

LESSON PLAN • SPEAKING + READING + WRITING

AI: Benefits and Concerns

Using new tools with care

LEVEL	DURATION	CLASS
B1-B2	60 minutes	Older teens / adults

Objectives

By the end of the lesson, students will be able to:

- Identify common benefits and risks of AI tools.
- Ask sensible questions before trusting AI-generated information.
- Create three practical guidelines for responsible use.

Materials

Student worksheet (pages 3–4), board or shared screen, pens; optional timer. All reading texts and scenarios are original fictional classroom examples.

Language focus

Expressing uncertainty and giving practical advice

1. Warm-up (5 minutes)

Ask: What is one useful job an AI tool can do, and one task where you would double-check it?

- Pairs share a short example; take two or three responses without putting anyone on the spot.

2. Language preparation (8 minutes)

Introduce "might", "may", "could" and "should" for cautious claims. Compare "AI is always accurate" with "AI may give convincing but inaccurate answers."

- Students choose two useful expressions from the language bank on page 4 and rehearse them in pairs.

3. Reading for meaning (10 minutes)

Give students the fictional case on page 3. Read independently, then underline the main problem and the response. Ask learners to explain the case in one sentence.

- Do not provide the answer key yet; invite two different summaries.

TEACHER PLAN • CONTINUED

Teaching sequence

AI: Benefits and Concerns • B1-B2 • 60 minutes

4. Guided practice (12 minutes)

Students complete the five-item vocabulary match and four reading questions on page 3. Check in pairs first, then review answers as a class.

- Ask for the sentence or detail in the reading that supports each answer.
- For faster groups, ask whether the characters could have chosen another respectful solution.

5. Communicative task (15 minutes)

Use the role-play on page 4. Give each participant one minute to prepare their position; complete the discussion and agree on an action.

- Your school wants a rule for AI use in group presentations.
- If working in threes, an observer records one effective expression and one suggestion for improvement.
- Learners present their agreed decision briefly to another pair.

6. Writing and feedback (7 minutes)

Students complete the page 4 writing task (90–110 words). Prioritize a clear point and practical example over perfect grammar.

- Ask students to underline one target-language expression and check whether their proposal answers the prompt.

7. Exit ticket (3 minutes)

Each learner writes one sentence explaining what they would change in the case and why. Collect two examples or ask for a volunteer summary.

Differentiation and classroom care

Support: allow preparation notes and sentence frames; pair less confident speakers with supportive peers. Stretch: require a counterargument, a limitation or a measurable next step.

Avoid claiming that a particular AI feature is accurate, private or safe by default; encourage independent checking.

Assessment

Look for (1) accurate understanding of the case, (2) two appropriate topic expressions, (3) respectful turn-taking, and (4) a specific, justified recommendation.

Optional extension / homework

Create a quick checklist called "Before you trust this answer...".

STUDENT WORKSHEET • 1/2

AI: Benefits and Concerns

B1-B2 | Read the case, work with key vocabulary, and check your understanding.

A. Read the case

Fictional classroom case study

A student group uses an AI tool to prepare a presentation about local history. The tool quickly creates a useful outline and suggests several dates. The group is impressed and copies the text into its slides. One student notices that a museum mentioned by the tool does not exist. After checking trustworthy sources, they find two more errors. The group decides to keep the outline but correct the facts themselves.

Later, a student wants to upload a classmate's private message so the tool can summarize it. Another student asks whether they have permission to share the message. They decide not to upload it. Their teacher says AI can save time, explain difficult ideas and help with drafting, but the final responsibility belongs to the people using it. The group adds source notes to the presentation and explains which parts were generated. Their project improves because they combine useful technology with verification, privacy and human judgment.

B. Vocabulary match

Match the words (1–5) to the definitions (A–E). Write the correct letter.

WORD	DEFINITION
1. bias ____	A. control over personal information
2. verify ____	B. careful checking by a responsible person
3. privacy ____	C. an unfair tendency that favors or disadvantages certain people
4. generated ____	D. created by a computer system or process
5. oversight ____	E. to check whether something is true

C. Check your understanding

1. How did AI help the group?

2. What showed that it was unreliable in places?

3. Why did students avoid uploading the message?

4. What three habits improved the project?

STUDENT WORKSHEET • 2/2

Speak, decide, write

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D. Role-play and decision

Your school wants a rule for AI use in group presentations.

ROLE A

Student A: describe useful ways AI helps with ideas, language and planning.

ROLE B

Student B: explain worries about mistakes, privacy and unfairness.

Your decision: Agree on three short AI-use rules that protect trust but allow helpful uses.

Useful language

- AI could help with...
- We should check whether...
- The risk is that...
- A sensible rule would be...

E. Writing task

Write a 90-110-word class policy for responsible AI use. Include one benefit, two safeguards and a clear conclusion. Use the lines below or continue on separate paper.

F. Reflection

Which phrase helped you communicate respectfully or clearly? What would you improve next time?

TEACHER KEY

Answers and teaching notes

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B. Vocabulary matching

1 C · 2 E · 3 A · 4 D · 5 B

C. Reading comprehension — suggested answers

1. It created an outline and suggested information quickly.
2. A nonexistent museum and other incorrect facts.
3. They did not have permission to share someone else's private information.
4. Verify facts, protect privacy and explain how AI was used.

D. Speaking task — success criteria

Agree on three short AI-use rules that protect trust but allow helpful uses.

- Each speaker states a concern without personal attacks.
- The pair acknowledges at least one trade-off or limitation.
- The final decision names a specific action or safeguard.

E. Writing — sample response

AI can help us plan a presentation and understand difficult topics, but we should not treat its answers as facts automatically. Our group will check important claims using reliable sources and will not upload private information without permission. We will also explain when AI helped us write or organize our work. These rules let us benefit from the technology while staying responsible for the final result. If an answer seems surprising, we will look for another source before sharing it. We will also ask our teacher when we are uncertain about acceptable AI assistance. Honest use matters more than speed.

Teacher reminder

Avoid claiming that a particular AI feature is accurate, private or safe by default; encourage independent checking.

Further practice

Create a quick checklist called "Before you trust this answer...".