [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Over the next several years, A.I research, systems development, and social and regulatory frameworks will need to shape how the benefits of A.I are weighed against its costs, securities and risks, and how broadly these benefits are spread.

It is vitally important to note the darker side of A.I. Sceptics of A.I argue that A.I researchers are not

fully aware of the consequences that ‘general intelligence’; a flexibility across multiple domains in machines, could hold (Johnston et al, 2015). [REDACTED]

[REDACTED] Its unprecedented ability of intelligence will be unfathomable and it will definitely see the human race as an inhibiting factor (ibid). Though, this concept seems science-fiction in nature, based on Harris’ (2016) A.I developmental assumptions, this holds credibility and needs to be seriously addressed.

Overall, the measure of success for A.I applications is the value they create for human lives. In that light, they should be designed to enable people to understand AI systems successfully, participate in their use, and build their trust. [REDACTED]

[REDACTED] layers of government acquire technical expertise in A.I. Further, research on the fairness, security, privacy, and societal implications of AI systems should be encouraged by removing impediments and increasing private and public spending to support it.

Article source:

Stone, et al. (2016). One Hundred Year Study on Artificial Intelligence (AI100). *Stanford University Journal*. Retrieved February 1, 2016 from <https://ai100.stanford.edu>.

Definition source:

Nils J. Nilsson, (2010). *The Quest for Artificial Intelligence: A History of Ideas and Achievements*. Cambridge: Cambridge University Press.

Reading and writing practice

Part A (200-250 words)

Summarise in your own words the main points and significant supporting detail in The Stanford University article on the topic of:

One Hundred Year Study on Artificial Intelligence (AI100)

Part B (100 – 150 words)

Critically respond to two points from your summary in Part A. Support your view with your own ideas.

Key points:

Do not copy - paraphrasing

Use an academic style

Use academic vocabulary

Use reference verbs and correct in-text citations

Response Language / critical evaluation language

One Hundred Year Study on Artificial Intelligence PLAN

Authors: Stone et al. Stanford University, August 1, 2016,

<u>Global summary</u>	
<u>P1 main idea:</u>	
<ul style="list-style-type: none">•••	Response
<u>P2 main idea:</u>	
<ul style="list-style-type: none">•••	Response
<u>P3 main idea:</u>	
<ul style="list-style-type: none">•••	Response
<u>P4: main idea:</u>	
<ul style="list-style-type: none">•••	Response
<u>P5: main idea:</u>	
<ul style="list-style-type: none">•••	Response

One Hundred Year Study on Artificial Intelligence Summary

According to Stone et al. (2016), developments in artificial intelligence can be of significant benefit to society, if the valid concerns can be addressed. The article points out that despite the negative portrayal of AI in the media, [REDACTED]

However, as AI develops, there will be a need for regulation to deal with possible ethical and social problems. The article claims that there will be a growth in unemployment and a widening gap in wealth inequality as AI displaces workers. Davis (2016) puts forward the notion that an arms race between nations is possible, [REDACTED]

[REDACTED] the author stresses the need for cooperation and understanding in AI development to ensure the public benefit. Governments need to gain more expertise in the field and develop public policy that tackles the possible implications.

One Hundred Year Study on Artificial Intelligence Response

The author points out that AI could lead to wide scale unemployment and wealth inequality. It seems clear from this that AI developments will benefit companies more than individuals. [REDACTED]

[REDACTED]. The article also calls on governments to take action in relation to AI development. This seems to be overly-optimistic [REDACTED]

[REDACTED] shared with the AI researchers, who are better placed to identify possible ramifications of their products.

Summary Writing

How to write a summary...

Take notes:

- **In-text reference**
- **Paragraphs: main points / key ideas** (take notes)
- **Supporting points** (key support for main ideas)
- **NO Examples**
- **NO dates** (Basic overviews)
- **NO data** (basic overviews)
- **Decide what is important – be specific**

Writing:

- **According to (source)...** *According to Smith (2017),*
- **Linking ideas:** the author also suggests, another point discussed by the author is....
- **Use key terms** (*Higher Education, Climate Change, Government policy, Genetics*)
- **Paraphrase / rewrite ideas**
- **Check / edit**

Response Structure

Topic sentence	There are two significant points emphasised / claimed / suggested by ... (author & date)
The first point	The first most important point is the ... [include the point from the text]
Your response / view	This argument holds validity. In India...
The second point	The second area of importance is that...
Your response / view	This view lacks credibility to a certain extent. It is true that ..., however, the main beneficiary... Therefore, governments should provide grants.

Support Language

It could be argued that / it seems that

This point holds validity...

It is true up to a certain extent...

It is reasonably credible in that...

This is a noteworthy point as...

The writers correctly identify an important point which is....

A clear strength of this point is that..

Against Language

One major criticism/drawback with/of this (view) is...

This concept is possibly inaccurate because...

One flaw in this point is that... / One of the limitations is...

The key/main problem with this is...

Although this article contains overwhelming/convincing/compelling evidence, there is one/two point/s that warrant/s further discussion.

This appears to be true to a certain extent; however,...

The argument that the UK economy will be stronger after Brexit is irrational/illogical because...