

Intermediate English AI Study Skills Handout

中級英文 B1 AI 學習策略、批判思考與負責任使用講義

Intermediate | Intermediate / B1 | 60-90 分鐘

Lesson Overview

- This B1 handout helps students discuss how AI can support learning without replacing thinking.
- Students read about study plans, checking AI answers, and using AI for writing practice. They also practice giving opinions and advice.

Vocabulary 單字解析

Word	Part	中文	Easy meaning	Example
shortcut	n.	捷徑	a faster but sometimes weaker way to do something	Copying answers may look like a shortcut, but it does not help you learn.
reliable	adj.	可靠的	able to be trusted	Use reliable sources when you check important information.
summary	n.	摘要	a short statement of the main ideas	Please write a short summary after reading the article.
feedback	n.	回饋	advice about how to improve	The teacher gave useful feedback on my paragraph.
prompt	n.	提示指令	instructions or questions given to an AI tool	A clear prompt can help AI give a better answer.
revise	v.	修改	to change writing in order to improve it	I revised my report after reading the comments.
confident	adj.	有信心的	feeling sure about your ability	Nora feels more confident before the test.
compare	v.	比較	to look at two or more things to see differences	Compare two websites before you trust the answer.
honest	adj.	誠實的	telling the truth and not cheating	Be honest about which parts you wrote by yourself.
organize	v.	整理	to put ideas or things in a clear order	This outline helps me organize my ideas.

Reading 1 | A Study Partner, Not a Shortcut

Nora is preparing for an English test. Last year, she often copied answers from the internet and hoped the teacher would not notice. This year, she wants to study in a better way. She starts using an AI tool, but she gives herself one important rule: AI can help her understand, but it cannot do all the work for her.

When Nora reads a difficult article, she first tries to find the main idea by herself. Then she asks AI to explain three hard sentences in simpler English. After that, she writes her own short summary. If the summary is weak, she asks AI for feedback, not a finished answer.

After two weeks, Nora feels more confident. She still makes mistakes, but she understands why. Her teacher says, 'A useful tool should make your thinking stronger.' Nora agrees. She learns that AI is a good study partner when she stays active and honest.

Reading 2 | Check Before You Trust

Many students are surprised when an AI answer sounds correct but is not fully true. AI can write quickly, but it can also make mistakes, leave out details, or give old information. This means students need a habit of checking before they trust an answer.

A simple way to check is to compare two or three sources. Students can ask: Who wrote this? When was it published? Does another reliable website say the same thing? If the topic is about health, money, laws, or school rules, students should be even more careful.

Checking information may feel slow, but it saves time later. A wrong answer can lead to a poor report or a confused discussion. A careful student does not believe everything immediately. A careful student asks good questions.

Reading 3 | Better Writing With Better Prompts

Leo wants to improve his English writing. At first, he asks AI, 'Write an essay for me.' The result is smooth, but it does not sound like Leo. His teacher asks him to try a different prompt: 'Please ask me questions before giving advice.'

This time, AI asks Leo about his topic, opinion, examples, and target reader. Leo answers the questions and writes his own paragraph. Then he asks AI to point out unclear sentences. AI gives suggestions, and Leo chooses which ones to use.

Leo learns that good prompts are like good questions. They help him organize ideas instead of hiding his weak points. He still needs to think, choose, and revise. That is why his writing slowly becomes more natural.

Dialog 口說對話

Dialog 1 | Using AI for Reading

Student: Can I use AI to explain this paragraph?

Teacher: Yes, but read it yourself first.

Student: Then I can ask for simpler English?

Teacher: Exactly. After that, write your own summary.

Dialog 2 | Checking an Answer

Mia: This AI answer sounds correct.

Jay: Did you check another source?

Mia: Not yet. I should compare it with a reliable website.

Jay: Good idea. AI can make mistakes too.

Dialog 3 | Better Prompts

Leo: My prompt was too short.

Nora: What did you ask?

Leo: I only wrote, 'Help me.'

Nora: Try asking for feedback on one paragraph.

Dialog 4 | Honest Learning

Teacher: Did AI write this whole essay?

Student: No. I wrote it, and AI helped me revise two sentences.

Teacher: Good. Please mark the parts you changed.

Student: I will.

Speaking Practice 口說練習

- In my opinion, AI is useful because ____.
- Students should not use AI to ____ because ____.
- When I check information, I usually ____.
- A good prompt should include ____.
- One responsible way to use AI is ____.

Quiz 練習題

1. What rule does Nora give herself when she uses AI?
2. How does Nora use AI after reading a difficult article?
3. Why should students check AI answers?
4. Name two questions students can ask when checking information.
5. Why does Leo change his prompt?
6. What does Leo learn about good prompts?
7. Role-play: Ask your teacher if you can use AI for vocabulary help.
8. Give one example of responsible AI use.
9. Write three sentences about how you use technology to study.
10. Discussion: Should schools allow AI for homework? Why or why not?

Answer Key 答案

1. AI can help her understand, but it cannot do all the work for her.
2. She asks AI to explain hard sentences, then writes her own summary and asks for feedback.
3. Because AI can make mistakes, leave out details, or give old information.
4. Possible answers: Who wrote this? When was it published? Does another reliable source say the same thing?
5. Because the first answer did not sound like him and did not help him learn.

6. Good prompts are like good questions; they help organize ideas.
7. Possible answer: May I use AI to understand this word?
8. Use AI for feedback after writing your own answer.
9. Answers will vary.
10. Answers will vary.

Teacher Notes 老師備課提示

- Ask students to compare 'AI as a helper' and 'AI as a shortcut' before Reading 1.
- For speaking practice, require students to give one reason and one example after each opinion.
- For writing, have students write first, then use AI-style feedback frames without actually needing a tool in class.

Source Notes 資料來源

UNESCO guidance on generative AI in education and research: <https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research?hub=84636>

UNESCO AI competency framework for students: <https://unesdoc.unesco.org/in/documentViewer.xhtml?ark=%2Fark%3A%2F48223%2Fpf0000391105%2FPDF%2F391105eng.pdf.multi>