



PAU English AI Lab

Writing, Reading and Use of English with AI tutors
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PAU English AI Lab

Your 24/7 practice space for PAU English

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**Designed by your teacher. Powered by AI.
Driven by your effort.**

”

Student onboarding guide

How to use the Lab responsibly, effectively and independently throughout the course.

Why this Lab exists

The PAU English AI Lab is a guided practice space for students who want to improve their English through regular, serious and personalised work. It gives you more opportunities to practise, receive feedback and revise before your teacher sees your final progress.

1

Practise more often

You can work outside class time with immediate guidance, instead of waiting until the next lesson to get help.

2

Receive feedback while you work

The tutors guide planning, drafting, revision, reading evidence and sentence transformations step by step.

3

Show your process

Your shared conversation can show how you worked, what support you needed and how you responded to feedback.

4

Reach your maximum potential

The aim is not to hide weaknesses. The aim is to help you understand them, work on them and improve.

“

The Lab is not here to replace your effort. It is here to make your effort more effective.

”

!

Important throughout the course

Your teacher may ask you to complete and share some full interactions as evidence of your independent practice. He will tell you how many interactions to share, when to share them and through which channel.

What this Lab is - and what it is not

Use the Lab as a training environment, not as an answer machine. The value is in the process: thinking, trying, receiving guidance, revising and learning.



This Lab is...

- a guided practice space for PAU English;
- a set of AI tutors designed around classroom method;
- a place to receive immediate feedback;
- a way to detect weak points and revise;
- evidence of your learning process when your teacher asks for it.



This Lab is not...

- a shortcut;
- a homework machine;
- a place to get answers without thinking;
- a replacement for your teacher;
- an official correction or mark;
- a way to avoid effort.

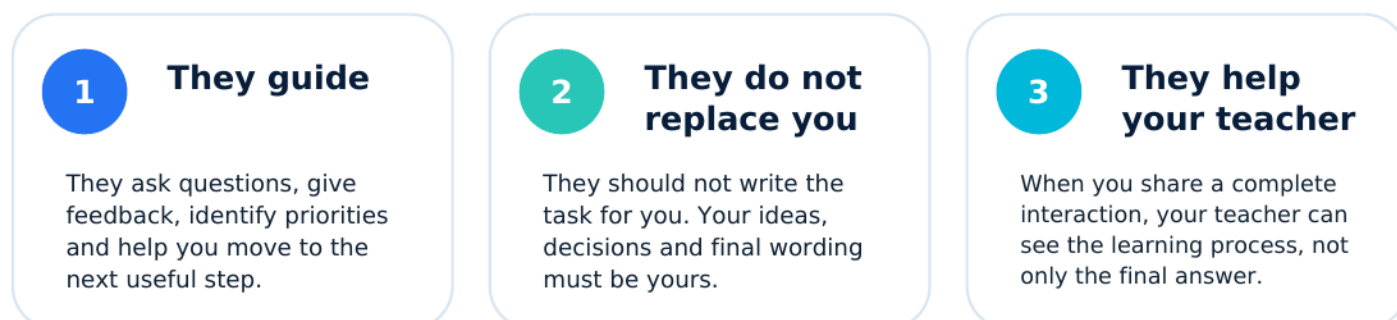
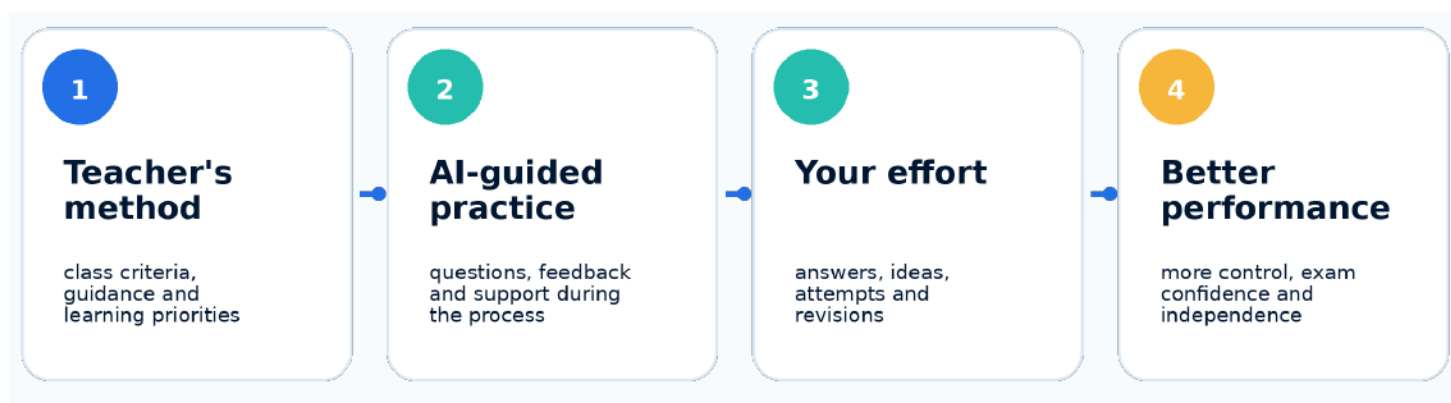


The more seriously you use it, the more useful it becomes.



GPTs designed as an extension of your teacher

These are not generic chats. They are specialised tutors created with classroom priorities, PAU-style needs, specific limits and clear rules about student autonomy.



“

A good tutor does not do the work for you. A good tutor helps you do better work yourself.

”

Honest work: the only way this works

The Lab is designed to help you improve through guided practice. If you try to bypass the process, the system may still produce text, but you will not develop the skill.



Trying to cheat here is like cheating at solitaire.

You may finish faster, but you learn nothing - and your teacher loses the evidence needed to help you improve.



Do this

Think actively. Try first. Revise your own work. Use feedback to improve your next version.



Do not do this

Do not ask for full answers, fake interactions, copied final texts or ready-to-submit paragraphs.

“

The goal is maximum authentic potential: the best version of your own ability, not a text that hides your level or avoids your difficulties.

”

Student ID, privacy and shared evidence

Your teacher will give you a Student ID to use during the course. This ID helps identify your practice when you share a conversation link, without using your real personal details.

1

Get your Student ID

Your teacher will explain which ID to use and when to use it.

2

Enter it at the start

Each tutor will first ask for Student ID or Continue.

3

Work through the session

The conversation must show your real process: questions, attempts, feedback and revisions.

4

Share the full link

Your teacher will tell you how many interactions to share, when and through which channel.

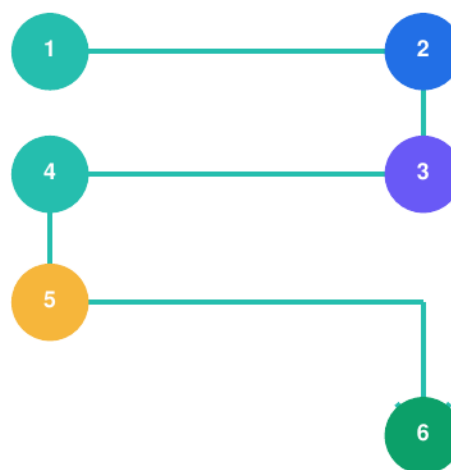
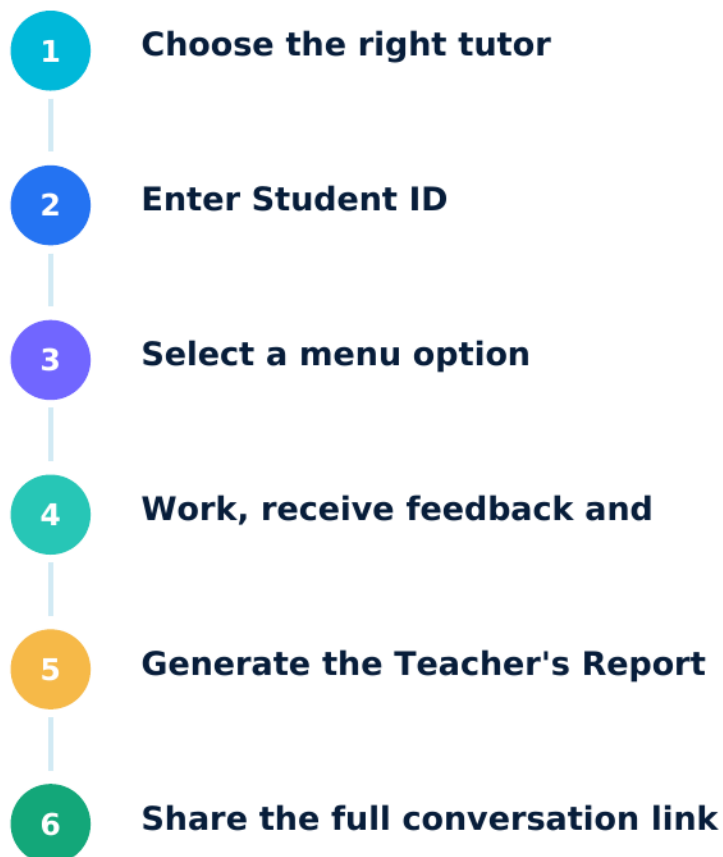
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Important privacy rule

Do not write your real name, email address, class group, phone number or personal information. Use your Student ID. If you do not have one or your teacher allows it, write Continue.

How a practice session works

Every tutor follows a staged process. The menu helps the GPT understand what kind of support you need now. This is why you should not skip the opening steps.



Follow the whole route. Do not jump to the end.

“

Do not skip the process. The process is the practice.

”

Using the menus

The menu is not decoration. It tells the tutor whether you need independent practice, guided planning, paragraph support, draft feedback, theory review or local language help.

1

Full draft first

Write independently first, then receive formative feedback.

2

Paragraph by paragraph

Build the task step by step with feedback between sections.

3

Guided planning

Use this when you are blocked or do not know how to organise ideas.

4

Practice task

Ask the tutor for a new prompt or activity within its designed area.

5

Micro-help

Ask about one word, expression, sentence or grammar point.

6

Draft feedback

Paste a draft and revise after priorities are diagnosed.

7

Theory review

Review the writing type, reading strategy or grammar block before practising.

8

Teacher's Report

Generate the process report at the end of the session.

“

Choose the mode that matches what you really need. A good starting point leads to better guidance.

”

The Teacher's Report

At the end of a meaningful practice session, the tutor can generate a Teacher's Report. This report summarises the interaction so your teacher can understand how you worked and what support you received.

+

It is...

- a summary of the interaction;
- a record of the support received;
- evidence of your process;
- useful information for your teacher;
- a way to identify autonomy, difficulties and response to feedback.



!

It is not...

- an official mark;
- a correction certificate;
- a replacement for teacher assessment;
- proof that the essay is perfect;
- a private grade given by the GPT.



“

The Teacher's Report helps your teacher understand how you worked, what support you needed and what follow-up may help you improve.

”

Writing Studio

Use the Writing Studio to plan, draft and revise PAU-style writing tasks. The writing tutors guide you, but they will not write the essay for you.



Five writing coaches

Description of an Event - Opinion Essay - Informative Essay - Narrative Essay - For & Against Essay. Each tutor has its own writing purpose, structure and feedback priorities.

1

Description of an Event

sequence, key moment, detail and reflection

2

Opinion Essay

clear position, reasons, examples and conclusion

3

Informative Essay

objective explanation, clarity and organisation

4

Narrative Essay

story structure, turning point and ending

5

For & Against Essay

balanced arguments and final conclusion

How to work with Writing tutors

The Writing tutors are not mainly correctors. They are writing-process tutors. They help you understand the task, plan your ideas, draft, revise and stop polishing when the task is ready for teacher review.

1

Start with the prompt

Paste your teacher's prompt or ask for a practice task. The tutor will check what type of essay you need.

2

Choose the support mode

You can write a full draft first, work paragraph by paragraph, ask for guided planning or request micro-help.

3

Revise after feedback

The tutor will usually prioritise content, structure and clarity before correcting every minor language error.

4

Respect the word limit

PAU-style writing practice normally has a 180-word maximum, with teacher tolerance only up to 190 words.

“

The tutor may help you improve your own sentence. It should not produce a ready-to-submit essay for you.

”

!

Useful working attitude

Write something first, even if it is simple. The tutor can guide, question, correct and improve, but your ideas and decisions must remain visible in the conversation.

Reading Lab

The Reading Lab trains PAU reading comprehension: multiple choice, TRUE/FALSE with evidence, vocabulary questions, locating proof and full reading blocks.



A

Read carefully

The tutor will help you slow down, locate precise information and avoid guessing from general impressions.

B

Prove your answers

For TRUE/FALSE and evidence questions, the important skill is finding the exact support in the text.

C

Practise with full blocks

You can work with real previous-style material or ask for newly generated PAU-style practice.

D

Improve exam technique

The goal is not only to get answers right, but to understand why the evidence supports them.

When the Reading tutor generates a new task

A full PAU-style reading task is not just a text. It needs topic control, level, paragraph structure, line numbering, questions, vocabulary items, evidence and answer logic.

1

It is created from scratch

When you ask for a new topic, the tutor designs a fresh activity instead of copying a fixed worksheet.

2

It is checked in layers

The tutor is designed to verify text difficulty, question structure, answer support and PAU-style format.

3

It may take time

A complete reading block may take a couple of minutes. Do not refresh the page or restart the chat.

4

It creates a PDF version

The tutor will normally generate a clean PDF reading version so you can download, print or answer without depending on scrolling.

PDF

Why the PDF matters

Reading practice is easier when the text has stable line numbers and a clean layout. The PDF helps you read, print, annotate or keep the text open while answering questions.

Use of English Gym

Use the Gym to train PAU sentence transformations and Key Word Transformation-style skills in a structured way. Each module focuses on one area before you mix everything.



1 Time & Tense

2 Word Order

3 Modal Verbs

4 Relative Clauses

5 Conditionals

6 Passive & Causative

7 Reported Speech

8 Verb Patterns

9 Comparisons

10 Connectors

11 Phrasal Verbs

M Master KWT

“ Train by blocks. Then mix everything. ”

How to use the Gym well

Sentence transformations improve when you understand the grammar pattern, not when you simply memorise isolated answers. Use each module to notice repeated structures and common traps.

1

Start with the class order

Follow the modules in the order recommended by your teacher when you are studying a specific grammar block.

2

Ask for explanation

When you get one wrong, ask why. The tutor can explain the transformation step by step.

3

Repeat weak areas

If the same pattern keeps failing, stay with that module before moving to mixed practice.

4

Use Master KWT later

Use the Master Trainer when you want mixed exam-style practice or weakness diagnosis.

“

The aim is not to finish many items quickly. The aim is to understand the pattern well enough to use it again.

”

!

Unlimited practice

The tutors can generate more examples, but improvement depends on checking mistakes, asking why and trying again with better control.

Unlimited practice, not instant magic

The Lab can generate new tasks, new prompts, new readings and new transformation practice. That makes practice flexible, but it does not mean every complex task appears instantly.

W

Writing prompts

You can ask for new PAU-style prompts, choose a topic, or bring your own classroom prompt.

R

Reading blocks

You can ask for new full reading blocks, but the tutor may need time to create and check them properly.

G

Grammar practice

You can ask for more transformations from one block or mixed practice from the Master Trainer.

F

Guided revision

You can paste drafts, revised versions or local sentences and ask for focused help.

“

More practice only helps when you use it seriously: attempt, check, understand, revise and try again.

”**!**

Be patient with complex tasks

If the tutor is creating a complete reading with questions and a PDF, wait. Refreshing the page can interrupt the process and force you to start again.

How to ask for help properly

You do not need complicated prompts. You need honest, specific requests that keep you involved in the work.



Good requests

- I have this prompt and need help planning.
- Here is my first paragraph. Is the structure clear?
- I do not understand why this transformation is wrong.
- Give me a new PAU-style reading about technology.
- Help me improve this sentence without rewriting the whole paragraph.
- Generate a teacher's report.



Poor requests

- Write the essay for me.
- Give me all the answers.
- Correct everything and give me the final version.
- Make it sound C1 but keep my ideas.
- Do the task quickly.
- Create a fake interaction for me.



Ask for guidance, not replacement. The tutor can help you build; it should not build instead of you.



What your teacher can do with shared interactions

When your teacher asks you to share a complete interaction, the aim is not only to see the final answer. The conversation shows how you worked, what support you needed and how you responded to feedback.

1

Identify patterns

Repeated grammar, vocabulary, evidence or structure problems can become future class practice.

2

Support autonomy

Your teacher can see whether you worked independently, needed many prompts or revised after feedback.

3

Guide improvement

The report helps your teacher decide what kind of follow-up, revision or reinforcement may help you.

4

Adjust teaching

Common difficulties across students can inform future lessons, reminders or mini-practice tasks.

“

Your shared conversations help your teacher support you better. They show the process, not just the product.

”

Responsible use and privacy

The Lab is a learning space. Use it with the same seriousness you would bring to individual practice with your teacher. Keep your work honest and your personal information private.

1

Do not include personal data

Use your Student ID. Do not type real names, emails, phone numbers, addresses or sensitive personal information.

2

Share only as instructed

Your teacher will tell you which complete conversations to share and through which channel.

3

Keep the process visible

Do not delete the parts where you were corrected, guided or asked to revise. That is useful learning evidence.

4

Use the right tutor

Choose the tutor that matches the skill: Writing, Reading or Use of English. If unsure, ask for help choosing.

“

The best evidence is not a perfect-looking conversation. The best evidence is an honest learning process.

”



Quick Start Checklist

Before you begin your next practice session, check these points.

- ☐ I know which tutor I need, or I will use the instructions to choose.
- ☐ I have my Student ID, or I know whether I am allowed to write Continue.
- ☐ I understand that the tutor will guide me, not do the work for me.
- ☐ I will try first, think actively and revise my own work.
- ☐ I will be patient when a generated reading or PDF takes time.
- ☐ I will write Generate a teacher's report at the end if my teacher asks for evidence.
- ☐ I will share the complete conversation link through the channel indicated by my teacher.
- ☐ I will not include personal data in the conversation.

Designed by your teacher. Powered by AI. Driven by your effort.