

## How AI will step off the screen and into the real world

[listening comprehension questions] **EXAMPLE**

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**Date:** April 2024

**Time:** 12.54

**Location:** TED TALKS

**Level:** \*\*\*\* [B1/B2/C1]

**Link:** [https://www.ted.com/talks/daniela\\_rus\\_how\\_ai\\_will\\_step\\_off\\_the\\_screen\\_and\\_into\\_the\\_real\\_world?](https://www.ted.com/talks/daniela_rus_how_ai_will_step_off_the_screen_and_into_the_real_world?)

Check these words and phrases before listening:

### Key vocabulary

1. Robotics.
2. [REDACTED].
3. Erratic.
4. [REDACTED].
5. The digital world.
6. Artificial intelligence.
7. [REDACTED].
8. Pre-programmed tasks.
9. [REDACTED].
10. A breakthrough.
11. [REDACTED].
12. Server farms.
13. Pedestrians.
14. [REDACTED].
15. Biologists.
16. [REDACTED].
17. Collaborators.
18. [REDACTED].
19. Dashboard.
20. Blinking lights.
21. [REDACTED].
22. Frozen.
23. [REDACTED].
24. Models.
25. [REDACTED].
26. Stimulating.
27. [REDACTED].
28. Algorithm.
29. [REDACTED].
30. Sensors.

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## TED Talks Test Questions

### EXAMPLE

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

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

### 1. Lead in

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

### Three types of lesson

#### **Lesson#1:** [challenging]

1. Students listen once & take notes.
2. Give the students 5 minutes to tidy their notes.
3. Students listen again and add to their notes (use a different colour pen).
4. Distribute questions. Set 20-25 minutes to answer.
5. Feedback: distribute or project answers.

#### **Lesson #2:** [medium]

1. Students listen once & take notes.
2. Distribute questions: Set 15 minutes for students to answer the questions from their notes.
3. Students listen again and answer the missed questions as they listen.
4. Give the students an extra 10 minutes to consolidate answers.
5. Feedback: distribute or project answers.

#### **Lesson #3:** [easier]

1. Distribute questions. Students have 10 minutes to read through the questions.
2. Students listen and answer the questions.
3. Give the students 5 minutes to tidy their answers.
4. Students listen again. They check their answers & answer any missed questions.
5. Give the students 5-10 minutes to tidy their answers.
6. Feedback: distribute or project answers.

## How AI will step off the screen and into the real world

[Daniela Rus, 2024] **EXAMPLE**

Take your notes here:

## How AI will step off the screen and into the real world

[Daniela Rus, 2024] **EXAMPLE**

Take your notes here:

**How AI will step off the screen and into the real world** EXAMPLE

1. What was the important lesson the speaker learned when the robot failed to cut the piece of cake? Select ONE answer.

i.	The [redacted] is a more [redacted] place than the [redacted] world.	ii.	The digital world is a [redacted] place than the [redacted].	iii.	The physical world [redacted] world are equally [redacted].
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\_\_\_ / 1

2. What has been the [redacted]? Write no more than FOUR words.

\_\_\_ / 1

3. How is the separation [redacted]? Select ONE answer only.

i.	Robots will be able [redacted].	ii.	AI will move from [redacted].	iii.	AI is moving from the [redacted].
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\_\_\_ / 1

4. Add the FIVE missing words to make [redacted] complete. The first letter of each word is provided.

[redacted] is when A \_\_\_\_\_ power [redacted] text, i \_\_\_\_\_ and other online i \_\_\_\_\_ is used to make r \_\_\_\_\_ s \_\_\_\_\_.

\_\_\_ / 5

5. What is so [redacted]?

\_\_\_ / 1

6. How did they improve [redacted]? Select ONE answer only.

i.	They decreased the number of [redacted].	ii.	They increased the number of [redacted].
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\_\_\_ / 1

7. Complete the table with information about the two AI systems in [redacted].

[redacted] AI systems	
[redacted] systems	

\_\_\_ / 2

8. Why is it [redacted] for today's AI systems [redacted]-robot?

\_\_\_ / 1

9. Add the FIVE missing words [redacted] explanation of [redacted] complete. The first letter of each word is provided.

The a [redacted] [redacted] a 3D r [redacted] of a photo [redacted], folded and p [redacted]. We fold [redacted], string some m [redacted] and sensors and then [redacted] c [redacted].

\_\_\_ / 5

10. Why is it important to be able to [redacted] and transform images [redacted]?

\_\_\_ / 1

11. How do robots learn [redacted]?

\_\_\_ / 1

12. What are the benefits for when [redacted]? Complete the table with the missing information.

	Benefit	Effects
i.		Optimise [redacted] your needs.
ii.	Bespoke machines	
iii.		[redacted] spare time.

\_\_\_ / 3

13. Complete the gaps in the [redacted]. This first letter of each word is provided.

I [redacted] that we have the power to use p [redacted] [redacted] ensure a [redacted] [redacted] for h [redacted] and [redacted] p [redacted].

\_\_\_ / 3

**Total Score** \_\_\_ / 26

14. Critical thinking

- What did you think of this lecture?
- Do you agree with the ideas?
- Do you think asking AI to train robots is a good idea?
- What do you think the future holds for AI controlled robots?

Students' own answers.

## How AI will step off the screen and into the real world

### **ANSWERS** EXAMPLE

1. What was the important lesson the speaker learned when the robot failed to cut the piece of cake? Select ONE answer.

i.	The physical world is a more demanding place than the digital world.	✓	ii.	The digital world is a more demanding place than the physical world.		iii.	The physical world and the digital world are equally demanding places.	
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**ALL ANSWERS INCLUDED IN PAID VERSION...**