



way2go! meets AI

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About way2go! meets AI

In today's fast-moving digital world, using artificial intelligence (AI) in your studies can **support** your **language learning** experience. The use of AI chatbots, such as ChatGPT, Bing or Copilot, in classroom settings can significantly help your critical thinking, creativity and writing skills.

AI chatbots can be particularly effective when used **alongside** a specific English textbook such as **way2go!** They can provide definitions, synonyms, antonyms and example sentences for any new words you encounter in your textbook. Or, when you're working on grammar exercises, AI chatbots can correct your sentences and explain grammatical rules. They can also help with reading comprehension. While reading passages from your textbook, you might have questions about the text's content or context. A chatbot can help **summarise** paragraphs, **answer questions** about the text, and **explain** complex phrases or ideas, making the reading material more accessible. If you have a writing task, an AI chatbot can help **stimulate** and outline **ideas**, suggest improvements and **provide feedback** on your drafts. If you want to focus on speaking and pronunciation, some AI chatbots can listen to your speech and provide corrections and feedback. If you mispronounce the word 'thorough', for example, the chatbot can demonstrate the correct pronunciation and offer practice sentences to help you master it. Last but not least, if you're preparing for a test or need to review key concepts from your textbook, you can use an AI chatbot as a **quiz master**. You can ask the chatbot to quiz you on specific chapters or topics, and it can ask you questions, check your answers and explain the correct answers if you make mistakes.

However, despite the advantages of AI chatbots, it is also **important to learn languages without technology**. Studying languages on your own, without the assistance of AI, is an effective method of **training your brain**. Learning a language is **more than remembering words and rules**. It includes understanding jokes, cultural references and the way people really talk. This kind of learning helps your brain stay sharp and good at solving problems.

Additionally, knowing a foreign **language** well lets you **express** parts of **your identity**. It allows you to share your thoughts and feelings in unique ways, deepening your ability to communicate and understand others. It's also important to learn directly from teachers and classmates. Talking and working with **real people** helps you practise **real conversations**, learn about different cultures and improve your social skills.

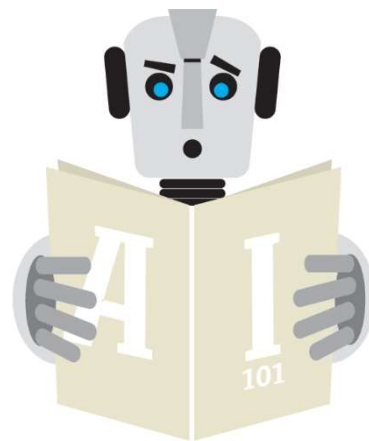
And don't forget that while **chatbots** can provide quick answers and help, they **aren't always 100% correct**. Sometimes they might give information that is **not accurate**, or they might not fully understand your question. Their responses can also reflect **biases** present in the data used to train them, influencing how fair, balanced, and reliable their answers are. This is why it's essential to **think about the answers** you get from the chatbot and compare them with what you have learned in class or look them up in other reliable sources. **Using your own knowledge** to check the chatbot's responses helps you become a better learner. It trains you to **think critically** and not accept all information as true without questioning it. This skill is very valuable not only in learning English but in any subject you study. It helps you become more independent and confident in your abilities to find and understand the correct information. Remember, while AI chatbots are useful, your own learning and understanding are what truly matter.

So, try to use AI applications in your learning. They can make your education more interesting and give you important skills for the future, especially in learning English. But don't forget that **they're just tools**. Always think critically about the results and work with your teachers and classmates to get the best outcome. Also, make sure to practise and learn the language independently to fully develop your language skills and personal expression. This **balanced approach** will help you develop a wide range of skills and a deeper understanding of the language and its culture(s).

We hope that *way2go! meets AI* sparks your curiosity and gets you excited about using AI to support your language learning journey with way2go! 5. It's all about making the most of new technologies to improve your English skills and support your personal growth!

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(This text was written with assistance from ChatGPT, version 4.0. Illustration: Adam Silye, Wien)



Unit 01: Old friends and new friends

SPEAKING 1 Finding new friends: conversation starters (role-play) – preparation task for ex. 2, p. 9

- a** You want to find new friends in your new class. To do so, write down some interesting questions to start a conversation, then try them out on an AI chatbot. Use the following prompt to get your dialogue with the chatbot started:

We are going to do a role-play as part of a task for English as a Second Language students: We are both 14-year-old and students in a new school. We don't know each other and are trying to make new friends. I will start a conversation and ask you questions, and I would like you to respond using the vocabulary and tone of a typical 14-year-old student. Please only react to the questions I ask. Our conversation should be on a CEFR B1 level and avoid any sensitive topics. Are you okay with this?

- b** Bring your conversation starters and the answers you got from the chatbot to class, then find a partner (someone you do not know that well yet) and try your conversation starters on them. Ask at least three questions, listen to your partner's answers, and take notes.
- c** In class, discuss your findings: How did the conversation with your partner go compared to the one with the chatbot? Were there any differences, surprises, or similarities?

WRITING 2 Making new friends from abroad – follow-up task for ex. 17, p. 16

- a** You have written your reply to Hannah in Oxford. Now, use an AI chatbot to improve your writing. You can use it to:

- check for grammar and spelling mistakes
- get suggestions to make your introduction more interesting
- rephrase your sentences and use good expressions

- b** Now, revise your text based on the feedback you got from the chatbot. Don't forget to hand in both versions of your email!

Below you can find some prompts you can use to improve your writing:

- *I am a 14-year-old Austrian student, currently learning English on CEFR B1 level. I have written a text to an English student to introduce myself to her. Can you help me improve my writing?*

Use ChatGPT or other chatbots wisely and be precise when asking for improvement. If the AI offers to rewrite the whole text for you when you use the prompt above, you can use the following to specify what exactly you want to improve about your writing:

- *I am not sure if this sentence is grammatically correct. Can you check it for me? (insert sentence/phrase).*
- *What's a better way to say ... (insert word/phrase)?*
- *Can you give me another word for ...?*
- *Is it correct to say ... (insert word/phrase)?*
- *I am not sure how to say ... (insert word/phrase) in English. Can you translate it for me?*
- *I want to make my letter more interesting. Can you give me examples of how to start such a letter in an interesting way?*



WRITING 3 Making new friends from abroad – additional task*

a You want to make a new friend from another country (choose someone from the list below).

- Miriam – London
- Denver – New York
- Noah – Sydney
- Serenity – Los Angeles

Write an email to your pen pal, someone you have never met before, to introduce yourself. In your email you should:

- talk about your hobbies and school life
- explain why you want to have a friend from abroad
- ask about their interests

Once you have written your email, use an AI to improve your writing.

You can use it to:

- check for grammar and spelling mistakes
- get suggestions to make your introduction more interesting
- rephrase your sentences and use good expressions

b Now, revise your text based on the feedback you got from the chatbot. Don't forget to hand in both versions of your email!

c Use AI to receive an answer from your pen pal. Keep the conversation going! Use the conversation to find out interesting aspects of your pen pal's hometown and be ready to talk about what you found out about this city in class.

*** Note to teachers:**

This task can be used as an additional writing task. Make sure to give the students some ideas on how to use AI to improve their writing. You could ask your students to bring their first draft to class and then discuss and try this during the lesson.



Unit 02: Me time

LANGUAGE 1 Describing graphs: vocabulary* – preparation task for ex. 1, p. 20

a Understanding and describing graphs is an essential skill, especially when interpreting data in English. In this task, you will use ChatGPT or some other chatbot to enhance your vocabulary related to describing charts. Examine the graph on p. 20 of your coursebook. Describe briefly what the bar chart shows in your own words:

b Below, you'll find categories of vocabulary words and phrases commonly used to describe charts in English. Each category includes an example word or phrase. Use a chatbot to expand the list. You can ask for synonyms (words with the same meaning), antonyms (words with the opposite meaning), translations, example sentences, and so on.

Chart types: bar chart,

Descriptive words: increasing,

Comparative phrases: more than,

Trend indicators: peaked at,

Phrases describing cause and effect: because of,

Phrases describing uncertainty and probability: possibly,

Concluding Remarks: in conclusion,

You can use the following prompts on your chatbot:

- *I am an ESL student on a CEFR B1 level trying to expand my vocabulary. I am supposed to come up with specific words and phrases to describe charts in English. I am going to ask you for different types of words. Are you okay with this?*
- *What kind of charts are there?*

If the AI gives you too many kinds of charts, you can specify your question:

- *What are the four most important types of charts?*
- *What's a synonym/antonym for ... (word)?*
- *What's the proper way to say ... (word/phrase) to describe a chart?*

* **Note to teachers:** The objective of this task is to get a list of useful words and phrases for graph description



LANGUAGE 2 Who am I? Leisure time activities – follow-up task for ex. 5b, p. 22
– additional vocabulary for ex. 22, p. 32

a You will be inventing creative and fictional leisure time activities for the game "Who am I?"*

1. Together with a partner come up with creative, fictional, and new leisure time activities. Try to think outside the box and be as creative and imaginative as possible.
2. Use a chatbot to help you develop your ideas. Ask for feedback, suggestions, or examples to create three engaging, new, and creative leisure time activities. Prompts you can use:
 - *I am an ESL student on a CEFR B1 level trying to come up with a creative or even fictional new leisure time activity. Here's my idea: (insert your idea). Do you think this might work?*
 - *How can (idea) be realized/improved?*
 - *Can you tell me what needs to be considered if I were to do (idea) in real life?***What else could you ask to get some help from an AI to improve your idea?**
3. Write a detailed description of your three leisure time activities, including the goal of the activity, the rules, and any materials needed, and why you would like to try this activity.
4. Bring your list to school and be prepared to explain your activities in class.

b Play "Who am I?" with a chatbot. Use the following text to get your dialogue started:

We are going to do a role-play as part of a task for English as a Second Language students: We are both 14-year-old and students in a new school. We don't know each other and are trying to make new friends. I will start a conversation and ask you questions, and I would like you to respond using the vocabulary and tone of a typical 14-year-old student. Please only react to the questions I ask. Our conversation should be on a CEFR B1 level and avoid any sensitive topics. Are you okay with this?

* **Note to teachers:** Part a of this task could be prepared outside class. Let students bring their results to the next class. You can then either let them present results in class (e.g. letting them describe their activities while the rest of the class guesses what it is they came up with), or let them play "Who am I" with their invented activities in small groups or pairs.



Unit 03: Learning and teaching

SPEAKING 1 Understanding and addressing bullying* – follow-up task for exercises in Practice Pack, p. 25

a Your task is to react to bullying and find out how you could help. Use the following prompt to let ChatGPT or another chatbot help you deal with the topic “bullying”:

As part of an ESL task, I have to react to a bullying incident at school. I would ask you to give me a specific scenario to complete this task. The scenario should be suitable for 14-year-old Austrian students on a CEFR B1 level and be appropriate for school-related discussions. I would like you to only give me a scenario without further instructions. Are you okay with this?

b If you are unhappy with the situation you received, or if you think that the scenario is hard to deal with, ask the chatbot to either give you another scenario or help you deal with the situation. You can use the following prompts to do that:

- *If I were to witness this situation, I’m not sure how to react. Would it be wise to (insert your own solution)?*
- *Can you give me a solution to this problem? How should I react as an innocent bystander?*
- *Is there a right way to react to bullying without being bullied myself?*

c You will also need to ask general questions to be able to deal with the tasks on p. 25 in your coursebook. You can ask questions like:

- *What defines as bullying?*
- *How can other students or teachers help a student who is being bullied?*
- *Should bullying be punished?*

Rewrite the questions if the answers you get online are not adequate and add questions of your own. Bring the answers as well as your own ideas to class.

SPEAKING 2 The perfect teacher (role-play) – follow-up task for ex. 5, p. 36

a Have a look at the statements in ex 5 on p. 36 and do the task. Use the following prompt to ask a chatbot for the qualities of a good teacher:

I am an Austrian ESL student, and I am trying to define what it means to be a good teacher. Can you give me a list of qualities a teacher should have to be considered good?

b Compare the statements and your answers in your book with the list you got from the chatbot. Is it similar? If no, how are they different?

c Try to get a more specific answer from the AI. How can you change the input above to receive a list that is more like your own ideas of a perfect teacher?

* **Note to teachers:** WARNING: Sensitive topic. Proceed with caution – the exercise might not be suitable for some classes/students.

Unit 04: Eat, sleep, repeat ...

SPEAKING 1 The nutrition plate – follow-up task for ex. 11, p. 59

- a** Study the exercise and graph of the nutrition plate on p. 59 in your coursebook and think about the discussion you had in exercise 11b about your own eating habits. Consider which aspects of this topic are still unclear to you and write down five questions you would ask a nutrition specialist regarding the nutrition plate and healthy eating. Now, ChatGPT or some other chatbot is going to act as the nutrition specialist you are going to converse with.

Use the following text to get your dialogue started:

We are going to do a role-play as part of a task for English as a Second Language students: You are a nutrition specialist, and I will ask you questions about healthy eating and the nutrition plate. I will start a conversation and ask you questions, and I would like you to respond accordingly. Our conversation should be on a CEFR B1 level and avoid any sensitive topics. Are you okay with this?

- b** Note down important information from your chat in order to answer your own questions and do exercise 12 in your coursebook. Bring your questions and answers to class. Discuss these questions in class:

1. How reliable are the answers you got?
2. What might be problematic if you ask an AI like ChatGPT to act as a specialist?

Unit 05: Reach out!

WRITING 1 Improving a blog comment – follow-up task for ex. 6, p. 69

a You have commented on Zora's blog post. Now, use AI to improve your writing.

You can use it to:

- check for grammar and spelling mistakes
- rephrase your sentences and use good expressions
- get suggestions of situations in which emojis are not appropriate

b Now, revise your text based on the feedback you got from e.g. ChatGPT. Don't forget to hand in both versions of your blog comment!

Below you can find some prompts you can use on the chatbot to improve your writing:

- *I am a 14-year-old Austrian student, currently learning English on CEFR B1 level. I have written a blog comment about emojis. Can you help me improve my writing?*

Use ChatGPT or other chatbots wisely and be precise when asking for improvement. If the AI offers to rewrite the whole text for you when you use the prompt above, you can use the following to specify what exactly you want to improve about your writing:

- *What's a better way to say ... (insert word/phrase)?*
- *Can you give me another word for ...?*
- *Is it correct to say ... (insert word/phrase)?*
- *I am not sure how to say ... (insert word/phrase) in English. Can you translate it for me?*
- *I am not sure when it is appropriate to use emojis. Can you give me a situation in which it would be unwise to use them?*

If the chatbot gives you a situation which you do not like, you can use the following prompt, which is even more specific:

- *As a 14-year-old teenager I am not sure when it is appropriate to use emojis. Can you provide a situation I might find myself in when it would be unwise to use them?*

SPEAKING 2 Giving a presentation – support for ex. 18, p. 76

a Have a look at ex 18, p. 76 and discuss your own ideas. Then, use a chatbot to help you explain why certain aspects are more important than others. You can use the following prompts:

- *I am a 14-year-old Austrian student, currently learning English on CEFR B1 level. When giving a presentation, which aspects are most important to keep in mind in order to present myself well?*

If the chatbot gives you more and/or different aspects than the ones you have in your coursebook, you can use the following prompt to specify your search:

- *How important is (insert aspect) when presenting in front of the class?*
- *Out of the following aspects, which one(s) are the most important during a presentation: (insert at least 3 aspects from ex 18, p. 76)?*
- *How can (insert aspect) help me give a good presentation?*
- *Can you give me some reasons why it is important to (insert your own idea) during a presentation?*

b Compare the reasons you get with your own reasons. Are the arguments you got from the chatbot similar to your own thoughts?



Unit 06: All the rage

LANGUAGE 1 The present perfect tense – preparation task for ex. 5+6, p. 84

Use a chatbot to revise the present perfect and to help you deal with exercises 5 and 6 on p. 84. You can use the following prompts in your online chat:

- *I am a EFL student and I am currently learning English on CEFR B1 level. I need to revise the present perfect tense. Can you explain this tense to me?*

If the chatbot gives you too much information at once, you can try to be more precise in your questions. Try the following prompts if you want to revise a specific aspect of the present perfect:

- *Can you remind me how the present perfect tense is formed?*
- *How do I negate a sentence in the present perfect tense?*
- *How do I form a question in the present perfect tense?*
- *Which signal words does the present perfect tense have?*
- *What's a past participle? / What's the past participle of (insert verb)?*
- *Simply put, in which situations is the present perfect tense used?*

SPEAKING 2 A healthy body image – follow-up task for ex. 12, p. 87

a You have talked to a partner about the questions in 12b, p. 87. Now, use ChatGPT or something similar to see how the chatbot answers the questions about retouching pictures. Start by asking the questions in your book! You can change the questions if you think the answers you get are not precise enough. Find out if the results are similar to your own thoughts.

b A healthy body image is important when you are a teenager and retouching pictures might not help with that. Ask the chatbot to act as an expert on this topic to answer any questions you might have. Start your chat by using the following prompt:

You are a specialist on healthy body image, and I will ask you questions about this topic. I will start a conversation and ask you questions, and I would like you to respond accordingly. Our conversation should be on a CEFR B1 level and avoid any sensitive topics. Ready?

Are the answers you got ones that you had expected? What might be problematic if you ask AI like ChatGPT to act as a specialist on such a topic?

Unit 07: Move it!

LANGUAGE 1 Sports vocabulary – follow-up task for ex. 5, p. 95

a After you have done exercise 5a on p. 95, ask a chatbot to give you another list of words. You can use the following prompt:

Can you give me a sport for each letter of the alphabet?

If you are not happy with the types of sports you received because you don't know them, you can either ask the chatbot to explain it to you or be more specific in your initial question. You can try the prompts below:

- *Can you give me a well-known and common type of sport for each letter of the alphabet?*
- *I am not familiar with (insert sport). Can you explain to me what that is in simple terms?*

How else can you change the questions to get a list that is more similar to your own?

b Put the sports you found with the help of the prompts in the table in 5b on p. 96. You can ask AI to help you – check out the prompts below:

- *Which verb typically goes with (insert sport)?*
- *Do you “play”, “do”, or “go” (insert sport)?*
- *Is “play”, “do”, or “go” the correct word to use for (insert sport)?*

SPEAKING 2 Finding convincing arguments – follow-up task for ex. 10, p. 97

Have a look at the statements in exercise 10, p. 97. Ask a chatbot like ChatGPT for its opinion on the statement you have discussed with your partner. The chatbot is probably going to give you a list explaining both sides of the argument. Try to use that to your advantage and ask for reasons and arguments that support your point of view. You can ask questions like:

- *I think that (insert your opinion). Can you give me a strong argument to support my point of view?*
- *I think that (insert your opinion). Are there any reasons why I might be wrong?*
- *Can you give me a good argument why (insert your opinion)?*
- *I need to convince my partner that (insert your opinion). Can you give me a brief justification that is definite?*

Unit 08: Rules – make or break?

SPEAKING 1 Inventing school rules – support for ex. 7b, p. 109

a If you find it hard to come up with a strange school rule, you can ask ChatGPT or another chatbot for help. You can use the following prompt:

I am a 14-year-old Austrian student, currently learning English on CEFR B1 level. I am supposed to come up with short and, most importantly, strange school rules for teachers and/or students. Can you give me one?

Not happy with the rule you got? You can always make your request more specific or describe certain situations more precisely. Try this input:

- *Can you give me a rule that applies to teachers and involves (not) handing out assignments?*
- *Please, create a school rule that involves my classmates doing my homework for me.*
- *Is it possible to write a school rule that involves lunch break?*

b Compare these rules with the ones you came up with yourself!

LANGUAGE 2 Word formation – support for ex. 16, p. 111

a Use a chatbot to help you with exercise 16 on p. 111. You can try these prompts:

- *What's the noun/verb/adjective of (insert word)?*
- *What's the opposite of (insert word)?*
- *Which words can be formed from the word (insert word)?*
- *Is this word correct: (insert word)?*
- *etc.*

b Now, use AI to come up with a list of the most important pre- and suffixes in the English language. Use the following prompt:

Can you provide a list with the most common prefixes/suffixes in the English language?

Also, try to ask more precise questions, like:

- *Which suffixes are the most common for English nouns/adjectives/verbs?*
- *Is there a rule which words use the prefix (insert prefix)?*
- *Does a prefix always give me the opposite meaning of a word?*



Unit 09: Out and about

WRITING 1 The ticket machine – follow-up task for ex. 14, p. 123

a You have written the inner monologue on p. 123, ex 14. Now, assign the same task to ChatGPT or some other chatbot. You can use the same wording as in your coursebook:

Imagine you are a ticket machine at Cambridge railway station. Write an inner monologue about what you think and feel as a ticket machine. Start like this: "What a long queue at the ticket office. Why's nobody using me – afraid I might bite? Oh, here's somebody at last..."

Did the chatbot include all the suggestions given in your coursebook? If not, how can you change the prompt above to make sure that it uses all the requirements of the task? You might want to include the following in your original prompt:

- *The text should be on a CEFR B1 level and be around 200 words long.*
- *Please include thoughts about people who ... (insert your idea).*
- *Also, mention how you feel about the money situation.*

b Try to get the chatbot to include all the ideas that are suggested in the exercise. How much more do you have to change about the prompt?

SPEAKING 2 Interview – follow-up task for ex. 22, p. 127

After you have written down your interview questions, you would like to use ChatGPT or another chatbot as your interview partner. In order for the chatbot to be able to answer your questions appropriately, you have to tell it what kind of character it has to embody from the travel terror tales. You can try something like this:

I am about to conduct an interview with you about a travel terror tale. You are (insert name), and this is what went wrong during your holiday: (insert the summary of the story from the coursebook). I want you to adopt this character and answer my questions as (name). Our conversation should be on a B1 level and avoid any sensitive topics. Ready?

Are the answers you received believable? Could the person from the exercise in your coursebook have answered similarly?



Unit 10: This is home

SPEAKING 1 Guessing game – follow-up task for ex. 1, p. 136

- a** You are going to play the guessing game on p. 136, exercise 1, with ChatGPT or some other chatbot. Use the prompt below to get the game started and ask meaningful questions so that you can guess the type of home with the fewest questions possible:

We are going to play the game “Who am I” with types of homes. Those homes can be as peculiar as possible. I will ask you questions, and I would like you to respond accordingly, giving me only necessary information on the home. The vocabulary and activities should be on a CEFR B1 level and avoid any sensitive topics. Are you okay with this?

If the chatbot chooses a house you are not familiar with, ask it to explain this type of housing.

- b** Once you have guessed the type of home, you can switch roles with the chatbot. Try to think of something that is difficult to guess. You can use the following prompt to do so:

We are going to play the game “Who am I” with types of homes. Those homes can be as peculiar as possible. I will think of a type of home, and you will ask questions and try to guess the type of home I am thinking of. The vocabulary and activities should be on a CEFR B1 level and avoid any sensitive topics. Are you okay with this?

WRITING 2 Improving your blog post – follow-up task / support for ex. 12, p. 140

- a** You have written a blog post about your noisy neighbours (ex 12, p. 140). Now, use a chatbot to improve your writing. You can use it to:

- check for grammar and spelling mistakes
- rephrase your sentences and use good expressions
- get suggestions what to write for each bullet point

Below you can find some prompts you can use to improve your writing:

- *I am a 14-year-old Austrian student, currently learning English on CEFR B1 level. I have written a blog entry about my dream house and my noisy neighbours. Can you help me improve my writing?*

Use ChatGPT or other chatbots wisely and be precise when asking for improvement. If the AI offers to rewrite the whole text for you when you use the prompt above, you can use the following to specify what exactly you want to improve about your writing:

- *I am not sure if this sentence is grammatically correct. Can you check it for me? (insert sentence/phrase)?*
- *What’s a better way to say ... (insert word/phrase)?*
- *Can you give me another word for ...?*
- *Is it correct to say ... (insert word/phrase)?*
- *I am not sure how to say ... (insert word/phrase) in English. Can you translate it for me?*
- *I am not sure how noisy neighbours could bother me. Could you give me an example?*

- b** Now, revise your text based on the feedback you got online. Don’t forget to hand in both versions of your blog post!



Unit 11: Good job!

WRITING 1 My dream job – follow-up task for ex. 1, p. 146

Not happy with the result you got in exercise 1, p. 146? No problem! You are going to ask a chatbot to provide you with a job that might be more suitable for you. Use the following prompt to get the conversation started and continue the chat by answering all the questions the chatbot asks you until you get a job suggestion.

I am a 14-year-old Austrian student, and I don't know what my dream job is. Can you help me decide what I should do with my life? I want you to be a career counsellor in this roleplay and ask me questions about my interests and strengths and then provide me with a career path that might fit. The conversation should be on a CEFR B1 level. Are you okay with this?

Still not happy with the results? How could you change your answers so as to get a job you might like better?

LANGUAGE 2 Word families – support for ex. 12, p. 152

Use a chatbot to help you with exercise 12 on p. 152. You can try these prompts:

- *What's the noun/verb/adjective of (insert word)?*
- *What's the opposite of (insert word)?*
- *Which words can be formed from the word (insert word)?*
- *Is this word correct: (insert word)?*
- *etc.*

Now, use an AI to complete this table with more words. Use the following prompt:

- *Which English words are useful when it comes to the topic of work and fall into a CEFR B1 level?*

In addition, try to ask more precise questions, like:

- *Which verbs/nouns/adjectives should I know on a CEFR B1 level that fit into the topic of "work/careers/jobs"?*
- *Can you provide a list of vocabulary that I can use (to express myself) when I have a job interview in English? I am currently learning English on a CEFR B1 level.*

What else can you ask in order to expand your list?

Unit 12: The future of ...

SPEAKING 1 Happiness – follow-up task for ex. 4, p. 155

After having discussed the ideas in exercise 4, p. 155, go to ChatGPT or some other chatbot to start a conversation about the topic of happiness. You can use the following prompt:

We are going to do a role-play as part of a task for English as a Foreign Language students: We are both 14-year-old Austrian students and are supposed to talk about the topic 'happiness'. I will start a conversation and ask you questions, and I would like you to respond using the vocabulary and tone of a typical 14-year-old student. Our conversation should be on a CEFR B1 level and avoid any sensitive topics. Ready?

What follow-up questions should you ask in order to get the chatbot to include all the bullet points from your coursebook? Can you manage to bring the chatbot to agree with you on the two most important ideas?

SPEAKING 2 Time travel – follow-up task for ex. 9, p. 158

a Choose a famous person from the past you want to have a conversation with – ChatGPT or some other chatbot is going to act as this person. Think about what you would want to ask the person and how much information the chatbot needs about them so that it can answer your questions properly. You can start by asking:

Are you familiar with (insert your chosen person)?

If the answer is anything but 'yes', you might want to tell the chatbot a little bit about this person before starting a conversation. If the answer is 'yes', you can continue with this prompt:

We are going to do a role-play as part of a task for English as a Foreign Language students: I am myself, a 14-year-old Austrian student, currently learning English on a B1 level. I've used my time machine to travel to the past to meet (your chosen person from the past). I want you to be (person from the past). I am going to ask you questions and you are going to answer them as (person from the past). Ready?

Are the answers what you expected? Where might be the limitations when you ask AI to act as a historical figure?