

## How to stop AI from killing your critical thinking

[listening comprehension questions]

### EXAMPLE

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

**Link:** [https://www.ted.com/talks/advait\\_sarkar\\_how\\_to\\_stop\\_ai\\_from\\_killing\\_your\\_critical\\_thinking](https://www.ted.com/talks/advait_sarkar_how_to_stop_ai_from_killing_your_critical_thinking)

Check these words and phrases before listening:

### Key vocabulary

- 1) Tools for Thought team at Microsoft Research in Cambridge
- 2)
- 3) Irony
- 4)
- 5) Validator
- 6) Prototype
- 7)
- 8) Outsourced
- 9)
- 10) Alienated
- 11) Hive mind
- 12)
- 13) Musculature
- 14) Juncture
- 15)
- 16) Two diverging roads
- 17)
- 18) Lenses
- 19) Provocation
- 20)
- 21) Expertise
- 22) An ersatz human
- 23)
- 24) Customisable
- 25) Scaffolds
- 26)
- 27) No such thing as a free lunch
- 28) F

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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 to stop AI from killing your critical thinking

Take your notes here:

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### EXAMPLE

Answer the following questions:

1. How does the speaker's use of AI during his presentation differ from using it simply as a traditional assistant?
2. What does [redacted] reason"?
3. According to the [redacted] creativity?
4. Under what conditions do [redacted] thinking when using AI?
5. Why does the speaker believe [redacted] to our [redacted] abilities?
6. What is the fundamental [redacted] tool for thought"?
7. In the Microsoft Research [redacted] the user?
8. Explain [redacted] prototype.
9. Why does the speaker highlight [redacted] interface?
10. What are the two [redacted] thought?

Total Score \_\_\_ / 10

## Critical Thinking Discussion Questions **B1-B2 Level**

### EXAMPLE

1. Do you agree that using AI too much could make people think less for themselves? Why or why not?
2. What are the [redacted] as writing reports or emails?
3. The speaker says AI should "[redacted]" you agree?
4. How could AI be [redacted] replacing it?
5. If AI can do many [redacted] humans to develop their own critical thinking skills?

Notes

## Critical Thinking Discussion Questions **C1-C2 Level**

### EXAMPLE

1. The speaker states that writer's block has changed from "staring at a blank page" to "staring at a page that AI filled out... and wondering if I agree with it." How does becoming a "professional validator of a robot's opinions" alter a worker's sense of ownership and pride in their work?
2. The talk notes [REDACTED], their memory of that information drops significantly. If future generations grow up relying entirely [REDACTED] [REDACTED]?
3. The speaker introduces a [REDACTED] harder. In a capitalist business world that highly values speed, optimisation, and profit, will companies willingly [REDACTED] human thought?
4. Consider the speaker's analogy: "We invented [REDACTED] out [REDACTED] society continues to automate intellectual effort, do you foresee a future split where only an elite group [REDACTED] [REDACTED] decline?"
5. The talk poses a final philosophical question: "[REDACTED] for [REDACTED]?" Where do you draw the absolute line between tasks that AI *should* handle and experiences that must [REDACTED]?

Notes

## How to stop AI from killing your critical thinking **ANSWERS**

### EXAMPLE

1. How does the speaker use of AI during his presentation differ from using it simply as a traditional assistant?

- **Answer:** Instead of using AI as a basic assistant to speed up his preparation, the speaker uses it as a "tool for thought." This means using the technology to actively challenge, improve, and develop his own thinking process.

**ALL ANSWERS PROVIDED IN PAID VERSION...**