

AE Academic English **UK**

AI-Supported Academic Writing Workbook



Education and Learning in the Digital Age

EXAMPLE

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AI-Supported Writing Workbook

EXAMPLE

1. Who is it for?

This workbook is designed for international students who are preparing for, or already studying on, university or college courses where English is the medium of instruction. It focuses on developing academic writing accuracy, clarity, and control, using the theme of education and learning in the digital age.

No specialist knowledge of education or technology is required. Each lesson combines a brief definition of the theme, sentence-level practice, and short writing tasks, allowing students to apply academic language features in meaningful and accessible contexts.

2. How long will it take to complete the booklet?

The time required will vary depending on the student's level of English and prior academic experience. On average, each lesson is designed to take 45–60 minutes, including practice, writing and reflection activities.

The workbook contains ten core lessons, designed to be studied sequentially, moving from sentence-level accuracy to paragraph-level academic writing. Lessons may be used independently to target specific language or writing skills.

3. What context is used to practise academic writing?

All lessons are set within the theme of education and learning in the digital age. Topics include digital learning environments, online tasks, feedback, student engagement, assessment, and the role of technology in higher education. This neutral academic context allows students to focus on developing academic writing skills without the need for specialist subject knowledge.

4. How should this booklet be used?

Each lesson follows a clear and consistent structure:

- clearly stated aims.
- a short definition of the theme.
- sentence-level language practice.
- a focused academic writing task.
- guided self-review and reflection.

Throughout the workbook, students are supported in the responsible and controlled use of AI tools. AI is used to help students check, compare and reflect on their writing, not to generate content. Self-assessment checklists encourage learners to evaluate accuracy, clarity, cohesion and academic tone.

5. What outcomes should students expect?

By the end of the workbook, students will have greater control over key features of academic writing. They will be able to:

- write clearer and more accurate academic sentences and paragraphs.
- use academic vocabulary, collocations and grammatical structures more confidently.
- apply hedging and cautious language appropriately.
- improve cohesion and logical flow within a paragraph.
- write concise academic summaries on education-related topics.
- produce a well-structured academic paragraph integrating accuracy, cohesion, nominalisation, and cautious language.
- reflect critically on how AI tools can support learning without replacing it.

The final lesson integrates the skills developed across the workbook, helping students demonstrate progress and prepare for further academic study.

Workbook Contents

EXAMPLE

	Theme	Language Focus
1.	General features of digital learning.	Sentence accuracy: identifying errors.
2.	Digital learning tasks and activities.	Sentence meaning and precision.
3.		Academic vocabulary choice.
4.	Online discussion forums.	Collocation and natural academic phrasing.
5.		Sentence combining and complexity.
6.	Immersive learning with VR and AR.	Nominalisation and academic style.
7.	Mobile-first learning design.	Hedging and cautious language.
8.		Cohesion within a paragraph.
9.	Automated assessment in higher education.	Summary writing in academic contexts.
10.	in higher education.	Final integrated writing task and reflection.
11.	ANSWER KEY	

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The General Features of Digital Learning



Lesson 1 Sentence Accuracy - Identifying Errors

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Lesson 1: Sentence Accuracy - Identifying Errors EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- identify common grammatical errors in academic sentences.
- correct errors accurately and independently.
- use AI tools responsibly to support learning.

⇒ **Note: The theme of this lesson is 'the general features of digital learning'. Read the following definition and check any words that you do not know.**

Digital learning environments are online or blended spaces where teaching and learning take place using digital technologies. These environments typically include platforms for content delivery, communication and assessment.

Task 1: Noticing accuracy

Each sentence below contains **ONE** grammar error. Underline it and rewrite the sentence correctly.

⇒ **Hint: focus on subject-verb agreement.**

	Sentence	Rewrite
1.	Digital learning refer to the use of online technologies to support education.	
2.	Online learning have become increasingly common in higher education.	
3.	Online platforms allows learners to access materials at any time.	
4.	Research suggests that online learning require strong time management skills.	
5.	Feedback in digital courses play an important role in improving academic performance.	

⇒ **Check your answers with your classmates and your teacher.**

Task 2: Sentence editing practice

The paragraph below contains **TEN** grammar errors. Find and correct them.

⇒ **Hint: focus on subject-verb agreement and singular vs plural nouns.**

Original Paragraph
Digital learning provide students with flexible access to educational content, but it also include a range of technical and organisational features. One common feature are the use of online platforms, which allows learners to access course materials remotely. These platforms often requires students to use multiple digital tool, such as learning management systems and video conferencing software. In many courses, digital learning involve recorded lectures and online resource, which support independent study. However, effective use of these features depend on reliable internet access and basic digital skill.
Revised Paragraph

⇒ **Do NOT compare your answers with your classmates. Move on to the next exercise.**

Task 3: AI-supported error identification

Now use an AI tool such as ChatGPT or M365 Copilot to support your learning. Use these exact steps.

Step										
1.	<p>Copy your corrected paragraph into your chosen AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> Identify any remaining grammar errors in this paragraph. Do not rewrite the text or suggest improvements. </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> +   </div>									
2.	<p>Compare the AI feedback with your corrections by answering these questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">i.</td><td>Did the AI identify any errors you missed? What were they?</td><td style="width: 15%;"></td></tr> <tr> <td>ii.</td><td>Did it incorrectly identify anything as an error?</td><td></td></tr> <tr> <td>iii.</td><td>What grammar point do you need to review?</td><td></td></tr> </table>	i.	Did the AI identify any errors you missed? What were they?		ii.	Did it incorrectly identify anything as an error?		iii.	What grammar point do you need to review?	
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ii.	Did it incorrectly identify anything as an error?									
iii.	What grammar point do you need to review?									

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent writing

Write **FIVE** academic sentences on '*the general features of digital learning*'.

Guidelines

- Focus on grammar accuracy, not complexity.
- Focus on subject-verb agreement and singular/plural nouns.
- Write clear, complete sentences.

 **Do NOT use an AI tool while writing.**

Your Sentences	
1.	
2.	
3.	
4.	
5.	

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 5: Feedback

Step 1: Check your own writing

Read your sentences and tick (✓) the statements that are true.

1.	All verbs agree with their subjects.	
2.	Singular and plural nouns are used correctly.	

Step 2: Use an AI tool to support your learning

Copy and paste your sentences and the following prompt into the AI tool.

Identify any errors with subject-verb agreement and singular/plural nouns in these sentences.

Do not rewrite them.

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Task 6: Reflection

How did using AI help you identify or confirm sentence-level errors in this lesson? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

This is available as a FREE LESSON – go here:

<https://academic-englishuk.com/ai-supported-academic-writing-workbook>

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Digital Learning Tasks and Activities



Lesson 2 Sentence Meaning and Precision

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Lesson 2: Sentence Meaning and Precision EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- identify sentences where meaning is too general or vague.
- make sentences [REDACTED]
- help the reader understand *what, when, or how* something happens.
- use AI tools to identify [REDACTED], not to rewrite text.

⇒ **Note: The theme of this lesson is 'digital learning tasks and activities'. Read the following definition and check any words that you do not know.**

Digital learning [REDACTED] learning actions completed using online tools or platforms. These may include quizzes, collaborative [REDACTED] exercises.

Task 1: Noticing vague meaning

Each sentence below is grammatically correct but vague. Underline the vague word or phrase and rewrite the sentence to make it more specific and precise.

You may:

- add [REDACTED] clearer.
- clarify general words (e.g. different) by explaining what they do.

Do NOT make the sentences longer than necessary.

	Sentence	Revised
1.	Digital learning tasks include different activities.	
2.	Online [REDACTED] of tasks.	
3.	Digital [REDACTED] different ways.	
4.	Learning [REDACTED] stages of a course.	
5.	Online [REDACTED] digital courses.	

⇒ **Check your answers with your classmates and your teacher.**

Task 2: Improving precision

Read the paragraph below. Some words and phrases are accurate but not specific enough for academic writing. Underline **FIVE** words or phrases that would benefit from additional detail and then rewrite the paragraph by adding specific information (e.g. where, when, or how) to make the meaning clearer.

Do NOT:

- change the overall idea.
- change the paragraph structure.

Original Paragraph
<p>In digital courses, [REDACTED] organised within an online system. Students complete these tasks at different points during a teaching week. [REDACTED] online, and [REDACTED] In some courses, tasks are completed individually, while in others they involve collaboration. Overall, learning [REDACTED] digital course [REDACTED]</p>

Revised Paragraph

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 3: AI-supported meaning check

Now use an AI tool such as ChatGPT or M365 Copilot to support your learning.

	Step									
1.	<p>Copy the original paragraph from Task 2 into the AI tool and copy and this prompt exactly as it is written:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> Identify any part of this paragraph that is vague. Do not rewrite the paragraph. </div> <div style="border: 1px dashed #ccc; padding: 5px; margin-top: 10px;"> This information is available in paid version </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> +   </div>									
2.	<p>Copy your revised paragraph from Task 2 into the AI tool and copy and this prompt exactly as it is written:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> Is the meaning of this paragraph clear? Do not rewrite the paragraph. </div> <div style="border: 1px dashed #ccc; padding: 5px; margin-top: 10px;"> This information is available in paid version </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> +   </div>									
3.	<p>Compare and reflect by answering these questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">i.</td> <td>Did the AI identify the same vague areas as you?</td> <td style="width: 30%;"></td> </tr> <tr> <td>ii.</td> <td>Did the feedback help you add more specific detail?</td> <td></td> </tr> <tr> <td>iii.</td> <td>Will you make further changes after reading the feedback?</td> <td></td> </tr> </table>	i.	Did the AI identify the same vague areas as you?		ii.	Did the feedback help you add more specific detail?		iii.	Will you make further changes after reading the feedback?	
i.	Did the AI identify the same vague areas as you?									
ii.	Did the feedback help you add more specific detail?									
iii.	Will you make further changes after reading the feedback?									

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent writing

Write **FIVE** academic sentences describing 'activities'.

Guidelines

- Focus on clear, specific meaning.
- Describe what tasks are used and how they are organised.

⚠ Do NOT use an AI tool while writing.

Your Sentences	
1.	
2.	
3.	
4.	
5.	

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 5: Feedback**Step 1: Check your own writing**

Read your sentences and tick (✓) the statements that are true.

1.	I have added specific details to clarify meaning.	
2.	My sentences describe tasks and activities clearly.	
3.	My meaning is easy for an academic reader to understand.	

Step 2: Use an AI tool to support your learning

Copy your sentences and the following prompt into the AI tool.

Identify any sentences where the This information is available in paid version
Do not rewrite them.

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Task 6: Reflection

How did using AI help you check or refine the precision of meaning in your sentences? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

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Learning



Lesson 3 Academic Vocabulary

EXAMPLE

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Lesson 3: Academic Vocabulary **EXAMPLE**

Aims of the lesson

By the end of this lesson, you will be able to:

- identify vague or informal vocabulary in academic writing.
- rewrite sentences using [redacted].
- maintain meaning while improving lexical choice.
- evaluate AI suggestions [redacted] automatically.

⇒ **Note: The theme of this lesson is ' [redacted] . Read the following definition and check any words that you do not know.**

AI-powered personalised learning uses artificial [redacted] content and feedback to individual [redacted] to support learning pace, understanding and [redacted] replacing learner responsibility.

Task 1: Noticing weak vocabulary

Read the sentences below. Each sentence is grammatically correct, but one word or phrase is too vague or informal for academic writing. Underline the weak word or phrase and rewrite the sentence using a more academic alternative.

	Sentence	Revised
1.	AI systems can help students learn in different ways.	
2.	Personalised [redacted] on student progress.	
3.	Some [redacted] automatically.	
4.	AI tools [redacted] some students.	
5.	These [redacted] about learner behaviour.	

⇒ **Check your answers with your classmates and your teacher.**

Task 2: Improving vocabulary in context

Read the paragraph below. Some words are accurate but not precise for academic writing. Underline **FIVE** words or phrases you could improve and then rewrite the paragraph using more appropriate academic vocabulary.

Original Paragraph
AI-powered [redacted] becoming more common in higher education. These systems help students study in ways that suit their [redacted] on [redacted] adaptive platforms make it easier to focus on weak areas. However, there are also concerns about how much [redacted] systems [redacted] universities need to think carefully about how personalised learning technologies are used.

Revised Paragraph
[redacted]

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 3: AI-supported vocabulary check

Now use an AI tool to support your learning.

	Step									
1.	<p>Copy the original paragraph into the AI tool. Copy this prompt exactly as it is written:</p> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>Identify words or phrases that are too weak. Do not rewrite the text.</p> <div style="border: 1px dashed #ccc; padding: 5px; background-color: #f0f0f0; display: flex; justify-content: space-between; align-items: center;"> + This information is available in paid version </div> </div>									
2.	<p>Copy your revised paragraph into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>Are the vocabulary strong? Do not rewrite the text.</p> <div style="border: 1px dashed #ccc; padding: 5px; background-color: #f0f0f0; display: flex; justify-content: space-between; align-items: center;"> + This information is available in paid version </div> </div>									
3.	<p>Compare the AI feedback from Steps 1 and 2 by answering these questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">i.</td> <td>Did the AI identify the same weak vocabulary items that you changed?</td> <td style="width: 15%;"></td> </tr> <tr> <td>ii.</td> <td>Did the AI suggest any changes that you disagree with? Why?</td> <td></td> </tr> <tr> <td>iii.</td> <td>Do you agree with the AI's feedback on your vocabulary choices in context? Why or why not?</td> <td></td> </tr> </table>	i.	Did the AI identify the same weak vocabulary items that you changed?		ii.	Did the AI suggest any changes that you disagree with? Why?		iii.	Do you agree with the AI's feedback on your vocabulary choices in context? Why or why not?	
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ii.	Did the AI suggest any changes that you disagree with? Why?									
iii.	Do you agree with the AI's feedback on your vocabulary choices in context? Why or why not?									

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent writing

Write **FIVE** academic sentences on '**One** **students'.**

Guidelines

- Focus on precise and grammar.
- Avoid vague words (e.g. *thing, big, good, get*).
- Keep the meaning clear and accurate.

 **Do NOT** use an AI tool while writing.

Your Sentences	
1.	
2.	
3.	
4.	
5.	

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 5: Feedback**Step 1: Check your own writing**

Read your sentences and tick (✓) the statements that are true.

1.	I have avoided vague words.	
2.	My vocabulary choices match an academic tone.	

Step 2: Use an AI tool to support your learning

Copy your sentences and the following prompt into the AI tool.

Are there any words in these sentences that are not academic? This information is available in paid version
Do not rewrite the sentences.

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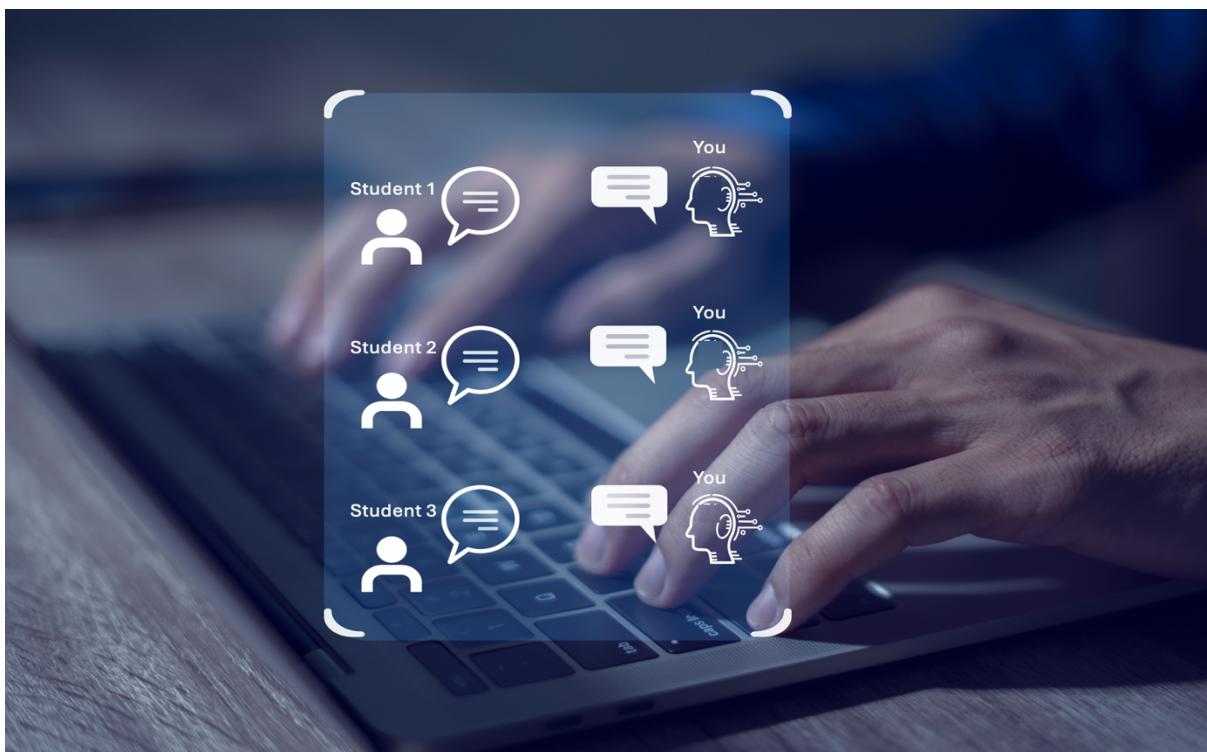
Task 6: Reflection

How did using AI help you evaluate your choice of academic vocabulary in this lesson? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

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Online Discussion Forums



Lesson 4

Collocation and Natural Academic Phrasing

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Lesson 4: Collocation and Natural Academic Phrasing

Aims of the Lesson

By the end of this lesson, you will be able to:

- Identify unnatural or .
- Choose more natural academic collocations.
- Evaluate AI critically.

⇒ **Note: The theme of this lesson is 'online discussion forums'. Read the following definition and check any words that you do not know.**

Online discussion forums are digital spaces where prompts, and support collaborative learning and the development of critical thinking and written communication skills.

Task 1: Noticing unnatural collocations

Each sentence below is grammatically correct but contains one weak or unnatural academic collocation. Underline it and rewrite the sentence using a more natural academic collocation.

	Sentence	Revised
1.	In many online courses, discussion forums are used to do interaction between students.	
2.	Online give ideas effectively with their peers.	
3.	Online discussion forums can , but they do not always keep students engaged .	
4.	Some students find it difficult to keep discussion forums is not required.	
5.	Universities often encourage the use of outside scheduled classes.	

⇒ **Check your answers with your classmates and your teacher.**

Task 2: Improving collocation in context

Read the paragraph below. Some collocations are unnatural or non-academic. Underline **FIVE** collocations you would improve and then rewrite the paragraph using more natural academic collocations.

Original Paragraph
<p> used as part of online courses to support communication between students. In many modules, tutors expect a regular basis . Forums are sometimes used to do assessment, particularly when participation forms part of the final grade. However, managing large discussion forums can be challenging and tutors may struggle to keep clear cases, a lack of moderation can cause negative effects on the quality of interaction and lead to low </p>

Revised Paragraph

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 3: AI-supported collocation check

Now use an AI tool to support your learning.

	Step									
1.	<p>Copy the original paragraph into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px dashed gray; padding: 5px; margin-top: 10px;"> Identify any unnatural or weak collocations in this paragraph. Do not rewrite the text. </div> <div style="text-align: right; margin-top: 20px;"> +   </div>									
2.	<p>Copy your revised paragraph into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px dashed gray; padding: 5px; margin-top: 10px;"> Are the collocations in this paragraph unnatural or weak? Do not rewrite the text. </div> <div style="text-align: right; margin-top: 20px;"> +   </div>									
3.	<p>Compare the AI feedback from Steps 1 and 2 by answering these questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">i.</td> <td>Did the AI identify the same weak collocations that you changed?</td> <td style="width: 15%;"></td> </tr> <tr> <td>ii.</td> <td>Did the AI suggest any collocations that you disagree with? Why?</td> <td></td> </tr> <tr> <td>iii.</td> <td>Do you agree with the AI's feedback on your use of academic collocations? Why or why not?</td> <td></td> </tr> </table>	i.	Did the AI identify the same weak collocations that you changed?		ii.	Did the AI suggest any collocations that you disagree with? Why?		iii.	Do you agree with the AI's feedback on your use of academic collocations? Why or why not?	
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ii.	Did the AI suggest any collocations that you disagree with? Why?									
iii.	Do you agree with the AI's feedback on your use of academic collocations? Why or why not?									

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent writing

Write **FIVE** academic sentences on '**higher education**'.

Guidelines

- Focus on natural verb-noun and adjective-noun academic collocations.
- Avoid word-for-word translation from your first language.
- Keep grammar simple and accurate.

⚠ Do NOT use an AI tool while writing.

Your Sentences

	Your Sentences
1.	
2.	
3.	
4.	
5.	

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 5: Feedback**Step 1: Check your own writing**

Read your sentences and tick (✓) the statements that are true.

1.	I have used natural verb-noun or adjective-noun collocations.	
2.	My collocations sound natural and academic.	

Step 2: Use an AI tool to support your learning

Copy your sentences and the following prompt into the AI tool.

Are there any This information is available in paid version

Do not rewrite the sentences.

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Task 6: Reflection

How did using AI help you identify or improve collocations to sound more academic? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

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Digital Learning



Lesson 5

Sentence Combining and Complexity

EXAMPLE

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Lesson 5: Sentence Combining and Complexity **EXAMPLE**

Aims of the lesson

By the end of this lesson, you will be able to:

- combine short sentences into [redacted] sentences.
- use relative clauses accurately.
- evaluate AI feedback [redacted] critically.

⇒ **Note: The theme of this lesson is ' [redacted] Read the following definition and check any words that you do not know.**

[redacted] refers to the level of active participation and involvement in online learning activities. It includes behavioural, [redacted] with course content and tasks.

Task 1: Combining sentences using linkers

Read the pairs of sentences below. Each pair expresses one idea, but the sentences are short and repetitive. Rewrite the sentence pairs below as **ONE** sentence, using a linking word or phrase.

	Sentence 1	Sentence 2	Revised Sentence
1.	Online courses offer flexibility.	Student engagement increases.	
2.	[redacted]	Interactive activities are used.	
3.	Digital platforms provide discussion tools.	[redacted]	
4.	[redacted] online.	Their motivation improves.	
5.	Engagement is important in online learning.	[redacted]	

⇒ **Check your answers with your classmates and your teacher.**

Task 2: Using relative clauses

Rewrite these sentences using a relative clause (*who, which, that*).

	Sentence 1	Sentence 2	Revised Sentence
1.	Students prefer online learning.	These students value flexibility.	
2.	[redacted]	These tools support engagement.	
3.	Tutors design activities.	[redacted]	
4.	[redacted]	These resources are available at any time.	
5.	Engagement is influenced by feedback.	[redacted]	

⇒ **Check your answers with your classmates and your teacher.**

Task 3: Improving sentence complexity in context

Read the paragraph below. Some ideas are expressed using short or simple sentences.

Underline FIVE places where sentences could be combined or extended and then rewrite the paragraph by combining sentences using linkers and adding relative clauses where appropriate.

⇒ **Do NOT change the overall meaning of the text.**

Original Paragraph

in digital learning. Many courses are delivered online. These courses rely on discussion forums. Students share ideas in these . Others remain passive. These tools support interaction and collaboration. This can improve learning outcomes.

Revised Paragraph

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 4: AI-supported sentence structure check

Now use an AI tool to support your learning.

	Step						
1.	<p>Copy the original paragraph from task 3 into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>Identify any sentences in this paragraph Do not rewrite the text.</p> <div style="text-align: right; margin-top: 20px;"> + ↓ ↑ </div> </div>						
2.	<p>Copy your revised paragraph into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>Are linkers and Do not rewrite the text.</p> <div style="text-align: right; margin-top: 20px;"> + ↓ ↑ </div> </div>						
3.	<p>Compare the AI feedback from Steps 1 and 2 by answering these questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">i.</td> <td>Did the AI identify the same sentences that you chose to combine?</td> </tr> <tr> <td>ii.</td> <td>Which linker or relative clause did the AI comment on, and what was the comment?</td> </tr> <tr> <td>iii.</td> <td>Do you agree with the AI's feedback on your sentence structure and complexity? Why or why not?</td> </tr> </table>	i.	Did the AI identify the same sentences that you chose to combine?	ii.	Which linker or relative clause did the AI comment on, and what was the comment?	iii.	Do you agree with the AI's feedback on your sentence structure and complexity? Why or why not?
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ii.	Which linker or relative clause did the AI comment on, and what was the comment?						
iii.	Do you agree with the AI's feedback on your sentence structure and complexity? Why or why not?						

⇒ *Discuss your answers with your classmates and your teacher.*

Task 5: Independent writing

Write **FIVE** academic sentences on '**the** **in digital learning**'.

Guidelines

- Combine ideas rather than writing short, repetitive sentences.
- Include at least **ONE** relative clause.

⚠ *Do NOT use an AI tool while writing.*

Your Sentences

Your Sentences	
1.	
2.	
3.	
4.	
5.	

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 6: Feedback**Step 1: Check your own writing**

Read your sentences and tick (✓) the statements that are true.

1.	I have combined sentences to express ideas more clearly.	
2.	I have used at least ONE relative clause accurately.	

Step 2: Use an AI tool to support your learning

Copy your sentences and the following prompt into the AI tool.

Are any of these sentences u
Do not rewrite the sentences.

This information is available in paid version

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Upload icon

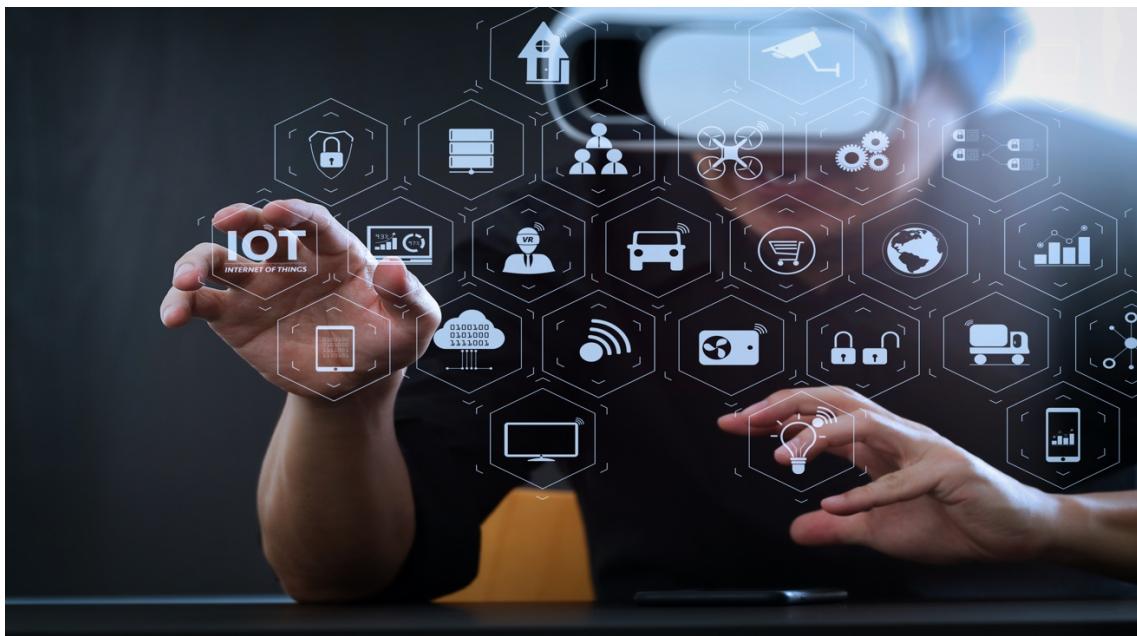
Task 7: Reflection

How did using AI help you review the effectiveness of your sentence combining and complexity? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

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Immersive Learning with VR and AR



Lesson 6

Nominalisation and Academic Style

EXAMPLE

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Lesson 6: Nominalisation and Academic Style **EXAMPLE**

Aims of the lesson

By the end of this lesson, you will be able to:

- recognise verbs that can be nominalised.
- rewrite sentences
- increase formality and information density in academic writing.
- evaluate AI feedback

⇒ **Note: The theme of this lesson is 'immersive learning with VR and AR'. Read the following definition and check any words that you do not know.**

*Immersive learning with Virtual Reality (VR) and Augmented Reality (AR) [redacted]
[redacted] or enhance real-world experiences. These technologies are used to support experiential learning and [redacted].*

Task 1: Noticing nominalisation

Read the sentence pairs below. In each pair, Sentence B uses nominalisation and sounds more academic. Underline the noun form in Sentence B.

	Sentence A	Sentence B
1.	VR allows students to interact with simulated environments.	Interaction with simulated environments is enabled through VR.
2.		AR supports the visualisation of complex concepts.
3.	Students engage more actively when immersive tools are used.	
4.		Assessment of student performance is conducted using VR simulations.
5.	VR helps students understand abstract ideas more clearly.	

⇒ *Discuss your answers with your classmates and your teacher.*

Task 2: Rewriting sentences using nominalisation

Rewrite the sentences below using nominalisation to make them more academic.

⇒ **Hint: you may need to make more changes to the sentences for grammatical accuracy.**

	Sentence	Revised
1.	VR technology allows students to practise real-world tasks.	
2.		
3.	Students interact more frequently when immersive environments are used.	
4.		
5.	Immersive tools [redacted] experiences more engaging.	

⇒ *Check your answers with your classmates and your teacher.*

Task 3: Nominalisation in Context

Read the paragraph below. Some sentences can be rewritten using nominalisation to improve academic style. Underline FIVE parts of the paragraph you would change and then rewrite the paragraph using more nominalised forms.

Original Paragraph
<p>such as VR and AR are increasingly used in higher education. These tools allow students to explore realistic settings. When , they often become more engaged in the learning process. Teachers can assess student performance As a result, immersive is an important part of digital education.</p>
Revised Paragraph

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 4: AI-supported style check

Now use an AI tool to support your learning.

Step									
<p>1. Copy the original paragraph from task 3 into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px dashed #ccc; padding: 5px; margin-top: 10px;"> <p>Identify any sentences that could be nominalised. Do not rewrite the text.</p> </div> <div style="text-align: right; margin-top: 20px;"> + 🔊 ↑ </div>									
<p>2. Copy your revised paragraph into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px dashed #ccc; padding: 5px; margin-top: 10px;"> <p>Does this paragraph use nominalised sentences? Do not rewrite the text.</p> </div> <div style="text-align: right; margin-top: 20px;"> + 🔊 ↑ </div>									
<p>3. Compare the AI feedback from Steps 1 and 2 by answering these questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">i.</td> <td>Did the AI identify the same areas you chose to nominalise?</td> <td style="width: 15%;"></td> </tr> <tr> <td>ii.</td> <td>Did the AI suggest changes that you disagree with? Why?</td> <td></td> </tr> <tr> <td>iii.</td> <td>Do you agree with the AI's feedback on the academic tone of your writing? Why or why not?</td> <td></td> </tr> </table>	i.	Did the AI identify the same areas you chose to nominalise?		ii.	Did the AI suggest changes that you disagree with? Why?		iii.	Do you agree with the AI's feedback on the academic tone of your writing? Why or why not?	
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ii.	Did the AI suggest changes that you disagree with? Why?								
iii.	Do you agree with the AI's feedback on the academic tone of your writing? Why or why not?								

⇒ *Discuss your answers with your classmates and your teacher.*

Task 5: Independent writing

Write **FIVE** academic sentences on '*the*  *on higher education*'.

Guidelines

- Use at least **TWO** nominalised forms.
- Focus on formal academic style.
- Avoid informal verbs (e.g. *help*, *make*, *get*).

 **Do NOT** use an AI tool while writing.

Your Sentences	
1.	
2.	
3.	
4.	
5.	

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 6: Feedback

Step 1: Check your own writing

Read your sentences and tick (✓) the statements that are true.

1.	I have used nominalisation to increase formality.	<input type="checkbox"/>
2.	My sentences sound academic rather than conversational.	<input type="checkbox"/>

Step 2: Use an AI tool to support your learning

Copy your sentences and the following prompt into the AI tool.

Is
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style?

Do not rewrite the sentences.

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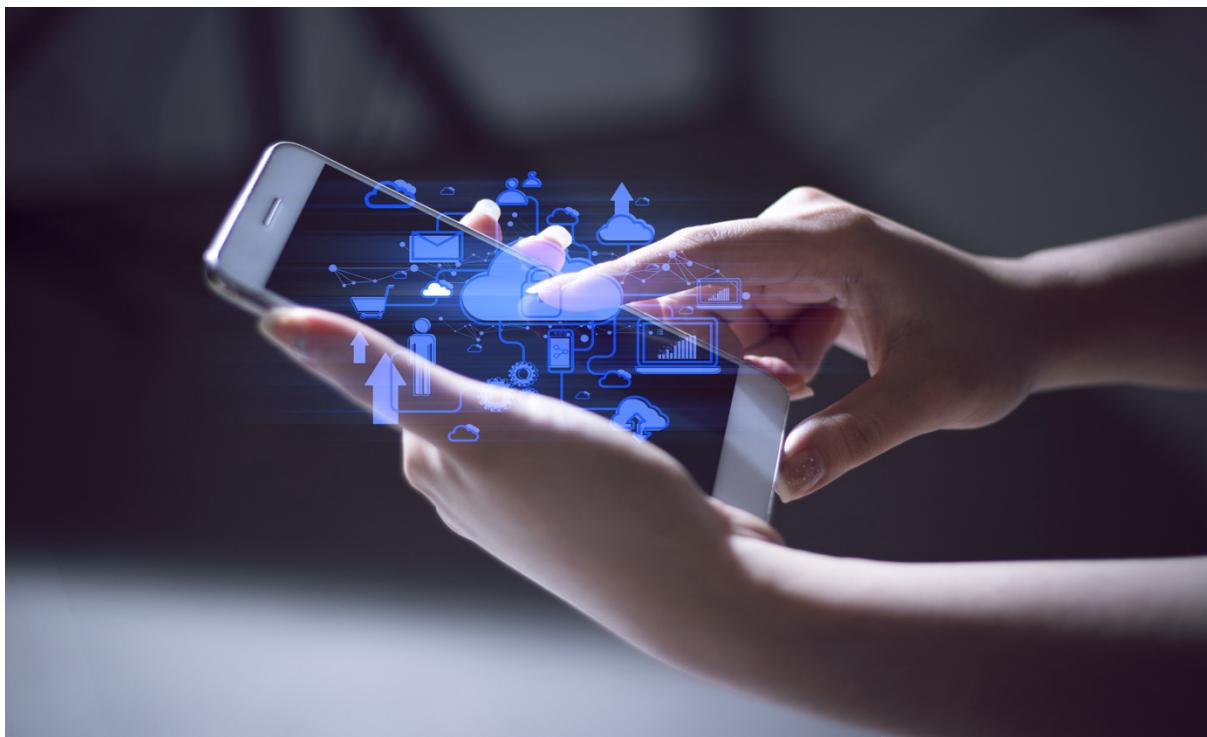
Task 7: Reflection

How did using AI help you decide whether nominalisation improved the academic style of your writing? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

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Mobile-First Learning Design



Lesson 7 Hedging and Cautious Language

EXAMPLE

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Lesson 7: Hedging and Cautious Language EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- recognise overly strong or absolute claims.
- rewrite [redacted]
- use modal verbs and cautious reporting structures appropriately.
- evaluate AI feedback [redacted]

⇒ **Note: The theme of this lesson is 'mobile-first learning design'. Read the following definition and check any words that you do not know.**

Mobile-first [redacted] access and usability on smartphones and tablets.
Learning materials are designed to be clear, responsive, [redacted]

Task 1: Noticing overly strong claims

Each sentence below makes a claim that is too strong or absolute for academic writing. Underline the part of each sentence that needs hedging and then rewrite the sentence using more cautious academic language.

	Sentence	Revised
1.	Mobile-first learning improves student engagement in all courses.	
2.	Students learn better when courses are [redacted]	
3.	Mobile learning has a positive effect on academic performance.	
4.	All [redacted] design.	
5.	Mobile-first [redacted] for every learner.	

⇒ *Check your answers with your classmates and your teacher.*

Task 2: Hedging with modals and reporting verbs

Rewrite the following sentences using hedging language (e.g. *may, might, can, tends to, appears to*) and/or reporting verbs (e.g. *research suggests, studies indicate, evidence shows*).

⇒ **Note: you do NOT need to use both types of structure in every sentence.**

	Sentence	Revised
1.	Mobile-first learning supports flexible study patterns.	
2.	Learners [redacted] mobile-friendly platforms.	
3.	Mobile [redacted] with course materials.	
4.	[redacted] to access.	
5.	[redacted] devices for learning.	

⇒ *Check your answers with your classmates and your teacher.*

Task 3: Hedging in context

Read the paragraph below. Some claims are too direct or certain. Underline **FIVE** places where hedging could be added and then rewrite the paragraph using more cautious language.

Original Paragraph
Mobile-first learning design is becoming increasingly [redacted] approach [redacted] resources and supports student engagement. Learners use mobile devices regularly to access course materials, and [redacted]. As a [redacted] solution for modern education.
Revised Paragraph

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 4: AI-supported style check

Now use an AI tool to support your learning.

Step
1. Copy the original paragraph from task 3 into the AI tool and copy this prompt exactly as it is written: Identify any claims that a [redacted] This information is available in paid version Do not rewrite the text. + 
2. Copy your revised paragraph into the AI tool and copy this prompt exactly as it is written: Does this paragraph use a [redacted] This information is available in paid version Do not rewrite the text. + 
3. Compare the AI feedback from Steps 1 and 2 by answering these questions: i. Did the AI identify the same claims that you chose to hedge? ii. Did the AI suggest more or less caution than you expected? iii. Do you agree with the AI's feedback on your use of hedging?

⇒ *Discuss your answers with your classmates and your teacher.*

Task 5: Independent writing

Write **FIVE** academic sentences on 'learning design'.

Guidelines

- Use at least three hedging expressions.
- Avoid absolute language (*always, all, every, proves*).
- Present ideas as possible or likely, not certain.

⚠ Do NOT use an AI tool while writing.

Your Sentences	
1.	
2.	
3.	
4.	
5.	

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 6: Feedback

Step 1: Check your own writing

Read your sentences and tick (✓) the statements that are true.

1.	I have avoided absolute claims.	
2.	I have used hedging language appropriately.	
3.	My tone is cautious and academic.	

Step 2: Use an AI tool to support your learning

Copy your sentences and the following prompt into the AI tool.

Do these sentences use This information is available in paid version?

Do not rewrite the sentences.

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Task 7: Reflection

How did using AI help you evaluate the strength or caution of your claims in this lesson? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

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in

Digital Learning



Lesson 8

Cohesion within a Paragraph

EXAMPLE

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Lesson 8: Cohesion within a Paragraph **EXAMPLE**

Aims of the lesson

By the end of this lesson, you will be able to:

- recognise weak or missing links between sentences.
- use cohesive devices to [redacted]
- improve reference and repetition within a paragraph.
- evaluate AI [redacted] critically.

⇒ *Note: The theme of this lesson is ' [redacted] . Read the following definition and check any words that you do not know.*

Digital learning presents [redacted] to technology, reduced social interaction and technical difficulties. It may also place greater [redacted] [redacted].

Task 1: Noticing weak cohesion

Read the paragraph below. The ideas are relevant, but the paragraph lacks clear cohesion and logical flow. Underline places where ideas are not clearly connected or linking words are missing or weak.

Original Paragraph

Digital [redacted] Many learners study remotely. Technical problems can occur. Students may experience difficulties accessing [redacted] online services.

⇒ *Discuss your ideas with your classmates and your teacher.*

Task 2: Adding linking devices

Rewrite the paragraph from Task 1 by adding appropriate linking words or phrases (e.g. however, for [redacted] addition).

Revised Paragraph

⇒ *Check your answers with your classmates and your teacher.*

Task 3: Improving reference and flow

The paragraph below contains [redacted] missing linking words. Underline them and rewrite the paragraph to clarify the connections between ideas.

Original Paragraph

Digital [redacted] many students. This can be beneficial for those with work or family commitments. It also presents challenges [redacted] [redacted] digital skills. As a result, this can influence learning outcomes.

Revised Paragraph

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 4: AI-supported cohesion check

Now use an AI tool to support your learning.

	Step						
1.	<p>Copy the original paragraph from task 3 into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px dashed #ccc; padding: 5px; margin-top: 10px;"> <p>Identify any places where Do not rewrite the text.</p> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;"> +   </div>						
2.	<p>Copy your revised paragraph into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px dashed #ccc; padding: 5px; margin-top: 10px;"> <p>Does this paragraph use Do not rewrite the text.</p> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;"> +   </div>						
3.	<p>Compare the AI feedback from Steps 1 and 2 by answering these questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">i.</td><td>Did the AI identify the same cohesion problems that you noticed?</td></tr> <tr> <td>ii.</td><td>Did the AI comment on your use of linking devices or reference words?</td></tr> <tr> <td>iii.</td><td>Do you agree with the AI's feedback on your use of cohesion?</td></tr> </table>	i.	Did the AI identify the same cohesion problems that you noticed?	ii.	Did the AI comment on your use of linking devices or reference words?	iii.	Do you agree with the AI's feedback on your use of cohesion?
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ii.	Did the AI comment on your use of linking devices or reference words?						
iii.	Do you agree with the AI's feedback on your use of cohesion?						

⇒ *Discuss your ideas with your classmates and your teacher.*

Task 5: Independent writing

Write **ONE** short (4-5 academic sentences) academic paragraph on '*one challenge of digital learning and a possible solution*'.

Guidelines

- Use linking devices to show cause, contrast, or result.
- Avoid repeating the same noun too often.
- Use clear reference words (*this, these, such issues*).
- Apply hedging where appropriate.

 **Do NOT use an AI tool while writing.**

Your Paragraph	
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⇒ **Do NOT compare your answers with your classmates. Move on to the next exercise.**

Task 6: Feedback**Step 1: Check your own writing**

Read your sentences and tick (✓) the statements that are true.

1.	My ideas follow a clear logical order.	
2.	I have used linking words appropriately.	
3.	My reference words are clear.	

Step 2: Use an AI tool to support your learning

Copy your paragraph and the following prompt into the AI tool.

Does this paragraph show clear
Do not rewrite the paragraph.

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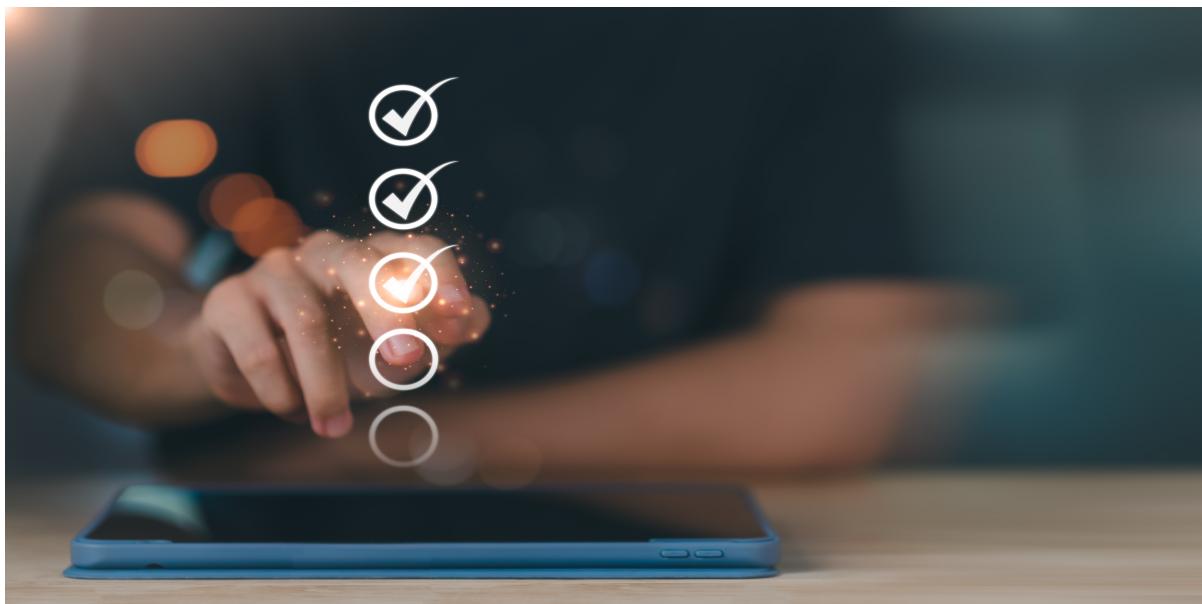
Task 7: Reflection

How did using AI help you check how clearly ideas were linked within your paragraph? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

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Automated Assessment in Higher Education



Lesson 9

Summary Writing in Academic Contexts

EXAMPLE

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Lesson 9: Summary Writing in Academic Contexts EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- identify the main idea and key supporting points in an academic paragraph.
- distinguish essential detail.
- write a concise, neutral academic summary.
- reflect critically accuracy.

⇒ *Note: The theme of this lesson is 'automated assessment in higher education'. Read the following definition and check any words that you do not know.*

systems to or provide feedback on students work. These systems can increase efficiency but may have limitations in

Task 1: Noticing paragraph structure

Read the paragraph below.

- Highlight the topic sentence in yellow.
- Highlight the **TWO** supporting ideas in green.
- Highlight any detail that could be removed to make the paragraph more concise in blue.

in higher education to . These systems can mark online immediate feedback to learners. Immediate feedback is useful because it allows students to identify , automated to track student progress over time. This reduces the workload of teaching staff because routine marking tasks , complex aspects of teaching.

⇒ *Compare your ideas with your classmates and your teacher.*

Task 2: Identifying main ideas

Read the sentences below. Identify what sentences are main ideas and which sentences are supporting details.

		Main Idea ✓	Supporting Details ✓
1.	Automated assessment can improve efficiency in higher education.		
2.	Some multiple-choice questions.		
3.	Automated feedback may support independent learning.		
4.	Online scheduled class time.		
5.	There and transparency.		

⇒ *Compare your ideas with your classmates and your teacher.*

Task 3: Writing a concise summary

Read the paragraph below. Write a 2–3 sentence academic summary that includes:

- the main idea, and
- the key supporting point(s).

Original Paragraph
<p>the use of digital systems to mark students' work and provide feedback. It is commonly used for quizzes and short tests in automated large numbers of submissions to be marked quickly. However, concerns have been raised about when automated . As a result, many institutions use automated assessment alongside human marking.</p>

Your Summary

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 4: AI-supported summary check

Now use an AI tool to support your learning.

Step									
<p>1. Copy the original paragraph from task 3 into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px dashed #ccc; padding: 5px; margin: 10px 0;"> <p>Identify the main This information is available in paid version Do not rewrite the text.</p> <p style="text-align: center;">+</p> </div>									
<p>2. Copy your summary into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px dashed #ccc; padding: 5px; margin: 10px 0;"> <p>Does this summary accurately This information is available in paid version ? Do not rewrite the summary.</p> <p style="text-align: center;">+</p> </div>									
<p>3. Compare the AI feedback from Steps 1 and 2 by answering these questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">i.</td> <td>Did the AI identify the same main idea as you?</td> <td style="width: 15%;"></td> </tr> <tr> <td>ii.</td> <td>Did the AI identify the same key supporting points as you?</td> <td></td> </tr> <tr> <td>iii.</td> <td>Do you agree with the feedback the AI gave you on your summary?</td> <td></td> </tr> </table>	i.	Did the AI identify the same main idea as you?		ii.	Did the AI identify the same key supporting points as you?		iii.	Do you agree with the feedback the AI gave you on your summary?	
i.	Did the AI identify the same main idea as you?								
ii.	Did the AI identify the same key supporting points as you?								
iii.	Do you agree with the feedback the AI gave you on your summary?								

⇒ *Discuss your ideas with your classmates and your teacher.*

Task 5: Selective summary writing

Read the text below. Write a short summary (4-5 sentences) on this question: *'According to the text, what factors influence the effectiveness of automated assessment in higher education?'*

Guidelines

- Include only information relevant to the question.
- Exclude background information and minor detail.

⚠ Do NOT use an AI tool while writing.

Original Text

In higher education, automated assessment is often introduced as part of broader digital [redacted] at managing increasing [redacted] these systems to ensure consistency in marking [redacted] assessment efficiently across large [redacted]. For students, automated assessment can provide [redacted] particularly in the [redacted] formative assessment is common. However, the effectiveness of automated assessment depends on careful assessment [redacted] the systems operate. [redacted] students may misunderstand how their work is evaluated, which can reduce trust in the assessment process. [redacted] combine [redacted] to address concerns related to accuracy and fairness.

Your Selective Summary

⇒ **Do NOT compare your answers with your classmates. Move on to the next exercise.**

Task 6: Feedback**Step 1: Check your own writing**

Read your selected summary and tick (✓) the statements that are true.

1.	My summary only answers the given question.	
2.	I have incorporated relevant information only.	
3.	I have avoided examples and background detail.	

Step 2: Now use an AI tool to support your learning

Copy the summary question, the source text, your selective summary and this prompt in the AI tool:

Does this summary accurately reflect the text?
Do not rewrite the summary.

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Task 7: Reflection

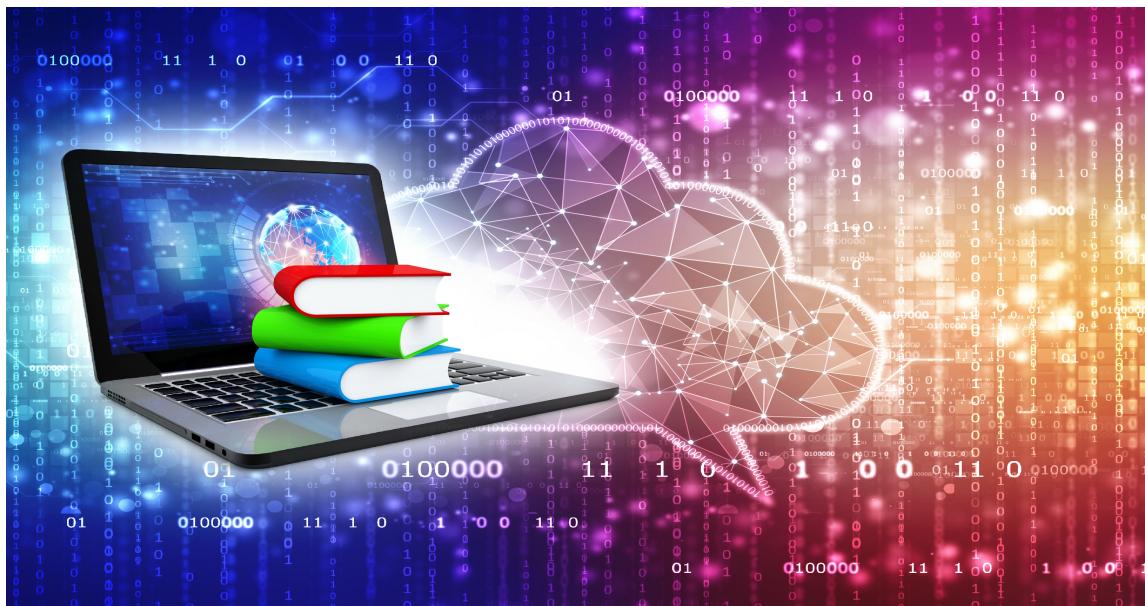
How did using AI help you evaluate the accuracy of your summary? Give **ONE** specific example.

⇒ **Discuss your answers with your classmates and your teacher.**

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in

Higher Education



Lesson 10

Final Integrated Writing Task and Reflection

EXAMPLE

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Lesson 10: Final Integrated Writing Task and Reflection

Aims of the Lesson

By the end of this lesson, you will be able to:

- write a clear and well-structured academic paragraph.
- integrate accuracy, cohesion, nominalisation and hedging.
- demonstrate control over academic tone and style.
- reflect critically on the use of AI to support learning.

⇒ **Note: The theme of this lesson is ' [REDACTED] . Read the following definition and check any words that you do not know.**

[REDACTED] education refers to the use of [REDACTED] and digital tools to support teaching [REDACTED] includes enhancing access, flexibility, and [REDACTED].

Task 1: Planning the paragraph

Write **ONE** academic paragraph (120–150 words) discussing '**one key [REDACTED] on learning in higher education**'.

You do **NOT** need to research this topic.

Base your paragraph on:

- ideas discussed earlier in this booklet.
- general academic knowledge.

⇒ **Hint: specific studies, statistics, or references are NOT required.**

Before you write, make brief notes on the following:

	Prompts	Notes
1.	What is your main idea?	
2.	What key points will support it?	
3.	Where will you use hedging?	
4.	Where could nominalisation improve academic style?	

⇒ **Discuss your ideas with your classmates and your teacher.**

Task 2: Independent Writing

Write your academic paragraph.

Guidelines

Your paragraph should:

- begin with a clear topic sentence.
- include [REDACTED]
- use cohesive devices to show logical flow.
- include at least **ONE** example or explanation.
- use hedging [REDACTED]
- use nominalisation where appropriate.
- [REDACTED] tone.

⚠ **Do NOT use an AI tool while writing.**

Your Paragraph

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 3: Self-review checklist

Read your paragraph and tick (✓) the statements that are true.

1.	My paragraph has a clear topic sentence.	
2.	My supporting points	
3.	I have used linking words to improve cohesion.	
4.	I have used [redacted].	
5.	I have avoided informal and conversational language.	

Task 4: AI-Supported Reflection

Now use an AI tool to support reflection on your writing.

	Step									
1.	<p>Copy your paragraph into the AI tool and copy this prompt exactly as it is written:</p> <div style="border: 1px dashed #ccc; padding: 5px; margin-top: 10px;"> Identify any areas where [redacted] This information is available in paid version Do not rewrite the paragraph. </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;"> + ↑ </div>									
2.	<p>Evaluate the feedback by answering these questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">i.</td> <td>Which feedback points do you agree with?</td> <td></td> </tr> <tr> <td>ii.</td> <td>Is there any feedback you disagree with? Why?</td> <td></td> </tr> <tr> <td>iii.</td> <td>Did the AI focus on similar issues to your self-review?</td> <td></td> </tr> </table>	i.	Which feedback points do you agree with?		ii.	Is there any feedback you disagree with? Why?		iii.	Did the AI focus on similar issues to your self-review?	
i.	Which feedback points do you agree with?									
ii.	Is there any feedback you disagree with? Why?									
iii.	Did the AI focus on similar issues to your self-review?									

⇒ *Discuss the feedback with your classmates and your teacher.*

Task 5: Reflection

Which aspect of your writing did AI support most effectively across this workbook, and why?

⇒ *Discuss your answers with your classmates and your teacher.*

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Teacher's Notes and

ANSWER KEY

EXAMPLE



1.	Sentence accuracy: identifying errors.
2.	Sentence meaning and precision.
3.	
4.	Collocation and natural academic phrasing.
5.	
6.	Nominalisation and academic style.
7.	Hedging and cautious language.
8.	
9.	Summary writing in academic contexts.
10.	Final integrated writing task and reflection.

Lesson 1: Sentence Accuracy - Identifying Errors **EXAMPLE**

Overall purpose

This lesson develops students' ability to identify and correct sentence-level grammatical errors. AI is used to support comparison and confirmation of accuracy rather than to generate corrections.

Task 1: Noticing accuracy

For this task, review the answers to check that students understand subject-verb agreement.

	Sentence	Rewrite
1.	Digital learning refer to the use of online technologies to support education.	Digital learning <i>refers</i> to the use of online technologies to support education.
2.	Online learning have become increasingly common in higher education.	Online learning <i>has</i> become increasingly common in higher education.
3.	Online platforms allows learners to access materials at any time.	Online platforms <i>allow</i> learners to access materials at any time.
4.	Research suggests that online learning require strong time management skills.	Research suggests that online learning <i>requires</i> strong time management skills.
5.	Feedback in digital courses play an important role in improving academic performance.	Feedback in digital courses <i>plays</i> an important role in improving academic performance.

Task 2: Sentence editing practice

For this task, students compare their own checking with the AI feedback. There is no need to go through the answers as a class, but they are provided for teacher reference.

Digital learning *provides* students with flexible access to educational content, but it also *includes* a range of technical and organisational features. One common feature *is* the use of online platforms, which *allow* learners to access course materials remotely. These platforms often *require* students to use multiple digital *tools*, such as learning management systems and video conferencing software. In many courses, digital learning *involves* recorded lectures and online *resources*, which support independent study. However, effective use of these features *depends* on reliable internet access and basic digital *skills*.

Task 3: AI-supported error identification

This task is designed to help students evaluate AI feedback critically by comparing it with their own corrections. There is no need to review answers as a class; the focus is on noticing agreement or disagreement with the AI. ChatGPT or Microsoft Copilot are suggested; however, teachers should check which AI tools are approved by their institution.

Task 4: Independent writing

This task should be completed independently without AI support. Its purpose is to assess students' control of sentence-level accuracy before receiving feedback. There is no need to review answers as a class.

Task 5: Feedback

This task encourages students to check their own writing before comparing it with AI feedback. Review the self-check briefly if needed, but the main focus is on students noticing any differences between their judgement and the AI response.

Task 6: Reflection

This reflection encourages students to evaluate how AI supported their identification of sentence-level errors. Class discussion should focus on comparing experiences rather than sharing corrected sentences.

Lesson 2: Sentence Meaning and Precision EXAMPLE

Overall purpose

This lesson focuses on improving clarity and precision of meaning in academic sentences. AI is used to help students evaluate vague language and refine meaning critically rather than rewrite text.

Task 1: Noticing vague meaning

This task focuses on identifying vague meaning rather than grammatical accuracy. When reviewing answers, check that students have clarified general words by adding specific, relevant detail without making sentences unnecessarily long. Brief peer or whole-class checking is appropriate.

	Sentence	Revised (<i>sample answers</i>)
1.	Digital learning tasks include different activities.	Digital learning tasks include <i>quizzes, short writing tasks, and discussion activities.</i>
2.	Online courses use various types of tasks.	Online courses use different types of tasks, <i>including self-tests, collaborative activities, and assignments.</i>

ALL ANSWERS INCLUDED IN PAID VERSION...