

A LOOK INTO THE FUTURE

HOW IS AI CHANGING THE WORLD?



TARGET LEARNERS
Teens (B1 -B2 level)



DURATION
60 - 90 minutes



PREPARATION
Smartboard
Art supplies (crayons, pencils, ...)

LESSON OBJECTIVES

At the end of this lesson, students will be able to:

- Define Artificial Intelligence (AI) and identify its applications in daily life.
- Observe and reflect on the evolution of AI in various fields.
- Apply newly acquired AI-related vocabulary in discussions.
- Enhance listening for gist and details.
- Develop collaboration, creativity, and presentation skills.



1

Engage

10 – 15 minutes

This stage introduces the lesson topic of artificial intelligence, establishing a strong foundation for its definition and engaging students' interest by relating AI to their everyday lives.

Suggested teacher's activities

Exercise A: AI in your daily life

- Pique students' interest in the pictures on their worksheet and prompt them to share their prior knowledge by answering questions.
- Conduct the activity in groups or as a whole class. The objective of this activity is to help students become aware of AI elements in their daily lives that they may not always notice about.

Exercise B & C: What is AI?

- Pose the question, "What is AI?" and encourage students to share their responses openly.
- Prompt them to connect with the examples in Exercise A and describe AI in their own words.
- Show a short video that explains the definition of AI and engage the class in answering related questions at three pausing points by scanning the code or using this link: <https://bit.ly/3uNGoqO>

Materials



Scan for the Edpuzzle video link.

Exercise D: Let's Vote!

- Spark a lively discussion by posing this thought-provoking question: *Do you think AI is necessary for human development?*
- Conduct a poll where students can vote "yes" or "no." Afterwards, invite selected students to share their perspectives on their insights. This activity sparks curiosity about AI's role in our future, igniting debate and understanding through diverse perspectives.

Answer key

A. Possible answers to spark further ideas, not explanations.

Encourage students to build on these answers as prompts.

Question 4 depends on student responses.

Facial recognition technology (FRT) analyzes facial features to identify or verify a person's identity by comparing them to a database of known faces. It is used for security purposes (unlocking phones, border control), criminal investigations, and more.

Virtual assistant (Google Assistant) uses voice recognition and natural language processing to understand requests and provide responses. It can access information, control smart devices, and perform tasks like setting reminders, playing music, making calls, and more.

Self-driving car or Autonomous vehicle (AV) uses sensors, cameras, and AI to understand the surroundings, plan routes, and control the vehicle. It is used to make driving safer, reduce traffic, and increase accessibility for people with disabilities.

Google Maps uses GPS, satellite imagery, and traffic data to provide real-time navigation and information about places. It gets directions, finding places, exploring new areas, checking traffic conditions, and more.

B. (Students' answers vary.)

C. (Answers provided in Edpuzzle video)

D. (Students' answers vary.)

2**Explore**

15 – 20 minutes

This stage helps students expand vocabulary related to AI and comprehend its applications through a video activity.

Suggested teacher's activities**Exercise A: New vocabulary**

- Engage students in a competitive game where they will work in groups to explore the meanings of new words.
- Print and cut out sets of sentences with highlighted new words.
- Attach the sets of sentences to the board, ensuring that the number of sets matches the number of groups. (*Refer to page 6 to access the sentences*).
- Instruct each group member to take turns taking one sentence from the board then work together to work out the meaning of the highlighted word. Remind students to take only one sentence at a time.
- Once the groups have finished all the words, invite each group to present and explain their answers. Ask other groups to give further explanation if necessary.
- Provide confirmation for the answers and offer additional explanations if needed.

Exercise B:

- Open the video by scanning the QR code or access this link: <https://bit.ly/3Tf4lw2> (*Refer to page 5 for the video script.*)
- Explain to the students that they will be watching a video about AI applications. Their task is to listen carefully and mark/tick specific words if they hear them.
- Conduct a quick poll to find out how many students were able to hear and recognize all of the words.

Materials

Scan to
open the
video

Exercise C:

- Ask students to read the questions and guide them in analyzing the questions by predicting the information they expect to hear.
- Play the video again (if necessary).
- Have students share their answers and facilitate a discussion for corrections.

Exercise D:

- Ask students to analyze the gaps and make predictions about the missing information based on the context.
- Play the audio again for students to listen and fill in the gaps with the specific information they hear. This exercise is designed to help students practice listening for specific information.

Answer key**A.****Suggested definitions:**

artificial intelligence (NP): Computer systems that can perform tasks that typically require human intelligence, such as learning, problem solving, and decision-making.

cautious (a): being careful about what you say or do, especially to avoid danger or mistakes; not taking any risks

data (n): facts or information, especially when examined and used to find out things or to make decisions

detect (v): to discover or notice something, especially something that is not easy to see, hear, etc.

VR (abbr.): virtual reality (= images and sounds created by a computer that seem almost real to the user, who can affect them by using sensors)

whip up (PV): to deliberately try and make people excited or feel strongly about something

rely on (PV): to need or depend on somebody/something

establish (v): to start or create an organization, a system, etc. that is meant to last for a long time

ethical (a): connected with beliefs and principles about what is right and wrong

B. (Students' answers vary.)

C.

1. The video is about artificial intelligence (AI) and its impact on various aspects of our lives.

2. AI can help in healthcare, finance, retail, education, and more.

c. The listening suggests caution in dependence on AI and the need for ethical guidelines and preserving human abilities.

D.

1. analyzing

2. predict

3. reads

4. (fun) quizzes

5. whip up

3

Explain

10 - 20 minutes

This stage is to engage students in exploring and explaining AI's impact on different fields, fostering reflection on its evolution and encouraging predictions for future growth.

Suggested teacher's activities

Exercise A:

- Open Interacty project by scanning the code or access this link: <https://bit.ly/3Na1SEY>
- Arouse students' interest by showing them pictures that illustrate how AI has changed different fields over time.

Examples:

A traditional telephone switchboard vs people using voice recognition technology on their smartphones.

An old library card catalog system vs people using an AI-powered search engine to find information online.

A classroom scene from the past with a teacher writing on a chalkboard vs students using AI-powered educational apps and virtual reality tools.

- Encourage students to observe, compare, and share their thoughts on the evolution of AI.

Exercise B:

- Encourage students to provide explanations and make predictions about the future growth of AI, considering both positive and negative perspectives.
- Emphasize that there are no right or wrong answers, and all ideas are welcome

Answer key

A. (Students' answers vary.)

B. (Students' answers vary.)

Materials



Scan to open pairs of pictures

4**Elaborate**

20 - 25 minutes

This stage is to foster creativity, collaboration, and critical thinking as students brainstorm, create, and present AI tool ideas for daily life, encouraging evaluation and feedback from peers.

Suggested teacher's activities**Exercise A:**

- Divide students into pairs or small groups.
- Instruct students to brainstorm and think of an AI tool, application, or device that could assist them in their daily lives. Encourage them to consider various aspects of their daily routines and identify areas where AI could be beneficial. They can use the ideas generated in exercise 3B above.
- Clarify that the AI tool can be something that doesn't currently exist but could potentially be developed in the future.
- Circulate among the groups to provide guidance, answer questions, and facilitate the brainstorming process.
- Encourage students to display their ideas and any relevant details or features of their imagined AI tool and draw illustration for their idea in the provided space on their worksheet.

Exercise B:

- Ask each group to share their ideas with the rest of the class.
- Facilitate a brief discussion where students can evaluate and provide feedback on each other's ideas, fostering critical thinking and collaboration.

Answer key**A.** (Students' answers vary.)**B.** (Students' answers vary.)**5****Evaluate**

5 - 10 minutes

This stage is to consolidate learning through reflection and checklist completion, while fostering predictive thinking about the future development of AI in a 30-word paragraph.

Suggested teacher's activities**Exercise A:**

- Instruct students to reflect on the lesson and complete a checklist based on what they have learned in the lesson.

Exercise B:

- Have students engage in reflective thinking and write a 70-word paragraph about their own predictions for the future development of AI.
- Have some students share their writings.
- Summarize the main ideas covered in the lesson.

Answer key**A.** (Students' answers vary.)**B.** (Students' answers vary.)

For exercise 2A

Video script:

AI, or artificial intelligence, is everywhere these days. From robots working in factories to cars driving themselves, it's changing the world around us. But is it all helpful, or should we be cautious?

Think of AI as a super-powered helper. It can process mountains of data faster than any human, making it a star in fields like healthcare, finance, and even retail. Imagine doctors using AI to detect illnesses early by analyzing scans. Shops predict your fashion preferences before you even know them. While you scroll through social media, a virtual assistant reads funny news stories aloud, keeping you entertained without straining your eyes. Guess what? You can say farewell to heavy textbooks! AI tutors will teach you using video game examples and fun quizzes. If you're working on a history project and lack support from your teacher or parents, an AI app can step in, offering fascinating historical facts and suggesting creative ways to present them. Instead of the traditional poster, imagine an immersive VR experience. Even cooler, AI-powered smart shoes track your every step and whip up personalized training plans for your next practice, pushing you to new heights!

However, with great power comes risks. We shouldn't overly rely on AI, risking the loss of our own skills and motivation. Job losses are also a concern as AI replaces certain roles. To harness AI's benefits responsibly, we must establish ethical guidelines, provide retraining programs for displaced workers, and prioritize technology that enhances human abilities instead of replacing them. AI has incredible potential, but like any superhero, it requires guidance to ensure it is used for the greater good.



For exercise 2A

Sentences:

✂-----

Language is crucial to the development of **artificial intelligence**.

✂-----

Be **cautious** when crossing the busy street.

✂-----

It is essential to protect your personal **data**.

✂-----

The tests are designed to **detect** the disease early.

✂-----

Putting on the **VR** headset, I suddenly found myself standing on top of a tall mountain, looking out at a huge, sparkling ocean.

✂-----

He was a speaker who could really **whip up** a crowd.

✂-----

The charity **relies** heavily **on** public support and donations.

✂-----

The company was **established** in 1997.

✂-----

Is it **ethical** to keep animals in zoos?