# B2 Seviye İngilizce Okuma Metni: Artificial Intelligence in the Classroom – Online

Konu: B2 Seviye İngilizce Okuma Metni: Artificial Intelligence in the Classroom · 11 soru

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|---|---|---|---|
| Ad Soyad | | Sınıf / No | |
| Tarih | | Puan | |

Choose the correct answer. *(Doğru seçeneği işaretleyin.)*

1. When powerful AI chatbots became widely available, many teachers reacted with alarm. If a program could write an essay in seconds, how could they know whether students had done their own work? Some schools responded by banning the tools altogether. Others, however, began to ask a different question: how can artificial intelligence be used to improve learning rather than undermine it? Supporters argue that AI could offer something teachers have always wanted but rarely had time to provide: individual attention. An AI tutor can explain a maths problem in five different ways until a student understands, and it never gets impatient. It can generate practice questions at exactly the right level of difficulty and give instant feedback. For students learning a foreign language, a chatbot can become a conversation partner available at any hour. Teachers, too, may benefit, using AI to help prepare materials and reduce time spent on routine administrative tasks. Yet the risks are real. AI systems sometimes produce answers that sound confident but are simply wrong, and students who rely on them without checking may learn false information. There are also concerns about privacy, since these tools may collect data about young users. Perhaps most importantly, critics worry that if students let machines do their thinking, they may never develop the ability to write, reason and solve problems themselves. After all, struggling with a difficult task is often where real learning happens. Many educators now believe the solution lies in teaching students to use AI wisely rather than pretending it does not exist. This might mean asking students to evaluate a chatbot's answer, find its mistakes and explain how they would improve it. In such tasks, the technology becomes not a shortcut but a starting point for critical thinking.

How did many teachers first react to AI chatbots?

a) With excitement

b) With alarm

c) With indifference

d) With humour

e) With confusion about how to use computers

2. According to supporters, what can AI offer students?

a) Free textbooks

b) Longer holidays

c) Individual attention

d) Higher grades without work

e) Fewer exams

3. What is one risk mentioned in the text?

a) AI sometimes gives confident but wrong answers.
b) AI is too expensive for schools.
c) AI makes teachers unnecessary.
d) AI only works in English.
e) AI is too slow.

4. Why do critics think struggling with difficult tasks is important?

a) It makes lessons longer.
b) It keeps students quiet.
c) It is required by law.
d) It reduces the use of computers.
e) Real learning often happens during the struggle.

5. What solution do many educators suggest?

a) Banning AI completely
b) Teaching students to use AI wisely
c) Replacing teachers with AI
d) Using AI only for homework
e) Ignoring AI

Fill in the blanks. *(Boşlukları doldurun.)*

6. Some schools responded by _____ the tools altogether.

7. It can generate practice questions and give _____ feedback.

8. There are also concerns about _____, since these tools may collect data about young users.

9. The technology becomes not a shortcut but a starting point for _____ thinking.

Match the items. *(Eşleştirin.)*

10. Match the words from the text with their Turkish meanings.

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|---|---|
| 1. alarm ( ) | a) sabırsız |
| 2. undermine ( ) | b) endişe, telaş |
| 3. impatient ( ) | c) baltalamak, zayıflatmak |
| 4. feedback ( ) | d) güvenmek, dayanmak |
| 5. rely on ( ) | e) geri bildirim |
| 6. evaluate ( ) | f) değerlendirmek |

Write your answers. *(Cevaplarınızı yazın.)*

11. Should students be allowed to use AI tools for homework? Write a short paragraph with your opinion.