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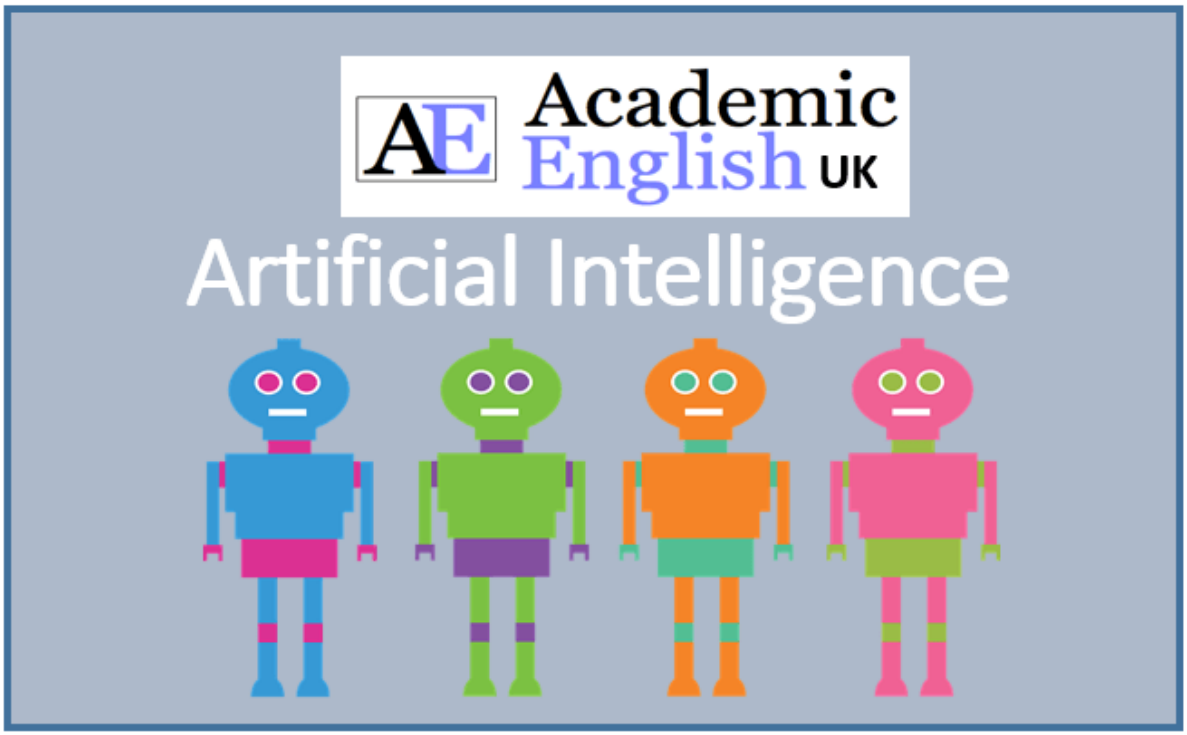
Artificial Intelligence



The Lesson

Artificial Intelligence (AI) is developing at an unprecedented rate. Innovations in computer-based vision, speech recognition and natural language processing are all features in today's technology. But what of the future? Is A.I a technological advancement that we should all embrace and celebrate? Or is it something we should be worried about? This lesson examines these key opposing views through two TED Talks and a reading. It includes a seminar discussion using these sources as evidence.

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Artificial Intelligence - Teacher's notes

Time: Approx. 4 hours
Level: ***** [B1/B2/C1]

Aim: *to focus on the topic of Artificial Intelligence and look in depth into the arguments for and against A.I.. Students will engage in discussion and justify choices.*

1.Introduction Worksheet # [30 - 60 minutes]

- Ask students to discuss *what is Artificial Intelligence*?
- Give out Worksheet #1. Students write down key points & write a definition.
- Dictogloss [Dictogloss #3]. Read out academic definition twice, students take notes & then rewrite the definition. Students compare with the original definition. [pg.7].
- Discuss: Is A.I good or bad? Why? (Worksheet #1 Question 5)
- Feedback as whole group – Teacher writes ideas on board
- Worksheet #2: A.I. Film Images. Discuss the films (if known?) & connection to A.I.
- Idea! Pre-homework task - watch one of these films to discuss in next class.

2. Reading 1: One Hundred Year Study on Artificial Intelligence [90 mins]

- Follow teacher's notes [pg. 9].
- Tidy notes in preparation for seminar.

3. Listening 1: TED Talk: How A.I can save humanity. [60 mins]

- Follow teacher's notes [pg. 24].
- Tidy notes in preparation for seminar.
- Discussion: what did you think of the lecture? Is there anything you question?

4. Listening 2: Can we build AI without losing control over it? [60-90 mins]

- Follow teacher's notes [pg.31].
- Tidy notes in preparation for seminar.
- Discussion: what did you think of the lecture? Is there anything you question?

5. Seminar Discussion [20-25 mins]

1. Put the students in small groups (4-6). Seminar Discussion worksheet #4: Explain to students they **must** refer to lecture and text(s). They have three minutes' preparation and then discuss for 20-25 minutes.

   Teacher: how to run a seminar https://www.academic-englishuk.com/seminars.

Artificial Intelligence #1

1. What is Artificial Intelligence (A.I)?

Make notes…

2. Write a basic definition

_____

_____

_____

_____

_____

_____

_____

_____

3.Dictogloss – *Your teacher will read out an academic definition of Artificial Intelligence twice. Listen and take notes. Then use these notes to write the definition.*

Make notes…

4. Write the academic definition here:

5. Discussion – identify what is good or bad about Artificial Intelligence and why?

Positives	Negatives

6. Films: Look at the following film pictures. What are these films and how are they connected to A.I?

Worksheet #2: Film Images

Artificial Intelligence

Definition - Dictogloss

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Dictogloss #3: Artificial Intelligence

Topic: Technology
Level: ***** [B2/C1]
Vocabulary: Technology / computers
Time: 20-30 minutes.

Lesson Plan

1. Activate schemata – what do you know about Artificial Intelligence?
2. Try to elicit key vocabulary:
Devices / applications / diagnosis / voice recognition / to interpret / virtual / Apple's Siri / Microsoft's Cortana / cognitive / intervention

Dictogloss

3. Read out the text 2 times at normal speed. Students take notes.
4. Students construct the whole text in pairs / threes.
5. Teacher Feedback – Students compare with original.

Dictation

Artificial Intelligence (A.I) is devices, software and _____ _____ that exhibit human intelligence and behaviour, including robots, _____ _____, medical diagnosis and the _____ _____ of voice, face and natural language _____. According to Kaplan & Haenlein (2019), A.I is defined as the ability _____, learn and use _____ flexibly adapt to specific _____ and goals. There are _____ key categories of A.I: _____ and strong. _____ is virtual personal assistants such as Siri or Cortana, and strong is an AI system with _____ human _____ abilities able to find a _____ without human intervention.

Source: Kaplan, A and Haenlein, M. (2019). "Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence". *Business Horizons*. **62** (1): 15–25. doi:10.1016/j.bushor.2018.08.004.

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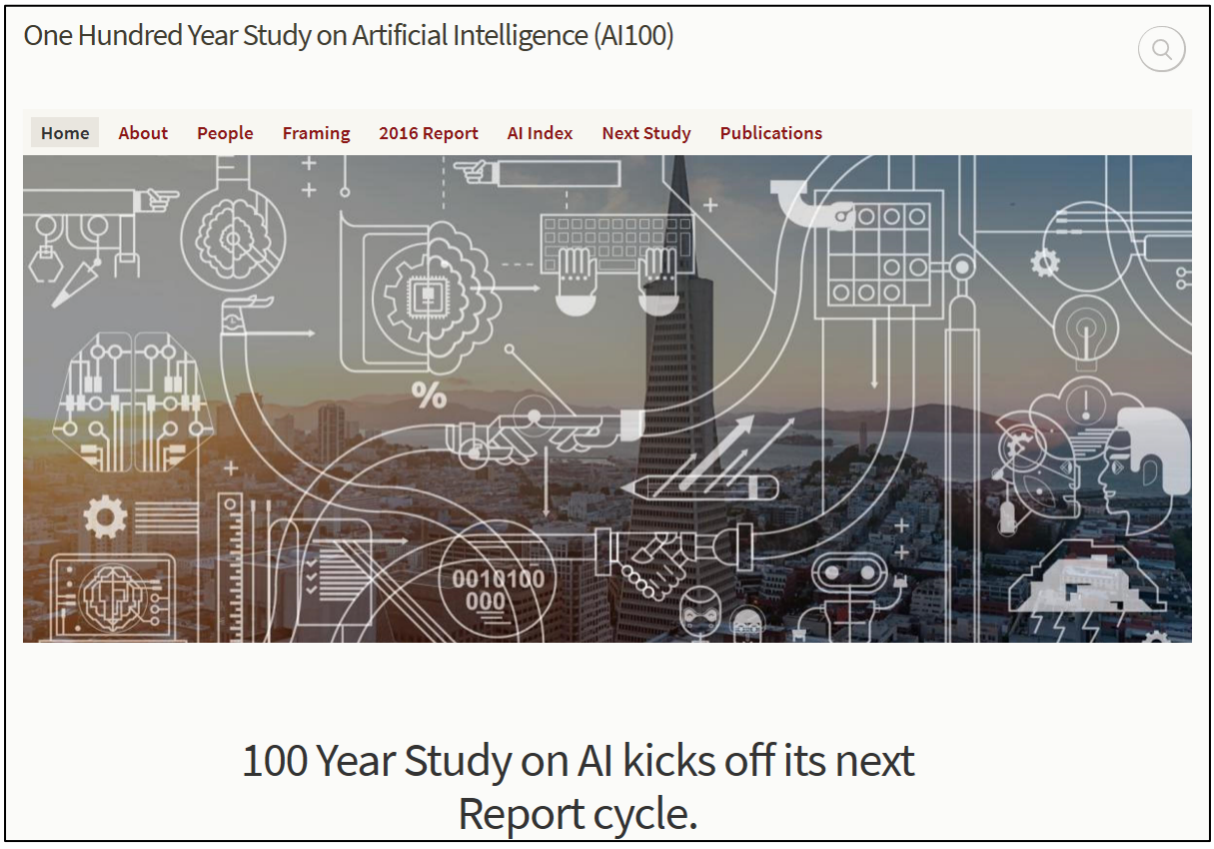
A.I
Reading Lesson



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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

- Title: '**One Hundred Year Study on Artificial Intelligence'**
- What do you predict the article is about?
- Go over key summary skills / response skills – [pg.21-22]

Supported reading

1. Give out text – ask students to read and highlight main ideas of each paragraph (20-30 mins). Put ideas on board [use summary points answer sheet – pg.18].
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 (30 mins)
5. Give out model answer to compare.
6. Teacher takes in summaries to mark language. Use correction code: [https://www.academic-englishuk.com/error-correction]
7. Explain how to write a response [pg.22]. In groups students discuss parts of the text they agree / disagree with and why? Put ideas on board.
8. Students write response (30 minutes).
9. Hand out model answer and/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 is one paragraph (200-250 words) and the response is one paragraph (150 words.
5. Feedback[1]: take in and mark (must achieve 4 key points and 4 support points)- [use correction code*].
6. Feedback[2]: give out key points & model answer.

Lesson #2: [hard] ***** [C1]
1. Set 1hr 30min to read text and write the summary and response.
2. The summary – only one paragraph (200-250 words) / the response – only one paragraph (150 words).
3. Feedback[1]: take in and mark (must achieve 4 key points and 4 support points)- [use correction code*].
4. Feedback[2]: give out key points & model answer.

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

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 [redacted], and intelligence is that quality that enables an entity to [redacted] and with foresight in its environment". (Nilsson, 2010)

The frightening, futurist [redacted] 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] must be acknowledged and addressed, their greater potential is, among other aspects, to make driving safer, help children learn, and extend and [redacted] lives. In fact, beneficial A.I applications in schools, homes, and hospitals are already growing at an accelerated pace. Major [redacted] to A.I studies, and technology companies such as Apple, Facebook, Google, IBM, and Microsoft spend heavily to explore A.I applications they regard as [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 [redacted] and [redacted] in related fields. A.I is also changing how people interact with technology. Many people have already grown accustomed to touching and talking to their smart phones. People's [redacted] will become ever more nuanced, fluid, and personalized as A.I systems learn to adapt to individual personalities and goals. These [redacted], alert them to risks ahead, and deliver services when needed or wanted. For example, in a mere fifteen years A.I applications are likely to transform transportation toward self-driving [redacted] machine learning and healthcare with personal monitoring devices. This alone is starting to [redacted] 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 [redacted] place jobs in some sectors. As a society, we are now at a crucial juncture in determining how to deploy AI-based technologies in ways that promote, not hinder, democratic values such as freedom, [redacted]. For individuals, the quality of the lives we lead and how our contributions are valued are likely to shift gradually, but markedly. There is the possibility that there will [redacted], politics will [redacted] and wealth distribution may become even more disproportionate. There is even the prospect that [redacted] amongst the top countries of the world (Davis, 2016). 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. [redacted] that A.I researchers are not fully aware of the consequences that 'general intelligence'; a flexibility across multiple domains in machines, [redacted], 2015). They claim that [redacted] in building machines smarter than we are, the inevitable outcome is that these machines will out think us. [redacted] [redacted] this as 'intelligence explosion' and highlights such a phenomenon is highly credible and reasonable. After all, within the spectrum of intelligence, a super-intelligent A.I machine using electronic rather than biochemical circuitry [redacted] [redacted] times faster than those that built it. 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 [redacted] (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 [redacted] successfully, participate in their use, and [redacted]. Public policies should help ease society's [redacted] applications, extend their benefits, and mitigate their inevitable errors and failures worldwide. Debate about how A.I is deployed, [redacted] concerns about how privacy is protected and the future implications of A.I, should be encouraged. Given the [redacted] are being realized, the [redacted] that all layers of government acquire technical expertise in A.I. Further, research on the fairness, security, privacy, and societal implications of [redacted] 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:

[redacted] (2010). [redacted] *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

Notes:

Part A: Summary (200 – 250 words)

Word Count: _____

Part 2: Response

word Count _____

One Hundred Year Study on Artificial Intelligence PLAN

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

Global summary	
P1 main idea:	
• • •	Response
P2 main idea:	
• • •	Response
P3 main idea:	
• • •	Response
P4: main idea:	
• • •	Response
P5: main idea:	
• • •	Response

One Hundred Year Study on Artificial Intelligence Key Points

Global summary:

- AI is changing our lives,
- Two key areas of [redacted] and the over-riding futuristic consequences.
- More public consultation, policies and research will provide trust.

P1: AI changing our lives / has great potential

- Beneficial applications – schools, hospitals, homes
- Tech companies = [redacted]

P2: Technology advancement

- Computer-based vision, speech recognition, natural language processing
- Adaptation to personalities – [redacted] and [redacted]
- [redacted] – transport, home and health service changes

P3: Ethical and social questions

- How AI can [redacted] values?
- Changes to unemployment, politics and wealth.
- Arms race [redacted]
- Benefits need to be measured

P4: Futuristic consequences

- General intelligence and [redacted] (Godley, 2014)
- [redacted] of intelligence / 1m faster
- Evidence in Ai development

P5: Public policies, mitigation and further research needed.

- Measure success in value
- Build trust, [redacted]
- Speed of AI development – governments act quickly.
- [redacted] safety research

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 [redacted], it is already altering daily life for the better. The application of technology in schools, homes and [redacted] real benefits and major research into AI by universities and private companies will serve to accelerate the process. The relationship [redacted], and the author states that it will become more personalised as we begin to use AI for healthcare [redacted] services and even [redacted] vehicles. 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 [redacted] and a [redacted] in wealth inequality as AI displaces workers. Davis (2016) puts forward the notion that an arms race between [redacted] there will be a gradual change in [redacted]. Sceptics are calling for AI researchers to consider the effects of 'general intelligence' (Johnston et al, 2015) in AI, as the machines [redacted] a million times faster [redacted] a consequence possibly question what humans represent. Finally, the author stresses the need for [redacted] in AI development to ensure the public benefit. Governments need to gain more expertise in the field and [redacted] that tackles the possible implications.

Words: 258

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 [redacted] more that individuals. To solve this issue, [redacted] attempt to tax AI usage and use this revenue to [redacted] benefits and provide training for those affected. This [redacted] the negative economic effects of AI implementation in the workplace. The article also calls on [redacted] [redacted] in relation to AI development. This seems to be overly-optimistic as governments generally tend to be [redacted] with changes in society. This can be seen from the development of cyber-crime, which was not predicted when the [redacted]. Therefore, the responsibility should be shared with the AI researchers, who are better placed to identify [redacted] of their products.

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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**
- **NO data**
- **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..

Opposing 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...

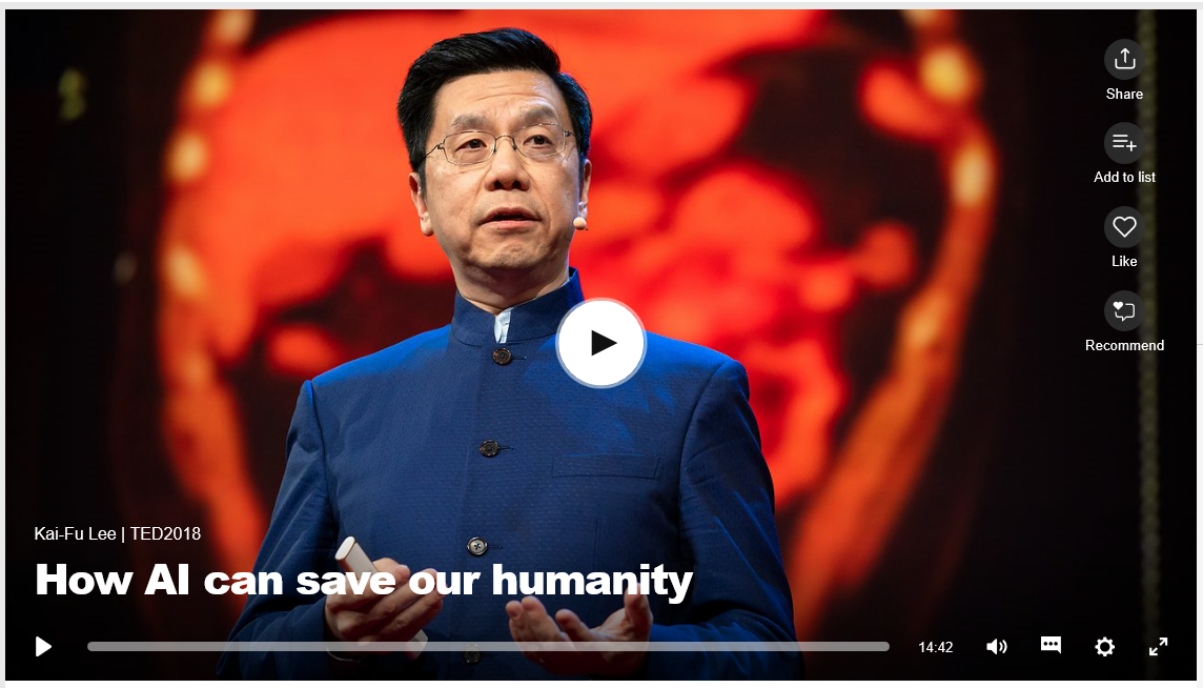
The key/main problem with this is…

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…

A.I
Listening Lesson 1



https://www.ted.com/talks/kai_fu_lee_how_ai_can_save_our_humanity

TED TALK Listening Lesson

TED Talks comprehension questions

Lesson Plan

Aim: *to develop the students' ability to listen to a 10min + lecture, to take notes and then use those notes to answer a range of comprehension questions .*

Lesson Time: *Approximately 45 minutes + critical thinking discussion.*

Lesson Plan

1.Lead in

- Students discuss the 'lecture title' and predict the content of lecture.
- Students write down key terms / language they expect to be in the lecture.
- Feed in / check key vocabulary.

Three types of lesson

Lesson#1: [hard]
1. Students listen once & take notes on paper.
2. Give 5 minutes to tidy notes.
3. Listen again and add to notes (use a different colour pen).
4. Give out questions. Set 10-15 minutes to answer.
5. Feedback - give out answers or go through on board.

Lesson #2: [medium]
1. Students listen once & take notes on paper.
2. Give out questions: Set 10 minutes for students to answer questions from notes.
3. Listen again – students answer the questions they missed as they listen
4. Give extra 5-10 minutes to consolidate answers.
5. Feedback - give out answers or go through on board.

Lesson #3: [easy]
1. Give out questions - students have up to 5-10 minutes to look at questions.
2. Students listen and answer questions.
3. Give 5 minutes to check answers.
4. Students listen again, check answers and answer questions they missed.
5. 5-10 minutes to tidy answers.
6. Feedback - give out answers or go through on board.

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How can AI save our humanity?

[listening comprehension questions]

Author: Kai Fu Lee,
Date: April 2018
Time: (14.43)
Location: TED TALKS
Level: ****** [B1/B2/C1]

Link: https://www.ted.com/talks/kai_fu_lee_how_ai_can_save_our_humanity

Key vocabulary

1. A confession
2. 12-hour labour / a delivery room
3. To take precedence over …
4. [redacted]
5. Accuracy
6. To recognise
7. Implementation
8. [redacted]
9. Fiercely competitive market
10. Silicon Valley in the US (Google this!)
11. Gladiatorial / gladiators
12. [redacted]
13. Accelerated
14. Paradigm shifts
15. Transactions
16. Instantaneous
17. Unprecedented wealth
18. [redacted]
19. Workaholic
20. Accomplishments / priorities
21. [redacted]
22. Chemotherapy
23. Remission
24. To differentiate
25. Science fiction
26. [redacted]
27. A blueprint of coexistence
28. Serendipity

How can AI save our humanity?

[Kai Fu Lee, April 2018]
https://www.ted.com/talks/kai_fu_lee_how_ai_can_save_our_humanity

1. **What is the point of the introduction about the birth of his child?**

2. **Did the speaker make [redacted] Yes or No?**

3. **What was the big discovery 10 years later?**

4. **What examples were given to [redacted]**

5. **AI discovery is being led in the US, what is the era of implementation in China?**

6. **How hard do people [redacted] work in China?**

7. **Why has the quality of Chinese [redacted] in the past decade?**

8. **What [redacted] compared to highlight better products?**

9. **How has the Chinese market embraced this accelerated change?**

10. **Highlight some of the facts and figures from the [redacted].**

11. What are the most valuable Chinese AI companies at the moment?

12. How are the [redacted] and the US working together?

13. What amount of [redacted] will it bring and by when?

14. What are the main challenges? Who will be affected?

15. What is the main point discussed on the topic of [redacted]?

16. How do we [redacted] in the age of AI?

17. What does the graph represent?

18. What are the missing words in his final sentence?

AI is **S**_____**.** It is here to liberate us from routine jobs, and it is here to remind us what it is that makes us **H**_____. So, let us choose to **E**_____ AI and to love one another.

Critical thinking? What do you think about this lecture? Do you agree with the [redacted] on his ideas? What don't you agree with? What else do you think? How do you feel about the rise of AI technology? Do you think the new jobs of the [redacted]? Is there anything in the lecture you question? Anything else?

How can AI save our humanity? ANSWERS

[Kai Fu Lee, April 2018]

1. **What is the point of the introduction about the birth of his child?**

1991 – a father for the first time. Going to leave his wife and give a presentation to Apple's CEO. This was the unthinkable and he is sorry for letting his work ethic take precedence over love for my family.

ALL ANSWERS IN PAID VERSION…

A.I

Listening Lesson 2

https://www.ted.com/talks/sam_harris_can_we_build_ai_without_losing_control_over_it

Teacher

TED Talks Test Questions

Lesson Plan

Aim: *to develop the students' ability to listen to a 10 min+ lecture, to take notes and then use those notes to answer a range of test type questions.*

Lesson Time: *Approximately 1:30-2:00 hours*

Lesson Plan

1.Lead in

- Ask Students to discuss the 'title' and predict the content of lecture
- Ask students to write down key terms / language from discussion
- Feed in / check key vocabulary

Three types of lesson

Lesson#1: [hard]
1. Students listen once – take notes
2. Give 5 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen).
4. Give out questions – set 20-25 minutes to answer.
5. Feedback answers (give out answers or go through on board)

Lesson #2: [medium]
1. Students listen once – take notes.
2. Give out questions: Set 15 minutes for students to answer questions from notes
3. Listen again – students answer the questions as they listen
4. Give extra 10 minutes to consolidate answers
5. Feedback answers (give out answers or go through on board)

Lesson #3: [easy]
1. Give out questions - students have 10 minutes to look at questions
2. Students listen and answer questions
3. Give 5 minutes to tidy notes
4. Students listen again – check answers and answer questions missed
5. 5-10 minutes to tidy answers
6. Feedback answers (give out answers or go through on board)

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Can we build AI without losing control over it?

[listening test questions]

Author: Sam Harris
Date: June 2015
Time: (14:27)
Level: **** [C1]

TED TALKS Link:
https://www.ted.com/talks/sam_harris_can_we_build_ai_without_losing_control_over_it

Check these words before listening:

Key vocabulary

1. Intuition
2. A global famine
3. [redacted]
4. Science fiction,
5. to marshal an appropriate emotional response
6. Automation
7. [redacted]
8. Malicious
9. Divergence
10. Competent
11. [redacted]
12. Inevitable
13. Assumptions
14. To be far-fetched
15. Crucial
16. Exponential progress
17. [redacted]
18. Unreliable
19. John von Neumann (famous physicist & Mathematician)
20. A spectrum
21. [redacted]
22. A trillionaire
23. To go berserk
24. [redacted]
25. Unprecedented power
26. The Simpsons
27. A Manhattan Project
28. [redacted]

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Can we build AI without losing control over it?

TED TALK: Sam Harris [Jun 2016. 14:27]

1.Introduction: True / False / Not Given

T / F / NG

i. The lecturer claims we are all worried about A.I in the future	
ii. The lecturer believes A.I [redacted] of us	
iii. The lecturer believes A.I [redacted] world	
iv. Most of us find A.I fun to think about	
v. A.I will cause [redacted]	
Vi. We are able to marshal an [redacted] to the future of A.I	

___ / 6

2. The two doors scenario – short answers

Door 1	
What is behind the 1st door?	**What could stop this from happening?** (2 reasons)
i. _____ _____ _____ _____	**i.** A full-scale [redacted] **ii.** _____ iii. _____
The overall point is:	i. to stop A.I .._____ _____

___ / 4

Door 2	
What is behind the [redacted]?	**What will happen?**
i. _____ _____ _____	ii. *If we build machines* [redacted] *than we are,* they will begin to **i**_____ themselves .

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A [redacted] term:	iii. *Mathematicians call [redacted] being not in control;* "**i**_____ **e**_____" . [2 points]
The main concern is that these competent machines..	iv. could _____ us
Which [redacted] does he refer to in order to consolidate this point?	v. _____

___ / 6

3. Three main assumptions – short answers

Assumption 1	
Idea	**Development**
i. _____ _____ _____	ii. ***g***_____ ***i***_____ *is when a machine can think flexibly across* [redacted] – [2 points]
Overall point:	iii. *It's crucial to realize that the rate of progress* [redacted]*, because* _____ _____ _____

___ / 4

Assumption 2	
Idea	**Development**
i. _____ _____ _____	ii. *We* [redacted] *our* ***u***_____ *as it is a valuable resource.*
Overall point - *We have problems to solve:*	*We want to* [redacted] *like iii)* ***c***_____ *and improve our iv)* ***c***_____ *science*
Idiom expression: vi. *'the train is* [redacted] *and there's no* ***b***_____ *to pull.'*	

___ / 6

Assumption 3	
Idea	**Development**
i._____ _____ _____	*This is what makes our situation so ii)* ***p*****_____***, and this is what makes our* [redacted] *about risk so iii)* ***u*****_____**
The spectrum of intelligence:	*Machines will iv)* ***e*****_____** *this* [redacted] *in ways that we can't imagine, and v)* ***e*****_____** *us in ways that we* [redacted].
The virtue of speed in electronic circuits: What do these numbers refer to?	A [redacted] faster: vi)_____ [redacted] years: vii)_____ _____

___ / 7

4. Summary – [put a suitable word in the gap – first letter of word is provided]

The future with A.I

Imagine the [redacted] a super-intelligent A.I design with no safety concerns. It could redesign itself to be the perfect i) **l_____ - s_____** device. It could end most basic jobs and at the same time many ii) **i_____** jobs too. The main concern is what [redacted] to the main iii) **e_____** and [redacted]. We would witness wealth [redacted] and high levels of iv) **u_____** never experienced before. There would be a few v) **t_____** and the rest of us would [redacted].

___ / 5

5. Multiple Choice:

i. Russian and Chinese – *choose only one*

a) The Russians and Chinese want to wage war
b) The Russians and [redacted] in front of the competition with A.I
c) The Russians and Chinese will do anything to be [redacted] in A.I
d) [redacted]

___ / 1

ii. **One of the most frightening things is...** – *choose only one*

a) A.I researchers are lying about how close they are to A.I.
b) A.I researchers are often telling us super-intelligent A.I is far off and not to worry
c) A.I researchers do not realise it is
d) A.I researchers think we will populate Mars before A.I is

___ / 1

iii. Another frightening point is... – *choose only one*

a) We are not ready and have no idea of the
b) We have an urgency to create super-intelligent A.I
c) We are ready not for super-intelligent A.I
d) is not enough time to get ready for super-intelligent A.I

___ / 1

vi. Implanting A.I technology into our brains (neuroscience) – *choose only one*

a) this is the safest option
b) super-intelligent less likely than just basic super-intelligent A.I
c) this technology will help A.I machines share our
d) all the above

___ / 1

6. Summary – [put a suitable word in the gap]

Possible solution

A.I will be inevitably built. There is so much to consider when you are creating super-intelligent i) _____ to itself. We need something like a ii) _____ of artificial intelligence especially to avoid an iii) _____ race. We also need to admit of iv) _____ far exceeds what we currently know and we are in the process of building some kind of v) _____. Is this something we can live with?

___ / 5

Total score: ____ / 47

Can we build AI without losing control over it? ANSWERS

1.Introduction: T/F/NG

i. The lecturer claims we are all worried about A.I in the future No we think it's fun	**F**
ii. The lecturer believes A.I will destroy us	**T**
iii. The lecturer believes A.I will take over the world	**NG**

ALL ANSWERS IN PAID VERSION…

A.I
Speaking Lesson

Seminar

Academic English UK
www.academic-englishuk.com

The Seminar Discussion #4

You are going to have a seminar discussion for 20-25 minutes. In the seminar discussion you **must** refer to your notes on the text (Stone et al., 2016), lecture 1 (Lee, 2018) and lecture 2 (Harris, 2015).

Read the questions and prepare what you will say. You have three minutes.

Questions:

1. Use the text and the two lectures to define A.I.

2. What examples are given in the text and lectures that suggest A.I is [redacted] for the future?

3. What examples are given in the text and lectures that suggest A.I is a [redacted] for the future?

4. In your own opinion, which of the three sources do you most agree with and why?

5. Is there anything else in the sources that you feel is [redacted] in this seminar?

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