

3 possible futures for AI — which will we choose?

[listening comprehension questions]

EXAMPLE

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

Link: https://www.ted.com/talks/alvin_w_graylin_manoush_zomorodi_3_possible_futures_for_ai_which_will_we_choose

Check these words and phrases before listening:

Key vocabulary

- 1) Cybersecurity, VR, semiconductors
- 2) Stanford (university)
- 3) T [redacted]
- 4) Hype
- 5) [redacted]
- 6) Kinetic war / nuclear war
- 7) Inflection
- 8) [redacted]
- 9) Mad Max future
- 10) Star Trek option (Vulcans bring peaceful technology)
- 11) [redacted]
- 12) Myths
- 13) [redacted]
- 14) AGI- artificial generative intelligence
- 15) CERN (European Organisation for Nuclear Research)
- 16) [redacted]
- 17) Optimist
- 18) [redacted]
- 19) AI policy paper (3 parts)
- 20) ISS (International Space Station)
- 21) [redacted]
- 22) Enlightened
- 23) GI Bill for the AI age
- 24) [redacted]
- 25) Actionable
- 26) Reskilling
- 27) [redacted]
- 28) Proportions
- 29) [redacted]
- 30) Mindset
- 31) [redacted]
- 32) A glimpse into the future

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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.

3 possible futures for AI — which will we choose?

Take your notes here:

3 possible futures for AI — which will we choose?

Take your notes here:

3 possible futures for AI - which will we choose?

EXAMPLE

Answer the following questions:

1. What makes Alvin W. Graylin's background in the field of technology unique compared to many others?
2. According to the speaker, [] lead to?
3. Why do some people [] unavoidable?
4. According to the speaker, [] military-industrial complex?
5. How does Sam Altman define [] ?
6. What is the "CERN [] ?
7. Why does [] "sovereign AI"?
8. What historical initiative [] AI unemployment?
9. How does the timeline [] revolutions?
10. Why does Graylin insist [] models?

Total Score ___ / 10

Critical Thinking Questions **B1-B2 Level**

EXAMPLE

1. Do you agree that countries should work together on AI instead of competing? Why or why not?
2. The speaker says AI [redacted] do to help affected workers?
3. Would a single [redacted] or why not?
4. The speaker argues [redacted] them. Do you think companies will follow this advice? Why?
5. Which future do you think is [redacted] Star Trek future? Explain your answer.

Students' own answers.

Critical Thinking Questions **C1-C2 Level**

EXAMPLE

- 1. Question:** The speaker mentions that if AI replaces the average worker it could liberate us to do art, music, and attend events. Do you think a society without traditional work would make humans happier, or would it lead to a crisis of purpose and identity?
- 2. Question:** Graylin advocates for "open science" [redacted] [redacted]
[redacted] current geopolitical tensions and economic competition between world superpowers like the US and China, [redacted] not?
- 3. Question:** The talk proposes [redacted]. Since AI [redacted] of people globally rather than just citizens of one nation, who should be financially responsible for funding [redacted]?
- 4. Question:** Graylin states that working [redacted]
[redacted] mindset raises everyone up. Can capitalism, which is fundamentally built on competition and [redacted]?
- 5. Question:** Consider the three futures [redacted]
[redacted] Based on how governments and tech companies are behaving right now, which path do you think we are [redacted] you this?

Students' own answers.

3 possible futures for AI - which will we choose? **ANSWERS**

EXAMPLE

1. What makes Alvin W. Graylin's background in the field of technology unique compared to many others?

- **Answer:** Graylin has 35 years of experience in fields like AI, cybersecurity, VR, and semiconductors, and his unique perspective comes from working extensively in both the United States (Stanford University) and China.

ALL ANSWERS PROVIDED IN PAID VERSION...