

STUDENT WORKBOOK

SEQUENCE 2 - AI & SOCIETY

Première Générale

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2025-2026

Student Name: _____

Class: _____

Artificial Intelligence: The Future is Now

Introduction

Artificial intelligence is no longer science fiction—it's part of our daily lives. From the voice assistants on our phones to the recommendations we get on social media, AI is everywhere. But what exactly is AI? How does it work? And most importantly, should we embrace it or be cautious about it?

Key Question: *How is AI changing our everyday life?*

Learning Objectives

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

- Define what artificial intelligence is and identify different types of AI in everyday life
- Understand how AI tools like ChatGPT and voice assistants work
- Discuss the benefits and risks of using AI in education
- Express and defend your opinion on whether AI should be used in schools
- Analyze different perspectives on technology and learning
- Use vocabulary related to technology, education, and debate

Sequence Contents

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Lesson 1 What is AI? Everything to Know About Artificial Intelligence

Reading Comprehension

What is AI? Everything to Know About Artificial Intelligence

Written by Maria Diaz, Staff Writer on April 21, 2023

What is artificial intelligence?

Hear the term artificial intelligence (AI) and you might think of self-driving cars, robots, ChatGPT or other AI chatbots, and artificially created images. But it's also important to look behind the outputs of AI and understand how the technology works and its impacts for this and future generations. (...)

How can I use AI?

AI comes in different forms that have become widely available in everyday life. The smart speakers on your mantle with Alexa or Google voice assistant built-in are two great examples of AI. Other good examples are popular AI chatbots, such as ChatGPT, the new Bing Chat, and Google Bard.

When you ask ChatGPT for the capital of a country or you ask Alexa to give you an update on the weather, you'll get responses that are the result of machine-learning algorithms.

Though these systems aren't a replacement for human intelligence or social interaction, they have the ability to use their training to adapt and learn new skills that they weren't explicitly programmed to perform.

VOCAB

Match the words

Available	<input type="checkbox"/>	<input type="checkbox"/>	latest information
Smart	<input type="checkbox"/>	<input type="checkbox"/>	a computer program that simulates conversation
Built-in	<input type="checkbox"/>	<input type="checkbox"/>	that you can use
Chatbot	<input type="checkbox"/>	<input type="checkbox"/>	intelligent
Update	<input type="checkbox"/>	<input type="checkbox"/>	power to do something
Ability	<input type="checkbox"/>	<input type="checkbox"/>	power to do something well
skills	<input type="checkbox"/>	<input type="checkbox"/>	integrated

Answer the questions in your copybook:

1. What inventions use AI?
2. Write two questions you can ask ChatGPT or Alexa :
3. AI can learn to do new tasks (tâches)

☐ right ☐ wrong

Justify your answer by quoting a short sentence from the text.

Lesson 2 Deepfake Technology - "I am not Morgan Freeman"

Listening Comprehension

Before Listening

Do you know what a "deepfake" is?



Check what you think:

☐ A fake website ☐ An AI-generated video ☐ A computer virus ☐ A type of robot

Part 1: General Understanding

1. Who is speaking in the video?

☐ Morgan Freeman ☐ An AI version of Morgan Freeman ☐ A robot

2. Circle the words you hear:

real / fake / human / robot / reality / information / technology / future

3. Is what you see in the video real? ☐ Yes ☐ No

Quote the video:

Part 2: Details

1. Complete the questions asked in the video:

a. What if I were to tell you that _____?

b. Would you _____ me?

c. What is your perception of _____?

2. According to the video, reality might be related to our ability to:

- ☐ see things ☐ hear sounds ☐ taste food ☐ smell odors ☐ feel emotions

(tick all correct answers)

3. The speaker welcomes us to: "the era of _____ reality"

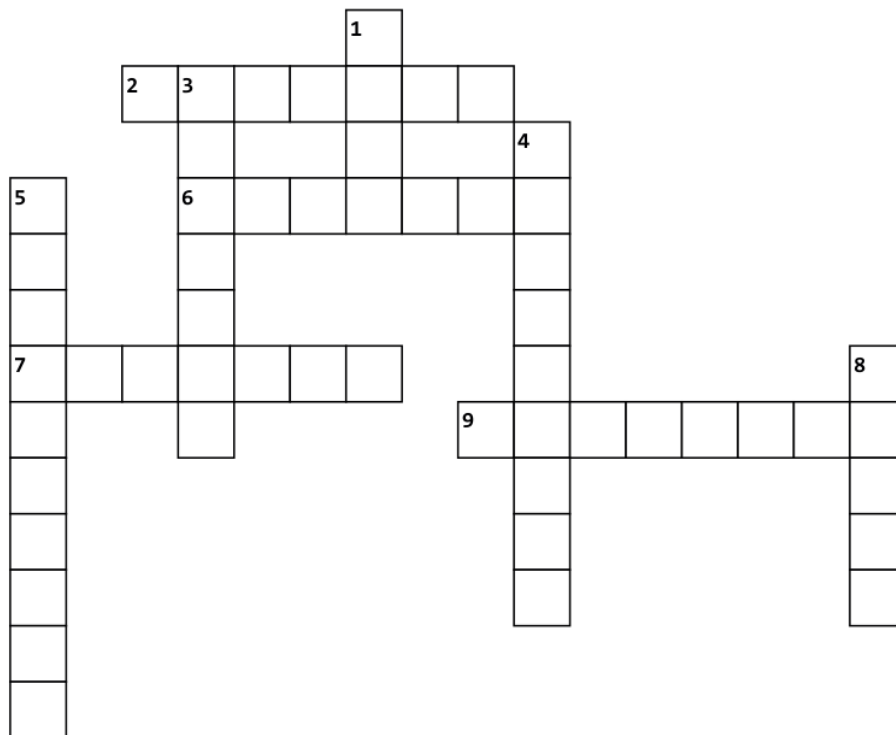
4. Match the concepts discussed:

- | | | | |
|------------|--------------------------|--------------------------|-------------------------|
| Reality | <input type="checkbox"/> | <input type="checkbox"/> | process information |
| Senses | <input type="checkbox"/> | <input type="checkbox"/> | what we believe is true |
| Perception | <input type="checkbox"/> | <input type="checkbox"/> | see, hear, taste, smell |

Part 3: Critical Analysis

1. What is the main message of this video?

Vocabulary Practice: Crossword Puzzle



Across

- 2. to understand information
- 6. power to do something
- 7. to catch or record something
- 9. an AI-generated fake video

Down

- 1. true, not fake
- 3. what actually exists
- 4. artificial, not natural
- 5. the way we see or understand things
- 8. ability to see, hear, smell, taste or feel

Lesson 3 Coca-Cola AI Advertisement

Reading Comprehension - Assessment

When AI Creates Advertising: The Coca-Cola Controversy

Adapted from NBC News & Marketing Dive, November 2024

In November 2024, Coca-Cola released a Christmas advertisement that sparked a fierce debate across social media. The commercial, a remake of the company's beloved 1995 "Holidays Are Coming" spot, featured red Coca-Cola trucks driving through snowy streets, people smiling in festive scarves, and twinkling Christmas lights. Everything looked familiar—except for one detail: the entire advertisement was created using artificial intelligence.

The video was produced by three AI studios using multiple generative AI models. No real trucks, no human actors, no traditional film crew. Instead, AI platforms like Runway and Luma Dream Machine generated thousands of images that were then stitched together into moving video. The whole process was remarkably faster and cheaper than traditional advertising production.

However, many viewers immediately noticed something was wrong. The images had an "uncanny" quality—facial features looked rubbery, lighting appeared diffuse, and movements seemed slightly off. Social media users called the advertisement "soulless" and "devoid of any actual creativity." One creative professional wrote: "It's giving over the tools of creativity to the machine."

The controversy wasn't just about aesthetics. Artists and designers expressed anger that AI tools, trained on millions of images created by human artists without their permission or compensation, were now replacing them. Why hire a graphic designer when AI can generate images in seconds for a fraction of the cost?

Coca-Cola defended its decision, stating that the company combines "human storytellers and the power of generative AI." They emphasized that many creative decisions were still made by humans working alongside the technology. The brand sees AI as a tool, not a replacement.

Yet the debate continues: Is AI-generated content authentic art, or just an imitation? Should companies use AI when it threatens creative jobs? As one expert observed, "Technology can enhance creativity, but it's the human touch that brings heart to a story."

QUESTIONS ON A SEPARATE ANSWER SHEET



Lesson 4 Teacher Bans AI in Her Classroom

Reading Comprehension

Teacher Bans AI in Her Classroom—Here's Why

Adapted from Edutopia, August 2024

Chanea Bond, a high school English teacher in Texas, recently announced to her 60,000 followers on social media that she will enforce a strict no-AI policy in her classes this year. Students who use AI tools like ChatGPT will receive a zero on assignments, "and there will be no exceptions," Bond said.

The post sparked intense debate. "AI can do a lot more than write for your students. Brainstorm, outline, grammar, spelling, vocabulary," wrote one educator in response. "Are you proposing none of these use cases be allowed?"

"Yes," Bond replied firmly. "All of the things you mentioned are skills my students are supposed to develop in school."

Bond's decision came after a troubling experience last year. She had students use AI to help write essays comparing two 19th-century short stories. Those who used AI-generated thesis statements turned in "really, really bad" papers. "My students don't have the foundational skills necessary to take something they get from AI and make it into something worth reading," she explained.

Her main concern isn't about banning technology—it's about what students are learning, or more often, not learning. "My job is to help kids develop foundational skills," Bond said. "Using AI at this point is not a foundational skill. If they need it, they will learn it on the job."

However, many educators disagree. Amanda Bickerstaff, CEO of AI for Education, argues that banning AI is the wrong approach. "As soon as it's banned, it's forbidden fruit," she pointed out. Instead, she believes schools should teach students AI literacy—how to use these tools responsibly and ethically. "We're living through an inflection point unlike anything we've lived before," Bickerstaff said. "If kids are not learning how to use it at school, large portions of children are missing out on key career preparation."

The debate continues: Should schools ban AI to protect learning, or embrace it to prepare students for the future?

Key Vocabulary

- **to ban:** interdire
- **thesis statement:** problématique (dissertation)
- **foundational skills:** compétences de base
- **forbidden fruit:** fruit défendu

Part A - Global Comprehension

/4 pts

1. What is this article about? (Choose the best answer) (1 pt)

- ☐ a) A teacher who loves using AI in class ☐ c) Students cheating with AI
☐ b) A teacher who banned AI and explains why ☐ d) How to use ChatGPT

2. Who are the two main people mentioned in the article? (2 pts)

3. What will happen if students use AI in Bond's class? (1 pt) *In your copybook.*

Part B - Detailed Comprehension**/10 pts****For all students**

4. True or False? Justify with a SHORT quote (3-5 words maximum) **(4 pts)**

a) Chanea Bond teaches in Texas.

☐ True ☐ False

Quote: _____

b) Students who used AI wrote excellent papers.

☐ True ☐ False

Quote: _____

c) Bond thinks AI is a foundational skill.

☐ True ☐ False

Quote: _____

d) Amanda Bickerstaff agrees with the ban.

☐ True ☐ False

Quote: _____

5. Complete the sentences: **(2 pts)**

a) Bond banned AI because students don't have the _____ to use it well.

b) Bickerstaff thinks schools should teach students _____.

6. Why did Bond decide to ban AI? Give TWO reasons from the text. **(2 pts)**

In your copybook.

7. What does "forbidden fruit" mean in this context? **(1 pt)**

☐ a) Something healthy

☐ b) Something that becomes more attractive when banned

☐ c) A type of food

☐ d) Something dangerous

8. Find in the text: **(1 pt)**

In your copybook: One argument FOR banning AI. One argument AGAINST banning AI.

Part C - Vocabulary in Context**/4 pts**

9. Match the words from the text with their meaning: **(4 pts)**

enforce ☐ ☐ abilities you need to learn first

foundational skills ☐ ☐ make sure a rule is followed

career preparation ☐ ☐ getting ready for a job

literacy ☐ ☐ ability to understand and use something

TOTAL: _____ / 20 points

Lesson 5 Should We Use AI Tools at School?

Debate Preparation

Phase 1: Constitution des groupes (5 min)

Votre position (assigned by teacher):

☐ **FOR** - AI should be used at school

☐ **AGAINST** - AI should NOT be used at school

Group members:

Phase 2: Preparation (25 min)

Find 3 arguments to support your position

Argument 1:

Main idea:

Example or explanation:

Argument 2:

Main idea:

Example or explanation:

Argument 3:

Main idea:

Example or explanation:

Useful Vocabulary Bank

General terms

- helpful / dangerous
- cheat / learn
- lazy / efficient
- replace / help
- creative / copy
- skills / knowledge
- foundational / advanced

Expressing opinion

- We think that...
- In our opinion...
- We believe...
- We are convinced that...

Giving examples

- For example...
- For instance...
- A good example is...

- This is the case when...

Using modals

- I can / cannot...
- Students should / shouldn't...
- Teachers must / mustn't...
- We might / could...

Adding arguments

- First, / Firstly,
- Also, / Moreover,
- Furthermore,
- In addition,

Contrasting

- However,
- But...
- On the other hand,
- Although...

Notes During the Debate

Listen to the OPPOSITE side and write down their arguments:

Argument 1:

Argument 2:

Argument 3:

Which argument do you find most convincing? Why?

Lesson 6 My Position on AI at School

Tâche Finale - Written Production

The Task

After our class debate, write your personal opinion:

"Should students use AI tools at school?"

Requirements

Your text must be **100-120 words**.

You must include:

- ✓ **Your position**
- ✓ **2-3 arguments** with examples
- ✓ **1 argument from the opposite side** + your response to it
- ✓ **Use 5 vocabulary words** from the unit (underline them)
- ✓ **Use modals** correctly (can/should/must/might/could)

Grille d'évaluation - Tâche Finale: My Position on AI at School

Critère	A1 (1 pt)	A2 (2 pts)	B1 (3 pts)	B1+ (4 pts)	Points
Position claire /4	Position visible mais très simple, peu claire	Position claire avec "because" basique	Position claire et justifiée de manière cohérente	Position nuancée, bien argumentée et convaincante	/4
Arguments et exemples /6	1-2 arguments listés sans exemples	2 arguments avec exemples simples	2-3 arguments développés avec exemples pertinents	3 arguments solides, exemples concrets et variés	/6
Contre-argument /3	Mentionné sans réponse OU absent	Mentionné + réponse très simple	Mentionné + réponse claire et cohérente	Intégré naturellement avec réfutation construite et convaincante	/3
Vocabulaire de l'unité /4	2-3 mots utilisés avec erreurs	4-5 mots utilisés correctement	5-6 mots utilisés correctement	6+ mots + vocabulaire personnel pertinent et varié	/4
Grammaire (modaux et structures) /3	Modaux absents ou très nombreuses erreurs	Modaux présents avec quelques erreurs	Modaux variés et majoritairement corrects	Modaux variés et corrects, structures complexes maîtrisées	/3
TOTAL:					/20