

IN ELT

Transforming Language
Teaching with Generative AI

DANIEL MARTIN

AI in ELT: Transforming Language Teaching with Generative AI

by Daniel Martín

First published 2025

This publication is also available online at www.aielt.org

AI in ELT: Transforming Language Teaching with Generative AI is a practical guide for English teachers exploring how to integrate ChatGPT and similar Large Language Models into their classrooms. Covering lesson preparation, live teaching, and student-centered activities, the book demonstrates step-by-step how AI tools can save time and enrich language learning. With clear examples, adaptable tasks, and reflections on pedagogy, it offers teachers a reliable companion for experimenting thoughtfully with technology while keeping learning goals in focus.

Daniel Martín is an English teacher, teacher trainer, blogger, and writer based in Spain. His main areas of interest include best practices in vocabulary teaching and learning with a focus on the lexical approach, as well as the thoughtful integration of new technologies in the classroom—approaching them with neither fear nor blind admiration. He is also the lead singer of [Jude Rock and Talk](#).

Contents

Section 1: Preparing Materials

1. For and against essay	6
2. From reading to listening passage	10
3. Escape room	14
4. Creating stories: find the differences	19
5. Mind maps	24
6. Emojis	30
7. Dice rolls-grid	33
8. Clas debates 2	38
9. Mining reading passages for collocations 1	45
10. Mining reading passages for collocations 2	49
11. Video games	59
12. Recontextualization: from song to haiku	65
13. Rubrics	68
14. Handout from board annotations	74
15. From reading passage to speaking exam practice	81
16. Odd one out	85
17. Lesson makeover 1	91
18. Lesson makeover 2	107
19. Movie reviews	111

Section 2: Live Teaching

<u>20. Speaking exam practice: monologue</u>	<u>117</u>
<u>21. Class debates 1</u>	<u>120</u>
<u>22. Explaining vocabulary in class</u>	<u>123</u>
<u>23. Games: Family Fortunes</u>	<u>127</u>
<u>24. Graded readers</u>	<u>131</u>
<u>25. Conditional sentences</u>	<u>138</u>
<u>26. Open-ended grammar exercises</u>	<u>145</u>
<u>27. Vocabulary review</u>	<u>148</u>
<u>28. Listen and clap</u>	<u>151</u>
<u>29. Games: Taboo</u>	<u>153</u>
<u>30. Bingo</u>	<u>157</u>
<u>31. Reverse conversation questions</u>	<u>161</u>
<u>32. Story dice</u>	<u>163</u>
<u>33. Memorization</u>	<u>167</u>
<u>34. Trivia quiz</u>	<u>171</u>
<u>35. Create your own adventure</u>	<u>174</u>
<u>36. Exploring vocabulary: context and co-text</u>	<u>179</u>
<u>37. Chunk enriched texts</u>	<u>184</u>

Section 3: For Students

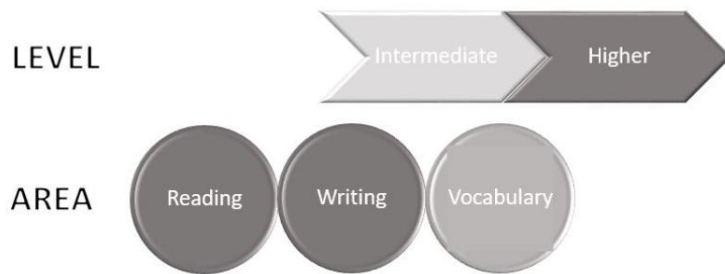
<u>38. ChatGPT as grammar teacher</u>	<u>190</u>
<u>39. Proofreading</u>	<u>194</u>
<u>40. Vocabulary practice</u>	<u>196</u>
<u>41. Top 40 words</u>	<u>201</u>

<u>42. Chunk chain</u>	<u>207</u>
<u>43. From reading to speaking practice</u>	<u>210</u>
<u>44. Ask the expert</u>	<u>215</u>
<u>45. Word makeover: from old to new</u>	<u>219</u>
<u>46. Social media discourse</u>	<u>224</u>
<u>47. Scaling material down</u>	<u>227</u>
<u>48. Vocabulary flashcards</u>	<u>232</u>
<u>49. Keeping a journal</u>	<u>235</u>
<u>50. Speak like a local</u>	<u>237</u>
<u>51. Exam practice: monologue</u>	<u>242</u>
<u>52. ChatGPT as speaking partner</u>	<u>245</u>

SECTION 1: PREPARING MATERIALS

Create dynamic lesson content before class

1. FOR AND AGAINST ESSAY



Today I want to create a model of a “for and against essay” using Gemini for a class of advanced learners. Then, we can make copies for the students and, in class, focus mainly on how the essay is organized and on the use of interesting linking words for the students to write their own essays on a different topic.

The first thing I need is a title.

Prompt: give me three possible good titles for a for and against essay on the topic of electric cars.



Three Possible Titles for a For and Against Essay on Electric Cars

Here are three potential titles for your essay:

1. **Electric Dreams: A Charged Debate on the Future of Transportation** – This title is catchy and intriguing, hinting at the potential benefits and challenges of electric cars.
2. **The Electric Age: Is it Time to Plug In?** – This title poses a direct question, inviting the reader to consider the pros and cons of electric vehicles.
3. **Electric Vehicles: A Green Revolution or a Technological Trap?** – This title suggests that electric cars might be a beneficial change or a problematic one, creating a sense of suspense.

Three Possible Titles for a For and Against Essay on Electric Cars

Here are three potential titles for your essay:

1. ***Electric Dreams: A Charged Debate on the Future of Transportation*** – This title is catchy and intriguing, hinting at the potential benefits and challenges of electric cars.
2. ***The Electric Age: Is it Time to Plug In?***– This title poses a direct question, inviting the reader to consider the pros and cons of electric vehicles.
3. ***Electric Vehicles: A Green Revolution or a Technological Trap?***– This title suggests that electric cars might be a beneficial change or a problematic one, creating a sense of suspense.

I am quite happy with the third choice, which I will use for the next prompt.

Prompt: Now write a sample “for and against” essay using your third title. The essay should be around 180 words and follow this structure. Paragraph 1: Introduce the topic. Paragraph 2: Present arguments in favour of electric cars. Paragraph 3: Present arguments against electric cars. Paragraph 4: conclusion where you can show if and why you find one side more convincing than the other. Your essay must include the following words in any given order: drawback, “widely argued”, whereas, “needless to say”, and “due to”. I am an English teacher of advanced learners of English and I plan to use this sample essay to show my students how they should structure their own essays and model interesting language and linkers for their language level.

Here’s the generated text.

◆ **Electric Vehicles: A Green Revolution or a Technological Trap?**

The advent of electric vehicles has sparked a heated debate among environmentalists, policymakers, and consumers alike. While proponents argue that electric cars represent a significant step towards a cleaner and more sustainable future, critics raise concerns about their potential drawbacks.

Electric vehicles are widely argued to be a crucial component of mitigating climate change. By eliminating tailpipe emissions, these vehicles contribute to reducing air pollution and greenhouse gas emissions, thereby addressing the urgent threat of global warming. Moreover, electric cars can be powered by renewable energy sources, further reducing their environmental impact.

However, electric vehicles are not without their drawbacks. One of the most significant concerns is the availability and cost of charging infrastructure. In many areas, the lack of charging stations can limit the practicality of electric cars for long-distance travel. Additionally, the production of batteries for electric vehicles often involves the extraction of rare earth metals, which can have detrimental environmental consequences.

While the potential benefits of electric vehicles are undeniable, it is essential to consider the challenges and limitations associated with their adoption. While the technology has advanced significantly in recent years, further research and development are needed to address the remaining hurdles. Ultimately, the decision to embrace electric vehicles will depend on a careful evaluation of the environmental, economic, and social factors involved.

Electric Vehicles: A Green Revolution or a Technological Trap?

The advent of electric vehicles has sparked a heated debate among environmentalists, policymakers, and consumers alike. While proponents argue that electric cars represent a significant step towards a cleaner and more sustainable future, critics raise concerns about their potential drawbacks.

Electric vehicles are widely argued to be a crucial component of mitigating climate change. By eliminating tailpipe emissions, these vehicles contribute to reducing air pollution and greenhouse gas emissions, thereby addressing the urgent threat of global warming. Moreover, electric cars can be powered by renewable energy sources, further reducing their environmental impact.

However, electric vehicles are not without their drawbacks. One of the most significant concerns is the availability and cost of charging infrastructure. In many areas, the lack of charging

stations can limit the practicality of electric cars for long-distance travel. Additionally, the production of batteries for electric vehicles often involves the extraction of rare earth metals, which can have detrimental environmental consequences.

While the potential benefits of electric vehicles are undeniable, it is essential to consider the challenges and limitations associated with their adoption. While the technology has advanced significantly in recent years, further research and development are needed to address the remaining hurdles. Ultimately, the decision to embrace electric vehicles will depend on a careful evaluation of the environmental, economic, and social factors involved.

I noticed that the essay didn't include all the target words that I wanted to highlight later on in class. I also felt that the style was a bit too formal for my liking. So, I went ahead with this next prompt now:

Rewrite the essay using the instructions provided above, ensuring it includes the following words in any given order: drawback, "widely argued", whereas, "needless to say", and "due to". In addition, adjust the style of the essay to make it more informal.

And here's the new version:

★ **Electric Vehicles: A Green Revolution or a Technological Trap?**

Electric cars are all the rage these days. Everyone's talking about them, and it's easy to see why. They're better for the environment and they're super quiet. But are they really all they're cracked up to be? Let's take a closer look.

Electric cars are **widely argued** to be a major step in the fight against climate change. They don't produce any tailpipe emissions, so they're much cleaner than gas-powered cars. Plus, they can be charged with renewable energy, which makes them even greener.

However, electric cars are not without their **drawbacks**. One of the biggest problems is the lack of charging stations. If you live in a rural area, it can be really tough to find a place to charge your car. And even if you do find a station, it can take a long time to charge up. Another issue is the cost of the batteries. Electric cars are generally more expensive than gas-powered cars, and the batteries are a big part of the reason why.

Needless to say, electric cars are a great option for people who want to reduce their carbon footprint. But they're not perfect. Before you make the switch, it's important to weigh the pros and cons and decide if an electric car is right for you.

Due to the drawbacks mentioned above, I believe that electric cars are not yet ready to replace gas-powered cars. However, I do believe that they have a bright future. As charging infrastructure improves and battery technology becomes more affordable, electric cars will become a more viable option for drivers.

Electric cars are all the rage these days. Everyone's talking about them, and it's easy to see why. They're better for the environment and they're super quiet. But are they really all they're cracked up to be? Let's take a closer look.

Electric cars are widely argued to be a major step in the fight against climate change. They don't produce any tailpipe emissions, so they're much cleaner than gas-powered cars. Plus, they can be charged with renewable energy, which makes them even greener.

However, electric cars are not without their drawbacks. One of the biggest problems is the lack of charging stations. If you live in a rural area, it can be really tough to find a place to charge your car. And even if you do find a station, it can take a long time to charge up. Another issue is the cost of the batteries. Electric cars are generally more expensive than gas-powered cars, and the batteries are a big part of the reason why.

Needless to say, electric cars are a great option for people who want to reduce their carbon footprint. But they're not perfect. Before you make the switch, it's important to weigh the pros and cons and decide if an electric car is right for you.

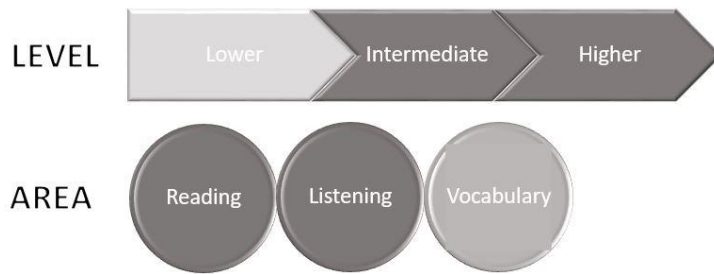
Due to the drawbacks mentioned above, I believe that electric cars are not yet ready to replace gas-powered cars. However, I do believe that they have a bright future. As charging infrastructure improves and battery technology becomes more affordable, electric cars will become a more viable option for drivers.

Unfortunately, the essay didn't follow the four-paragraph structure. While I could write a new prompt to generate a four-paragraph essay, doing so might alter the language and tone, which I'm quite happy with. This issue can be easily resolved by combining paragraphs three and four. Notice that Gemini highlighted the target language in bold this time. Useful.

Now it's time to make copies for our students or display the essay on the board. Ask them to write their own essay on [topic of your choice]. Draw attention to interesting bits of language, such as words in bold and "all the rage", "plus", "a major step in", "another issue is", etc. We could also ask Gen. AI to generate conversation questions incorporating this target language for further exposure and language practice in class.

Alternatively, we can assign the following technology-free task for the students to do in class. We can ask them to revise and make changes to the essay, keeping the same ideas but improving it to sound less robotic and more personal. This can be done individually or as group work. Walk around the classroom to provide assistance or share insights when needed. We may collect the students' work or review it together in class once they have completed the task.

2. FROM READING TO LISTENING PASSAGE




Today I'm going to create a listening activity for the students containing key vocabulary from a reading passage that they have already read and worked on either in class or at home. The idea is to provide further exposure to a specific topic and targeted language in different ways.

From a selected reading passage in our adopted textbook series or an online source, we will be choosing 6 to 10 new and relevant vocabulary items that we would like to include in the listening passage. I will be using a written article about "moving house" from the BBC site, which can be found [HERE](#). My Gen.AI tool will be Claude this time.

Prompt: Create a listening passage for Intermediate English students that will take about two and a half minutes to read aloud based on the text provided at the end, which discusses moving house. Assume the role of a person working for a removal company, offering tips about the moving process. It is essential that the listening passage includes the following language items from the text: "sort out", "throw away", "breakables", "removal company", "get a quote", "make the move go smoothly".

I also copied and pasted the original text from the link provided above. And this is the generated text:

Certainly. Here's a listening passage based on the text you provided, written from the perspective of a person working for a removal company:

 **Listening Passage: Tips for Moving House**
Click to open document

This passage incorporates all the required language items: "sort out", "throw away", "breakables", "removal company", "get a quote", and "make the move go smoothly". It should take approximately two and a half minutes to read at a comfortable pace.

Would you like me to make any adjustments to the passage or provide any additional information?

Tips for Moving House

Hello there! I'm Sarah from Smooth Moves Removal Company, and I'd like to share some tips to help make your move go smoothly. Moving house can be stressful, but with the right preparation, it doesn't have to be traumatic.

First, let's talk about packing. Use this opportunity to sort out your possessions. It's amazing how much stuff we accumulate over time! Be ruthless – throw away any rubbish and consider

donating items you no longer need to charity shops or giving them to friends. Trust me, you'll thank yourself later for lightening the load.

When it comes to packing materials, plan ahead. Get boxes well in advance from local shops or supermarkets. And here's a money-saving tip: save old newspapers. They're great for wrapping breakables like dishes and ornaments.

Now, you might be considering a DIY move. If so, be careful when choosing a van. Too small, and you'll end up making multiple trips. Too big, and you might struggle with parking. If you're flexible, try booking on weekdays – it's often cheaper.

However, unless you have very few possessions, I'd recommend hiring a professional removal company like ours. Yes, I'm biased, but hear me out! We can take a lot of stress off your shoulders. You can either have us do everything, or you can do the packing yourself and leave the heavy lifting to us.

If you do decide to use a removal company, here are some tips:

Book early – at least two weeks before your move.

Always get a quote from at least three companies before deciding.

Check if the company offers weekday discounts.

Make sure to read the fine print in your moving insurance.

Lastly, whether you're moving yourself or using professionals, make a list of all your possessions. This will help you check if you've left anything behind.

Remember, with good planning and the right help, you can make your move go smoothly. Good luck with your new home!

This passage incorporates all the required language items: "sort out", "throw away", "breakables", "removal company", "get a quote", and "make the move go smoothly". It should take approximately two and a half minutes to read at a comfortable pace.

Would you like me to make any adjustments to the passage or provide any additional information?

I am reasonably pleased with the output, but I would probably want a slightly shorter text. I also want the tone to be a bit more informal to better reflect the nature of spoken language. So here is my next prompt.

Prompt: Make the passage about 20 per cent shorter while ensuring it includes the provided language items. Also, simplify the language slightly so that my Intermediate English students can understand it, and adjust the tone to make it a bit more informal.

And here is the revised version:

Certainly! I'll shorten the passage, simplify the language, and make the tone more informal while retaining the required language items. Here's the revised version:

 **Simplified Listening Passage: Tips for Moving House**
Click to open document

This revised version is about 20% shorter, uses simpler language, and has a more informal tone. It still includes all the required language items: "sort out", "throw away", "breakables", "removal company", "get a quote", and "make the move go smoothly".

Is this more in line with what you're looking for? Would you like any further adjustments?

Tips for Moving House

Hey there! I'm Sarah from Smooth Moves Removal Company. Let me give you some tips to make your move go smoothly. Moving can be tough, but don't worry – I've got you covered!

First up, packing. This is a great time to sort out your stuff. We all have things we don't need anymore, right? Throw away any junk and maybe give some things to friends or charity shops. Trust me, less stuff means less work!

For packing, get boxes early from local shops. Oh, and save old newspapers – they're perfect for wrapping breakables like plates and glasses.

Thinking about moving everything yourself? Be careful when picking a van. Too small and you'll make lots of trips. Too big and parking might be a pain. If you can, book on weekdays – it's usually cheaper.

But hey, if you've got more than just a few things, why not hire a removal company like ours? We can do all the work, or you can pack and we'll do the heavy lifting. It's up to you!

If you do use a removal company, here's what to do:

Book early – at least two weeks before you move.

Get a quote from three companies before you choose.

Ask if they're cheaper on weekdays.

Check your moving insurance carefully.

Last tip: make a list of all your stuff. That way, you won't leave anything behind.

Remember, good planning helps make the move go smoothly. Good luck in your new place!

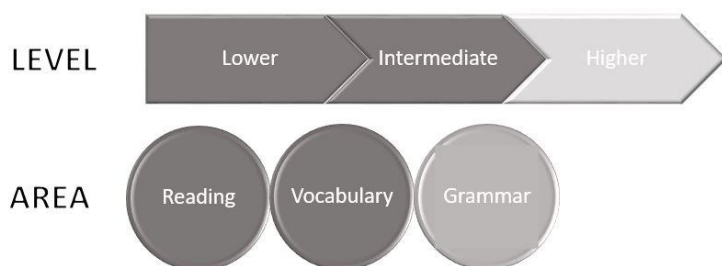
I am quite satisfied with the results now. The next step is to convert the text to speech and download it using free tools. My favourite choice is [Eleven Labs](#), which delivers amazing results.

Last but not least: it's time to create a listening exercise. We could ask Claude to generate questions for us by providing the right prompt. However, this time, I'm simply going to copy

and paste the text into a word processor and create a fill-in-the-gaps exercise by removing the listed language items, along with a few others. Voila!

Link to online version with generated audio clip [HERE](#)

3.ESCAPE ROOM



Today we are going to design an escape room activity with the help of Chat GPT to find inspiration, ideas and a few text-based tasks, which will save us time in the process. We will still need to create cards –whether with or without technology-decorate the classroom, hide clues, and so on. However, Gen. AI can, once again, provide a good starting point and save us precious time by offering a theme and a handful of ready-made tasks.

My initial prompt could be: Provide 3 ideas for an escape room for the language classroom. Instead, I am going to refine this prompt and type: “Provide 3 ideas for a Halloween-themed escape room for the language classroom. Be creative and come up with something original that hasn’t been tried yet. Look at it from a fresh perspective or try a different approach.”

I think idea number 2 might be fun (the other ideas were “The Haunted Radio Station” and “The Phantom’s Costume Party”).

2. Witch’s Potion Puzzle

Concept: Students have stumbled into a secret Halloween potion laboratory, where a witch has brewed a potion that can turn them into monsters if they don’t escape in time. To create an antidote, students must gather ingredients by completing Halloween-themed language challenges hidden around the lab.

Tasks:

- **Ingredient Hunt:** Clues for potion ingredients are written in cryptic language or Halloween-themed rhymes that students must decipher.
- **Potion Recipe:** Students must follow a Halloween-themed recipe (written in imperative forms or passive voice) to mix the antidote ingredients correctly.
- **Spooky Synonyms and Antonyms:** Some potion ingredients are named using synonyms or antonyms of common Halloween vocabulary (e.g., instead of “bat wings,” it’s “flying mammal appendages”). Students must identify the correct items by solving these word puzzles.

Skills Focus: Vocabulary building (synonyms, antonyms, and word families), following instructions, and decoding language.

Innovation: The potion-making theme creates a hands-on, interactive experience, combining language skills with tactile and imaginative activities.

2. Witch’s Potion Puzzle

Concept: Students have stumbled into a secret Halloween potion laboratory, where a witch has brewed a potion that can turn them into monsters if they don’t escape in time. To create an antidote, students must gather ingredients by completing Halloween-themed language challenges hidden around the lab.

Tasks:

- *Ingredient Hunt: Clues for potion ingredients are written in cryptic language or Halloween-themed rhymes that students must decipher.*
- *Potion Recipe: Students must follow a Halloween-themed recipe (written in imperative forms or passive voice) to mix the antidote ingredients correctly.*
- *Spooky Synonyms and Antonyms: Some potion ingredients are named using synonyms or antonyms of common Halloween vocabulary (e.g., instead of “bat wings,” it’s “flying mammal appendages”). Students must identify the correct items by solving these word puzzles.*
Skills Focus: Vocabulary building (synonyms, antonyms, and word families), following instructions, and decoding language.
- *Innovation: The potion-making theme creates a hands-on, interactive experience, combining language skills with tactile and imaginative activities.*

Task 1: Ingredient Hunt

Objective: Students must find five potion ingredients hidden in the room by deciphering simple Halloween-themed riddles. Each riddle describes a common spooky object, and the students must match the description to the correct item in the room.

Instructions for Students:

1. Around the room, you will find five spooky ingredients that the witch needs for her potion.
2. Read the riddle on each card and figure out which ingredient it is talking about.
3. Once you know the answer, find the matching ingredient in the room and bring it back to the cauldron!

Riddles and Answers:

1. Riddle:
*I fly at night, but I am not a plane.
 I sleep upside down, in a dark cave.*
 Answer: Bat (You can place a small toy bat or a picture of one somewhere in the room.)
2. Riddle:
*I'm round and orange, with a scary face.
 Light me up, in the fireplace.*
 Answer: Pumpkin (Place a small pumpkin or a paper cut-out as the hidden object.)

3. Riddle:
*I have eight legs, and I like to spin.
 Catching flies is where I begin.*
 Answer: Spider (Hide a fake spider or a spider decoration in the room.)
4. Riddle:
*I'm white and float, I'm not alive.
 People say I make spooky sounds at night.*
 Answer: Ghost (A paper ghost or toy ghost can be hidden for this one.)
5. Riddle:
*I'm black and magical, I sit on a broom.
 I fly with witches over the moon.*
 Answer: Cat (Use a small toy or picture of a black cat.)

Teacher Instructions:

- Hide the corresponding objects (toy bats, pumpkins, spiders, ghosts, cats) around the room in easy-to-find places.
- After solving each riddle, students must bring the correct object back to the cauldron.
- You can divide the class into teams or pairs to work together, helping each other read and solve the riddles.
- Once all the ingredients are collected, they “complete” the potion and move on to the next task!

Task 1: Ingredient Hunt

Objective: Students must find five potion ingredients hidden in the room by deciphering simple Halloween-themed riddles. Each riddle describes a common spooky object, and the students must match the description to the correct item in the room.

Instructions for Students:

1. *Around the room, you will find five spooky ingredients that the witch needs for her potion.*
2. *Read the riddle on each card and figure out which ingredient it is talking about.*

3. *Once you know the answer, find the matching ingredient in the room and bring it back to the cauldron!*
-

Riddles and Answers:

1. *Riddle:*
I fly at night, but I am not a plane. I sleep upside down, in a dark cave.
Answer: Bat (You can place a small toy bat or a picture of one somewhere in the room.)
 2. *Riddle:*
I'm round and orange, with a scary face. Light me up, in the fireplace.
Answer: Pumpkin (Place a small pumpkin or a paper cut-out as the hidden object.)
 3. *Riddle:*
I have eight legs, and I like to spin. Catching flies is where I begin.
Answer: Spider (Hide a fake spider or a spider decoration in the room.)
 4. *Riddle:*
I'm white and float, I'm not alive. People say I make spooky sounds at night.
Answer: Ghost (A paper ghost or toy ghost can be hidden for this one.)
 5. *Riddle:*
I'm black and magical, I sit on a broom. I fly with witches over the moon.
Answer: Cat (Use a small toy or picture of a black cat.)
-

Teacher Instructions:

- *Hide the corresponding objects (toy bats, pumpkins, spiders, ghosts, cats) around the room in easy-to-find places.*
- *After solving each riddle, students must bring the correct object back to the cauldron.*
- *You can divide the class into teams or pairs to work together, helping each other read and solve the riddles.*
- *Once all the ingredients are collected, they "complete" the potion and move on to the next task!*

I then asked ChatGPT to rewrite more challenging versions of the last two riddles. However, I don't think the new riddles are any harder to solve. Here was my request: "I would like riddles

four and five to be a bit more challenging. You can keep the same answers (ghost and cat) or create different riddles for different answers. It should be more difficult to come up with the right answer.”



Here are revised, more challenging versions of riddles four and five:

4. Riddle (Ghost - More Challenging):

*I have no feet, but I float in the air.
When people see me, they get quite a scare.
I can pass through walls without a sound,
In haunted houses, I'm often found.*
Answer: Ghost

5. Riddle (Cat - More Challenging):

*With fur as dark as the night sky,
I watch with glowing yellow eyes.
Superstitions say I bring bad luck,
But I prefer to purr, and not to bite or scratch.*
Answer: Cat

Here are revised, more challenging versions of riddles four and five:

4. Riddle (Ghost – More Challenging):

*I have no feet, but I float in the air.
When people see me, they get quite a scare.
I can pass through walls without a sound,
In haunted houses, I'm often found.*
Answer: Ghost

5. Riddle (Cat – More Challenging):

*With fur as dark as the night sky,
I watch with glowing yellow eyes.
Superstitions say I bring bad luck,
But I prefer to purr, and not to bite or scratch.*
Answer: Cat

One could, perhaps, scramble the letters of some of the nouns or verbs in the riddles and ask the students to rearrange the letters of the words in bold, like this:

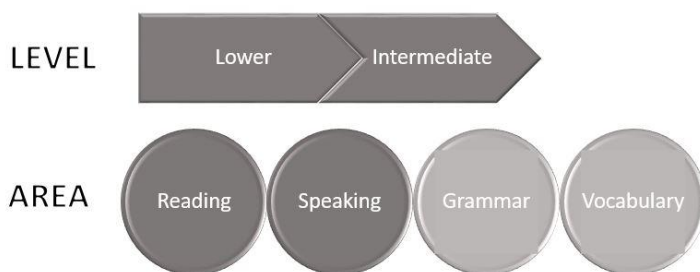
*I fly at **ignht**, but I am not a **lapne**. I sleep upside down, in a dark **vace**.*

We would still likely want to decorate the classroom and play some spooky background music, in addition to creating the actual escape room materials. The riddles can be copied and pasted into a word processing document, and then copies can be printed. We can also draw the

answers to the riddles or simply print out images from the Internet. So there's still plenty of work to be done.

Needless to say, I've only experimented with the first task so far, but there are a few others to explore. I will spare you the –interesting- instructions for the potion recipe and encourage you to give it a try and design your own ChatGPT assisted escape room.

4. CREATING STORIES: FIND THE DIFFERENCES



Today we are going to ask ChatGPT to create two short stories with 5 small differences, tailored to an A2 language level. Students will be working in pairs to exchange information in order to identify the differences. We will be copying and pasting the texts, then printing copies for use in the language class.

Our starting point could be: “Write two short stories about two friends, each approximately 100 words long, at an Elementary level of English. Make sure the stories contain 5 subtle differences between them.” Here’s what ChatGPT generated:

Story 1: The Missing Cat

Anna and Maria are best friends. One morning, they go to the park to play. Suddenly, they see a black cat hiding in the bushes. “That cat looks lost,” says Anna. They try to call the cat, but it doesn’t come. “We must help it,” says Maria. They wait quietly, and soon the cat walks toward them. Maria picks up the cat. “There’s a phone number on its collar,” says Anna. They call the owner and meet them in the park. The owner is very happy to get their cat back. Anna and Maria are proud of what they did.

Story 2: The Missing Dog

Emma and Lucy are good friends. One afternoon, they walk to the park together. Suddenly, they see a brown dog hiding under a bench. “That dog looks lost,” says Emma. They try to call the dog, but it runs away. “We need to help it,” says Lucy. They wait quietly, and finally the dog walks toward them. Lucy picks up the dog. “There’s an address on its collar,” says Emma. They visit the owner’s house and return the dog. The owner is very thankful to get their dog back. Emma and Lucy are happy they helped the lost dog.

Story 1: The Missing Cat

Anna and Maria are best friends. One morning, they go to the park to play. Suddenly, they see a black cat hiding in the bushes. “That cat looks lost,” says Anna. They try to call the cat, but it doesn’t come. “We must help it,” says Maria. They wait quietly, and soon the cat walks toward them. Maria picks up the cat. “There’s a phone number on its collar,” says Anna. They call the owner and meet them in the park. The owner is very happy to get their cat back. Anna and Maria are proud of what they did.

Story 2: The Missing Dog

Emma and Lucy are good friends. One afternoon, they walk to the park together. Suddenly, they see a brown dog hiding under a bench. “That dog looks lost,” says Emma. They try to call the dog, but it runs away. “We need to help it,” says Lucy. They wait quietly, and finally the dog walks toward them. Lucy picks up the dog. “There’s an address on its collar,” says Emma. They visit the owner’s house and return the dog. The owner is very thankful to get their dog back. Emma and Lucy are happy they helped the lost dog.

ChatGPT seems to love cat and dog stories. How could we make these stories less lame and childlike and more engaging and relevant to our learners’ needs and interests? Let’s consider the following:

- What is the age range of our students?
- What are their interests?
- What’s the latest series or movie that our students are talking about?
- What topic are we currently working on with them in class?
- Are there any specific language items we would like to integrate into the stories?
- Is there a grammar point that we would like to include as well?
- Is there a particular setting we would like the stories to take place in?

Taking these factors into account, let’s try this revised prompt now:

Write two short stories about two friends, each around 100 words long, at an Elementary level of English for young adult learners of English. The stories must include 5 subtle differences between them and feature irregular past tense forms, as the students have been practicing this in class.

Here are the new stories:

Story 1: The Movie Night

Jake and Liam wanted to watch a movie. Last night, they went to the cinema together. They chose a scary film. During the movie, the power suddenly went out, and everything became dark. Jake felt nervous, but Liam stayed calm. After a few minutes, the lights came back on. They watched the rest of the movie and really enjoyed it. When they got home, they talked about their favorite scenes and laughed about the power cut.

Story 2: The Concert

Mike and Sam wanted to see a concert. Last weekend, they went to the stadium together. They picked a rock band. During the concert, the music suddenly stopped, and everyone became quiet. Mike felt worried, but Sam stayed relaxed. After a few minutes, the band played again. They listened to the rest of the songs and had a great time. When they returned home, they talked about the concert and laughed about the silence.

Story 1: The Movie Night

Jake and Liam wanted to watch a movie. Last night, they went to the cinema together. They chose a scary film. During the movie, the power suddenly went out, and everything became dark. Jake felt nervous, but Liam stayed calm. After a few minutes, the lights came back on. They watched the rest of the movie and really enjoyed it. When they got home, they talked about their favorite scenes and laughed about the power cut.

Story 2: The Concert

Mike and Sam wanted to see a concert. Last weekend, they went to the stadium together. They picked a rock band. During the concert, the music suddenly stopped, and everyone became quiet. Mike felt worried, but Sam stayed relaxed. After a few minutes, the band played again. They listened to the rest of the songs and had a great time. When they returned home, they talked about the concert and laughed about the silence.

Let's try a lexical approach this time. Here's the refined prompt: Write two short stories about two friends, each around 100 words long, at an Elementary level of English for young adult learners of English. The stories must include 5 subtle differences between them, be set in the past, and incorporate some of the following lexical items, as the students have recently learned them in class: "flip flops", "bracelet", "tracksuit", "trainers", "top", and "headscarf".

This approach ensures that the vocabulary is contextualized in a way that reinforces the students' recent learning while engaging them in a meaningful task.

Story 1: The Beach Trip

Last summer, Emily and Zoe went to the beach for a day. Emily wore flip flops, a blue top, and a bracelet. Zoe wore a headscarf and a tracksuit because it was windy. They walked along the shore, feeling the sand between their toes. After a while, they bought ice cream and sat near the water. Emily dropped her bracelet in the sand, and they both looked for it. Luckily, Zoe found it. They laughed, put on their trainers, and went for a run along the beach before heading home.

Story 2: The Park Outing

Last weekend, Sarah and Lily went to the park. Sarah wore trainers, a green top, and a bracelet. Lily wore flip flops and a tracksuit because it was cold. They walked around the lake, enjoying the fresh air. After a while, they bought snacks and sat on a bench. Sarah lost her bracelet, and they both searched for it in the grass. Luckily, Lily found it. They laughed, put on their headscarves, and went for a walk before going home.

Story 1: The Beach Trip

Last summer, Emily and Zoe went to the beach for a day. Emily wore flip flops, a blue top, and a bracelet. Zoe wore a headscarf and a tracksuit because it was windy. They walked along the

shore, feeling the sand between their toes. After a while, they bought ice cream and sat near the water. Emily dropped her bracelet in the sand, and they both looked for it. Luckily, Zoe found it. They laughed, put on their trainers, and went for a run along the beach before heading home.

Story 2: The Park Outing

Last weekend, Sarah and Lily went to the park. Sarah wore trainers, a green top, and a bracelet. Lily wore flip flops and a tracksuit because it was cold. They walked around the lake, enjoying the fresh air. After a while, they bought snacks and sat on a bench. Sarah lost her bracelet, and they both searched for it in the grass. Luckily, Lily found it. They laughed, put on their headscarves, and went for a walk before going home.

I find that the stories do the job of exposing learners to the target vocabulary and, therefore, can be effectively used in class.

How about this prompt this time? Write two short stories about the *Lord of the Rings* movie series, each around 100 words long, at an Elementary level of English for young adult learners of English. The stories must have 5 subtle differences between them.

Story 1: Watching the Trilogy

Last weekend, Emma and Lucas decided to watch *The Lord of the Rings* trilogy. They started with *The Fellowship of the Ring*. Emma was excited because she loves the story of Frodo and the ring. Lucas had seen the movies before, but it was Emma's first time. They sat on the sofa with popcorn and drinks. Emma was surprised by the fight with the orcs. Lucas liked the scenes with the elves. After the second movie, they were tired but happy. "Let's watch the last one tomorrow," said Lucas. Emma agreed, and they planned another movie night.

Story 2: A Movie Night

Last month, Mia and David decided to watch *The Lord of the Rings* movies. They started with *The Two Towers*. David was excited because he loves the action scenes. Mia had never watched the movies before. They sat on the floor with pizza and soda. David was impressed by the battle at Helm's Deep. Mia liked the scenes with the hobbits. After the first movie, they were getting sleepy but wanted to watch more. "We'll finish the last movie next weekend," said Mia. David agreed, and they looked forward to the final part.

Story 1: Watching the Trilogy

Last weekend, Emma and Lucas decided to watch The Lord of the Rings trilogy. They started with The Fellowship of the Ring. Emma was excited because she loves the story of Frodo and the ring. Lucas had seen the movies before, but it was Emma's first time. They sat on the sofa with popcorn and drinks. Emma was surprised by the fight with the orcs. Lucas liked the scenes with the elves. After the second movie, they were tired but happy. "Let's watch the last one tomorrow," said Lucas. Emma agreed, and they planned another movie night.

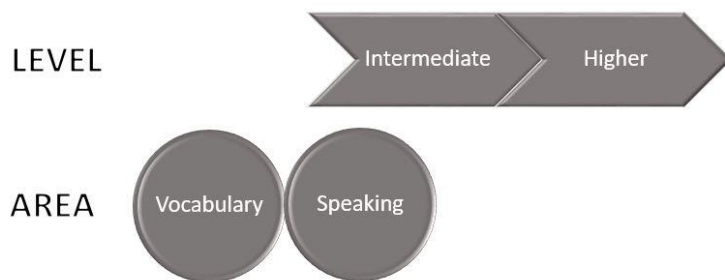
Story 2: A Movie Night

Last month, Mia and David decided to watch The Lord of the Rings movies. They started with The Two Towers. David was excited because he loves the action scenes. Mia had never watched the movies before. They sat on the floor with pizza and soda. David was impressed by the battle at Helm's Deep. Mia liked the scenes with the hobbits. After the first movie, they were getting sleepy but wanted to watch more. "We'll finish the last movie next weekend," said Mia. David agreed, and they looked forward to the final part.

I'm not particularly enthused with these stories, and I feel there is room for improvement. ChatGPT seems to stick with the formula of two friends doing things together. However, the stories can still be useful in the language classroom.

Now, in class, arrange your students into pairs and give them slips of paper with printed copies of the stories. Allow them some time to read and understand the stories, and circulate to offer help when needed. Then tell them that they have to retell the stories in their own words, taking turns, and identify the five differences.

5. MIND MAPS



Mind maps are visual records of information that allow learners to see how words, concepts or ideas relate to each other. In most instances teachers in the ELT setting make use of mind maps for brainstorming purposes.

In our case, we are going to ask ChatGPT to generate text-based mind maps to prepare materials for the class.

We can create mind maps for speaking sessions about pros and cons of current issues, such as use of social media or use of artificial intelligence or mass tourism to name a few. ChatGPT will generate ideas for discussion that we can take to the class setting by displaying on the board in the front or by simply taking a few notes from the information displayed on our computer or phone.

Imagine we want our B1 students discuss pros and cons of using social media. We can input this query into ChatGPT: Play the role of an English teacher and create a mind map in text form about pros and cons of use of social media for a class of young adults at an Intermediate level of English.

Branch 1: Pros of Social Media

1. Communication
 - Stay connected with friends and family
 - Easy to meet new people around the world
2. Learning
 - Access to educational resources (videos, tutorials, articles)
 - Join study groups or discussion forums
3. Entertainment
 - Watch videos, play games, follow trends
 - Share photos, memes, and fun content
4. Networking
 - Build professional relationships (LinkedIn)
 - Find job opportunities or internships
5. Self-expression
 - Share personal experiences, thoughts, and creativity
 - Showcase talents through blogs, photography, music
6. Business Opportunities
 - Promote products and services
 - Reach a global audience for free or low cost

Branch 2: Cons of Social Media

1. Addiction
 - Spend too much time online
 - Hard to focus on work or studies
2. Privacy Issues
 - Personal information can be shared without permission
 - Risk of being hacked or scammed
3. Cyberbullying
 - Harassment or negative comments from others
 - Can lead to stress, anxiety, or depression
4. Misinformation
 - Fake news spreads quickly
 - Difficult to know what's true or false
5. Mental Health
 - Comparing yourself to others can lower self-esteem
 - Social media can create pressure to be perfect
6. Distraction
 - Social media can interrupt important tasks
 - Reduces productivity at school or work

BRANCH 1: PROS OF SOCIAL MEDIA

1. Communication

- Stay connected with friends and family*
- Easy to meet new people around the world*

2. Learning

- Access to educational resources (videos, tutorials, articles)*
- Join study groups or discussion forums*

3. Entertainment

- Watch videos, play games, follow trends*
- Share photos, memes, and fun content*

4. Networking

- Build professional relationships (LinkedIn)*
- Find job opportunities or internships*

5. Self-expression

- Share personal experiences, thoughts, and creativity*
- Showcase talents through blogs, photography, music*

6. Business Opportunities

- Promote products and services*
- Reach a global audience for free or low cost*

BRANCH 2: CONS OF SOCIAL MEDIA

1. Addiction

- Spend too much time online*
- Hard to focus on work or studies*

2. Privacy Issues

- Personal information can be shared without permission*
- Risk of being hacked or scammed*

3. Cyberbullying

- Harassment or negative comments from others*
- Can lead to stress, anxiety, or depression*

4. Misinformation

- Fake news spreads quickly*
- Difficult to know what's true or false*

5. Mental Health

- Comparing yourself to others can lower self-esteem*
- Social media can create pressure to be perfect*

6. Distraction

- Social media can interrupt important tasks*
- Reduces productivity at school or work*

I would personally write down the numbered items on a piece of paper and leave aside the bullet points. Then I would simply take these items to the ELT class and ask the students to discuss pros and cons of using social media. They can think about benefits of social media such as in terms of communication, entertainment, learning and so on and also about the drawbacks of social media as in addiction, privacy issues, etc. We could just write down these items on the board.

In addition, we could ask ChatGPT to generate a series of discussion questions for us based on the mind map. Here's the next prompt: Based on the mind map that you created around the use of social media, can you now create 15 conversation questions for my Intermediate learners of English?

Conversation Questions: Social Media

1. How often do you use social media? What platforms do you use the most?
2. Do you think social media has changed the way people communicate? How?
3. What are some benefits of using social media to stay in touch with friends and family?
4. Have you ever learned something useful from social media? Can you give an example?
5. Do you think social media is a good place for self-expression? Why or why not?
6. How do you feel about people comparing their lives to others on social media? Is it healthy?
7. In your opinion, how does social media affect people's mental health?
8. Do you think social media can be addictive? How do you control the time you spend on it?
9. Have you ever experienced or witnessed cyberbullying on social media? How did you react?
10. How can people protect their privacy while using social media?
11. How do you feel about using social media for professional networking or job opportunities?
12. What are the risks of believing everything you see on social media? How can you check if something is true?
13. Have you ever used social media to promote something, like a product or event? Was it effective?
14. How do you balance using social media for fun with other activities, like studying or working?
15. What do you think is the biggest disadvantage of social media, and how can we overcome it?

Conversation Questions: Social Media

- 1. How often do you use social media? What platforms do you use the most?*
- 2. Do you think social media has changed the way people communicate? How?*
- 3. What are some benefits of using social media to stay in touch with friends and family?*
- 4. Have you ever learned something useful from social media? Can you give an example?*
- 5. Do you think social media is a good place for self-expression? Why or why not?*
- 6. How do you feel about people comparing their lives to others on social media? Is it healthy?*
- 7. In your opinion, how does social media affect people's mental health?*
- 8. Do you think social media can be addictive? How do you control the time you spend on it?*
- 9. Have you ever experienced or witnessed cyberbullying on social media? How did you react?*
- 10. How can people protect their privacy while using social media?*
- 11. How do you feel about using social media for professional networking or job opportunities?*
- 12. What are the risks of believing everything you see on social media? How can you check if something is true?*
- 13. Have you ever used social media to promote something, like a product or event? Was it effective?*
- 14. How do you balance using social media for fun with other activities, like studying or working?*
- 15. What do you think is the biggest disadvantage of social media, and how can we overcome it?*

These questions may be copied and pasted onto a Word document, Google Doc or a slide on a presentation programme such as Powerpoint or Google Slides for later use in class.

Let's delve into it a bit more. I can now ask ChatGPT to generate useful vocabulary for possible answers, as in: Can you suggest useful lexical items in context for possible answers for question number 8?

Possible Lexical Items in Context:

1. Addictive:
 - "Yes, I think social media can be quite **addictive** because it's easy to lose track of time scrolling through posts."
2. Hooked:
 - "Sometimes I feel **hooked** on social media, especially when there's something trending."
3. Scroll endlessly:
 - "I often find myself **scrolling endlessly** through my feed without even realizing how much time has passed."
4. Lose track of time:
 - "It's so easy to **lose track of time** when you're constantly checking notifications or watching videos."
5. Set limits:
 - "To control the time I spend, I try to **set limits** by using an app that tracks my screen time."
6. Screen time:
 - "I've started to **monitor my screen time** to make sure I don't spend too many hours on social media."
7. Take a break:
 - "I make sure to **take regular breaks** from my phone so I'm not tempted to check social media all the time."
8. Detox:
 - "Sometimes I do a social media **detox** where I don't use it for a few days to focus on other activities."
9. Stay focused:
 - "I turn off my notifications when I'm working or studying so I can **stay focused**."
10. Distraction:
 - "Social media can be a big **distraction**, so I've started scheduling specific times during the day to check it."

Possible Lexical Items in Context:

1. Addictive:

- "Yes, I think social media can be quite addictive because it's easy to lose track of time scrolling through posts."

2. Hooked:

- "Sometimes I feel hooked on social media, especially when there's something trending."

3. Scroll endlessly:

- "I often find myself scrolling endlessly through my feed without even realizing how much time has passed."

4. Lose track of time:

- "It's so easy to lose track of time when you're constantly checking notifications or watching videos."

5. Set limits:

- "To control the time I spend, I try to set limits by using an app that tracks my screen time."

6. Screen time:

- "I've started to monitor my screen time to make sure I don't spend too many hours on social media."

7. Take a break:

- *“I make sure to take regular breaks from my phone so I’m not tempted to check social media all the time.”*

8. *Detox:*

- *“Sometimes I do a social media detox where I don’t use it for a few days to focus on other activities.”*

9. *Stay focused:*

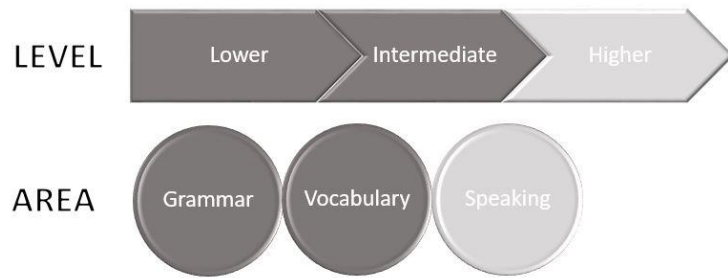
- *“I turn off my notifications when I’m working or studying so I can stay focused.”*

10. *Distraction:*

- *“Social media can be a big distraction, so I’ve started scheduling specific times during the day to check it.”*

This is great teaching material, which, again, we can take note of (mentally or on a piece of paper) so that when we meet our students we can expose them to this vocabulary by introducing it in questions or in reformulation in the speaking interaction.

6. EMOJIS



Today I want to share with you a series of activities involving the use of emojis. Not only are they great fun but –most importantly- they also have great value from a language practice standpoint. Last but not least: Gen.AI will whip up this material in a flash, ready to be used and enjoyed in the language classroom.

Basically, we will be providing sentences for Gen.AI –I will be using Claude this time- to convert into emojis. This activity will work particularly well for lower levels and is specially useful for practicing verb tenses. For instance, we can type sentences into Claude using the present continuous (or copy and paste them from an online source or digital coursebook) and get them converted into emojis. Students can then generate sentences based on those emojis.

Prompt: I am going to write a series of sentences, and I want you to express the same idea conveyed by each sentence using only emojis. Here are the sentences: 1. He is watching a film. 2. She is eating an ice cream. 3. The school children are waiting for the bus.

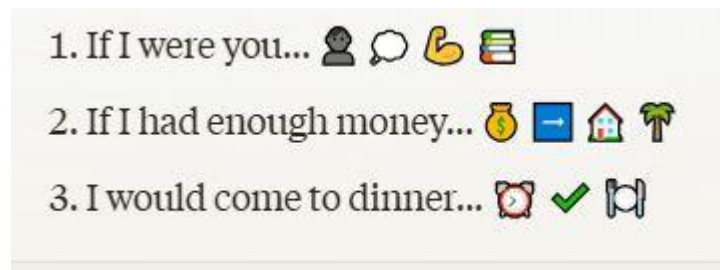


Here are some challenging exercises for lower-intermediate learners to practice the past simple using the same prompt: 1. It took us two hours to get to Paris. 2. He felt terrible after eating the oysters. 3. I bought her a watch as a birthday present.



So what we would do is take screenshots of these emojis and copy and paste them into a Word/Powerpoint document, IWB software, or an online presentation tool to display on a whiteboard, IWB, or digital panel in class later on.

We could also ask Claude to complete missing parts in sentences. This will work particularly well with conditional sentences for lower levels. Prompt: Complete these conditional sentences using emojis. 1. If I were you... 2. If I had enough money... 3. I would come to dinner...



This can also be adapted for practicing connectors at the lower-intermediate level. Prompt: Complete these sentences using emojis: 1. We couldn't go on the trip because... 2. Although..., we decided not to take a chance this time. 3. I got to the airport two hours early. However, ...



Let's get a bit more creative with some additional ideas for higher levels. We could choose a song, select certain sections of it and ask Gen.AI to convert those lines into emojis. Students would then work in pairs or small groups to try to guess the missing lines. After eliciting their answers, we could play the song for them to see how close they were. Here is an all-time ELT classic. Can you guess the song title and its missing first lines?



To make things easier, we could also copy and paste the lyrics from a song and bold certain words. Then we could paste the text into a Gen.AI tool and ask it to convert the bolded words into emojis.

What about converting proverbs into emojis?

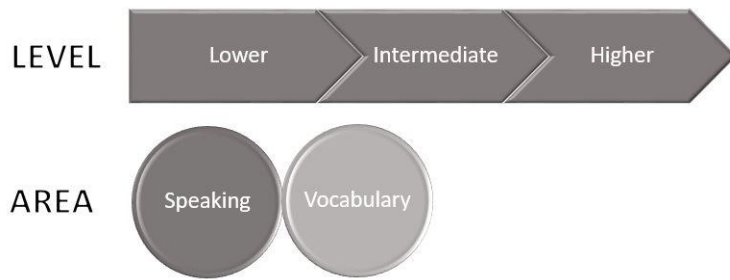
Here are 5 common proverbs in emoji form:

1. Actions speak louder than words 🎯📢 > 💬
2. An apple a day keeps the doctor away 🍏📅 = ❌👨⚕️
3. Time is money ⌚ = 💰
4. Birds of a feather flock together 🦅 ➡️ 🦅🦅🦅
5. Don't put all your eggs in one basket ❌🥚🥚🥚 ➡️ 1🥚

Claude actually provided the written version as well, but if we want to hide this from view when showing it to students later, we can easily fix this by including the following sentence in the prompt: “do not reveal the hidden proverbs until I type ok”.

P.S. The song was *Englishman in New York* by Sting.

7. DICE-ROLLS GRID



A dice-roll grid is a table with 6 rows and 6 columns and a total of 36 cells representing the outcome of a roll of two six-sided dice. The 6 rows and 6 columns correspond to each die's roll. Dice-roll grids are often used in board games and speaking activities in the language classroom. Students roll a die twice to get the coordinates for the task. Gen. AI can create these grids in a split second, ready to be printed or copied and pasted into a digital document for later classroom use.

We can create a 6×6 grid with conversations questions. This could be useful for introducing a speaking topic or a unit from the coursebook to pave the way for more specific tasks at a later stage. Alternatively, we can use it to wrap up a lesson.

Prompt: Create a 6 by 6 dice-roll grid with conversation questions for the English as a Second Language classroom. The topic is tourism and the language level is [language level].

It is important to specify the language level. See the two grids below. The first one shows a conversation grid for the Advanced level, while the second one is designed for the Elementary level, as stated in the prompt.

Travelling. Advanced.

	1	2	3	4	5	6
1	Describe a place you've visited that exceeded your expectations.	What's a destination you believe is overrated and why?	How do you think tourism affects local cultures?	Share a memorable experience you had while traveling.	Do you prefer to plan trips or go spontaneously? Why?	What's one place you would never travel to, and why?
2	How would you describe your ideal vacation?	What's the best way to learn about a new culture while traveling?	In your opinion, how has tourism changed over the years?	Have you ever had a negative experience as a tourist? Explain.	What are the benefits of ecotourism?	Describe a destination you'd recommend for a solo trip.
3	If you could live in any country for a year, where would it be?	What role does technology play in your travel planning?	Do you think travel is a necessity or a luxury? Why?	How important is learning some local language before visiting a place?	Have you ever experienced culture shock? Describe it.	What's the most unusual cuisine you've tried while traveling?
4	What's a hidden gem that you think more people should know about?	How do you feel about visiting popular vs. remote destinations?	How would you describe sustainable tourism?	Do you prefer cities or nature when you travel? Why?	Which country has left the strongest impression on you?	Do you think travel broadens the mind? Explain.
5	What's one thing you always pack when traveling?	Would you rather revisit a favorite place or explore somewhere new?	What's your opinion on "voluntourism"?	How do you think tourism can be managed responsibly?	What's the most breathtaking landscape you've seen?	How would you introduce your country to foreign visitors?
6	How do you deal with travel challenges like language barriers?	What's a local custom or tradition you learned while traveling?	What's your opinion on virtual tourism as a trend?	What's a common misconception people have about your culture?	How important is food to you when choosing travel destinations?	Do you think travel can change a person's worldview? Explain.

Travelling. Elementary.

	1	2	3	4	5	6
1	Where is your favorite place to visit?	Do you like the beach or the mountains more?	How do you feel when you travel?	Where do you want to travel next?	Do you prefer to travel by car or by plane?	Have you ever stayed in a hotel? Describe it.
2	What is one thing you always bring on a trip?	Do you like taking photos when you travel?	Do you prefer big cities or small towns? Why?	What is your dream travel destination?	Do you like trying new food when you travel?	Have you ever been on a boat? Where did you go?
3	Who do you like to travel with?	Have you ever been to the beach? What did you do?	Do you like museums? Why or why not?	What is your favorite way to travel? (plane, train, etc.)	Describe a trip you took with your family.	Do you enjoy shopping for souvenirs? Why or why not?
4	Do you prefer warm places or cold places? Why?	What activities do you like to do on vacation?	Do you like to travel in your country or abroad?	What's the longest trip you have taken?	Have you ever gone camping? Where?	Do you prefer short trips or long trips?
5	What type of food do you like to eat on vacation?	Do you like to go sightseeing? Why or why not?	What country do you want to visit the most?	What's your favorite part of traveling?	What is the most interesting place you have visited?	Do you like to fly on airplanes? Why or why not?
6	Have you ever made a new friend while traveling?	Do you like learning about different cultures?	Have you ever taken a road trip? Where did you go?	What place would you recommend to a friend?	What is your favorite season to travel? Why?	Do you want to travel to a place with lots of nature? Why?

I think ChatGPT did a fine job with the nature of the questions and the expected outcomes from learners. If we are not happy with some of the questions, we can always write a new prompt asking ChatGPT to generate the same grid again, but this time removing specific questions from the given coordinates and replacing them with different ones.

And here's a really interesting tweak: once the grid is created, we can write a new prompt asking ChatGPT to generate the same grid again, but this time removing the words we will be

typing. So I just did that and now some of the questions are more open-ended, requiring students to get more creative and make choices based on word combinations or grammar use.

Prompt: create the second grid again but this time remove the following words and replace them with dotted lines: favorite, beach, next, car, plane, hotel, cities, towns, food, boat, museums, family, souvenirs, warm, longest, camping, food, sightseeing, most, place, friend, season, nature.

This tweak transforms the activity and encourages students to think critically and fill in the blanks based on their language knowledge and imagination. It's a simple way to make the exercise more dynamic and challenging!

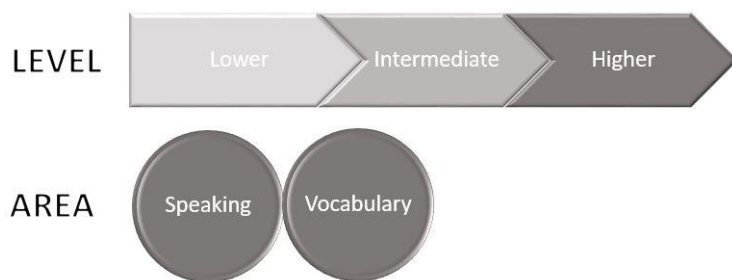
	1	2	3	4	5	6
1	Where is your _____ place to visit?	Do you like the _____ or the mountains more?	How do you feel when you travel?	Where do you want to travel _____?	Do you prefer to travel by _____ or by _____?	Have you ever stayed in a _____? Describe it.
2	What is one thing you always bring on a trip?	Do you like taking photos when you travel?	Do you prefer big _____ or small _____? Why?	What is your dream travel destination?	Do you like trying new _____ when you travel?	Have you ever been on a _____? Where did you go?
3	Who do you like to travel with?	Have you ever been to the _____? What did you do?	Do you like _____? Why or why not?	What is your _____ way to travel? (plane, train, etc.)	Describe a trip you took with your _____.	Do you enjoy shopping for _____? Why or why not?
4	Do you prefer _____ places or cold places? Why?	What activities do you like to do on vacation?	Do you like to travel in your country or abroad?	What's the _____ trip you have taken?	Have you ever gone _____? Where?	Do you prefer short trips or long trips?
5	What type of _____ do you like to eat on vacation?	Do you like to go _____? Why or why not?	What country do you want to visit the _____?	What's your _____ part of traveling?	What is the most interesting _____ you have visited?	Do you like to fly on airplanes? Why or why not?
6	Have you ever made a new _____ while traveling?	Do you like learning about different cultures?	Have you ever taken a road trip? Where did you go?	What _____ would you recommend to a friend?	What is your _____ to travel? Why?	Do you want to travel to a _____ with lots of _____? Why?

Obviously, we could always think of our own questions and type them. It doesn't have to be a total of 36 questions. We can provide just a handful of them and ask ChatGPT to generate the rest.

Personally, I like a 5×5 variation of these grids and ask students to stand up in two circles (for large classes we may have to split the class into different groups). Half the students form a circle facing outward, while the other half form a circle facing inward, so students are paired up. Then in a rock-paper-scissors style manner, each student shows a number with their fingers from 1 to 5. The two numbers are added to determine the corresponding coordinate in the grid. The students then discuss the question from that coordinate for a short time. When time is up, students in the outer circle move one spot to the left to pair up with a different student for a new question, and so on.

We would be displaying this conversation grid on the whiteboard/IWB/digital panel at the front of the classroom for everyone to see.

8. CLASS DEBATES 2



This is the second blog post on how we can get Gen.AI to create content for debates in the language classroom and then how we can use that material when we see our students later on and how the lesson could unfold. The potential is endless!

This time I will be using Gemini to create debate questions. The idea came to me about a year ago when I stumbled upon a card game called *Debatable* in a bookstore in London. In this game players take turns debating controversial or fun topics using prompts on the cards. Most players must take sides ‘for’ and ‘against’ regardless of what they would actually argue for and the rest of players act as judges. The goal is to have lively discussions by creating convincing arguments and using persuasive language. You can watch a video on how to play the game [HERE](#) from the publisher’s site.

Well, I didn’t actually buy the game then, but it inspired me to create my own version for the language classroom. Basically, we need to think of debate questions and provide some minimal key vocabulary to offer students arguments for or against, which they can elaborate on.

In my version of *Debatable* students have to stand up. They will be presented with a debate ‘yes/no’ question on the board and must take sides based on their honest opinion. If the answer to the debate question is ‘yes’, they must raise their hand. If the answer is ‘no’, they just stand in place. Then each student must pair off with at least one person who disagrees with them. For instance, in a classroom of 20 students, 14 students raise their hands (yes), and 6 students just stand in place (no). Then the resulting groups could be 6. In each group there would be a student who disagrees with the debate question and two or three students who agree. Groups must find their own spots in the classroom where they can stand in a circle and debate for about 5 minutes, sharing their points of view on the debate topic. As teachers, we can walk around and eavesdrop on conversations, providing help when needed. Then, in plenary mode, we can have a explore interesting vocabulary that cropped up in those debates (or could have cropped up), and students can voice their opinions as a whole group. After that, it’s time to show the next debate question with the same procedure. The number of debate questions is up to us, depending on time availability or other factors at hand.

So this is a possible prompt to generate debate questions (I will actually share the last prompt I crafted, which fixed a few issues from earlier prompts I tried). Prompt: Based on the type of

questions of the card game *Debatable*, I want you to create 10 cards that I can use for my Upper-Intermediate class of English students. Please note that this is a customized variation of the game. Each card will contain two sections: Section # 1: Debate question. It will be a yes/no question. Section #2: Six vocabulary items that relevant to discussing the question. Three of those items will most likely be used by students who answer 'yes' and the remaining three will most likely be used by students who answer 'no'. These could include language chunks, collocations, connectors, or relevant verbs, nouns or adjectives. Do not include the actual headings 'Section 1' and 'Section 2'. Arrange the items in random order.

◆ 10 Debatable Cards for Upper-Intermediate English Students

Card 1

Should artificial intelligence be used to create art?

- limitless possibilities, ethical concerns, cutting-edge technology, potential for misuse, creative potential, loss of human creativity

Card 2

Should people be allowed to own exotic pets?

- personal choice, environmental impact, animal welfare, potential danger to public, exotic pet ownership, companionship

Card 3

Should all countries adopt a four-day workweek?

- increased productivity, reduced stress, improved work-life balance, economic impact, potential job losses, decreased productivity

Card 4

Should space exploration be a priority for governments?

- scientific advancement, financial burden, future of humanity, pressing issues on Earth, resource discovery, uncertain return on investment

Card 5

Should social media companies be held responsible for the content shared on their platforms?

Card 6

Should genetically modified foods be widely consumed?

- food security, potential health risks, increased crop yields, environmental impact, nutritional benefits, ethical concerns

Card 7

Should autonomous vehicles be allowed on public roads?

- increased safety, technological limitations, reduced traffic congestion, job displacement, accessibility for all, potential for accidents

Card 8

Should governments invest more in renewable energy sources?

- climate change mitigation, economic costs, sustainable future, technological limitations, energy independence, reliance on fossil fuels

Card 9

Should plastic be banned worldwide?

- environmental impact, economic implications, pollution reduction, practical challenges, sustainable alternatives, reliance on plastic in certain industries

Card 10

Should all countries adopt a universal basic income?

- reduced poverty, potential for abuse, increased equality, negative impact on work ethic, economic stimulus, unsustainable cost



Debatable Cards for Upper-Intermediate English Students

Card 1

Should artificial intelligence be used to create art?

- *limitless possibilities, ethical concerns, cutting-edge technology, potential for misuse, creative potential, loss of human creativity*

Card 2

Should people be allowed to own exotic pets?

- *personal choice, environmental impact, animal welfare, potential danger to public, exotic pet ownership, companionship*

Card 3

Should all countries adopt a four-day workweek?

- *increased productivity, reduced stress, improved work-life balance, economic impact, potential job losses, decreased productivity*

Card 4

Should space exploration be a priority for governments?

- *scientific advancement, financial burden, future of humanity, pressing issues on Earth, resource discovery, uncertain return on investment*

Card 5

Should social media companies be held responsible for the content shared on their platforms?

- *platform responsibility, freedom of speech, impractical to monitor all content, prevention of harm, individual accountability, regulation of online content*

Card 6

Should genetically modified foods be widely consumed?

- *food security, potential health risks, increased crop yields, environmental impact, nutritional benefits, ethical concerns*

Card 7

Should autonomous vehicles be allowed on public roads?

- *increased safety, technological limitations, reduced traffic congestion, job displacement, accessibility for all, potential for accidents*

Card 8

Should governments invest more in renewable energy sources?

- *climate change mitigation, economic costs, sustainable future, technological limitations, energy independence, reliance on fossil fuels*

Card 9

Should plastic be banned worldwide?

- *environmental impact, economic implications, pollution reduction, practical challenges, sustainable alternatives, reliance on plastic in certain industries*

Card 10

Should all countries adopt a universal basic income?

- *reduced poverty, potential for abuse, increased equality, negative impact on work ethic, economic stimulus, unsustainable cost*

We can now sift through these questions and choose 4 or 5 to copy and paste. My picks would be 1, 3, 4 and 10. We have a few options to display them on the board in class: either paste each question along with its vocabulary into a Word document or create a PowerPoint (or similar presentation tool) slide for each one. Personally, I prefer using IWB software, as it allows us to easily make annotations on pages displaying content. If we use Powerpoint, we can enhance the experience with images, though I find this can be time-consuming without relevant educational payoffs. If an IWB or digital panel isn't available, we can simply display the Word document on the board and show each question with the corresponding vocabulary, one at a time, zooming in as needed.

Let's try a slight variation of the prompt above for more light-hearted and probably more engaging topics. Prompt: Based on these instructions again, generate ten new cards, but this time the topics should be light-hearted, funny and creative.

◆ 10 Light-Hearted Debatable Cards

Card 1

Should cats rule the world?

- Purrfect problem-solvers, mysterious and wise, nine lives of luck
- Hairball diplomacy, lazy and aloof, unpredictable and mischievous

Card 2

Is pineapple on pizza a culinary crime?

- Sweet and savory symphony, tropical twist, adventurous taste buds
- Fruit heresy, textural nightmare, a flavor abomination

Card 3

**Should we bring back the fashion of the 80s?

- Bold and colorful, nostalgic vibes, expressive style
- Questionable fashion choices, neon nightmare, cringe-worthy trends

Card 4

Do aliens exist, and if so, should we invite them for tea?

- Extraterrestrial curiosity, intergalactic friendship, cosmic tea party
- Potential invasion, language barrier, awkward small talk

Card 5

Should we have a national nap day?

- Productivity booster, stress relief, quality sleep
- Decreased productivity, potential laziness, disruption of routine

◆ Card 6

Is it acceptable to wear pajamas in public?

- Ultimate comfort, rebellion against fashion norms, cozy confidence
- Social faux pas, lack of respect, unprofessional appearance

Card 7

Should we rename the days of the week after our favorite snacks?

- Fun and quirky, food-centric lifestyle, happy and delicious
- Confusion and chaos, potential for food-related arguments, lack of seriousness

Card 8

Is it okay to eat cereal with a fork?

- Precise eating, less mess, efficient consumption
- Strange and unusual, unconventional dining, potential social stigma

Card 9

Should we have a national holiday for hugging?

- Emotional well-being, stress reduction, human connection
- Awkward encounters, personal space invasion, potential for unwanted affection

Card 10

Should we have a global competition for the best pet costume?

- Adorable and creative, festive fun, animal empowerment
- Potential animal discomfort, unfair judging criteria, excessive consumerism

10 Light-Hearted Debatable Cards

Card 1

Should cats rule the world?

- *Purrfect problem-solvers, mysterious and wise, nine lives of luck*
- *Hairball diplomacy, lazy and aloof, unpredictable and mischievous*

Card 2

Is pineapple on pizza a culinary crime?

- *Sweet and savory symphony, tropical twist, adventurous taste buds*
- *Fruit heresy, textural nightmare, a flavor abomination*

Card 3

Should we bring back the fashion of the 80s?

- *Bold and colorful, nostalgic vibes, expressive style*
- *Questionable fashion choices, neon nightmare, cringe-worthy trends*

Card 4

Do aliens exist, and if so, should we invite them for tea?

- *Extraterrestrial curiosity, intergalactic friendship, cosmic tea party*
- *Potential invasion, language barrier, awkward small talk*

Card 5

Should we have a national nap day?

- *Productivity booster, stress relief, quality sleep*
- *Decreased productivity, potential laziness, disruption of routine*

Card 6

Is it acceptable to wear pajamas in public?

- *Ultimate comfort, rebellion against fashion norms, cozy confidence*
- *Social faux pas, lack of respect, unprofessional appearance*

Card 7

Should we rename the days of the week after our favorite snacks?

- *Fun and quirky, food-centric lifestyle, happy and delicious*
- *Confusion and chaos, potential for food-related arguments, lack of seriousness*

Card 8

Is it okay to eat cereal with a fork?

- *Precise eating, less mess, efficient consumption*
- *Strange and unusual, unconventional dining, potential social stigma*

Card 9

Should we have a national holiday for hugging?

- *Emotional well-being, stress reduction, human connection*
- *Awkward encounters, personal space invasion, potential for unwanted affection*

Card 10

Should we have a global competition for the best pet costume?

- *Adorable and creative, festive fun, animal empowerment*
- *Potential animal discomfort, unfair judging criteria, excessive consumerism*

It always makes sense to ask for more content than we are actually going to use in order to have the chance to choose what we feel will work best. My picks this time would be debate questions 2, 4, 6 and 9.

Of course, we could narrow down the creation of debate questions to one specific topic in alignment with the current coursebook material or topics we are currently discussing in class.

Prompt: Based on these instructions again, generate ten new cards, but this time all debate questions must be centered around this topic: Gen Z.

(I will just be sharing the first five this time).

◆ 10 Debatable Cards: Gen Z Edition

Card 1

Is Gen Z the most misunderstood generation?

- Misrepresented by stereotypes, complex and nuanced, misunderstood intentions
- Self-absorbed, entitled, and addicted to technology

Card 2

Is Gen Z the most socially conscious generation?

- Passionate about social justice, active in activism, empathetic and caring
- Performative activism, virtue signaling, superficial concern

Card 3

Is Gen Z the most entrepreneurial generation?

- Innovative and creative, risk-takers, digital natives
- Job-hoppers, entitled, lack of work ethic

Card 4

Is Gen Z the most anxious generation?

- Mental health awareness, pressure to succeed, uncertain future
- Overdramatic, attention-seeking, overly sensitive

Card 5

Is Gen Z the most tech-savvy generation?

- Digital natives, tech-literate, adaptable to new technologies
- Screen addiction, social media obsession, lack of real-world skills

10 Debatable Cards: Gen Z Edition

Card 1

Is Gen Z the most misunderstood generation?

- *Misrepresented by stereotypes, complex and nuanced, misunderstood intentions*
- *Self-absorbed, entitled, and addicted to technology*

Card 2

Is Gen Z the most socially conscious generation?

- *Passionate about social justice, active in activism, empathetic and caring*
- *Performative activism, virtue signaling, superficial concern*

Card 3

Is Gen Z the most entrepreneurial generation?

- *Innovative and creative, risk-takers, digital natives*
- *Job-hoppers, entitled, lack of work ethic*

Card 4

Is Gen Z the most anxious generation?

- *Mental health awareness, pressure to succeed, uncertain future*
- *Overdramatic, attention-seeking, overly sensitive*

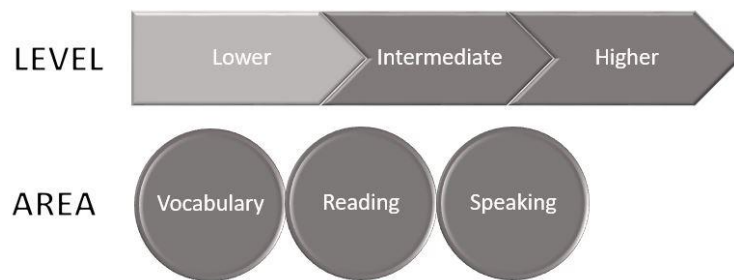
Card 5

Is Gen Z the most tech-savvy generation?

- *Digital natives, tech-literate, adaptable to new technologies*
- *Screen addiction, social media obsession, lack of real-world skills*

Among the missing cards, I really liked ‘Is Gen Z the most environmentally conscious generation?’ and ‘Is Gen Z the most optimistic generation?’ The vocabulary input was also spot on. Sounds great, right? Expect very unbalanced groups this time, with most (or even all) students either agreeing or disagreeing with each debate question, especially if they’re in the 12-27 age range. In that case, we can always encourage students to play devil’s advocate and defend their positions regardless.

9. MINING READING PASSAGES FOR COLLOCATIONS 1



Today we are going to ask Claude to generate collocations (clusters of two or three words that commonly appear together in spoken and written English more frequently than they would occur by chance) aligned with reading passages from coursebooks or the web. The aim is to use this material for both communicative activities and raising awareness of collocations before the reading task.

I will be using coursebook material from *Solutions 3rd edition Pre-Intermediate*. For copyright reasons, I won't be displaying the reading passage, but you can access it from the publisher's site, Oxford University Press, by downloading a free sample [HERE](#). The reading passage is found in Unit 2, page 23 (*Lost at Sea*).

First I am going to ask Claude to identify ten interesting 'adjective + noun' collocations and ten interesting 'verb + noun' collocations and create some teaching materials for me by copying and pasting the digital text.

Prompt: I am going to copy and paste a story from a Pre-Intermediate level English coursebook and you are going to select 10 useful collocations from it for an English student learning English at that level. The collocations must be "adjective and noun" based. From this list I want you to jumble up these collocations and place them in a table, with adjectives in the first column and nouns in the second column for students to match. Next provide the answers. Here is the story: [story].

Certainly! I'll create a table with the collocations jumbled up, featuring adjectives in the first column and nouns in the second column. Then I'll provide the correct answers.

Story-Based Adjective-Noun Collocation Matching Exercise
Click to open document

Here's the table with jumbled adjective-noun collocations from the story for students to match.

Now, here are the correct matches:

1. dream holiday
2. stunning island
3. huge fish
4. awful weather
5. terrifying thought
6. sharp rocks
7. sandy beach
8. tragic news
9. astonishing news
10. fishing trip

These collocations are taken directly from the story and are appropriate for pre-intermediate level students. They represent common word combinations that will help students improve their vocabulary and natural language use. The exercise allows students to practice matching adjectives with nouns to form meaningful collocations within the context of the story they've read.

Now, here are the correct matches:

1. *dream holiday*
2. *stunning island*
3. *huge fish*
4. *awful weather*
5. *terrifying thought*
6. *sharp rocks*
7. *sandy beach*
8. *tragic news*
9. *astonishing news*
10. *fishing trip*

Adjectives	Nouns
dream	island
stunning	fish
huge	weather
awful	thought
terrifying	rocks
sharp	beach
sandy	news
tragic	holiday
astonishing	boat
fishing	trip

My next step is to get Claude to perform the same task with 'verb + noun' this time. Prompt: Now I am going to copy and paste the same story and this time you are going to select 10 useful collocations from it for an English student learning English at that level. The collocations must be 'verb and noun' based. From this list I want you to jumble up these collocations and place them in a table, with verbs in the first column and nouns in the second column for students to match. Next, provide the answers. Here is the story again: [story].

Certainly! I'll select 10 useful verb-noun collocations from the story, create a table with them jumbled up, and then provide the correct answers.



Story-Based Verb-Noun Collocation Matching Exercise

Click to open document

Here's the table with jumbled verb-noun collocations from the story for students to match.

Now, here are the correct matches:

1. enjoy trip
2. fight lives
3. pull fish
4. send message
5. wear jackets
6. break waves
7. reach beach
8. pick bananas
9. spend days
10. appear news

These verb-noun collocations are taken directly from the story and are appropriate for pre-intermediate level English students. They represent common word combinations that will help students improve their vocabulary and natural language use. The exercise allows students to practice matching verbs with nouns to form meaningful collocations within the context of the story they've read.

Now, here are the correct matches:

1. *enjoy trip*
2. *fight lives*
3. *pull fish*
4. *send message*
5. *wear jackets*
6. *break waves*
7. *reach beach*
8. *pick bananas*
9. *spend days*
10. *appear news*

Verbs	Nouns
enjoy	trip
fight	lives
pull	fish
send	message
wear	jackets
break	waves
reach	beach
pick	bananas
spend	days
appear	news

So I have the two tables with the jumbled collocations ready to copy and paste into a Word document. I will be printing copies for the students to work on in pairs (Student A and Student B). If there is an uneven number of students, one group can be formed of two students A or two Students B.

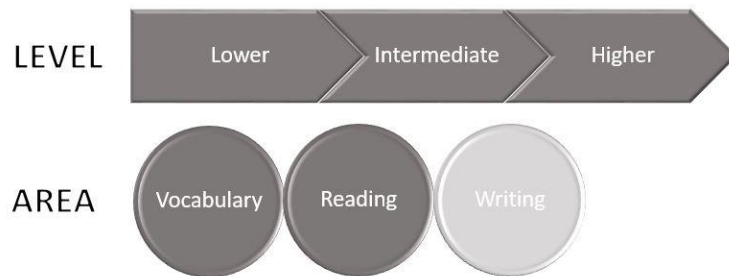
In class, just before diving into the text, I would tell the students that we are going to read and discuss a reading passage. However, before that, they will explore some language from the text and be engaged in a speaking activity.

Students get into pairs (As and Bs). Student A gets a printed copy of one table and Student B gets a printed copy of the other table. They have about 5 to 7 minutes to match the collocations and try to predict the story they are about to read based on the collocations. Next, students take turns sharing their stories with each other in about one or two minutes. Then, based on the collocations they were given and the stories they shared, they work in pairs to come up with a new version of the story, now that they have more information about it (one story per pair). After that, I would elicit stories from volunteering students and, finally, give them time to read the passage from their coursebook.

This pre-reading activity –though it does take up a fair amount of time- is highly valuable from several angles: it provides speaking practice with key vocabulary, fosters creativity, sparks interest in the reading task and, last but not least, offers plenty of exposure to language chunks in different ways.

In a future blog post I will be sharing a few more ideas on how to mine collocations from a reading passage. This time the focus will be on classroom activities that take place after students have read the passage. I will be using the same reading passage again.

10. MINING READING PASSAGES FOR COLLOCATIONS 2



In an earlier [post](#) we mined a reading passage from a coursebook series for collocations for the students to do some work around those collocations prior to the reading activity. This time I am going to use the same reading material to share a few ideas on other types of activities that we can take to the language class for the students to do after they have read the passage.

The source of the reading passage is *Solutions 3rd edition Pre-Intermediate*, Unit 2, page 23 (*Lost at Sea*). You can access the free sample from the publisher's site, Oxford University Press, [HERE](#).

So the students have already read and discussed the story and done some work around it. Now we want to highlight interesting collocations and prepare some activities for our students.

They can do follow-up work around 'adjective and noun' collocations. Here's the prompt for Claude: I am going to copy and paste a story from a Pre-Intermediate level English coursebook and you are going to select 10 useful collocations from it for an English student learning English at that level. The collocations must be 'adjective and noun' based. From this list I want you to create a language activity for the Pre-Intermediate class of students called 'Odd One Out'. You must provide a list of 4 adjectives that collocate with the noun (including the adjective from the text) and one that does not collocate. Place them randomly in one line, followed by the noun in bold for the students to find the adjective that does not collocate with the noun in bold. You must do this for the 10 selected collocations. Provide the answers at the end. Here is the story: [story].

Certainly! I'll select 10 useful adjective-noun collocations from the story and create an "odd one out" activity for Pre-intermediate English students. Here's the activity:

Odd One Out: Adjective-Noun Collocations

Instructions: For each line, find the adjective that does NOT collocate with the noun in bold. Circle or underline the odd one out.

1. dream nightmare sleepy exciting holiday
2. fishing boating sailing cooking trip
3. stunning beautiful breathtaking sinking island
4. huge big enormous quick fish
5. awful terrible horrible shiny weather
6. terrifying scary frightening joyful thought
7. sharp pointed blunt jagged rocks
8. sandy rocky pebbly wooden beach
9. green ripe unripe yellow bananas
10. tragic sad unfortunate delightful news

1. *dream nightmare sleepy exciting holiday*
2. *fishing boating sailing cooking trip*
3. *stunning beautiful breathtaking sinking island*
4. *huge big enormous quick fish*
5. *awful terrible horrible shiny weather*
6. *terrifying scary frightening joyful thought*
7. *sharp pointed blunt jagged rocks*
8. *sandy rocky pebbly wooden beach*
9. *green ripe unripe yellow bananas*
10. *tragic sad unfortunate delightful news*

Answers:

1. *sleepy*
2. *cooking*
3. *sinking*
4. *quick*
5. *shiny*
6. *joyful*
7. *blunt*
8. *wooden*
9. *yellow*
10. *delightful*

Some of the answers are actually questionable, but I see this as a learning opportunity that opens doors for debate and critical thinking, rather than a problem. A seasoned teacher with a good command of the language could do a better job than Gen.AI in writing this exercise, but how long would it take us to create it? My best advice is to let the technology at our disposal do the hard work and save us tons of precious time. If we are not 100 percent satisfied with the results, we can remove some of the items or edit a few words here and there.

Here is another useful post-reading task for our students. This time the outcomes are actually spot on. Prompt: I am going to copy and paste a story from a Pre-Intermediate level English coursebook and you are going to select 10 useful collocations from it for an English student learning English at that level. The collocations must be ‘verb and noun’ based. From this list I want you to create a language activity for the Pre-Intermediate class of students called ‘Guess the Word’. You must provide a list of 4 verbs that collocate with the core noun, and the students have to guess this noun. Do not list the noun. Repeat this 10 times for the 10 chosen collocations. Provide the answers at the end. Here is the story: [story].

Instructions: For each set of verbs, guess the noun that collocates with all of them. Write your answer in the blank space.

1. enjoy, take, plan, book Answer: _____
2. begin, start, end, cancel Answer: _____
3. pull, catch, release, fry Answer: _____
4. sink, sail, captain, board Answer: _____
5. send, receive, write, delete Answer: _____
6. wear, put on, fasten, inflate Answer: _____
7. break, ride, crash, surf Answer: _____
8. reach, leave, explore, visit Answer: _____
9. pick, eat, peel, slice Answer: _____
10. appear, watch, broadcast, film Answer: _____

Answers:

1. holiday
2. trip
3. fish
4. boat
5. message
6. life jacket
7. waves
8. beach
9. bananas
10. news programme

1. *enjoy, take, plan, book* Answer: _____
2. *begin, start, end, cancel* Answer: _____
3. *pull, catch, release, fry* Answer: _____
4. *sink, sail, captain, board* Answer: _____
5. *send, receive, write, delete* Answer: _____
6. *wear, put on, fasten, inflate* Answer: _____
7. *break, ride, crash, surf* Answer: _____
8. *reach, leave, explore, visit* Answer: _____
9. *pick, eat, peel, slice* Answer: _____
10. *appear, watch, broadcast, film* Answer: _____

Answers:

1. *holiday*
2. *trip*

3. *fish*
4. *boat*
5. *message*
6. *life jacket*
7. *waves*
8. *beach*
9. *bananas*
10. *news programme*

Certainly! I'll select 10 useful adjective-noun collocations from the story and create an "odd one out" activity for Pre-intermediate English students. Here's the activity:

Odd One Out: Adjective-Noun Collocations

Instructions: For each line, find the adjective that does NOT collocate with the noun in bold. Circle or underline the odd one out.

1. dream nightmare sleepy exciting **holiday**
2. fishing boating sailing cooking **trip**
3. stunning beautiful breathtaking sinking **island**
4. huge big enormous quick **fish**
5. awful terrible horrible shiny **weather**
6. terrifying scary frightening joyful **thought**
7. sharp pointed blunt jagged **rocks**
8. sandy rocky pebbly wooden **beach**
9. green ripe unripe yellow **bananas**
10. tragic sad unfortunate delightful **news**

1. *dream nightmare sleepy exciting holiday*
2. *fishing boating sailing cooking trip*
3. *stunning beautiful breathtaking sinking island*
4. *huge big enormous quick fish*
5. *awful terrible horrible shiny weather*
6. *terrifying scary frightening joyful thought*
7. *sharp pointed blunt jagged rocks*
8. *sandy rocky pebbly wooden beach*

9. *green ripe unripe yellow bananas*
10. *tragic sad unfortunate delightful news*

Answers:

1. *sleepy*
2. *cooking*
3. *sinking*
4. *quick*
5. *shiny*
6. *joyful*
7. *blunt*
8. *wooden*
9. *yellow*
10. *delightful*

Some of the answers are actually questionable, but I see this as a learning opportunity that opens doors for debate and critical thinking, rather than a problem. A seasoned teacher with a good command of the language could do a better job than Gen.AI in writing this exercise, but how long would it take us to create it? My best advice is to let the technology at our disposal do the hard work and save us tons of precious time. If we are not 100 percent satisfied with the results, we can remove some of the items or edit a few words here and there.

Here is another useful post-reading task for our students. This time the outcomes are actually spot on. Prompt: I am going to copy and paste a story from a Pre-Intermediate level English coursebook and you are going to select 10 useful collocations from it for an English student learning English at that level. The collocations must be 'verb and noun' based. From this list I want you to create a language activity for the Pre-Intermediate class of students called 'Guess the Word'. You must provide a list of 4 verbs that collocate with the core noun, and the students have to guess this noun. Do not list the noun. Repeat this 10 times for the 10 chosen collocations. Provide the answers at the end. Here is the story: [story].

Instructions: For each set of verbs, guess the noun that collocates with all of them. Write your answer in the blank space.

1. enjoy, take, plan, book Answer: _____
2. begin, start, end, cancel Answer: _____
3. pull, catch, release, fry Answer: _____
4. sink, sail, captain, board Answer: _____
5. send, receive, write, delete Answer: _____
6. wear, put on, fasten, inflate Answer: _____
7. break, ride, crash, surf Answer: _____
8. reach, leave, explore, visit Answer: _____
9. pick, eat, peel, slice Answer: _____
10. appear, watch, broadcast, film Answer: _____

Answers:

1. holiday
2. trip
3. fish
4. boat
5. message
6. life jacket
7. waves
8. beach
9. bananas
10. news programme

1. *enjoy, take, plan, book* Answer: _____
2. *begin, start, end, cancel* Answer: _____
3. *pull, catch, release, fry* Answer: _____
4. *sink, sail, captain, board* Answer: _____
5. *send, receive, write, delete* Answer: _____
6. *wear, put on, fasten, inflate* Answer: _____
7. *break, ride, crash, surf* Answer: _____
8. *reach, leave, explore, visit* Answer: _____
9. *pick, eat, peel, slice* Answer: _____
10. *appear, watch, broadcast, film* Answer: _____

Answers:

1. *holiday*
2. *trip*
3. *fish*
4. *boat*
5. *message*
6. *life jacket*
7. *waves*
8. *beach*
9. *bananas*
10. *news programme*

A third type of activity I would like to share today is translation. We can ask Gen.AI to choose collocations from the text and translate them into the students' L1 (for monolingual classes) for the students to think of the original target collocations in English. Let's try this prompt.

Here's the "Translate into English" activity based on the story:

Translate into English:

1. Los hermanos estaban disfrutando un viaje de pesca en el Caribe.
2. El capitán usó su radio para enviar un mensaje pidiendo ayuda.
3. Ellos vieron una isla impresionante cerca de su ubicación.
4. Dan tenía un pez enorme en su línea de pesca.
5. El barco se hundía rápidamente debido a una fuga.
6. El clima era terrible, pero llevaban chalecos salvavidas.
7. Kate y Dan finalmente llegaron a una playa arenosa.
8. Su historia apareció en programas de noticias alrededor del mundo.
9. El capitán les dio algunas noticias trágicas sobre la situación.
10. Un bote de rescate encontró al capitán después de 23 horas en el agua.

Original sentences in English:

1. The siblings were enjoying a fishing trip in the Caribbean.
2. The captain used his radio to send a message for help.
3. They saw a stunning island near their location.
4. Dan had a huge fish on his fishing line.
5. The boat was sinking fast due to a leak.
6. The weather was awful, but they were wearing life jackets.
7. Kate and Dan eventually reached a sandy beach.
8. Their story appeared in news programmes around the world.
9. The captain gave them some tragic news about the situation.
10. A rescue boat found the captain after 23 hours in the water.

Here's the "Translate into English" activity based on the story:

Translate into English:

1. *Los hermanos estaban disfrutando un viaje de pesca en el Caribe.*

2. *El capitán usó su radio para enviar un mensaje pidiendo ayuda.*
3. *Ellos vieron una isla impresionante cerca de su ubicación.*
4. *Dan tenía un pez enorme en su línea de pesca.*
5. *El barco se hundía rápidamente debido a una fuga.*
6. *El clima era terrible, pero llevaban chalecos salvavidas.*
7. *Kate y Dan finalmente llegaron a una playa arenosa.*
8. *Su historia apareció en programas de noticias alrededor del mundo.*
9. *El capitán les dio algunas noticias trágicas sobre la situación.*
10. *Un bote de rescate encontró al capitán después de 23 horas en el agua.*

Original sentences in English:

1. *The siblings were enjoying a fishing trip in the Caribbean.*
2. *The captain used his radio to send a message for help.*
3. *They saw a stunning island near their location.*
4. *Dan had a huge fish on his fishing line.*
5. *The boat was sinking fast due to a leak.*
6. *The weather was awful, but they were wearing life jackets.*
7. *Kate and Dan eventually reached a sandy beach.*
8. *Their story appeared in news programmes around the world.*
9. *The captain gave them some tragic news about the situation.*
10. *A rescue boat found the captain after 23 hours in the water.*

We could even generate a translation activity at different language levels by prompting this.
Prompt: Make the activity a bit more challenging this time.

Certainly! I'll create a more challenging version of the "Translate into English" activity. This time, I'll use more complex sentences that incorporate the collocations in less obvious ways, and I'll add some additional vocabulary that Pre-Intermediate students might find challenging but useful.

Translate into English:

1. A pesar de sus planes cuidadosos, lo que debería haber sido unas vacaciones de ensueño se transformó rápidamente en una lucha por la supervivencia.
2. Los hermanos Suski estaban disfrutando de un viaje tranquilo cuando el desastre golpeó sin previo aviso.
3. Aunque el clima no era ideal, Dan se emocionó al sentir un pez enorme tirando de su caña con fuerza.
4. El pánico se apoderó de la tripulación cuando se dieron cuenta de que el barco estaba hundiéndose rápidamente en las aguas turbulentas.
5. En medio del caos, el capitán logró enviar un mensaje de socorro antes de ordenar la evacuación.
6. A pesar del tiempo terrible, los naufragos se mantuvieron optimistas gracias a sus chalecos salvavidas.
7. Mientras nadaban en la oscuridad, un pensamiento aterrador cruzó sus mentes: la posibilidad de un encuentro con tiburones.
8. Exhaustos y desorientados, finalmente divisaron una playa arenosa que prometía seguridad.
9. Desesperados por alimentarse, recogieron y comieron fruta que encontraron, sin importarles su sabor desagradable.
10. Su increíble historia de supervivencia apareció en programas de noticias, cautivando a audiencias de todo el mundo.

1. Despite their careful plans, what should have been a dream holiday quickly turned into a fight for survival.
2. The Suski siblings were enjoying a peaceful trip when disaster struck without warning.
3. Although the weather wasn't ideal, Dan got excited when he felt a huge fish pulling strongly on his rod.
4. Panic gripped the crew when they realized the boat was sinking fast in the turbulent waters.
5. Amidst the chaos, the captain managed to send a distress message before ordering the evacuation.
6. Despite the terrible weather, the castaways remained optimistic thanks to their life jackets.
7. As they swam in the darkness, a terrifying thought crossed their minds: the possibility of an encounter with sharks.
8. Exhausted and disoriented, they finally spotted a sandy beach that promised safety.
9. Desperate for nourishment, they picked and ate fruit they found, not minding its unpleasant taste.
10. Their incredible survival story appeared in news programs, captivating audiences worldwide.

These translations maintain the core collocations while incorporating them into more complex sentences, providing a greater challenge for Pre-Intermediate students and exposing them to a wider range of vocabulary and structures.

Translate into English:

1. *A pesar de sus planes cuidadosos, lo que debería haber sido unas vacaciones de ensueño se transformó rápidamente en una lucha por la supervivencia.*
2. *Los hermanos Suski estaban disfrutando de un viaje tranquilo cuando el desastre golpeó sin previo aviso.*
3. *Aunque el clima no era ideal, Dan se emocionó al sentir un pez enorme tirando de su caña con fuerza.*
4. *El pánico se apoderó de la tripulación cuando se dieron cuenta de que el barco estaba hundiéndose rápidamente en las aguas turbulentas.*
5. *En medio del caos, el capitán logró enviar un mensaje de socorro antes de ordenar la evacuación.*
6. *A pesar del tiempo terrible, los naufragos se mantuvieron optimistas gracias a sus chalecos salvavidas.*
7. *Mientras nadaban en la oscuridad, un pensamiento aterrador cruzó sus mentes: la posibilidad de un encuentro con tiburones.*
8. *Exhaustos y desorientados, finalmente divisaron una playa arenosa que prometía seguridad.*
9. *Desesperados por alimentarse, recogieron y comieron fruta que encontraron, sin importarles su sabor desagradable.*

10. *Su increíble historia de supervivencia apareció en programas de noticias, cautivando a audiencias de todo el mundo.*

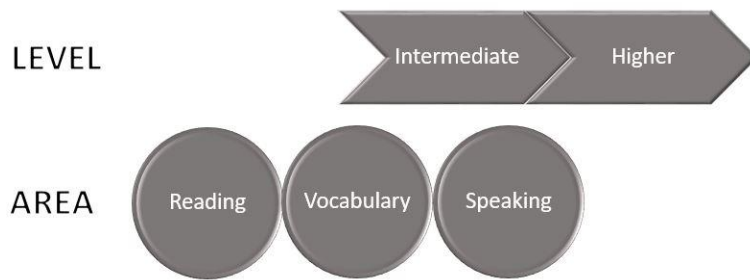
Here are the English translations for the more challenging sentences:

1. *Despite their careful plans, what should have been a dream holiday quickly turned into a fight for survival.*
2. *The Suski siblings were enjoying a peaceful trip when disaster struck without warning.*
3. *Although the weather wasn't ideal, Dan got excited when he felt a huge fish pulling strongly on his rod.*
4. *Panic gripped the crew when they realized the boat was sinking fast in the turbulent waters.*
5. *Amidst the chaos, the captain managed to send a distress message before ordering the evacuation.*
6. *Despite the terrible weather, the castaways remained optimistic thanks to their life jackets.*
7. *As they swam in the darkness, a terrifying thought crossed their minds: the possibility of an encounter with sharks.*
8. *Exhausted and disoriented, they finally spotted a sandy beach that promised safety.*
9. *Desperate for nourishment, they picked and ate fruit they found, not minding its unpleasant taste.*
10. *Their incredible survival story appeared in news programs, captivating audiences worldwide.*

A much much harder and less predictable version for those students who may be able to handle it. Once again, we could perhaps choose half of the sentences we find more suitable and get rid of the ones we are not pleased with.

Now it's up to us to copy and paste the generated material into a Word document for printed copies for our students when we see them in class, or simply display this on a whiteboard/IWB/digital panel.

11. VIDEO GAMES



This is a Gen.AI-powered activity centered around the theme of video games, which will certainly appeal to teenagers. Students will read descriptions and reviews of video games and engage in discussions about them.

I will be using ChatGPT to, first of all, create the materials that I will later use in class. My first prompt is as follows: I want to buy or rent a video game. Provide a detailed, ranked list of 5 suggestions. For each suggestion, include an 80-word description of what the game is about and a 1-5 star rating. The target reader is an upper-intermediate student of English. Include vocabulary, collocations and language chunks related to video games that are useful for a language learner at that level.

Memory updated

Here's a ranked list of five video games, each with a description, rating, and vocabulary for discussing gaming. This list covers a mix of popular genres to help you practice gaming terminology.

1. **The Legend of Zelda: Breath of the Wild**

- Rating: ★★★★★
- Description: In this open-world adventure, players guide Link through the vast kingdom of Hyrule, uncovering ancient secrets, solving puzzles, and battling enemies to save Princess Zelda. With breathtaking landscapes and endless exploration, *Breath of the Wild* emphasizes "open-ended exploration" and "strategic combat." Known for its "immersive gameplay" and "detailed environment," this game is ideal for those who enjoy fantasy storytelling combined with adventure and discovery.

2. **Red Dead Redemption 2**

- Rating: ★★★★★
- Description: This action-adventure game immerses players in the American West, following outlaw Arthur Morgan on a journey filled with moral choices and challenges. With realistic graphics and a strong narrative, *Red Dead Redemption 2* features "dynamic environments," "character-driven storytelling," and "open-world realism." Players can engage in "wild west adventures," from hunting to heists, and interact with NPCs to influence the storyline. Perfect for those who love intense storytelling and "open-world immersion."

3. **Hades**

- Rating: ★★★★★
- Description: *Hades* is a fast-paced rogue-like game where players guide Zagreus, son of Hades, as he attempts to escape the underworld. Each run is unique, combining "action-packed combat" with mythological elements. With powerful "character upgrades" and "adaptive storyline," it keeps gameplay fresh and challenging. Known for its "rewarding difficulty" and "memorable characters," *Hades* is suited for players who enjoy "repeatable gameplay" with an evolving storyline.

4. **Stardew Valley**

- Rating: ★★★★★
- Description: In this relaxing farming simulation game, players manage a farm, raise animals, grow crops, and build relationships with villagers. *Stardew Valley* promotes "resource management" and "community-building," offering plenty of "customization" and a "casual pace." With events that change by season and various mini-games, it's great for fans of "life-simulation games." It's ideal for those who enjoy slower-paced, relaxing gameplay and enjoy language around farming and crafting activities.

5. **The Witcher 3: Wild Hunt**

- Rating: ★★★★★
- Description: This fantasy RPG follows Geralt of Rivia, a monster hunter on a quest to find his missing ward. Known for its rich storyline, *The Witcher 3* combines "open-world exploration" with "choice-driven narrative," where your actions influence the game's outcome. With vast landscapes, "character development," and a range of side quests, it's an excellent choice for fans of fantasy and action. Great for building vocabulary around quests, character interactions, and combat strategy.

These games offer vocabulary for discussing genres like "open-world adventure," "role-playing," and "action-packed gameplay," enhancing your ear's language skills. Enjoy your gaming journey!

1. The Legend of Zelda: Breath of the Wild

- *Rating: ★★★★★*
- *Description: In this open-world adventure, players guide Link through the vast kingdom of Hyrule, uncovering ancient secrets, solving puzzles, and battling enemies to save Princess Zelda. With breathtaking landscapes and endless exploration, Breath of the Wild emphasizes “open-ended exploration” and “strategic combat.” Known for its “immersive gameplay” and “detailed environment,” this game is ideal for those who enjoy fantasy storytelling combined with adventure and discovery.*

2. Red Dead Redemption 2

- *Rating: ★★★★★*
- *Description: This action-adventure game immerses players in the American West, following outlaw Arthur Morgan on a journey filled with moral choices and challenges. With realistic graphics and a strong narrative, Red Dead Redemption 2 features “dynamic environments,” “character-driven storytelling,” and “open-world realism.” Players can engage in “wild west adventures,” from hunting to heists, and interact with NPCs to influence the storyline. Perfect for those who love intense storytelling and “open-world immersion.”*

3. Hades

- *Rating: ★★★★★☆*
- *Description: Hades is a fast-paced rogue-like game where players guide Zagreus, son of Hades, as he attempts to escape the underworld. Each run is unique, combining “action-packed combat” with mythological elements. With powerful “character upgrades” and “adaptive storyline,” it keeps gameplay fresh and challenging. Known for its “rewarding difficulty” and “memorable characters,” Hades is suited for players who enjoy “repeatable gameplay” with an evolving storyline.*

4. Stardew Valley

- *Rating: ★★★★★☆*
- *Description: In this relaxing farming simulation game, players manage a farm, raise animals, grow crops, and build relationships with villagers. Stardew Valley promotes “resource management” and “community-building,” offering plenty of “customization” and a “casual pace.” With events that change by season and various mini-games, it’s*

great for fans of “life-simulation games.” It’s ideal for those who enjoy slower-paced, relaxing gameplay and enjoy language around farming and crafting activities.

5. The Witcher 3: Wild Hunt

- **Rating:** ★★★★★☆
- **Description:** This fantasy RPG follows Geralt of Rivia, a monster hunter on a quest to find his missing ward. Known for its rich storyline, *The Witcher 3* combines “open-world exploration” with “choice-driven narrative,” where your actions influence the game’s outcome. With vast landscapes, “character development,” and a range of side quests, it’s an excellent choice for fans of fantasy and action. Great for building vocabulary around quests, character interactions, and combat strategy.

This is my second prompt for a second batch of class materials: Now I want you to create 5 different video games that haven’t been made yet. Be very creative and think outside the box. The games should be fun to play, action-packed, and highly appealing to teenagers. For each suggestion, include an 80-word description of what the game is about and a 1-5 star rating. The target reader is an upper-intermediate student of English. Include vocabulary, collocations and language chunks related to video games that are useful for a language learner at that level.



Here are five original, action-packed game concepts designed to captivate teenage players, complete with descriptions, ratings, and useful gaming vocabulary.

1. Neon Street Runners

- **Rating:** ★★★★★
- **Description:** Set in a futuristic metropolis, players join an elite parkour gang competing in high-stakes street races. With neon-lit skyscrapers as their playground, players must “dodge obstacles,” “slide under barriers,” and “perform gravity-defying stunts” to win. *Neon Street Runners* combines “fast-paced action” with “team-based strategy,” allowing you to customize characters and unlock new moves. The game’s thrilling atmosphere, intense gameplay, and “immersive cityscape” make it a perfect choice for those who love urban action.

2. Monster Clash Arena

- **Rating:** ★★★★★
- **Description:** In this arena brawler, players become mythical beasts battling for dominance. Choose your creature—from fire-breathing dragons to shape-shifting werewolves—and compete in wild, action-packed arenas. The game emphasizes “combat combos,” “special abilities,” and “team tactics.” *Monster Clash Arena* includes “real-time multiplayer battles” and “unique character progression,” allowing players to evolve and gain new powers. For teens who enjoy fantasy and competitive gameplay, it’s an exciting blend of strategy and pure action.

3. Galactic Skater

- **Rating:** ★★★★★
- **Description:** Set in a galaxy of floating cities, *Galactic Skater* is an adrenaline-fueled space-skating game where players race through cosmic tracks, “grinding rails” and “catching air” across asteroids and alien landscapes. The game is packed with “high-speed chases” and “intergalactic tournaments,” with rewards for pulling off the wildest stunts. With customizable boards and characters, it’s ideal for teens who love sci-fi and extreme sports. The fast-paced gameplay and “otherworldly graphics” make it unforgettable.

4. Underworld Heist

- **Rating:** ★★★★★
- **Description:** In this heist-based action game, players lead a gang through the dark underworld of a sprawling city. Each mission requires “stealth tactics,” “strategic planning,” and “split-second decisions” as players navigate heavily guarded locations. *Underworld Heist* offers “intense shootouts,” “escape sequences,” and “character upgrades” as you climb the ranks to become the city’s top crime boss. With co-op options and a complex storyline, it’s perfect for teens craving high-stakes action and gritty challenges.

5. Cyber Ninja Warfare

- **Rating:** ★★★★★
- **Description:** This futuristic ninja game drops players into an AI-controlled city full of cyber-enemies and hidden threats. As a cyber ninja, players “slice through opponents,” “dodge lasers,” and “hack into security systems” to complete missions. *Cyber Ninja Warfare* focuses on “close-combat techniques” and “stealth maneuvers” with an upgrade system for weapons and abilities. Packed with “intense combat sequences” and a “cyberpunk atmosphere,” it’s an action-filled game ideal for those who love sci-fi and martial arts.

These concepts introduce vocabulary and phrases such as “stealth tactics,” “real-time multiplayer battles,” “team-based strategy,” “gravity-defying stunts,” and “split-second decisions,” making them excellent choices for expanding language skills while discussing gaming. Each game offers an

ing experience to keep teens e

1. Neon Street Runners

- *Rating: ★★★★★*
- *Description: Set in a futuristic metropolis, players join an elite parkour gang competing in high-stakes street races. With neon-lit skyscrapers as their playground, players must “dodge obstacles,” “slide under barriers,” and “perform gravity-defying stunts” to win. Neon Street Runners combines “fast-paced action” with “team-based strategy,” allowing you to customize characters and unlock new moves. The game’s thrilling atmosphere, intense gameplay, and “immersive cityscape” make it a perfect choice for those who love urban action.*

2. Monster Clash Arena

- *Rating: ★★★★★☆*
- *Description: In this arena brawler, players become mythical beasts battling for dominance. Choose your creature—from fire-breathing dragons to shape-shifting werewolves—and compete in wild, action-packed arenas. The game emphasizes “combat combos,” “special abilities,” and “team tactics.” Monster Clash Arena includes “real-time multiplayer battles” and “unique character progression,” allowing players to evolve and gain new powers. For teens who enjoy fantasy and competitive gameplay, it’s an exciting blend of strategy and pure action.*

3. Galactic Skater

- *Rating: ★★★★★*
- *Description: Set in a galaxy of floating cities, Galactic Skater is an adrenaline-fueled space-skating game where players race through cosmic tracks, “grinding rails” and “catching air” across asteroids and alien landscapes. The game is packed with “high-speed chases” and “intergalactic tournaments,” with rewards for pulling off the wildest stunts. With customizable boards and characters, it’s ideal for teens who love sci-fi and extreme sports. The fast-paced gameplay and “otherworldly graphics” make it unforgettable.*

4. Underworld Heist

- *Rating: ★★★★★☆*
- *Description: In this heist-based action game, players lead a gang through the dark underworld of a sprawling city. Each mission requires “stealth tactics,” “strategic*

planning,” and “split-second decisions” as players navigate heavily guarded locations. Underworld Heist offers “intense shootouts,” “escape sequences,” and “character upgrades” as you climb the ranks to become the city’s top crime boss. With co-op options and a complex storyline, it’s perfect for teens craving high-stakes action and gritty challenges.

5. Cyber Ninja Warfare

- *Rating: ★★★★★*
- *Description: This futuristic ninja game drops players into an AI-controlled city full of cyber-enemies and hidden threats. As a cyber ninja, players “slice through opponents,” “dodge lasers,” and “hack into security systems” to complete missions. Cyber Ninja Warfare focuses on “close-combat techniques” and “stealth maneuvers” with an upgrade system for weapons and abilities. Packed with “intense combat sequences” and a “cyberpunk atmosphere,” it’s an action-filled game ideal for those who love sci-fi and martial arts.*

Now it’s time to copy, paste and print the reading materials. Make one copy of the first batch for each student, and then make copies of the second batch and cut out each game description individually so that each student gets one game description.

In class, meet your students and introduce the topic with a lead-in task. For instance, we can think of some conversation questions related to video games or do a Google search on ‘most popular videogames’, then click on ‘Images’ to look at the photos and discuss those games.

Then we are going to give the students the first handout with the video game reviews and allow enough time for them to read them. Do they know those games? Have they ever played them? Would they play them? Do they sound appealing? Do they agree with ChatGPT’s rating? If they had to include their own review, which game would they add, and which game from the list would they remove?

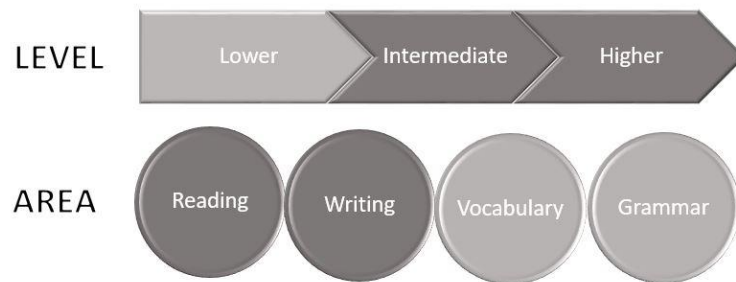
Then we are going to set up groups of 3-5 students and give each student a different review from the ones generated with the second prompt. They will have a minute or two to read them in silence and then explain what the games are about in their own words to the other students in their group. We should circulate, help them with vocabulary, and also invite them to use paper or online dictionaries when needed.

Finally, in plenary mode again, they can share their opinions about the games concocted by ChatGPT, whether they would be worth playing and how many stars they think the games should get.

As a follow-up, we could assign a writing or speaking task where students write about video games or record themselves talking about video games.

This activity is also adaptable to other topics such as books, movies, things to do in cities, adventure parks, or extreme sports, for instance.

12. RECONTEXTUALIZATION: FROM SONG TO HAIKU



Recontextualisation is a process that extracts text, signs or meaning from its original context and places it in another context. This time we are going to ask Gen. AI to turn a song into a haiku.

A haiku is a traditional Japanese form of poetry consisting of three lines. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables, following a 5-7-5 syllable structure. Haikus often focus on nature, seasons, or moments of personal insight, capturing fleeting moments with simplicity and depth.

I am going to ask ChatGPT to turn 5 Beatles songs into haikus. I will use this prompt five times with a different song title each time: I want you to turn the song “song title” by The Beatles into a haiku.

Now, can you guess the songs?

Fading memories,
Time lost in silent echoes,
Longing for the past.

This haiku reflects the song's exploration of nostalgia, loss, and the desire to return to a simpler time. The imagery captures the emotional weight of the lyrics, focusing on the themes of yearning and reflection.

Dreams of peace unite,
Worlds without borders or strife,
Harmony in hearts.

This haiku reflects the song's vision of a peaceful world, emphasizing themes of unity, love, and the possibility of a better future. The imagery captures the hopeful and idealistic nature of the original lyrics.

Winter fades away,
Bright light warms the world anew,
Hope in every ray.

This haiku captures the song's essence of renewal and optimism, reflecting the transition from darkness to light and the joy of brighter days ahead.

Feel the rhythm rise,
Joyful shouts and dancing hearts,
Let the music play.

This haiku captures the energetic and celebratory spirit of the song, emphasizing themes of movement, joy, and the power of music to uplift.

*Fading memories,
Time lost in silent echoes,
Longing for the past.*

This haiku reflects the song's exploration of nostalgia, loss, and the desire to return to a simpler time. The imagery captures the emotional weight of the lyrics, focusing on the themes of yearning and reflection.

*Dreams of peace unite,
Worlds without borders or strife,
Harmony in hearts.*

This haiku reflects the song's vision of a peaceful world, emphasizing themes of unity, love, and the possibility of a better future. The imagery captures the hopeful and idealistic nature of the original lyrics.

*Winter fades away,
Bright light warms the world anew,
Hope in every ray.*

This haiku captures the song's essence of renewal and optimism, reflecting the transition from darkness to light and the joy of brighter days ahead.

*Feel the rhythm rise,
Joyful shouts and dancing hearts,
Let the music play.*

This haiku captures the energetic and celebratory spirit of the song, emphasizing themes of movement, joy, and the power of music to uplift.

In my experience Gen.AI does not fare well when asked to generate highly creative content from scratch, such as poems or jokes. However, the more precise and specific the prompt, the better the results. More importantly, when recontextualizing content, Gen.AI performs exceptionally well if it has a clear source to draw from –like the self-contained lyrics of a song and abundant online interpretations of their meaning- and a defined format to follow, such as a haiku with its distinct metrical structure and vivid imagery.

I was rather pleased with the haikus above. If you haven't figured it out yet, the songs are "Yesterday", "Imagine", "Here Comes the Sun" and "Twist and Shout" in that order.

Now, how does this translate into the classroom setting? We could ask Gen.AI to turn a few songs our students are familiar with into haikus. Then we could display printed copies of the haikus in the classroom for the students to read and try to guess the songs. It's up to us whether to provide the song titles beforehand or not and make it a bit more challenging.

We could create a fill-in-the-gaps activity using printed copies of the haikus with some words missing. We would provide the words at the bottom of the page, arranged randomly. Students would then have to place the words where they belong for the haikus to make sense.

Another highly challenging way to exploit this material for higher levels could be to jumble up all the words from each haiku for students to reconstruct, as in:

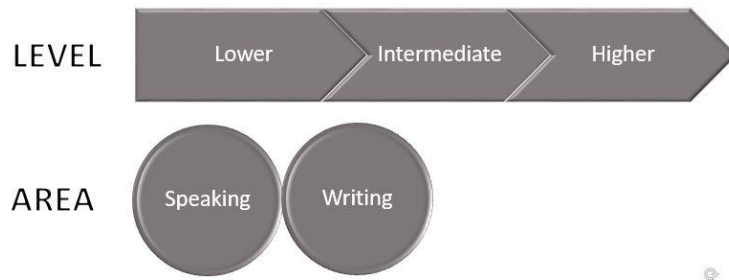
longing in memories for time echoes the silent fading past lost

Needless to say, we should probably do some preparatory work before these activities by explaining what haikus are, showing some examples and having conversations with our students around those examples.

To cap it off, we could ask our students in class to choose a song they know or like, look at the lyrics (if they are allowed to use mobile devices), and turn it into a haiku using pen and paper with no technology involved. Then, they can display their haikus on the classroom walls for everyone to read.

Of course, other types of formats can be explored too. I just had the song *Imagine* turned into a limerick and also into a poem as if it had been written by T.S. Eliot. Now, over to you.

13. RUBRICS



Today I am going to show a couple of examples of how ChatGPT can generate rubrics for assessing students' work and performance. A rubric is an assessment tool that outlines specific criteria for grading or evaluating student work in specific areas such as grammar accuracy or use of vocabulary. It includes a scoring scale and descriptors that define levels of performance. Rubrics provide students with feedback on strengths and areas for improvement, making grading more objective and transparent.

In the context of ESL teaching, rubrics are commonly used for individual or group in-class presentations, projects, speaking and writings assignments, standardized speaking and writing tests or portfolio assessments.

Holistic rubrics assess a student's performance based on a general impression. They do not break down the evaluation into specific components. While they are simpler and quicker to use, they provide less specific feedback.

Analytic rubrics break down the assessment into specific criteria and provide separate scores for each component. They are more detailed and time-consuming but help students understand precisely where they need to improve. Gen.AI is particularly useful for this type of rubric, as it can save us precious time.

Here is a useful prompt for an analytic rubric for a speaking test. Prompt: Take on the role of an experienced teacher for *Escuelas Oficiales de Idiomas* in Spain. I want you to create a well-crafted analytic rubric in the form of a table to assess my students' speaking performance. The language levels are Intermediate to Advanced. You must use student-friendly language. The rubric should contain three sections: scoring and scale, criteria and descriptors. The rubric should evaluate the following areas: content and task achievement, organization and coherence, grammar accuracy, range of vocabulary, and pronunciation and fluency. The top row of the table should indicate the scoring scale and points. The first column on the left side of the table should outline the criteria. The descriptors for each component and score should be placed within the appropriate scoring scale and points column and criteria row. The highest possible score is 20 points.

Here is an analytic rubric for assessing speaking performance at **intermediate to Advanced** levels in English (B2/C1) or Italian, using modern foreign language. The rubric evaluates the following areas: Content & Task Achievement, Organization & Coherence, Grammar Accuracy, Range of Vocabulary, and Pronunciation & Fluency.

Speaking Performance Analytic Rubric (Intermediate to Advanced)

Criteria	Standard 5 (points)	Standard 4 (points)	Standard 3 (points)	Standard 2 (points)	Standard 1 (points)
Content & Task Achievement	Fully addresses the task with relevant, detailed content. Communication is clear and convincing.	Covers the task well with relevant content. Communication is clear.	Addresses the task but does not fully cover all aspects. Communication is somewhat unclear.	Partially addresses the task. Ideas are limited and unclear or off-topic at times.	Does not address the task. Ideas are minimal, irrelevant, or missing.
Organization & Coherence	Ideas are well organized with clear, smooth transitions. The message is easy to follow.	Ideas are mostly organized. Transitions are effective with minor gaps. Generally easy to follow.	Organization is basic but mostly clear. Transitions may be disconnected or unclear.	Lacks clear organization. Ideas are difficult to follow and may cause confusion.	No organization. Ideas are missing. The message is confusing and difficult to follow.
Grammar Accuracy	Consistently uses a range of structures with minimal error. Errors are rare and do not affect understanding.	Uses a variety of structures with some error. Mistakes do not hinder communication.	Uses mostly basic structures with some error that may cause confusion.	Limited use of grammar structures. Frequent errors that make communication difficult.	Minimal use of correct grammar. Many errors that severely hinder communication.
Range of Vocabulary	Wide range of vocabulary used effectively and naturally. Some more complex and idiomatic expressions.	Good range of vocabulary with minor errors. Some repetition and limited use of complex expressions.	Adequate vocabulary range. Some repetition and limited use of complex expressions.	Limited vocabulary range. Often repeats basic words. Struggles with more advanced language.	Very limited vocabulary. Frequent repetition and incorrect use of words.
Pronunciation & Fluency	Clear pronunciation with natural intonation. Speaks fluently with minimal hesitation.	Generally clear pronunciation. Speaks fluently with occasional pauses.	Pronunciation is mostly understandable. There is noticeable repetition and some hesitations.	Pronunciation is hard to understand. Frequent repetition and hesitations make the message very difficult to follow.	Pronunciation is unclear. Repetition and hesitations make the message very difficult to follow.

Scoring Guide:

- 20-18 points: Excellent performance (Strong command of speaking skills at this level)
- 17-15 points: Good performance (Consistently clear and effective speaking)
- 14-11 points: Satisfactory performance (Adequate but with noticeable areas for improvement)
- 10-8 points: Needs improvement (Limited performance, below expected level)
- 0-7 points: Insufficient performance (Does not meet level standards)

This rubric provides detailed, student-friendly descriptions for each performance level, helping teachers assess and provide feedback on students' speaking skills.

Source: Cambridge English Scale, 2019. Adapted with the permission of Cambridge English Scale.

Now, if we want to copy and paste this table into a Word document without losing any formatting or spending ages tweaking it, we can copy and paste the table from ChatGPT into Excel and then copy and paste into Word using the 'Keep Source Formatting' option, which is what I have just done.

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)	Insufficient (1 point)
Content & Task Achievement	<i>Fully addresses the task with relevant, detailed ideas. Demonstrates clear understanding of the topic.</i>	<i>Covers the task well with relevant ideas and minor gaps in detail. Shows good understanding.</i>	<i>Addresses the task but ideas may lack some detail or relevance. Understanding is adequate.</i>	<i>Partially addresses the task. Ideas are limited, unclear, or off-topic at times.</i>	<i>Does not address the task. Ideas are minimal, irrelevant, or missing.</i>
Organization & Coherence	<i>Ideas are well-organized with clear, smooth transitions. The monologue is easy to follow.</i>	<i>Ideas are mostly organized. Transitions are effective, with minor lapses. Generally easy to follow.</i>	<i>Organization is basic but mostly clear. Some ideas may be disconnected or unclear.</i>	<i>Lacks clear organization. Ideas are difficult to follow and may seem random.</i>	<i>No organization is evident. The monologue is confusing and lacks flow.</i>
Grammar Accuracy	<i>Consistently uses a range of structures with minimal errors. Errors are rare and do not affect understanding.</i>	<i>Uses a variety of structures with minor errors. Mistakes do not interfere with communication.</i>	<i>Uses mostly basic structures with some errors that may cause confusion.</i>	<i>Limited use of grammar structures. Frequent errors often make understanding difficult.</i>	<i>Minimal use of correct grammar. Many errors that severely hinder communication.</i>
Range of Vocabulary	<i>Wide range of vocabulary used effectively and naturally. Uses level-appropriate expressions confidently.</i>	<i>Good range of vocabulary with minor repetition. Uses some complex words and expressions.</i>	<i>Adequate vocabulary range. Some repetition and limited use of complex expressions.</i>	<i>Limited vocabulary range. Often repeats basic words. Struggles with more advanced language.</i>	<i>Very limited vocabulary. Frequent repetition and incorrect use of words.</i>
Pronunciation & Fluency	<i>Clear pronunciation with natural intonation.</i>	<i>Generally clear pronunciation. Speech is mostly fluent,</i>	<i>Pronunciation is mostly understandable. Fluency is</i>	<i>Pronunciation issues make some parts hard to</i>	<i>Pronunciation is unclear. Hesitations and breakdowns</i>

	<i>Speaks fluently with minimal hesitation.</i>	<i>with occasional pauses.</i>	<i>affected by frequent pauses or hesitations.</i>	<i>understand. Speech is slow and lacks flow.</i>	<i>make the monologue very difficult to follow.</i>
--	---	--------------------------------	--	---	---

Scoring Guide:

- *20-18 points: Excellent performance (Strong command of speaking skills at this level).*
- *17-15 points: Good performance (Consistently clear and effective speaking).*
- *14-11 points: Satisfactory performance (Adequate but with noticeable areas for improvement).*
- *10-6 points: Needs Improvement (Limited performance, below expected level).*
- *5-0 points: Insufficient performance (Does not meet level standards).*

This rubric provides detailed, student-friendly descriptors for each performance level, helping students understand their strengths and areas to work on. It aligns well with the expectations for Intermediate to Advanced levels and encourages clear, focused feedback.

Notice that there is a critical mistake here. The highest possible score is 25, not 20 as shown in the scoring guide. This can easily be solved by changing the scoring scale from ‘5 to 1’ to ‘4 to 0’. Then, if we feel that other changes need to be made, we can fine-tune the prompt to meet our needs or simply make the adjustments manually. I don’t know if you will agree with me – specially the many teachers at *Escuelas Oficiales de Idiomas* in Spain who read this blog- but the rubric above would be a very adequate tool for assessing students at that language level. Personally speaking again, I find it just as effective and even more practical than the standardized rubric I have to use.

Let’s have a go with a holistic rubric this time. Let’s imagine that our students give in-class presentations regularly, and after each presentation, we want to provide feedback -whether this is done privately or in front of their peers- using a less detailed rubric that gives them a general idea of how things went. This is a possible prompt:

Take on the role of an experienced teacher at *Escuelas Oficiales de Idiomas* in Spain. I want you to create a holistic rubric to assess my students’ speaking performance. Each student will give a 5-minute in-class presentation on a topic of their choice. The language levels are Intermediate to Advanced. You must use student-friendly language so that the students can easily understand the descriptors. The rubric should evaluate the following areas: content and task achievement, organization and coherence, grammar accuracy, range of vocabulary, and pronunciation and fluency.

Holistic Rubric for Speaking Performance (5-Minute Presentation)

Score	Description
5 (Excellent)	Your presentation is very engaging and well-prepared. You covered the topic fully with lots of relevant ideas and examples. The organization was clear and easy to follow. You made almost no grammar mistakes, and you used a wide range of vocabulary naturally. Your pronunciation was clear, and you spoke fluently without many pauses. This was an impressive presentation!
4 (Good)	Your presentation was interesting and well-organized. You covered the topic well, with only a few details missing. Your ideas were mostly easy to follow. You made some grammar mistakes, but they did not make it hard to understand you. You used a good range of vocabulary, and your pronunciation was mostly clear. You spoke quite fluently, with only a few hesitations. Overall, a strong presentation with a few minor areas to improve.
3 (Satisfactory)	Your presentation was clear but basic. You covered the topic, but some ideas needed more detail. The organization was okay, but there were parts that were not as clear. You made several grammar mistakes, which sometimes caused confusion. Your vocabulary was good, but you often repeated the same words. Your pronunciation was understandable, but there were some issues. You had a few pauses that affected the flow. This was a good effort, but there's room for improvement.
2 (Needs Improvement)	Your presentation only covered part of the topic, and some ideas were missing or unclear. It was hard to follow the organization, and your points were not well connected. You made many grammar mistakes, which made it hard to understand you at times. Your vocabulary was limited, and you often struggled to find the right words. Your pronunciation had several problems, and your speech was interrupted by frequent pauses. You need more practice to improve your speaking skills.
1 (Insufficient)	Your presentation did not meet the task requirements. It was very difficult to understand what you were talking about. There was little organization, and your ideas were not clear. You made a lot of grammar mistakes, and it was hard to follow what you were saying. You used very basic or incorrect vocabulary. Your pronunciation was unclear, and you paused a lot, which made the presentation very hard to follow. You need to work on all areas of your speaking.

Guidelines for Scoring:

- **5 points:** Outstanding performance, showing excellent speaking skills for your level.
- **4 points:** Strong performance, with only a few minor issues.
- **3 points:** Good effort, but needs more detail and clarity.
- **2 points:** Limited performance, with noticeable issues in many areas.
- **1 point:** Very limited performance.



Score	Description
5 (Excellent)	<i>Your presentation is very engaging and well-prepared. You covered the topic fully with lots of relevant ideas and examples. The organization was clear and easy to follow. You made almost no grammar mistakes, and you used a wide range of vocabulary naturally. Your pronunciation was clear, and you spoke fluently without many pauses. This was an impressive presentation!</i>
4 (Good)	<i>Your presentation was interesting and well-organized. You covered the topic well, with only a few details missing. Your ideas were mostly easy to follow. You made some grammar mistakes, but they did not make it hard to understand you. You used a good range of vocabulary, and your pronunciation was mostly clear. You spoke quite fluently, with only a few hesitations. Overall, a strong presentation with a few minor areas to improve.</i>
3 (Satisfactory)	<i>Your presentation was clear but basic. You covered the topic, but some ideas needed more detail. The organization was okay, but there were parts that were not as clear. You made several grammar mistakes, which sometimes caused confusion. Your vocabulary was good, but you often repeated the same words. Your pronunciation was understandable, but there were some issues. You had a few pauses that affected the flow. This was a good effort, but there's room for improvement.</i>
2 (Needs Improvement)	<i>Your presentation only covered part of the topic, and some ideas were missing or unclear. It was hard to follow the organization, and your points were not well connected. You made many grammar mistakes, which made it hard to understand you at times. Your vocabulary was limited, and you often struggled to find the right words. Your pronunciation had several problems, and your speech was interrupted by frequent pauses. You need more practice to improve your speaking skills.</i>

1 (Insufficient)

Your presentation did not meet the task requirements. It was very difficult to understand what you were talking about. There was little organization, and your ideas were not clear. You made a lot of grammar mistakes, and it was hard to follow what you were saying. You used very basic or incorrect vocabulary. Your pronunciation was unclear, and you paused a lot, which made the presentation very hard to follow. You need to work on all areas of your speaking.

Guidelines for Scoring:

- *5 points: Outstanding performance, showing excellent speaking skills for your level.*
- *4 points: Strong performance, with only a few minor issues.*
- *3 points: Good effort, but needs more detail and clarity.*
- *2 points: Limited performance, with noticeable issues in many areas.*
- *1 point: Very limited performance, with serious problems in all areas.*

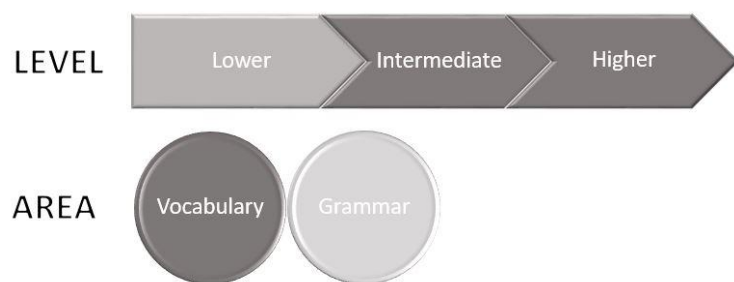
This rubric is designed to give clear, easy-to-understand feedback to students, helping them see their strengths and what they need to work on to improve their speaking skills.

A far less detailed assessment, but arguably more useful for this type of task. Notice how the language is adapted, as instructed in the prompt.

Some final considerations:

- We must provide an assignment description in the prompt. Is it a rubric for teamwork, individual work, a presentation, a speaking test, a narrative essay, or a portfolio?
- We must also include the criteria we think are important. What are the primary goals? What are your school's or school district's requirements?
- The generated rubric may not be perfect, but it is definitely a good starting point. Based on what we see, we can craft a second prompt or make those changes manually.

14. HANDOUT FROM BOARD ANNOTATIONS



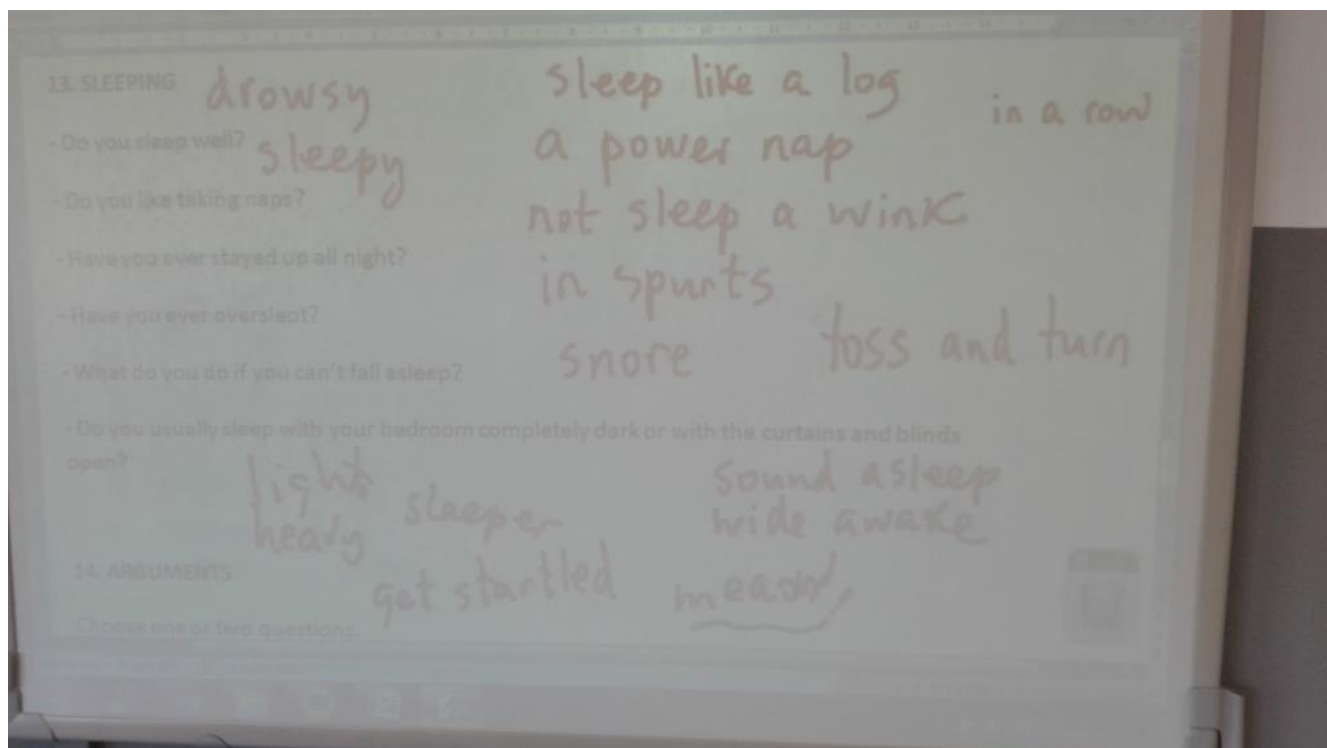
Today we are going to take a look at an incredibly powerful way to create meaningful homework material based on vocabulary that crops up in lessons and is noted on blackboards/whiteboards/IWBS.

I am referring to teacher interventions resulting from live reformulations (providing a correct or a more accurate version of the students' utterances), extensions (offering alternative ways of expressing the same idea), or answering students' questions about vocabulary. Sometimes the most interesting and relevant vocabulary emerges from banter, comments and side-tracks.

It is worth noting that a substantial amount of these lexical items gets written down in IWB-equipped classrooms, as there is always room for more annotations when the teacher runs out of space by displaying a new blank page. The resulting file can be saved for future reference. Personally, I like to take a photo of the different screen pages at the end of the lesson to later devise materials or activities for recycling and spaced repetition. I also keep a notebook for each class I teach where I record these lexical items.

In addition to routinely revisiting this vocabulary in the classroom setting by asking students to engage with it in different ways (e.g., guessing games, thinking of conversation questions featuring these words, arranging words into different lexical sets, or doing micro writing activities that involve using these items), we can now take advantage of Gen.AI to instantly and effortlessly create homework with it.

Let's take a look at some board annotations from an Upper-Intermediate class. Students were discussing the topic of sleep, first in small groups and then in plenary mode. While they were working in small groups, I was eavesdropping, assisting them with language, and writing my reformulations and suggestions on the board. Before the whole-class speaking session, we reviewed most of these words and their meanings, and explored how they could be used in connection with what the students had been trying to express earlier. I will now select a few lexical items relevant to the topic that I find useful for students to know, add to their mental lexicon and use. These items will also be added to my class notebook to design activities aligned with them.




- drowsy
- sleepy
- sleep like a log
- a power nap
- not sleep a wink
- in spurts
- snore
- toss and turn
- sound asleep
- wide awake
- a light/a heavy sleeper
- to get startled

Now I would take a couple of minutes to access Claude and write the following prompt:

I am an English teacher, and I teach an Upper-Intermediate level English class. Generate a handout for my students using the lexical items I will provide at the end of the prompt. First,

create two example sentences for each item so that students can clearly understand their meaning at their language level. Please type the key items in bold. Then, create a fill-in-the-gaps exercise using these items, with 20 different sentences where those items are missing and are replaced by gaps. Next, provide the answers for the fill-in-the-gaps exercise (words listed above).

I'd be happy to create a comprehensive handout for your Upper-Intermediate English students focusing on sleep-related vocabulary. I'll include example sentences, a fill-in-the-gaps exercise, and the answer key.

 **Sleep Vocabulary Handout**
Click to open document

I've created a comprehensive handout for your Upper-Intermediate English students focusing on sleep-related vocabulary. The handout includes three parts:

1. **Example Sentences:** For each of the 12 lexical items, I've provided two example sentences that clearly demonstrate their usage and meaning at an Upper-Intermediate level.
2. **Fill in the Gaps Exercise:** I've created 20 sentences where students need to fill in the gaps using the provided vocabulary. This exercise will help reinforce their understanding and usage of these sleep-related terms.
3. **Answer Key:** I've included the correct answers for the fill-in-the-gaps exercise at the end of the handout.

You can use this handout as is, or feel free to modify it to better suit your specific lesson plan or teaching style. Would you like me to suggest some ways to use this handout in your lesson or explain any part of it further?

Sleep Vocabulary Handout

Example Sentences

1. Drowsy

- *The warm room and soft music made everyone feel drowsy during the lecture.*
- *After taking his allergy medicine, John felt drowsy and decided not to drive.*

2. Sleepy

- *After staying up late to finish her project, Sarah was very sleepy the next morning.*
- *The children grew sleepy as they listened to their grandmother read a bedtime story.*

3. Sleep like a log

- *After hiking all day, I slept like a log and didn't hear the thunderstorm during the night.*
- *My brother always sleeps like a log when he visits our quiet countryside home.*

4. A power nap

- *Many office workers take a power nap during their lunch break to boost afternoon productivity.*

- *Athletes often use a power nap to recharge quickly between training sessions.*
5. *Not sleep a wink*
 - *Due to her anxiety about the job interview, Lisa didn't sleep a wink the night before.*
 - *With the noisy construction next door, I didn't sleep a wink all night.*
 6. *In spurts*
 - *The newborn baby slept in spurts, waking up every few hours to feed.*
 - *My inspiration for writing comes in spurts – sometimes I write for hours, other times I can't think of anything.*
 7. *Snore*
 - *My roommate tends to snore loudly, so I always wear earplugs to bed.*
 - *Jack was embarrassed to learn that he snores during long flights.*
 8. *Toss and turn*
 - *I tossed and turned all night, worrying about my upcoming presentation.*
 - *The uncomfortable hotel bed made her toss and turn until sunrise.*
 9. *Sound asleep*
 - *By the time I checked on the children, they were all sound asleep.*
 - *Don't make too much noise; your father is sound asleep in the next room.*
 10. *Wide awake*
 - *Despite the late hour, I was still wide awake after watching that thrilling movie.*
 - *The strong coffee kept me wide awake throughout the night shift.*
 11. *A light sleeper / a heavy sleeper*
 - *I'm a light sleeper, so even the slightest noise wakes me up.*
 - *My brother is a heavy sleeper and can sleep through almost anything.*
 12. *To get startled*
 - *The sudden loud noise startled me, making me jump out of my chair.*
 - *Be careful not to startle the deer when you're walking in the forest.*

Fill in the Gaps Exercise

Complete the sentences with the appropriate words or phrases from the list:

drowsy, sleepy, sleep like a log, a power nap, not sleep a wink, in spurts, snore, toss and turn, sound asleep, wide awake, a light sleeper, a heavy sleeper, startled

1. After taking his medication, Tom felt _____ and decided not to drive.
2. Despite being tired, Sarah couldn't _____ because of her upcoming exam.
3. John is _____, so he often wakes up when he hears any unusual sounds in the house.
4. The student tried to stay _____ during the boring lecture, but he kept yawning.
5. My grandfather tends to _____ loudly, which sometimes disturbs my grandmother's sleep.
6. Many professionals take _____ during their lunch break to boost productivity.
7. The sudden thunderclap _____ the cat, causing it to run and hide under the bed.
8. I _____ all night due to the stress of my job interview the next day.
9. After the long hike, we were so exhausted that we _____ and didn't wake up until noon.
10. The baby sleeps _____, waking up every few hours for feeding.
11. By the time the movie ended at midnight, I was surprisingly still _____.
12. He's such _____ that he didn't even notice when the fire alarm went off briefly during the night.
13. I _____ last night because of the neighbor's loud party next door.
14. When I checked on my daughter at midnight, she was _____ with her favorite teddy bear.
15. The old mattress made me _____ all night, and I woke up with a sore back.
16. After his _____, Mark felt energized and ready to tackle the rest of his workday.
17. The ghost story _____ me so much that I couldn't fall asleep for hours.
18. My roommate claims he doesn't _____, but I can hear him from across the hall every night.
19. The warm sunshine and gentle breeze made everyone feel _____ during the picnic.

20. The irregular sleep schedule of a new parent often means sleeping _____ whenever the baby allows.

Answer Key

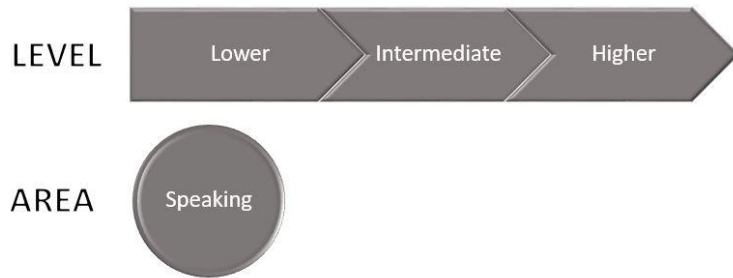
1. drowsy
2. sleep a wink
3. a light sleeper
4. wide awake
5. snore
6. a power nap
7. startled
8. tossed and turned
9. slept like a log
10. in spurts
11. wide awake
12. a heavy sleeper
13. didn't sleep a wink
14. sound asleep
15. toss and turn
16. power nap
17. startled
18. snore
19. drowsy/sleepy
20. in spurts

Now I can open the document and copy or download it. I find it more practical to just copy and paste into a Word document that can be emailed, uploaded to a learning platform, or (my favourite option) pasted into a Google Doc that students have already access to. This way, there's nothing else to do after copying and pasting. If you have already typed and saved the

prompt in the Gen.AI tool, all there is to do is retrieve it, copy and paste it, and replace the target expressions as needed.

Of course, there are many other types of activities we could create and assign as homework. One of my favorites is asking Gen.AI to generate example sentences and then translate them into the students' native language. Students would then read the translated sentences and try to retrieve the selected language items.

15. FROM READING PASSAGE TO SPEAKING EXAM PRACTICE



Today I will be asking ChatGPT to generate speaking exam practice material based on reading passages from coursebooks. We can use this material to create exam papers for speaking exams or simply engage students in conversations around the ideas stemming from those reading passages in pairs or small groups.

I will be choosing three reading passages from coursebooks at three different language levels: A2, B1 and C1.

The first passage comes from *Language Hub Elementary A2*, MacMillan (*Unit 1. Arrivals*). You can access it and download a free sample from the publisher's site [HERE](#). It's a short passage of just over 150 words featuring three travel experts talking about the things in their hand luggage when they go on a plane. On top of a sizeable number of nouns for personal objects, the passage contains very useful language chunks for the language level (*that's it, there's no need to, I just want to, as soon as I can*). We should encourage students to use them for the ensuing speaking task.

Here's the prompt: Based on this reading passage from an Elementary level ELT coursebook, generate an exam paper for the interaction part of the speaking exam for A2 level at the *Escuelas Oficiales de Idiomas* in Spain. Here's the reading passage:[text pasted here].

Part 2: Broader Exploration

Take turns responding to these questions:

1. Travel Habits

- Do you like traveling by plane? Why or why not?
- What do you usually do during a flight (read, sleep, watch movies)?

2. Practical Tips

- What do you think is the most useful thing to have in your bag?
- If someone forgets something important, like their phone or keys, what can they do?

3. Hypothetical Situations

- Imagine you are going on a long flight. What would you bring to make the trip more comfortable?
- What would you do if you couldn't bring your favorite item on the plane?

Evaluation Criteria

The examiner will assess:

- Fluency and coherence (speaking smoothly, organizing ideas)
- Vocabulary range (using travel-related words and phrases)
- Grammar accuracy (correct use of simple sentences and questions)
- Pronunciation and intonation (clear speech, correct stress)
- Interaction skills (asking and answering questions naturally)

Good luck!

Interaction Task for the Speaking Exam: A2 Level

Escuelas Oficiales de Idiomas, Interaction Section

Instructions for Candidates:

You will work in pairs for this task. You will have 2 minutes to prepare, followed by 3-4 minutes of interaction.

Situation

Imagine you are planning a trip by plane together. Discuss what you will bring in your hand luggage and why.

Part 1: Discussion of the Situation

- Talk about the most important things to bring in hand luggage when flying.
- Compare what you would bring and explain your choices.
- Ask and answer questions about each other's travel habits.

Example prompts to guide your conversation:

- What do you always have in your hand luggage? Why?
- Do you carry anything special or unusual?
- Do you prefer to pack light, like Bruce, or carry everything, like Wei?

Part 1: Discussion of the Situation

- *Talk about the most important things to bring in hand luggage when flying.*
- *Compare what you would bring and explain your choices.*
- *Ask and answer questions about each other's travel habits.*

Example prompts to guide your conversation:

- *What do you always have in your hand luggage? Why?*
- *Do you carry anything special or unusual?*
- *Do you prefer to pack light, like Bruce, or carry everything, like Wei?*

Part 2: Broader Exploration

Take turns responding to these questions:

1. Travel Habits

- *Do you like traveling by plane? Why or why not?*
- *What do you usually do during a flight (read, sleep, watch movies)?*

2. Practical Tips

- *What do you think is the most useful thing to have in your bag?*
- *If someone forgets something important, like their phone or keys, what can they do?*

3. Hypothetical Situations

- *Imagine you are going on a long flight. What would you bring to make the trip more comfortable?*
- *What would you do if you couldn't bring your favorite item on the plane?*

I just focused on the actual questions for the exam paper from the screenshot above. Once the students have read the passage, we could use the questions for lively class conversations at this language level, perhaps starting with pair work, and then we could ask students to share their answers in plenary mode. If we decide to use the questions for the actual speaking exam, we might need to adjust the way their arrangement to properly suit the exam format. At any rate, these questions are very powerful raw material for designing a travel-based speaking exam paper for this language level.

Let's now turn to the other end of the spectrum: C1. This time I have chosen a reading passage from Unit 1. "What Matters", in Personal Best C1 by Richmond, entitled "My Family Values.

Gregory Potter”. You can access it and download a free sample from the publisher’s site [HERE](#). The passage describes Grammy-winning singer Gregory Porter’s upbringing in a large, close-knit family led by his hardworking mother, who instilled values of respect, empathy, and perseverance. It also highlights how his mother inspired him to pursue music despite challenges. I used the same prompt as before but I changed the description of the coursebook (Advanced this time) and the target language level (C1 instead of A2).

Interaction Task for the Speaking Exam: C1 Level
Escuelas Oficiales de Idiomas, Interaction Section

Instructions for Candidates:
You will work in pairs for this task. You will have 3 minutes to prepare, followed by 5-6 minutes of interaction.

Situation
You are two friends discussing Gregory Porter’s family values and how they compare to your own family experiences. You will also explore broader issues related to family dynamics, values, and parenting.

Part 1: Discussion of the Passage

- Discuss Gregory Porter’s family life and the values his mother taught him.
- Compare his childhood experiences (e.g., sharing responsibilities, respect) with your own or those of people you know.
- Talk about whether you agree with the way Porter’s mother instilled values in her children.

Questions to guide your conversation:

- How do you feel about Porter’s description of his family’s closeness despite challenges?
- Do you think his mother’s approach to teaching respect and empathy was effective? Why or why not?

Part 2: Broader Exploration
Take turns responding to these prompts. Make sure to keep the conversation interactive:

- Family Dynamics**
 - What do you think are the most important values parents should teach their children? Why?
 - How do you think having a large family might influence a person’s character?
- Parenting Styles**
 - Do you agree with Porter’s idea that parents should encourage their children to follow their dreams, even if it’s risky? Why or why not?
 - Compare the roles of mothers and fathers in parenting. How might they differ, and how are they the same?
- Hypothetical Situations**
 - Imagine you are raising a child in a small apartment with limited resources. What values or habits would you prioritize teaching them?
 - If you had to describe the ideal parent, what characteristics would they have?
- Cultural Perspectives**
 - How do family values differ between cultures? Share examples from your own experiences.
 - In your opinion, is it more important for parents to focus on discipline or on emotional support? Why?

Evaluation Criteria
The examiner will assess:

- **Fluency and coherence:** ability to express ideas clearly and logically.
- **Range and accuracy of vocabulary and grammar:** use of varied and precise language, especially on family-related topics.
- **Interactive communication:** ability to maintain and develop the conversation naturally.
- **Pronunciation and intonation:** clarity and effectiveness in conveying ideas.

Good luck!

Part 1: Discussion of the Passage

- Discuss Gregory Porter’s family life and the values his mother taught him.
- Compare his childhood experiences (e.g., sharing responsibilities, respect) with your own or those of people you know.
- Talk about whether you agree with the way Porter’s mother instilled values in her children.

Questions to guide your conversation:

- How do you feel about Porter’s description of his family’s closeness despite challenges?
- Do you think his mother’s approach to teaching respect and empathy was effective? Why or why not?

Part 2: Broader Exploration

Take turns responding to these prompts. Make sure to keep the conversation interactive:

Family Dynamics

- What do you think are the most important values parents should teach their children? Why?
- How do you think having a large family might influence a person’s character?

Parenting Styles

- *Do you agree with Porter’s idea that parents should encourage their children to follow their dreams, even if it’s risky? Why or why not?*
- *Compare the roles of mothers and fathers in parenting. How might they differ, and how are they the same?*

Hypothetical Situations

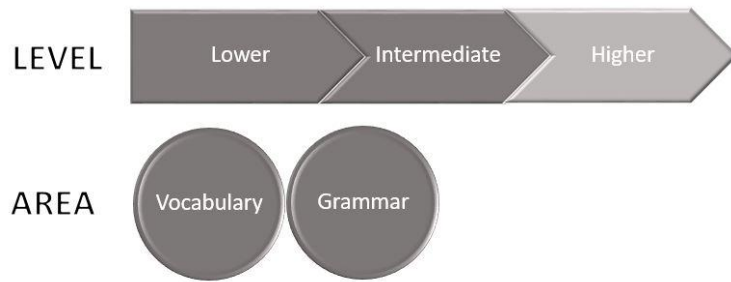
- *Imagine you are raising a child in a small apartment with limited resources. What values or habits would you prioritize teaching them?*
- *If you had to describe the ideal parent, what characteristics would they have?*

Cultural Perspectives

- *How do family values differ between cultures? Share examples from your own experiences.*
- *In your opinion, is it more important for parents to focus on discipline or on emotional support? Why?*

Again, I just focused on the actual questions. If we decide to use these questions in class after the students have worked with the text, we can choose all or some of the questions as they are. In an exam situation, the speaking section wouldn’t be tied to a reading component, so the relevant questions in this case would be the ones listed under Part 2 with some minor modifications. The question “Do you agree with Porter’s idea that parents should encourage children to follow their dreams?” can easily be changed to “Do you think parents should encourage children to follow their dreams?”

16. ODD ONE OUT



Today I am going to create odd-one-out activities, that is, exercises where students are presented with a list of words, and their task is to identify which item doesn't belong with the others. After experimenting with ChatGPT for a while for odd-one-out activities, I have found that results are not always up to scratch. However, one must acknowledge that technology will save us tons of time in the process, and in the end, we can simply leave out bits we are not pleased with and just take with us what we think will work well for our teaching needs and purposes.

My first task is to create an odd-one-out activity to review basic vocabulary for low levels. I am going to limit my target number to 10 so that I can display the full results here better, but the higher the target number, the better positioned we are to discard disappointing items. Here's the prompt: Act as my English teacher. I am an Elementary student of English as a Foreign Language. I have recently been studying vocabulary for food. Create an activity with 10 exercises for an 'odd-one-out' activity. For each exercise list 3 words that have something in common and one word that doesn't, in any order. Then, provide the correct answers at the end of the activity. All words listed must be related to food, so think of something out of the box and creative that will mean three words belong together and one doesn't.



Memory updated

Odd One Out Activity: Food Edition

Instructions: In each group of four food-related words, three belong to the same category or share a common feature, but one word does not fit. Find the odd one out.

1. Banana, Cake, Grape, Orange
2. Tomato, Potato, Bread, Carrot
3. Milk, Cheese, Chicken, Butter
4. Fish, Rice, Pasta, Apple
5. Coffee, Water, Juice, Sandwich
6. Lemon, Sugar, Salt, Pepper
7. Chocolate, Ice cream, Broccoli, Candy
8. Soup, Salad, Burger, Juice
9. Egg, Steak, Cookie, Sausage
10. Bread, Cereal, Tea, Rice

Answers

1. Cake (The others are fruits.)
2. Bread (The others are vegetables.)
3. Chicken (The others are dairy products.)
4. Apple (The others are grains or fish.)
5. Sandwich (The others are drinks.)
6. Lemon (The others are seasonings.)
7. Broccoli (The others are sweets/desserts.)
8. Juice (The others are meals/foods.)
9. Cookie (The others are proteins/meats.)
10. Tea (The others are types of grains or bread.)

🔍 📄 🗑️ 🔄 📌

Odd One Out Activity: Food Edition

Instructions: In each group of four food-related words, three belong to the same category or share a common feature, but one word does not fit. Find the odd one out.

- 1. Banana, Cake, Grape, Orange*
- 2. Tomato, Potato, Bread, Carrot*
- 3. Milk, Cheese, Chicken, Butter*
- 4. Fish, Rice, Pasta, Apple*
- 5. Coffee, Water, Juice, Sandwich*
- 6. Lemon, Sugar, Salt, Pepper*
- 7. Chocolate, Ice cream, Broccoli, Candy*
- 8. Soup, Salad, Burger, Juice*
- 9. Egg, Steak, Cookie, Sausage*
- 10. Bread, Cereal, Tea, Rice*

Answers

- 1. Cake (The others are fruits.)*
- 2. Bread (The others are vegetables.)*
- 3. Chicken (The others are dairy products.)*
- 4. Apple (The others are grains or fish.)*
- 5. Sandwich (The others are drinks.)*
- 6. Lemon (The others are seasonings.)*
- 7. Broccoli (The others are sweets/desserts.)*
- 8. Juice (The others are meals/foods.)*
- 9. Cookie (The others are proteins/meats.)*
- 10. Tea (The others are types of grains or bread.)*

Good enough. As stated earlier, we can't take everything that is presented to us at face value. Numbers 4 and 9 are faulty items, so if we decided to use this activity, we would copy and paste the generated list and remove those items. And here's when the magic happens by tweaking the prompt a little. Prompt: Create the same type of exercise, but this time think of highly creative criteria.



Odd One Out Activity: Creative Food Edition

Instructions: In each group of four food-related words, three share a creative or unusual feature, but one word does not fit. Find the odd one out.

1. Carrot, Cucumber, Apple, Grape
2. Ice cream, Pizza, Salad, Sandwich
3. Soup, Cereal, Coffee, Tea
4. Pasta, Rice, Banana, Bread
5. Honey, Jam, Chicken, Ketchup
6. Watermelon, Pineapple, Lemon, Cake
7. Butter, Cream, Olive oil, Salt
8. Sushi, Burger, Chocolate, Hotdog
9. Egg, Orange, Milk, Yogurt
10. Garlic, Cheese, Onion, Chocolate

Answers

1. Carrot (The others are foods you can eat without peeling.)
2. Ice cream (The others are foods you usually eat with your hands.)
3. Soup (The others are drinks.)
4. Banana (The others are foods made from grains.)
5. Chicken (The others are spreads or sauces.)
6. Cake (The others are fruits with seeds inside.)
7. Salt (The others are fats or oils.)
8. Chocolate (The others are main meal items, not desserts.)
9. Orange (The others are dairy products.)
10. Chocolate (The others are foods with strong odors.)



Odd One Out Activity: Creative Food Edition

Instructions: In each group of four food-related words, three share a creative or unusual feature, but one word does not fit. Find the odd one out.

1. Carrot, Cucumber, Apple, Grape
2. Ice cream, Pizza, Salad, Sandwich
3. Soup, Cereal, Coffee, Tea
4. Pasta, Rice, Banana, Bread
5. Honey, Jam, Chicken, Ketchup
6. Watermelon, Pineapple, Lemon, Cake
7. Butter, Cream, Olive oil, Salt
8. Sushi, Burger, Chocolate, Hotdog
9. Egg, Orange, Milk, Yogurt
10. Garlic, Cheese, Onion, Chocolate

Answers

1. Carrot (The others are foods you can eat without peeling.)
2. Ice cream (The others are foods you usually eat with your hands.)
3. Soup (The others are drinks.)
4. Banana (The others are foods made from grains.)
5. Chicken (The others are spreads or sauces.)
6. Cake (The others are fruits with seeds inside.)

7. *Salt (The others are fats or oils.)*
8. *Chocolate (The others are main meal items, not desserts.)*
9. *Orange (The others are dairy products.)*
10. *Chocolate (The others are foods with strong odors.)*

This is a much better variation because, in addition to the language rationale, we are introducing a think-outside-the-box element into the mix.

I find that this variation will work better in the language classroom because of the think-outside-the box element brought into the mix, which makes it more engaging and memorable. I don't think number 1 actually makes sense (so I would remove it), but the rest are just fine, except for numbers 2 and 10, which are great.

Apart from generating activities dealing with lexical sets, we could also create grammar-based activities using this type of prompts. Here's an example. Prompt: I am an Intermediate teacher of English as a Foreign Language. Create an activity with 10 items for a 'odd-one-out' exercise. The students must be tested on the present perfect versus the past simple. Each item will have 3 sentences that are grammatically correct based on the grammar focus and 1 that is incorrect. Head each sentence with the letters 'a', 'b', 'c' and 'd'. List the sentences for each item in any order, and then provide the correct answers at the end of the activity.

Odd One Out Activity: Present Perfect vs. Past Simple

Instructions: In each set of four sentences, three are grammatically correct based on the use of present perfect or past simple, and one is incorrect. Find the odd one out (the incorrect sentence).

1.

- a) She has lived in Paris since 2015.
- b) They visited Rome last summer.
- c) I have never been to Australia.
- d) I didn't eat breakfast this morning.

2.

- a) Have you ever seen that movie?
- b) He has already finished his homework last night.
- c) We went to the museum yesterday.
- d) They've just arrived.

3.

- a) I met him three years ago.
- b) She has worked here for two years.
- c) We've been friends since high school.
- d) I didn't see her yet.

1.

- a) *She has lived in Paris since 2015.*
- b) *They visited Rome last summer.*

Answers

1. d (The correct sentence is: *I haven't eaten breakfast this morning.*)
2. b (The correct sentence is: *He finished his homework last night.*)
3. d (The correct sentence is: *I haven't seen her yet.*)
4. b (The correct sentence is: *I finished reading the book two days ago.*)
5. b (The correct sentence is: *I saw that movie last weekend.*)
6. c (The correct sentence is: *They visited their grandparents last week.*)
7. b (The correct sentence is: *I haven't finished my homework yet.*)
8. d (The correct sentence is: *I saw her yesterday.*)
9. d (The correct sentence is: *They went to Spain last summer.*)
10. d (The correct sentence is: *I visited them last month.*)

- c) *I have never been to Australia.*
- d) *I didn't eat breakfast this morning.*

2.

- a) *Have you ever seen that movie?*
- b) *He has already finished his homework last night.*
- c) *We went to the museum yesterday.*
- d) *They've just arrived.*

3.

- a) *I met him three years ago.*
- b) *She has worked here for two years.*
- c) *We've been friends since high school.*
- d) *I didn't see her yet.*

4.

- a) *He's traveled to Japan three times.*
- b) *I've finished reading the book two days ago.*
- c) *They moved to Canada in 2010.*
- d) *We've just had dinner.*

5.

- a) *She has already gone to bed.*
- b) *I have seen that movie last weekend.*
- c) *I saw that movie yesterday.*
- d) *They've lived here for five years.*

6.

- a) *We didn't go to the party last night.*
- b) *I have lost my keys.*
- c) *They have visited their grandparents last week.*
- d) *She's lived here all her life.*

7.

- a) *He's just left the office.*
- b) *I didn't finish my homework yet.*
- c) *She's known him since childhood.*
- d) *I've never been to that restaurant.*

8.

- a) *They moved here in 2018.*
- b) *Have you finished your project yet?*

- c) *I didn't see him this morning.*
- d) *I've seen her yesterday.*

9.

- a) *I've already eaten lunch.*
- b) *We haven't spoken to him yet.*
- c) *He bought a new car last year.*
- d) *They've been to Spain last summer.*

10.

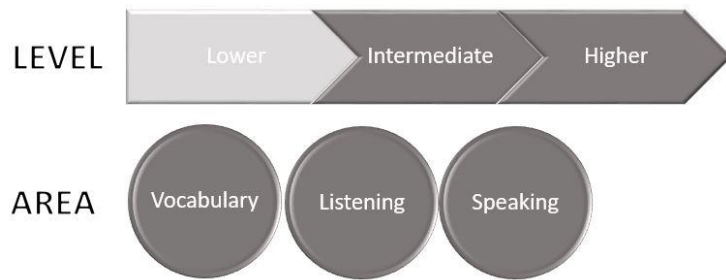
- a) *We haven't met her before.*
- b) *She's lived in London since 2010.*
- c) *I saw them two days ago.*
- d) *I've visited them last month.*

Answers

- 1. d (*The correct sentence is: I haven't eaten breakfast this morning.*)
- 2. b (*The correct sentence is: He finished his homework last night.*)
- 3. d (*The correct sentence is: I haven't seen her yet.*)
- 4. b (*The correct sentence is: I finished reading the book two days ago.*)
- 5. b (*The correct sentence is: I saw that movie last weekend.*)
- 6. c (*The correct sentence is: They visited their grandparents last week.*)
- 7. b (*The correct sentence is: I haven't finished my homework yet.*)
- 8. d (*The correct sentence is: I saw her yesterday.*)
- 9. d (*The correct sentence is: They went to Spain last summer.*)
- 10. d (*The correct sentence is: I visited them last month.*)

Once again, caution must be exercised, and we will have to sift through the generated items and discard what's not accurate or could be debatable. In items 1, 3 and 7, for instance, all sentences are actually possible if we take into consideration other varieties of English besides British English.

17. LESSON MAKEOVER 1



Today I am going to try to enhance and expand the types of tasks included in a coursebook lesson with the assistance of ChatGPT. My aim is to create a variety of activities centered around the lesson's main theme, which I can choose to use during the lesson or assign as homework or extended work.

I will use Unit 2, titled *Adventure*, from *Solutions 3rd Edition Pre-Intermediate*, OUP as an example. You can download a free sample of this unit from the publisher's site [HERE](#). More specifically, I will be focusing on the double- page spread for the 2A subunit. It is titled *2A Vocabulary. Landscapes. I can describe landscapes*. The lesson is vocabulary-based, featuring vocabulary activities, speaking and listening components, and a brief review of 'there is/there are' for describing photos and landscapes.

The first thing I would like to do is create more vocabulary activities for the students, which they could either do at home as homework or that I could use in class as tasks for early finishers. Essentially, we need to gather the vocabulary and expressions from the double-page spread and input them into ChatGPT. If we have access to a digital version, we can copy and paste them; otherwise, we can type them manually. In the worst of cases, typing them should only take a couple of minutes.

This is my prompt: Act as an English teacher teaching a Pre-Intermediate ESL class. Write four different types of vocabulary exercises using the key vocabulary I will provide (8 items each). The exercise types are four: complete the gaps, match the words, choose the correct word, odd the one out, and word collocations. This is the key focal vocabulary: *cave, cliff, desert, forest, hill, lake, mountain, ocean, river, rocks, shore, stream, valley, volcano, waterfall, dark, deep, icy, low, narrow, rocky, shallow, steep, tall, wide, across, along, behind, beside, down, inside, near, through, under, Kayak across icy lakes, shallow rivers, journey, mountains, deep, explore caves, coast caves, boat, steep lake, Kayak, narrow rivers, trees, clear, blue water all around, grass, valley, trees bushes, sides, river, snow tops of the mountains*. Provide an answer key afterwards.

Vocabulary Exercises: Landscapes

1. Complete the Gaps

Fill in the blanks with the correct word from the box:

(Words: cave, cliff, lake, river, valley, volcano, waterfall, hill)

1. We hiked to the top of the steep _____ and enjoyed the view.
2. The water from the _____ was icy and splashed everywhere.
3. A narrow _____ runs between two tall mountains.
4. They explored a dark _____ hidden inside the mountain.
5. The _____ erupted, sending lava down its sides.
6. A small _____ flows behind our house—it's great for fishing.
7. We picnicked beside the calm _____ with clear, blue water.
8. The kids climbed the green _____ behind the school.

2. Match the Words

Match the words to their definitions:

Words	Definitions
1. forest	a. A body of water surrounded by land
2. shore	b. A large area covered with trees
3. ocean	c. A large body of saltwater
4. rocky	d. The land along the edge of a body of water
5. stream	e. A small, narrow river
6. desert	f. An area of land with little rain or plants
7. icy	g. Very cold, often covered with ice
8. steep	h. Rising or falling sharply

3. Choose the Correct Word

Circle the correct word to complete the sentence:

1. The (cliff / desert / river) is very dry and has no trees.
2. A small boat sailed across the (hill / lake / cave).
3. The path was (icy / forest / valley) and difficult to walk on.
4. We kayaked down the (shore / narrow / stream).
5. The (ocean / volcano / valley) erupted, and smoke filled the air.
6. She stood near the (cliff / shore / forest) and looked at the waves.
7. The tall (waterfall / lake / desert) dropped into the river below.
8. A (rocky / wide / tall) path runs between the mountains.

4. Odd One Out

Find the word that does NOT belong in each group:

1. cave, lake, ocean, river
2. steep, shallow, tall, stream
3. valley, mountain, volcano, icy
4. forest, desert, rocky, shore
5. deep, wide, narrow, waterfall
6. kayak, explore, river, climb
7. icy, rocky, steep, stream
8. grass, trees, bushes, volcano

5. Word Collocations

Match the words on the left with the correct collocations on the right:

Words	Collocations
1. clear	a. waterfall
2. narrow	b. lake
3. tall	c. valley
4. rocky	d. river
5. deep	e. forest
6. icy	f. caves
7. green	g. mountains
8. steep	h. path

Vocabulary Exercises: Landscapes

1. Complete the Gaps

Fill in the blanks with the correct word from the box:

(Words: cave, cliff, lake, river, valley, volcano, waterfall, hill)

1. We hiked to the top of the steep _____ and enjoyed the view.
2. The water from the _____ was icy and splashed everywhere.
3. A narrow _____ runs between two tall mountains.
4. They explored a dark _____ hidden inside the mountain.
5. The _____ erupted, sending lava down its sides.
6. A small _____ flows behind our house—it's great for fishing.
7. We picnicked beside the calm _____ with clear, blue water.
8. The kids climbed the green _____ behind the school.

2. Match the Words

Match the words to their definitions:

Words	Definitions
1. forest	a. A body of water surrounded by land
2. shore	b. A large area covered with trees
3. ocean	c. A large body of saltwater
4. rocky	d. The land along the edge of a body of water
5. stream	e. A small, narrow river
6. desert	f. An area of land with little rain or plants
7. icy	g. Very cold, often covered with ice
8. steep	h. Rising or falling sharply

3. Choose the Correct Word

Circle the correct word to complete the sentence:

1. The (cliff / desert / river) is very dry and has no trees.
2. A small boat sailed across the (hill / lake / cave).
3. The path was (icy / forest / valley) and difficult to walk on.
4. We kayaked down the (shore / narrow / stream).
5. The (ocean / volcano / valley) erupted, and smoke filled the air.
6. She stood near the (cliff / shore / forest) and looked at the waves.
7. The tall (waterfall / lake / desert) dropped into the river below.
8. A (rocky / wide / tall) path runs between the mountains.

4. Odd One Out

Find the word that does NOT belong in each group:

1. cave, lake, ocean, river
2. steep, shallow, tall, stream
3. valley, mountain, volcano, icy
4. forest, desert, rocky, shore
5. deep, wide, narrow, waterfall
6. kayak, explore, river, climb
7. icy, rocky, steep, stream
8. grass, trees, bushes, volcano

5. Word Collocations

Match the words on the left with the correct collocations on the right:

Words	Collocations
1. clear	a. waterfall
2. narrow	b. lake
3. tall	c. valley
4. rocky	d. river
5. deep	e. forest
6. icy	f. caves
7. green	g. mountains
8. steep	h. path

These exercises provide varied practice for your Pre-Intermediate students to learn and reinforce the target vocabulary.

Now I am ready to upload this material to an online learning platform, copy and paste it into a presentation tool to display on the whiteboard in class, or create paper handouts.

I would like to add a listening component now to provide context for this vocabulary. Here's my prompt: Can you write 4 listening transcripts describing four typical landscapes from countries of your choice, suitable for students at this language level? Each transcript should be about 80 words long. Remember to include plenty of vocabulary from this lesson.

Listening Transcripts: Landscapes Around the World

1. Norway: The Fjords

In Norway, you can find steep cliffs and deep valleys next to icy rivers. The fjords are famous for their tall, rocky walls and clear, blue water. Waterfalls flow down the cliffs, and narrow paths wind through the forests near the shore. You can kayak along the calm water and explore hidden caves. The snow-capped mountains rise high above, making the view unforgettable. This is a perfect place for hiking or relaxing by the water.

2. Egypt: The Desert

Egypt is home to a vast desert with golden sand dunes and rocky hills. The land is dry and wide, with almost no trees or plants. Narrow streams are rare, but you might find an oasis near a valley. The desert is hot during the day but cool and dark at night. You can see caves inside some cliffs and explore them with a guide. People often ride camels to cross this unique, quiet landscape.

3. Canada: The Rocky Mountains

The Rocky Mountains in Canada are famous for their tall peaks and icy lakes. Snow covers the tops of the mountains, even in summer. Rivers flow through narrow valleys, surrounded by forests of green trees. You can kayak down the rivers or hike along rocky paths to explore the area. Clear waterfalls cascade down steep cliffs. The air is fresh, and the views are incredible. This is a great place for adventure and nature lovers.

4. Japan: Volcanoes and Forests

In Japan, you can see tall volcanoes like Mount Fuji, surrounded by green forests and valleys. Narrow streams flow down the sides of the mountains, and rocky paths lead to hidden caves. The water in the lakes is clear and calm, perfect for relaxing. Grass and bushes grow near the rivers, and you can hear birds singing. Walking through the forest, you feel close to nature, with tall trees all around and snow on the mountains in the distance.

Vocabulary Exercises: Landscapes

1. Complete the Gaps

Fill in the blanks with the correct word from the box:

(Words: cave, cliff, lake, river, valley, volcano, waterfall, hill)

1. We hiked to the top of the steep _____ and enjoyed the view.
 2. The water from the _____ was icy and splashed everywhere.
 3. A narrow _____ runs between two tall mountains.
 4. They explored a dark _____ hidden inside the mountain.
 5. The _____ erupted, sending lava down its sides.
 6. A small _____ flows behind our house—it's great for fishing.
 7. We picnicked beside the calm _____ with clear, blue water.
 8. The kids climbed the green _____ behind the school.
-

2. Match the Words

Match the words to their definitions:

Words	Definitions
1. forest	a. A body of water surrounded by land
2. shore	b. A large area covered with trees
3. ocean	c. A large body of saltwater
4. rocky	d. The land along the edge of a body of water
5. stream	e. A small, narrow river
6. desert	f. An area of land with little rain or plants
7. icy	g. Very cold, often covered with ice
8. steep	h. Rising or falling sharply

3. Choose the Correct Word

Circle the correct word to complete the sentence:

1. The (cliff / desert / river) is very dry and has no trees.
 2. A small boat sailed across the (hill / lake / cave).
 3. The path was (icy / forest / valley) and difficult to walk on.
 4. We kayaked down the (shore / narrow / stream).
 5. The (ocean / volcano / valley) erupted, and smoke filled the air.
 6. She stood near the (cliff / shore / forest) and looked at the waves.
 7. The tall (waterfall / lake / desert) dropped into the river below.
 8. A (rocky / wide / tall) path runs between the mountains.
-

4. Odd One Out

Find the word that does NOT belong in each group:

1. cave, lake, ocean, river
 2. steep, shallow, tall, stream
 3. valley, mountain, volcano, icy
 4. forest, desert, rocky, shore
 5. deep, wide, narrow, waterfall
 6. kayak, explore, river, climb
 7. icy, rocky, steep, stream
 8. grass, trees, bushes, volcano
-

5. Word Collocations

Match the words on the left with the correct collocations on the right:

Words	Collocations
1. clear	a. waterfall
2. narrow	b. lake
3. tall	c. valley
4. rocky	d. river
5. deep	e. forest
6. icy	f. caves
7. green	g. mountains
8. steep	h. path

These exercises provide varied practice for your Pre-Intermediate students to learn and reinforce the target vocabulary.

Vocabulary Exercises: Landscapes

1. Complete the Gaps

Fill in the blanks with the correct word from the box:

(Words: cave, cliff, lake, river, valley, volcano, waterfall, hill)

1. We hiked to the top of the steep _____ and enjoyed the view.
2. The water from the _____ was icy and splashed everywhere.
3. A narrow _____ runs between two tall mountains.
4. They explored a dark _____ hidden inside the mountain.
5. The _____ erupted, sending lava down its sides.
6. A small _____ flows behind our house—it's great for fishing.
7. We picnicked beside the calm _____ with clear, blue water.
8. The kids climbed the green _____ behind the school.

2. Match the Words

Match the words to their definitions:

Words	Definitions
1. forest	a. A body of water surrounded by land
2. shore	b. A large area covered with trees
3. ocean	c. A large body of saltwater
4. rocky	d. The land along the edge of a body of water
5. stream	e. A small, narrow river
6. desert	f. An area of land with little rain or plants

Words	Definitions
7. icy	g. Very cold, often covered with ice
8. steep	h. Rising or falling sharply

3. Choose the Correct Word

Circle the correct word to complete the sentence:

1. The (cliff / desert / river) is very dry and has no trees.
2. A small boat sailed across the (hill / lake / cave).
3. The path was (icy / forest / valley) and difficult to walk on.
4. We kayaked down the (shore / narrow / stream).
5. The (ocean / volcano / valley) erupted, and smoke filled the air.
6. She stood near the (cliff / shore / forest) and looked at the waves.
7. The tall (waterfall / lake / desert) dropped into the river below.
8. A (rocky / wide / tall) path runs between the mountains.

4. Odd One Out

Find the word that does NOT belong in each group:

1. cave, lake, ocean, river
2. steep, shallow, tall, stream
3. valley, mountain, volcano, icy
4. forest, desert, rocky, shore
5. deep, wide, narrow, waterfall
6. kayak, explore, river, climb
7. icy, rocky, steep, stream
8. grass, trees, bushes, volcano

5. Word Collocations

Match the words on the left with the correct collocations on the right:

Words	Collocations
1. clear	a. waterfall
2. narrow	b. lake
3. tall	c. valley
4. rocky	d. river
5. deep	e. forest
6. icy	f. caves
7. green	g. mountains
8. steep	h. path

These exercises provide varied practice for your Pre-Intermediate students to learn and reinforce the target vocabulary.

Now I am ready to upload this material to an online learning platform, copy and paste it into a presentation tool to display on the whiteboard in class, or create paper handouts.

I would like to add a listening component now to provide context for this vocabulary. Here's my prompt: Can you write 4 listening transcripts describing four typical landscapes from countries of your choice, suitable for students at this language level? Each transcript should be about 80 words long. Remember to include plenty of vocabulary from this lesson.

Now I am ready to upload this material to an online learning platform, copy and paste it into a presentation tool to display on the whiteboard in class, or create paper handouts.

I would like to add a listening component now to provide context for this vocabulary. Here's my prompt: Can you write 4 listening transcripts describing four typical landscapes from countries of your choice, suitable for students at this language level? Each transcript should be about 80 words long. Remember to include plenty of vocabulary from this lesson.

Listening Transcripts: Landscapes Around the World

1. Norway: The Fjords

In Norway, you can find steep cliffs and deep valleys next to icy rivers. The fjords are famous for their tall, rocky walls and clear, blue water. Waterfalls flow down the cliffs, and narrow paths wind through the forests near the shore. You can kayak along the calm water and explore hidden caves. The snow-capped mountains rise high above, making the view unforgettable. This is a perfect place for hiking or relaxing by the water.

2. Egypt: The Desert

Egypt is home to a vast desert with golden sand dunes and rocky hills. The land is dry and wide, with almost no trees or plants. Narrow streams are rare, but you might find an oasis near a valley. The desert is hot during the day but cool and dark at night. You can see caves inside some cliffs and explore them with a guide. People often ride camels to cross this unique, quiet landscape.

3. Canada: The Rocky Mountains

The Rocky Mountains in Canada are famous for their tall peaks and icy lakes. Snow covers the tops of the mountains, even in summer. Rivers flow through narrow valleys, surrounded by forests of green trees. You can kayak down the rivers or hike along rocky paths to explore the area. Clear waterfalls cascade down steep cliffs. The air is fresh, and the views are incredible. This is a great place for adventure and nature lovers.

4. Japan: Volcanoes and Forests

In Japan, you can see tall volcanoes like Mount Fuji, surrounded by green forests and valleys. Narrow streams flow down the sides of the mountains, and rocky paths lead to hidden caves. The water in the lakes is clear and calm, perfect for relaxing. Grass and bushes grow near the rivers, and you can hear birds singing. Walking through the forest, you feel close to nature, with tall trees all around and snow on the mountains in the distance.

Listening Transcripts: Landscapes Around the World

1. Norway: The Fjords

In Norway, you can find steep cliffs and deep valleys next to icy rivers. The fjords are famous for their tall, rocky walls and clear, blue water. Waterfalls flow down the cliffs, and narrow paths wind through the forests near the shore. You can kayak along the calm water and explore hidden caves. The snow-capped mountains rise high above, making the view unforgettable. This is a perfect place for hiking or relaxing by the water.

2. Egypt: The Desert

Egypt is home to a vast desert with golden sand dunes and rocky hills. The land is dry and wide, with almost no trees or plants. Narrow streams are rare, but you might find an oasis near a valley. The desert is hot during the day but cool and dark at night. You can see caves inside some cliffs and explore them with a guide. People often ride camels to cross this unique, quiet landscape.

3. Canada: The Rocky Mountains

The Rocky Mountains in Canada are famous for their tall peaks and icy lakes. Snow covers the tops of the mountains, even in summer. Rivers flow through narrow valleys, surrounded by forests of green trees. You can kayak down the rivers or hike along rocky paths to explore the area. Clear waterfalls cascade down steep cliffs. The air is fresh, and the views are incredible. This is a great place for adventure and nature lovers.

4. Japan: Volcanoes and Forests

In Japan, you can see tall volcanoes like Mount Fuji, surrounded by green forests and valleys. Narrow streams flow down the sides of the mountains, and rocky paths lead to hidden caves. The water in the lakes is clear and calm, perfect for relaxing. Grass and bushes grow near the rivers, and you can hear birds singing. Walking through the forest, you feel close to nature, with tall trees all around and snow on the mountains in the distance.

Note: you may access the audio files on the blog [HERE](#).

For the speaking component, we can ask ChatGPT to generate a list of speaking questions for the unit. Prompt: Write 10 engaging conversation questions for my students, including the key focal vocabulary.

10 Engaging Conversation Questions on Landscapes

1. Have you ever visited a place with tall mountains or a deep valley? What was it like?
2. Would you rather explore a dark cave or hike a steep cliff? Why?
3. Do you like rivers, lakes, or oceans more? What can you do near them?
4. Have you ever seen a waterfall? If not, would you like to? Why or why not?
5. Imagine you are kayaking along a narrow stream. What do you think you will see around you?
6. What would you take on a trip to a wide desert? Why?
7. Do you prefer to walk through a green forest or relax near a rocky shore? Why?
8. If you could visit a snowy mountain, what would you do there?
9. What do you think it's like to live near a volcano? Is it exciting or dangerous?
10. Describe your dream vacation. Does it include icy rivers, grassy valleys, or clear blue lakes? Why?

10 Engaging Conversation Questions on Landscapes

1. *Have you ever visited a place with tall mountains or a deep valley? What was it like?*
2. *Would you rather explore a dark cave or hike a steep cliff? Why?*
3. *Do you like rivers, lakes, or oceans more? What can you do near them?*
4. *Have you ever seen a waterfall? If not, would you like to? Why or why not?*
5. *Imagine you are kayaking along a narrow stream. What do you think you will see around you?*
6. *What would you take on a trip to a wide desert? Why?*

7. *Do you prefer to walk through a green forest or relax near a rocky shore? Why?*
8. *If you could visit a snowy mountain, what would you do there?*
9. *What do you think it's like to live near a volcano? Is it exciting or dangerous?*
10. *Describe your dream vacation. Does it include icy rivers, grassy valleys, or clear blue lakes? Why?*

I am not particularly fond of most of these questions, so I will just choose about half of them (numbers 1, 6, 9 and 10). We can simply take note of them and read them out in class.

Finally, the icing on the cake. Prompt: Based on these four listening transcripts, can you create a rap song for my students to learn and sing?

The students can sing a cappella or find a backing track online.

(I will just screenshot a portion of it. Full transcript below).

Landscape Rap

Title: *The World's Landscapes Rap*

Level: Pre-Intermediate

Objective: Help students memorize landscape vocabulary through rhythm and repetition.

[Chorus]

🎧 Explore the world, it's time to see,
The cliffs, the valleys, the forest, the sea.
Icy rivers, deserts wide,
Mountains tall, let's take a ride! 🎧

[Verse 1: Norway]

🎧 In Norway, the fjords are steep,
With waterfalls that leap and leap.
Kayak along the rocky shore,
Explore the caves, there's so much more!
Tall mountains rise, covered in snow,
The icy rivers, they gently flow. 🎧

Landscape Rap

Title: The World's Landscapes Rap

Level: Pre-Intermediate

Objective: Help students memorize landscape vocabulary through rhythm and repetition.

[Chorus]

*Explore the world, it's time to see,
The cliffs, the valleys, the forest, the sea.
Icy rivers, deserts wide,*

Mountains tall, let's take a ride!

[Verse 1: Norway]

*In Norway, the fjords are steep,
With waterfalls that leap and leap.
Kayak along the rocky shore,
Explore the caves, there's so much more!
Tall mountains rise, covered in snow,

The icy rivers, they gently flow.*

[Chorus]

*Explore the world, it's time to see,
The cliffs, the valleys, the forest, the sea.
Icy rivers, deserts wide,

Mountains tall, let's take a ride!*

[Verse 2: Egypt]

*In Egypt's desert, the sand is gold,
The days are hot, the nights are cold.
No rivers here, just cliffs and caves,
Oasis streams that the sunlight saves.
Ride a camel across the land,

Feel the heat of the desert sand.*

[Chorus]

*Explore the world, it's time to see,
The cliffs, the valleys, the forest, the sea.
Icy rivers, deserts wide,

Mountains tall, let's take a ride!*

[Verse 3: Canada]

*In Canada's Rockies, the peaks are high,
With snowy tops that touch the sky.
Clear blue lakes and forests green,
Waterfalls rushing, a beautiful scene.
Hike the rocky path, find a stream,

The air is fresh; it's like a dream.*

[Chorus]

*Explore the world, it's time to see,
The cliffs, the valleys, the forest, the sea.
Icy rivers, deserts wide,

Mountains tall, let's take a ride!*

[Verse 4: Japan]

*In Japan, the volcanoes stand so tall,
Green forests surround them, trees so small.
Streams flow narrow, rivers are clear,
With valleys and caves, there's beauty near.
Mountains rise with snowy tops,

The journey through nature never stops.*

[Chorus]

*Explore the world, it's time to see,
The cliffs, the valleys, the forest, the sea.
Icy rivers, deserts wide,

Mountains tall, let's take a ride!*

[Outro]

*So grab your map, let's travel far,
From icy streams to deserts bizarre.*

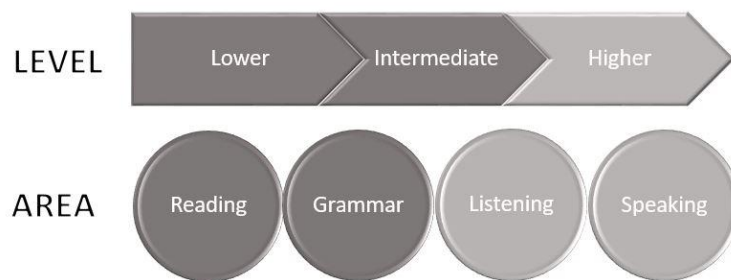
Learn the words, and sing this song,

The world's landscapes, where we belong!

The song is a bit long. We could write another prompt and ask for a shorter version, but I'll keep it as it is for now. There are many things we could do with this material. My choice this time will be to divide the classroom into four large groups, each representing one of the countries. Their task will be to sing along –or just rap- their part and also come up with a mimed version of it. This song lends itself rather well to this. Then, everyone can join in for the chorus. They could perform this a cappella –without any accompanying music or beat- or we can easily find some rap beats to go with the song by typing “freestyle rap beats” into YouTube.

Plenty of options to choose from in this lesson makeover, depending on time availability, student needs, or teaching and learning styles.

18. LESSON MAKEOVER 2



In [Lesson Makeover 1](#) I used ChatGPT to create additional lesson materials based on the content and objectives from a double-page spread of a coursebook lesson, focusing on section 2A. Now, I will move on section 2B to develop more resources to foster greater motivation and engagement in the language classroom.

The sample coursebook material comes from *Solutions 3rd Edition Pre-Intermediate*, OUP. You can download a free sample of unit 2 from the publisher's site [HERE](#). Section 2A centered around vocabulary to describe landscapes. Section 2B introduces students to the past continuous tense. Activity 1 features a short reading passage with this instruction: “*Read the opening paragraph of a story. Why does the narrator notice the tall man?*” The 100-word short passage is rich in examples of the past continuous tense, describing different simultaneous actions taking place at a train station as observed by the narrator. It concludes with a question, leaving readers intrigued and eager to know more.

There are eight additional activities in this section. I will focus solely on the first one to show how Gen.AI can create tailor-made materials for our needs. From there, it's up to us to apply our teaching experience, talent and creativity to craft memorable moments in our lessons.

So this is my first prompt: This is the opening paragraph of a story. Generate two alternative versions, each with five distinct differences from the original. The texts should include lots of examples of the past continuous, just like the original. Here is the paragraph: [pasted passage here].

Alternative 1

With my suitcase in my hand, I stepped off the train and onto the noisy platform. It was 8.00 in the evening. Passengers were rushing to catch their connections. A teenage boy and an elderly man were sitting near the timetable screen. The boy was scrolling on his phone, but the man wasn't paying attention to him. A street musician was playing a violin softly, while a small group of people were clapping along. All around, people were arguing with taxi drivers, pulling luggage, or searching for directions. Near the ticket counter, a woman in a bright yellow coat was standing motionless. Why was she holding an umbrella on such a clear night? And why was she staring at me so intently?

Alternative 2

With my jacket slung over my arm, I stepped off the train onto the dimly lit platform. It was 6.45 in the evening. Commuters were hurrying past me. A couple with a large dog were sitting on the edge of a planter. The man was feeding the dog pieces of bread, but the woman wasn't watching him. Nearby, a boy was drawing shapes on the ground with a stick while his father was talking on the phone. All around, people were checking train schedules, dragging suitcases, or chatting excitedly. Near the vending machines, a teenager with bright pink hair was standing as still as a statue. Why was she wearing sunglasses at night? And why was she grinning as if she knew something I didn't?

Alternative 1

With my suitcase in my hand, I stepped off the train and onto the noisy platform. It was 8.00 in the evening. Passengers were rushing to catch their connections. A teenage boy and an elderly man were sitting near the timetable screen. The boy was scrolling on his phone, but the man wasn't paying attention to him. A street musician was playing a violin softly, while a small group of people were clapping along. All around, people were arguing with taxi drivers, pulling luggage, or searching for directions. Near the ticket counter, a woman in a bright yellow coat was standing motionless. Why was she holding an umbrella on such a clear night? And why was she staring at me so intently?

Alternative 2

With my jacket slung over my arm, I stepped off the train onto the dimly lit platform. It was 6.45 in the evening. Commuters were hurrying past me. A couple with a large dog were sitting on the edge of a planter. The man was feeding the dog pieces of bread, but the woman wasn't watching him. Nearby, a boy was drawing shapes on the ground with a stick while his father was talking on the phone. All around, people were checking train schedules, dragging suitcases, or chatting excitedly. Near the vending machines, a teenager with bright pink hair was standing as still as a statue. Why was she wearing sunglasses at night? And why was she grinning as if she knew something I didn't?

The generated texts are slightly above the language level, particularly so the second one. Personally, I wouldn't make any changes to them. Given their brevity, we could easily help students with any vocabulary queries. Now, what kinds of tasks could we develop? We could:

- Create fill in the gaps exercises by removing the –ing forms of the past continuous tenses and providing them below each of the passages in any given order. We could copy and paste those passages to a Word document and do it manually or ask ChatGPT to do this for us and copy and paste from there.
- Print copies of the passages. Have students work in pairs, giving the *Alternative 1* passage to student A and *Alternative 2* passage to student B. Allow students some time to read and ask any questions to fully understand their passages. Then, students take turns reading their passages, stopping right before the '–ing' form of a past continuous verb and miming it for their partner to guess. If this proves too challenging –since some of these verbs in the past continuous form are above the language level- students can instead select 5 or 6 past continuous examples from their passages and mime those.
- Copy and paste the passages into a presentation tool, such as Powerpoint, or into IWB presentation software. Gradually erase past continuous forms for students to retell the story. They can do this in pairs first and then volunteer to read extracts aloud, retrieving the missing past continuous forms.

Now I am curious to see how ChatGPT could expand on the original story from the book unit. Prompt: This is the opening paragraph of a story. Continue the story in approximately 150 words. Remember that this is intended for Pre-Intermediate English students and originates from a coursebook series, so the language should be suitably simplified. The story should include a significant number of past continuous tense examples, as this is the primary focus of the lesson. The story should be exciting and engaging for language learners. Here is the paragraph: [pasted passage here].

I looked around nervously. People were walking past, but no one seemed to notice the tall man. He was still standing there, watching me. My heart was beating fast as I started moving towards the exit. While I was walking, I kept glancing back, but he wasn't following me. Or was he?

I turned a corner and saw a small café. People were sitting inside, drinking coffee and talking. I decided to go in and wait for a while. As I was ordering a tea, I saw him again—he was standing outside, looking through the window.

My hands were shaking as I picked up my cup. What did he want? I tried to stay calm, but my mind was racing. Suddenly, my phone buzzed. I looked at the screen, and a message appeared: "Don't trust him. Meet me outside the station." Who had sent it? And what was going on?

I looked around nervously. People were walking past, but no one seemed to notice the tall man. He was still standing there, watching me. My heart was beating fast as I started moving towards the exit. While I was walking, I kept glancing back, but he wasn't following me. Or was he?

I turned a corner and saw a small café. People were sitting inside, drinking coffee and talking. I decided to go in and wait for a while. As I was ordering a tea, I saw him again—he was standing outside, looking through the window.

My hands were shaking as I picked up my cup. What did he want? I tried to stay calm, but my mind was racing. Suddenly, my phone buzzed. I looked at the screen, and a message appeared: "Don't trust him. Meet me outside the station." Who had sent it? And what was going on?

I would actually like an alternative, so I prompted ChatGPT to generate one.

I froze for a moment, unsure what to do. The tall man was still looking at me, but now he was smiling. Why was he smiling? People around me were laughing, talking, and rushing past, but I couldn't focus on anything else.

I started walking slowly towards the exit, pretending I didn't see him. As I was passing a group of travelers, I noticed he was following me. My heart was pounding, and I was trying not to panic.

Just then, a loud announcement echoed through the station. People were stopping and listening, but I kept moving. I was looking for somewhere to hide. Nearby, a luggage trolley was sitting next to a café. I ducked behind it and waited.

The man was searching the platform now, turning his head from side to side. Suddenly, my phone vibrated. A message flashed on the screen: "Find the red door. Hurry!"

I froze for a moment, unsure what to do. The tall man was still looking at me, but now he was smiling. Why was he smiling? People around me were laughing, talking, and rushing past, but I couldn't focus on anything else.

I started walking slowly towards the exit, pretending I didn't see him. As I was passing a group of travelers, I noticed he was following me. My heart was pounding, and I was trying not to panic.

Just then, a loud announcement echoed through the station. People were stopping and listening, but I kept moving. I was looking for somewhere to hide. Nearby, a luggage trolley was sitting next to a café. I ducked behind it and waited.

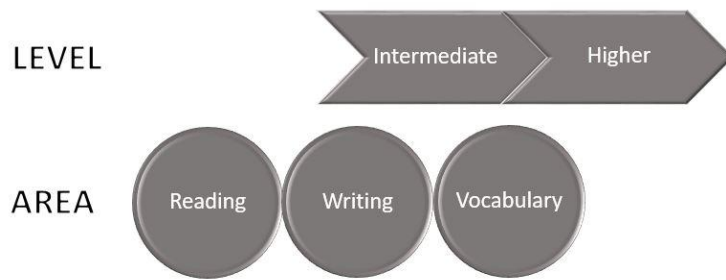
The man was searching the platform now, turning his head from side to side. Suddenly, my phone vibrated. A message flashed on the screen: "Find the red door. Hurry!"

These passages are, once again, slightly above the language level, but this is a minor issue as they are quite short, and any difficulties can be easily clarified.

I would be printing handouts of both passages for the students to read and discuss which alternative they find more exciting and why. After some discussion, students would choose one and expand the story in writing while making an effort to effectively use the past continuous.

Quite obviously, we wouldn't have time for all of these activities in addition to the tasks already included in the unit section. However, it's always beneficial to have a variety of options to choose from based on our students' needs and interests, or on what we think will work best in our teaching context.

19. MOVIE REVIEWS



Today I would like to share an AI-powered lesson aimed at engaging students with a series of tasks focusing on useful vocabulary and expressions for talking about movies. The lesson includes a reading component, analyzing lexis with a critical mind and getting students to write their own movie reviews.

First of all, we are going to ask ChatGPT to write movie reviews for us. Given the nature of the subject matter, this lesson works better for Intermediate levels and above, though it can be adapted for lower levels. Here's a possible prompt: Write one positive, one neutral and one negative review of about 80 words each for each of the following movies: *Jaws*, *Forrest Gump* and *The Wild Robot*. The reviews should address aspects such as the plot, themes, acting and characters, cinematography, or special effects. The target reader is an upper-intermediate student of English. Include vocabulary, collocations and language chunks to talk about movies that are useful for language learners at this level.

Jaws

Positive Review:

Jaws is a classic thriller that keeps you on the edge of your seat from start to finish. The suspense builds as the terrifying shark lurks just beneath the surface, making every scene intense. The soundtrack is unforgettable, and the cast delivers strong performances, especially in the face of the unknown danger. Spielberg's direction and the practical effects make this 1975 film feel timeless, reminding audiences why it set the standard for summer blockbusters.

Neutral Review:

While *Jaws* is often praised as a masterpiece, some viewers may find its pacing slower than modern thrillers. The story of a small-town sheriff facing a deadly shark is well-told, and the underwater shots are impressive. Although the shark itself doesn't always look realistic, the tense atmosphere holds up. Overall, *Jaws* remains an influential film that's worth watching, even if certain parts might seem dated.

Negative Review:

Despite being called a "classic," *Jaws* might not live up to the hype for today's audiences. The special effects are limited, and the mechanical shark doesn't look believable, which can pull you out of the story. The pacing is slow, and some may find it hard to connect with the characters. While it's historically significant, *Jaws* may feel underwhelming for those expecting a fast-paced thriller.

Forrest Gump

Positive Review:

Forrest Gump is a heartwarming film that takes viewers on an unforgettable journey through American history. Tom Hanks delivers an exceptional performance, bringing charm and sincerity to Forrest's character. The movie blends humor, emotion, and life lessons, making it deeply moving and memorable. The storyline's balance between comedy and drama, along with iconic quotes, gives it a lasting impact that resonates with viewers long after the credits roll.

Neutral Review:

While *Forrest Gump* is well-acted and visually appealing, some might feel the story is overly sentimental. Tom Hanks does a great job, and the film's use of historical events is interesting, but it sometimes feels like it relies too much on nostalgia. The pacing is steady, making it easy to follow, but it may not appeal to everyone. Despite mixed reactions, *Forrest Gump* is still worth watching for its unique perspective on life's ups and downs.

Negative Review:

Forrest Gump can feel overly sentimental and at times manipulative, as it tries too hard to tug at the heartstrings. The character of Forrest feels unrealistic, and his success seems too convenient to be believable. Although Tom Hanks is convincing in his role, the story lacks depth and feels repetitive. The film's constant reliance on famous historical moments might seem forced, leaving some viewers unimpressed by the heavy-handed storytelling.

The Wild Robot

Positive Review:

The Wild Robot is a charming animated film that tells the story of a robot learning to survive in the wild and find friendship with animals. The stunning animation brings the forest setting to life, and Roz, the robot, is a lovable character who evolves throughout the story. With themes of resilience, friendship, and nature, the movie is both engaging and heartwarming, making it enjoyable for audiences of all ages.

Neutral Review:

The Wild Robot offers a simple story of survival and friendship in a natural setting. Roz, the robot protagonist, is an interesting character, though some might find her emotional journey predictable. The animation is appealing, and the nature scenes are well-done, though the plot can be slow-paced. Overall, it's a decent family film with a gentle message, though it may not leave a lasting impression on all viewers.

Negative Review:

The Wild Robot lacks depth and feels too simplistic for older audiences. The story of Roz adapting to life in the forest doesn't bring much suspense, and the predictable plot fails to hold attention. The character development is limited, and the film's message about nature and friendship, though positive, comes off as overly basic. While the animation is pleasant, the movie may feel dull and forgettable for viewers seeking a richer storyline.

Jaws

Positive Review:

Jaws is a classic thriller that keeps you on the edge of your seat from start to finish. The suspense builds as the terrifying shark lurks just beneath the surface, making every scene intense. The soundtrack is unforgettable, and the cast delivers strong performances, especially in the face of the unknown danger. Spielberg's direction and the practical effects make this 1975 film feel timeless, reminding audiences why it set the standard for summer blockbusters.

Neutral Review:

While *Jaws* is often praised as a masterpiece, some viewers may find its pacing slower than modern thrillers. The story of a small-town sheriff facing a deadly shark is well-told, and the underwater shots are impressive. Although the shark itself doesn't always look realistic, the tense atmosphere holds up. Overall, *Jaws* remains an influential film that's worth watching, even if certain parts might seem dated.

Negative Review:

Despite being called a "classic," *Jaws* might not live up to the hype for today's audiences. The special effects are limited, and the mechanical shark doesn't look believable, which can pull you out of the story. The pacing is slow, and some may find it hard to connect with the characters. While it's historically significant, *Jaws* may feel underwhelming for those expecting a fast-paced thriller.

Forrest Gump

Positive Review:

Forrest Gump is a heartwarming film that takes viewers on an unforgettable journey through American history. Tom Hanks delivers an exceptional performance, bringing charm and sincerity to Forrest's character. The movie blends humor, emotion, and life lessons, making it

deeply moving and memorable. The storyline's balance between comedy and drama, along with iconic quotes, gives it a lasting impact that resonates with viewers long after the credits roll.

Neutral Review:

While Forrest Gump is well-acted and visually appealing, some might feel the story is overly sentimental. Tom Hanks does a great job, and the film's use of historical events is interesting, but it sometimes feels like it relies too much on nostalgia. The pacing is steady, making it easy to follow, but it may not appeal to everyone. Despite mixed reactions, Forrest Gump is still worth watching for its unique perspective on life's ups and downs.

Negative Review:

Forrest Gump can feel overly sentimental and at times manipulative, as it tries too hard to tug at the heartstrings. The character of Forrest feels unrealistic, and his success seems too convenient to be believable. Although Tom Hanks is convincing in his role, the story lacks depth and feels repetitive. The film's constant reliance on famous historical moments might seem forced, leaving some viewers unimpressed by the heavy-handed storytelling.

The Wild Robot

Positive Review:

The Wild Robot is a charming animated film that tells the story of a robot learning to survive in the wild and find friendship with animals. The stunning animation brings the forest setting to life, and Roz, the robot, is a lovable character who evolves throughout the story. With themes of resilience, friendship, and nature, the movie is both engaging and heartwarming, making it enjoyable for audiences of all ages.

Neutral Review:

The Wild Robot offers a simple story of survival and friendship in a natural setting. Roz, the robot protagonist, is an interesting character, though some might find her emotional journey predictable. The animation is appealing, and the nature scenes are well-done, though the plot can be slow-paced. Overall, it's a decent family film with a gentle message, though it may not leave a lasting impression on all viewers.

Negative Review:

The Wild Robot lacks depth and feels too simplistic for older audiences. The story of Roz adapting to life in the forest doesn't bring much suspense, and the predictable plot fails to hold attention. The character development is limited, and the film's message about nature and friendship, though positive, comes off as overly basic. While the animation is pleasant, the movie may feel dull and forgettable for viewers seeking a richer storyline.

Two aspects worth noting here. First, ChatGPT excels at providing reviews of recent releases (The Wild Robot is currently showing in theatres at the time of writing). Second, the variety and relevance of the target vocabulary are incredible (e.g., keeps you on the edge of your seat from start to finish, worth watching, might not live up to the hype, the predictable plot fails to get attention). These are just a few examples of the excellent language provided. I am truly pleased with this content material.

The next stage is to copy and paste these texts, increase the text size to make the reviews legible from a meter away, and print copies. Cut out nine strips of paper containing the reviews but omit the titles and headings (positive, neutral or negative review). Then, number each review randomly using a pen or a marker.

In class, we may want to do some lead-in activities, such as having conversations about movies, brainstorming expressions to talk about movies, or showing some movie posters. We could then ask students if they have seen those movies, whether they are worth watching, what genre they belong to, and so on.

Next, we will display the movie reviews on the classroom walls and tell students to take an A4-sized piece of paper. In landscape orientation, they will create a table with nine rows numbered 1 to 9 and label two columns: 'Positive/Neutral/Negative' and 'Interesting Vocabulary', as shown in the photo below. I have already filled out information for the first cells, but these would be blank at this stage.

	<u>Positive/Neutral/Negative</u>	<u>Interesting Vocabulary</u>
1	Positive	- keeps you on the edge of your seat - timeless - worth watching - dated
2	Neutral	
3		
4		
5		
6		
7		
8		
9		

Now students will walk around the classroom, read each numbered review in any order, and decide whether it's positive, neutral or negative. They will also write down **one** or **two** interesting words or expressions related to talking about movies. If they have trouble understanding some of the vocabulary, they are welcome to ask you or their classmates. I have already completed the task for the positive and neutral reviews on *Jaws* in the same order shown before, but in our case, the reviews will be numbered randomly. This activity will probably take about 10 minutes.

Afterward, in plenary mode, we would elicit answers from the students and focus our attention on the key expressions. Plenty of opportunities here for exposure to the language and repetition. This is also an excellent opportunity to teach new vocabulary and expressions.

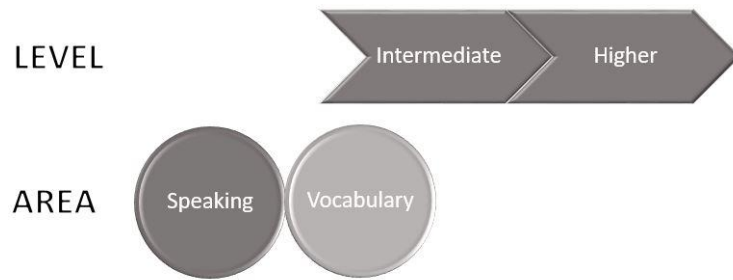
Now it's time for students to write their own movie reviews of about 80 words. This can be assigned as homework or, preferably, as a class activity. We should obviously encourage our students to use the expressions they have just explored. While they are on task, we can walk around to provide assistance. Once completed, they can display their reviews on the walls for everyone to read.

This lesson works equally well with other forms of culture and entertainment, such as plays, musicals, books or video game reviews. It can also be adapted and extended to include reviews of theme parks, hotels or restaurants.

SECTION 2: LIVE TEACHING

Use Gen AI in real time in the classroom. No prep needed.

20. SPEAKING EXAM PRACTICE: MONOLOGUE



Today we are going to use Claude for live brainstorming in class to generate subtopics from a general topic provided for a speaking exam. Next we will focus on gathering some useful vocabulary and expressions to use in the exam.

So let's pretend that we have been working in class on the general topic of food at a B2 level of English. To cap off this work, we are going to ask our students to be engaged in a speaking exam simulation for the following task:

“Talk about why more people are choosing to become vegetarian nowadays.”

To put things in context, I am an English teacher at an *Escuela Oficial de Idiomas* in Spain. Escuelas Oficiales de Idiomas offer standardized tests that include a speaking component. Candidates have 5 minutes of preparation time before the speaking exam, which includes a monologue and a dialogue or interaction. During this time they can review the materials and plan their responses based on the tasks provided. They may also be allowed to take notes, which they can refer to during the exam. At B2 level the monologue section lasts about three minutes.

So I would tell my students to work in pairs or groups of three for about three minutes to come up with a list of subtopics for the speaking topic. For example, they might write down “health related reasons” or “ethical reasons.”

Meanwhile, as the students are on task, I type this into Claude (and hide from view): I have been given this assignment: “Talk about why more people are choosing to become vegetarian nowadays”. Can you give me a list of 8 different subtopics on this general topic for me to refer to in my speech? Can you present them as bullet points?

And this is Claude's answer:

Here's a list of 8 subtopics related to the increasing trend of vegetarianism:

- Health benefits associated with vegetarian diets
- Environmental impact of meat consumption vs. plant-based diets
- Ethical concerns regarding animal welfare in the food industry
- Availability and variety of vegetarian options in restaurants and grocery stores
- Influence of social media and celebrities on dietary choices
- Economic factors affecting the choice to become vegetarian
- Cultural shifts in attitudes towards meat consumption
- Technological advancements in plant-based meat alternatives

These subtopics cover various aspects of the vegetarian trend, from personal health to global concerns. They should provide a good foundation for structuring your speech. Would you like me to elaborate on any of these points or suggest ways to incorporate them into your speech?

Here's a list of 8 subtopics related to the increasing trend of vegetarianism:

- *Health benefits associated with vegetarian diets*
- *Environmental impact of meat consumption vs. plant-based diets*
- *Ethical concerns regarding animal welfare in the food industry*
- *Availability and variety of vegetarian options in restaurants and grocery stores*
- *Influence of social media and celebrities on dietary choices*
- *Economic factors affecting the choice to become vegetarian*
- *Cultural shifts in attitudes towards meat consumption*
- *Technological advancements in plant-based meat alternatives*

When their allotted time is up, display what's on the screen so that they can compare it with their notes. Did they think of anything that isn't on the board? Is there anything on the board that no one thought of? Is there a bullet point on the board that most or all of them thought of? Bullet point number 3 is likely to have sprung to mind during the brainstorming process.

So the next step is to give the students five minutes to prepare their monologues by selecting 3-4 subtopics to elaborate on. They need to outline their speeches and think of recently practiced bits of language that are relevant to their speech. Before that, we can interact with Claude one last time by typing: "Can you give me 10 language chunks that are relevant for talking about 'ethical concerns regarding animal welfare in the food industry'? The chunks should consist of adjective + noun or verb + noun phrase."

Certainly. Here are 10 language chunks relevant to discussing "ethical concerns regarding animal welfare in the food industry," composed of adjective + noun or verb + noun phrase combinations:

1. Humane treatment Example: Ensuring humane treatment of animals should be a priority in food production.
2. Ethical sourcing Example: Many consumers are now demanding ethical sourcing of animal products.
3. Sustainable practices Example: Implementing sustainable practices can improve animal welfare and environmental impact.
4. Intensive farming Example: Intensive farming methods often raise significant animal welfare concerns.
5. Raise awareness Example: We need to raise awareness about the conditions in which farm animals are kept.
6. Improve conditions Example: Food companies must take steps to improve conditions for livestock.
7. Compassionate choices Example: Making compassionate choices as consumers can influence industry practices.
8. Cruel confinement Example: Many activists argue against the cruel confinement of animals in small spaces.
9. Implement standards Example: It's crucial to implement standards that ensure the well-being of farm animals.
10. Address concerns Example: The food industry needs to address concerns about animal welfare more seriously.

Certainly. Here are 10 language chunks relevant to discussing "ethical concerns regarding animal welfare in the food industry," composed of adjective + noun or verb + noun phrase combinations:

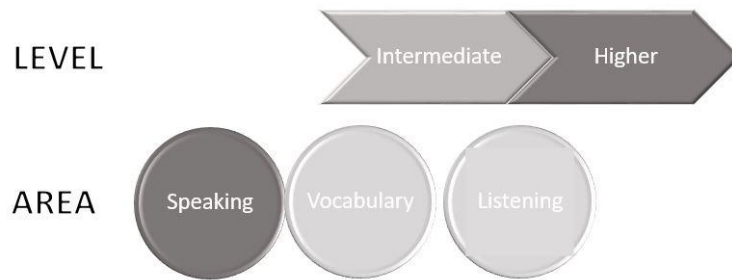
1. *Humane treatment Example: Ensuring humane treatment of animals should be a priority in food production.*
2. *Ethical sourcing Example: Many consumers are now demanding ethical sourcing of animal products.*
3. *Sustainable practices Example: Implementing sustainable practices can improve animal welfare and environmental impact.*
4. *Intensive farming Example: Intensive farming methods often raise significant animal welfare concerns.*
5. *Raise awareness Example: We need to raise awareness about the conditions in which farm animals are kept.*
6. *Improve conditions Example: Food companies must take steps to improve conditions for livestock.*
7. *Compassionate choices Example: Making compassionate choices as consumers can influence industry practices.*
8. *Cruel confinement Example: Many activists argue against the cruel confinement of animals in small spaces.*
9. *Implement standards Example: It's crucial to implement standards that ensure the well-being of farm animals.*
10. *Address concerns Example: The food industry needs to address concerns about animal welfare more seriously.*

Now we can draw attention to some of the relevant chunks and encourage students to use them later on.

Give the students five minutes to prepare their speeches. Arrange them into pairs (A and B). As deliver the speech while Bs listen. Then, As must pair up with a different B, and this time Bs deliver their speeches while As listen.

We may assign homework as a follow-up and invite our students to search for more useful vocabulary using the last prompt for some of the remaining subtopics on the Gen. AI tool of their choice, then make a voice recording for the task.

21. CLASS DEBATES 1



Today we are going to explore the potential of using ChatGPT in class and bend it to our will to help us generate ideas for class debates and also to present us with arguments and counterarguments to engage our students in these debates. Additionally, we can use it to search for relevant lexical items in relation to those debates.

Let's say we don't have a specific debate topic in mind, or we simply want to fill the last ten to fifteen minutes of a lesson. We could ask ChatGPT: "Provide a list of 5 debate topics for a class of learners of English at an Upper-Intermediate level."

Here are 5 debate topics suitable for Upper-Intermediate English learners:

1. Should social media platforms be more regulated to prevent misinformation?
2. Is climate change primarily the responsibility of governments or individuals?
3. Do the benefits of space exploration outweigh the costs?
4. Should the use of artificial intelligence in the workplace be limited to protect jobs?
5. Is it better to live in a large city or a small town?

Here are 5 debate topics suitable for Upper-Intermediate English learners:

- 1. Should social media platforms be more regulated to prevent misinformation?*
- 2. Is climate change primarily the responsibility of governments or individuals?*
- 3. Do the benefits of space exploration outweigh the costs?*
- 4. Should the use of artificial intelligence in the workplace be limited to protect jobs?*
- 5. Is it better to live in a large city or a small town?*

The list would be displayed on the board at the front, and students could work in pairs or small groups to discuss a question of their choice.

Let's now move on to a more structured task now. Let's assume students have been working on a specific topic. As an example, I am going to use coursebook material from *Achievers*

C1 (you can download a free sample from Richmond Publishing [here](#)). The unit title is “The Secret of My Success”. Students are presented with the following task:

10. Work in pairs. Debate the statement. Follow the instructions.

Setting a world record is the best measure of success that life can offer.

Student A: Speak in favour of the statement.

Student B: Speak against the statement.

Both speakers can make two statements in response to what the other has said.

And this is my personal ChatGPT-assisted plan:

I would allot some time for students to work individually, in pairs, or in small groups to think of expressions to use that they have been exposed to, as well as to come up with possible arguments for and against the topic. Then we would have a brainstorming session with the students’ notes before the debate.

Next, I would write this prompt: “I want to hold this debate with my upper- intermediate students of English: Setting a world record is the best measure of success that life can offer. Can you provide a table with 5 arguments in one column, 5 counterarguments in the second column and better counterarguments in the third column?” Here’s the table:

Arguments	Counterarguments	Better Counterarguments
1. Setting a world record brings international recognition and fame.	Fame is fleeting and doesn't guarantee long-term success or happiness.	Fame can open doors to other opportunities, making it more than just short-term recognition.
2. A world record shows unmatched excellence in a specific area.	Success can be measured in many other ways, such as personal fulfillment, relationships, or career achievements.	Unmatched excellence in any field often leads to greater self-confidence and motivation, which can enhance other areas of life.
3. It inspires others to push their limits and achieve greatness.	Not everyone is inspired by world records; some might find success in small, everyday achievements.	While personal success is valuable, world records have a larger societal impact, encouraging people globally to strive for excellence.
4. World records often lead to financial rewards and sponsorships.	Financial success can be achieved in many ways without setting a world record.	The combination of fame, financial success, and personal accomplishment that comes with a world record is a unique package that many other paths don't offer.
5. Setting a record proves dedication, hard work, and perseverance.	Dedication and hard work are required in all areas of life, not just in setting records.	While hard work is universal, breaking a world record is an ultimate test of perseverance and a clear, visible achievement of it.

I would display this table on the board at the front and ask the students to, in pairs or small groups, discuss the different arguments, counterarguments and better counterarguments in their own words, while also trying to provide examples from personal experience or from cases they may know. This is how things could unfold from now on:

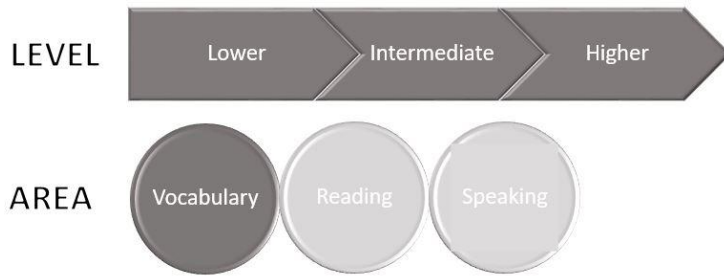
Student A: Breaking a world record can bring you widespread recognition and fame. You may have struggled at school, but you might excel in swimming and, as a result, become an inspirational figure for many young people.

Student B: Of course, but there will come a time when you are too old for top-level competition. What will you do then? There are many cases of top sports people who fall into depression when they are no longer part of the rat race. Some even turn to drugs and ruin their lives. I can't think of any specific examples right now, but I know this is not uncommon at all.

Student A again or Student C: I know what you mean. Your sports career may be over in your mid-thirties or so, but you can still enjoy swimming and free yourself from the stress and demands of a professional swimming career. You could become a swimming coach, a sports commentator, or invest the money you've earned in a lucrative business.

Here's an amazing variation of this ChatGPT-assisted activity, assuming students are allowed to use mobile devices in class. It requires the ChatGPT app or similar, like Luzia, installed on the devices along with earphones. We would ask our students to engage in the activity individually through voice chat. Alternatively, we could install a Chrome extension for ChatGPT, such as "Voice Control for ChatGPT", and invite students to come to the front where the class computer is and hold their arguments and counterarguments in spoken form.

22. EXPLAINING VOCABULARY IN CLASS



If the expression “a dump” cropped up in class, how would we go about explaining it? This word may appear on a page from the coursebook or perhaps from a video we may be playing for the class. Perhaps our students are involved in some speaking practice in pairs or small groups and, as we circulate and eavesdrop on those conversations, we might suggest this word in an “off-the-cuff” reformulation.

“Teaching” a word or a lexical item implies many different things. Obviously we have to try to convey the meaning of it but we cannot ignore many other aspects inherent to it such its spoken form (in isolation and in connected speech), its written form, showing examples of it in different contexts or sentences, showing the grammar of it and also how it connects with other words.

How does this translate to a Gen.AI-assisted teacher in class? Well, we could just type explain the meaning of “a dump” into ChatGPT for our students to see on the board in front. We could also ask to generate a few example sentences.

Meaning of “A Dump”

“A dump” is an informal expression used to describe a place that is dirty, messy, or in very poor condition. It usually refers to somewhere that looks neglected or unpleasant to be in.

Example Sentences:

1. We checked into the motel, but it was a dump, so we left and found somewhere nicer.
2. His bedroom is always a dump—clothes and trash everywhere!
3. The old office building looks like a dump, with broken windows and graffiti on the walls.
4. I thought the restaurant would be nice, but it turned out to be a dump, and we didn't even stay for dessert.
5. After the party, the living room was a dump, with food and drinks spilled all over the floor.

Meaning of “A Dump”

“A dump” is an informal expression used to describe a place that is dirty, messy, or in very poor condition. It usually refers to somewhere that looks neglected or unpleasant to be in.

Example Sentences:

1. *We checked into the motel, but it was a dump, so we left and found somewhere nicer.*
2. *His bedroom is always a dump—clothes and trash everywhere!*
3. *The old office building looks like a dump, with broken windows and graffiti on the walls.*
4. *I thought the restaurant would be nice, but it turned out to be a dump, and we didn't even stay for dessert.*
5. *After the party, the living room was a dump, with food and drinks spilled all over the floor.*

And that would be good enough. But how about bringing in an awe factor to make it more memorable? How about using “a dump” in a story? How about making students do something with the word, even if the end result is just the word hovering in their minds?

Here's the magic prompt:

Take on the role of my English teacher and explain the expression ‘**a dump**’ by telling me an engaging story. I’m a young adult who is learning English at an Intermediate level. The story should be 50 to 70 words long. After the story, provide a dictionary definition and include five example sentences that use this expression. Finally, come up with five thought-provoking conversation questions that also include this expression. Please bold the phrase every time it appears.

Story: The Meaning of “A Dump”

Jake was excited to visit the new restaurant in town. But when he arrived, the place was filthy, with broken chairs and food all over the floor. “This place is a dump!” Jake said, disappointed. He quickly left and found a better place to eat. From then on, he always checked reviews before going to a new spot.

Dictionary Definition:

A dump: an informal expression used to describe a place that is dirty, poorly maintained, or unpleasant.

Example Sentences:

1. I stayed at a hotel last weekend, but it was a dump—the rooms were filthy!
2. The old house down the street is falling apart; it looks like a dump.
3. We went to that cafe, but it was a dump, so we left immediately.
4. Her apartment used to be a dump, but after she cleaned it, it looked amazing.
5. The garage was a dump, with tools and boxes scattered everywhere.

Conversation Questions:

1. Have you ever been to a place that was a dump? What made it so bad?
2. Do you think a place can be improved if it starts out as a dump? How?
3. How would you feel if a friend invited you to their house, and it turned out to be a dump?
4. Have you ever had to clean up a dump of a room? How did you go about it?
5. Would you eat at a restaurant that looked like a dump, even if the food was good?

This should help you understand and practice using the expression “a dump” in various contexts!

Story: The Meaning of “A Dump”

Jake was excited to visit the new restaurant in town. But when he arrived, the place was filthy, with broken chairs and food all over the floor. “This place is a dump!” Jake said, disappointed.

He quickly left and found a better place to eat. From then on, he always checked reviews before going to a new spot.

Dictionary Definition:

A dump: an informal expression used to describe a place that is dirty, poorly maintained, or unpleasant.

Example Sentences:

- 1. I stayed at a hotel last weekend, but it was a dump—the rooms were filthy!*
- 2. The old house down the street is falling apart; it looks like a dump.*
- 3. We went to that cafe, but it was a dump, so we left immediately.*
- 4. Her apartment used to be a dump, but after she cleaned it, it looked amazing.*
- 5. The garage was a dump, with tools and boxes scattered everywhere.*

Conversation Questions:

- 1. Have you ever been to a place that was a dump? What made it so bad?*
- 2. Do you think a place can be improved if it starts out as a dump? How?*
- 3. How would you feel if a friend invited you to their house, and it turned out to be a dump?*
- 4. Have you ever had to clean up a dump of a room? How did you go about it?*
- 5. Would you eat at a restaurant that looked like a dump, even if the food was good?*

This should help you understand and practice using the expression “a dump” in various contexts!

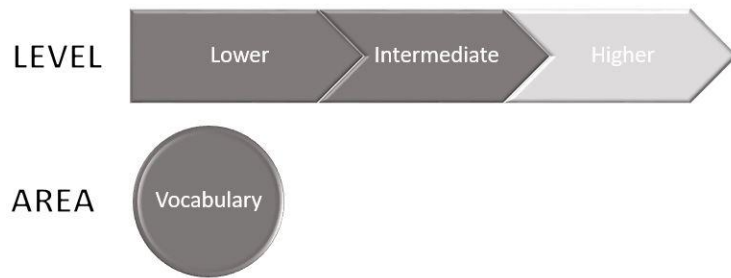
We could read the short story and the explanation and select a couple of example sentences and a couple of questions. It's true that not all questions look exciting and productive but that's why we want to ask for five so that we have a good enough number of sentences to choose from and then pick one or two that might do the job. I personally find that asking for too many sentences will make the job harder as we will require more time to have a quick look through. I actually like number one and number five and that would be my pick.

It does take time to type the prompt as we are teaching live but this can easily be solved if we retrieve this prompt from a previous conversation and we just copy and paste it while

replacing the key word. Alternatively, we could have a Word document open and just copy paste from it into ChatGPT.

Now it's time to give it a go with a word or expression of your choice!

23. GAMES: FAMILY FORTUNES



There are many language games that we can create or adapt for our language classroom using Gen. AI. One of my favourite board games for the classroom is *Family Fortunes*. I own the board game, which I resort to once in a blue moon for a bit of fun. In this blog post I am going to try to share a few ideas on how things could unfold if we use Gen.AI instead.

Family Fortunes is a game where two teams compete to guess the most popular answers to a survey question. The host asks a question, and players try to provide answers based on what they think most people would say.

This game is ideal for low levels, as many of the questions, as we will be seeing in a bit, involve naming things found in a kitchen, popular film genres, or typical Christmas gifts. Apart from being fun, this game also makes sense from a language standpoint for those levels. After toying with different possible prompts, I came up with this one that does the job. I will be using ChatGPT.

Here's the prompt: We are going to play the game *Family Fortunes*, based on the popular TV show. You will ask me a question and I will give you three possible answers. Then you will provide the answers you had thought of before I typed mine, based on what most people would probably answer. You should give me 5 answers. When I type 'ok', provide a new question. Bear in mind that I am an elementary student of English as a second language. Your questions should mostly deal with content that typically appears in an elementary ESL coursebook.

Name something you might find in a kitchen.

🔊 📄 🗣️ 🔄 📌

Next question: Name something you wear in the winter.

cupboard, fridge, stove

gloves, jacket, boots

Here are the five most common answers people would likely give:

1. Fridge
2. Stove
3. Cupboard
4. Sink
5. Dishwasher

Here are the five most common answers people would likely give:

1. Jacket
2. Gloves
3. Boots
4. Scarf
5. Hat

1. Water
2. Juice
3. Beer
4. Coffee
5. Milk

128

Here are the five most common answers people would likely give:

1. *Water*
2. *Juice*
3. *Beer*
4. *Coffee*
5. *Milk*

Next question: Name a piece of furniture you find in a living room.

I came up with my own simplified rules for the game. Students compete in groups of 4-5 and have 30 seconds to agree on three words, writing their answers on a piece of paper (three words as a group answer). The groups then read out their answers. After that, the teacher types any three words on the computer/tablet linked to the whiteboard/IWB/digital panel (or simply types 'ok') to reveal ChatGPT's answers. Groups give themselves one point for each word they wrote that also appears on the screen (no cheating allowed).

Let's try to tweak this so it's more suitable and challenging for an intermediate level. Prompt: We are going to play the game the same way again, following the same rules and protocol stated earlier. This time your questions should mostly focus on content that typically appears in an intermediate ESL coursebook.

The screenshot shows a ChatGPT interface with two separate prompts and their answers. The first prompt is "First question: Name a mode of transportation you would use for long-distance travel." and the answer is "plane, train, car". The second prompt is "Next question: Name an activity people do at the gym." and the answer is "lift weights, run on the treadmill, do push ups". Below each prompt, there is a section titled "The answers I had thought of are:" followed by a numbered list of five items.

First question: Name a mode of transportation you would use for long-distance travel.

Next question: Name an activity people do at the gym.

plane, train, car

lift weights, run on the treadmill, do push ups

The answers I had thought of are:

1. Plane
2. Train
3. Bus
4. Car
5. Boat

The answers I had thought of are:

1. Lift weights
2. Run on the treadmill
3. Use the rowing machine
4. Do yoga
5. Ride the stationary bike

Next question: Name a place where people often go on vacation.

First question: Name a mode of transportation you would use for long-distance travel.

plane, train, car

The answers I had thought of are:

1. *Plane*
2. *Train*

3. *Bus*
4. *Car*
5. *Boat*

Next question: Name an activity people do at the gym.

lift weights, run on the treadmill, do push ups

The answers I had thought of are:

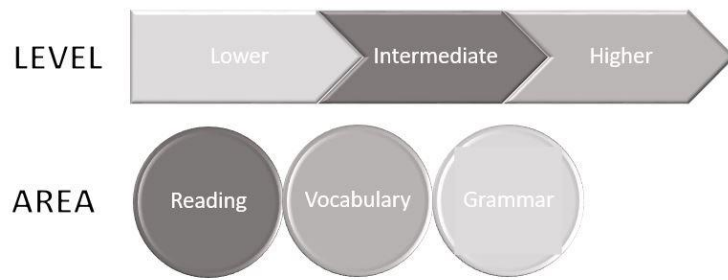
1. *Lift weights*
2. *Run on the treadmill*
3. *Use the rowing machine*
4. *Do yoga*
5. *Ride the stationary bike*

Next question: Name a place where people often go on vacation.

I found the first question to be way below the language level but then things get more challenging with the second question. We can notice some interesting gym-related vocabulary that would be very useful to introduce if the learners don't know it yet. The third question, while a bit on the easy side, is still fun and relevant.

I tried a third variation for higher levels, but it didn't work well (at least with the free version of ChatGPT). The questions might be fine too for a bit of competition, but the language payoffs are far from ideal. I also tried other prompts, attempting to tie the types of questions to topics such as free time, work or money, but to no avail. It just became too confusing for ChatGPT for reasons I fail to understand. My final verdict is that this adaptation of *Family Fortunes* works well for low to intermediate levels.

24. GRADED READERS



Today I'd like to share a couple of games inspired by graded readers that can be played live in class with no prior material preparation. All we need to do is type a prompt into ChatGPT (or copy and paste it from a Word or online document). I can guarantee maximum student participation and engagement.

Extensive reading offers many benefits: it boosts vocabulary development, fosters learner autonomy, and provides a rich source of grammar input. In this case, I will be designing these activities aligned with graded readers that an entire class reads together –mostly outside of class hours- to be discussed collectively in class. Of course, learners should also have the freedom to make their own choices and read just about whatever interests them.

In our case, let's assume our Intermediate class has just finished reading a graded reader version of Roald Dahl's *Matilda*. We can use ChatGPT (or a similar Gen.AI tool) to create a quiz game based on this novel.

This is a possible prompt: Create a quiz based on Roald Dahl's novel *Matilda* for my Intermediate students of English, who have just finished reading the graded reader version. Design a 10-question quiz, starting with three easy questions and gradually increasing the difficulty level. Present the questions one at a time. When I type "OK", provide the answer. Continue this process for all 10 questions.

Matilda Quiz for Intermediate Students

Question 1 (Easy):

What is the name of Matilda's teacher, who becomes her friend?

When you're ready, type "OK" for the answer! 😊

🗨️ 📄 🔄 🗑️

ok

Answer 1: Miss Honey

next question, please

Question 2 (Easy):

What is the name of Matilda's headmistress, who is very mean?

ok

Answer 2: Miss Trunchbull

next question, please

Question 1 (Easy):

- *What is the name of Matilda's teacher, who becomes her friend?*

When you're ready, type "OK" for the answer!

- *ok*

ChatGPT said:

- *Answer 1: Miss Honey*
- *next question, please*

ChatGPT said:

Question 2 (Easy):

- *What is the name of Matilda's headmistress, who is very mean?*
- *ok*

ChatGPT said:

- *Answer 2: Miss Trunchbull*
- *next question, please*

ChatGPT said:

Question 3 (Easy):

- *What special power does Matilda discover she has?*
- *ok*

ChatGPT said:

- *Answer 3: Matilda discovers she can move objects with her mind (telekinesis).*

We could set up groups of students competing against each other. Groups would be given a few seconds to write an answer, and then the teacher would type "ok" on the class computer for the answer to be revealed.

Here's another game that ChatGPT can easily create for us on the fly. Now we are going to ask it to remove words from conversational exchanges in the book for students to guess.

This is the prompt: Create a game called "Guess the word" based on Roald Dahl's novel Matilda for my Intermediate students of English who have just finished reading the graded

reader version. Design a 10-question quiz starting with three easy questions and gradually increasing in difficulty. The questions should consist of two to four line conversational exchanges from the novel, separated by bullets, and the students have to guess the missing word. Use dotted lines for the missing word. Present the questions one at a time. When I type “OK”, provide the answer. Continue this process for all 10 questions. If I type “give me a clue” before typing “OK, you must give me a clue that will help me guess the missing word.

Here's the first question for your "Guess the Word" game based on *Matilda* by Roald Dahl:

Question 1:

- "I think you're a very _____ child," said Miss Honey.
- Matilda stared at her.
- "But I'm not special!" Matilda said.
- "Oh yes, you are, Matilda," Miss Honey replied.

What is the missing word? (It's a compliment.)

Type "OK" for the answer!

ok

The missing word is "special."

Here's the next question!

Question 2:

- "You're a _____ girl, Matilda!" said Miss Trunchbull, looking at her closely.
- Matilda smiled.
- "I am not afraid of you," she said.
- Miss Trunchbull scowled at her.

What's the missing word?

Type "OK" when you're ready for the answer!

ok

The missing word is "brave."

Here's the next question:

Question 3:

- "You mean you actually _____ all the books yourself?" asked Miss Honey.
- Matilda nodded proudly.
- "But you're only five years old!" Miss Honey exclaimed.
- Matilda grinned.

What's the missing word?

Type "OK" when you're ready for the answer!

ok

The missing word is "read."

Here's the next question:

Question 4:

- "You can't be serious!" cried Miss Trunchbull.
- "I'm perfectly serious," Matilda said calmly.
- "But this is _____!" Miss Trunchbull shouted.
- "Not at all," replied Matilda.

What's the missing word?

Type "OK" when you're ready for the answer!

give me a clue

Here's your clue: The missing word describes something that is completely out of the ordinary or absurd, especially in a way that suggests it shouldn't be happening.

Let me know when you're ready for the answer!

ok

The missing word is "preposterous." This word means something that is completely absurd or unreasonable, which fits with the context of Miss Trunchbull's actions.

Let me know when you're ready for the next question!

Question 1:

- "I think you're a very _____ child," said Miss Honey.
- Matilda stared at her.
- "But I'm not special!" Matilda said.
- "Oh yes, you are, Matilda," Miss Honey replied.

What is the missing word? (It's a compliment.)

Type "OK" for the answer!

ok

ChatGPT said:

The missing word is “special.”

Here’s the next question!

Question 2:

- *“You’re a _____ girl, Matilda!” said Miss Trunchbull, looking at her closely.*
- *Matilda smiled.*
- *“I am not afraid of you,” she said.*
- *Miss Trunchbull scowled at her.*

What’s the missing word?

Type “OK” when you’re ready for the answer!

ok

ChatGPT said:

The missing word is “brave.”

Here’s the next question:

Question 3:

- *“You mean you actually _____ all the books yourself?” asked Miss Honey.*
- *Matilda nodded proudly.*
- *“But you’re only five years old!” Miss Honey exclaimed.*
- *Matilda grinned.*

What’s the missing word?

Type “OK” when you’re ready for the answer!

ok

ChatGPT said:

The missing word is “read.”

Here’s the next question:

Question 4:

- *“You can’t be serious!” cried Miss Trunchbull.*

- *“I’m perfectly serious,” Matilda said calmly.*
- *“But this is _____!” Miss Trunchbull shouted.*
- *“Not at all,” replied Matilda.*

What’s the missing word?

Type “OK” when you’re ready for the answer!

give me a clue

ChatGPT said:

Here’s your clue: The missing word describes something that is completely out of the ordinary or absurd, especially in a way that suggests it shouldn’t be happening.

Let me know when you’re ready for the answer!

ok

ChatGPT said:

The missing word is “preposterous.” This word means something that is completely absurd or unreasonable, which fits with the context of Miss Trunchbull’s actions.

Let me know when you’re ready for the next question!

These quizzes are based on content from books, but we could also use movies that the students are familiar with as a source of content. We could even set up a ChatGPT-powered quiz based on any reading material. If we have a digital version of the students’ book that we can copy and paste into ChatGPT, the students could take a quiz based on a reading passage from it. I will be using this reading passage as an example from the British Council website, which can be accessed [HERE](#).

Here’s the prompt: Create a quiz based on the reading passage that I will be copying and pasting for my Intermediate students of English who have just finished reading. Design a 10-question quiz, starting with three easy questions and gradually increasing in difficulty. Present the questions one at a time. When I type “OK”, provide the answer. Continue this process for all 10 questions.

Here is the first question for the quiz based on the passage:

Question 1:

What is one reason wild animals come into cities?

(Please type "OK" when you are ready for the answer.)

ok

The city council in Cape Town has a team of Baboon Monitors whose job is to find baboons in the city and return them to the countryside. This helps keep the city safer for people and ensures the baboons' health.

Question 4:

Why are wild pigs entering the city of Berlin?

(Please type "OK" when you're ready for the answer.)

ok

Wild pigs enter the city of Berlin in search of food. Warmer winters have led to an increase in their numbers, and they dig in gardens, damage plants, and cause traffic accidents. Although some residents feed them, the city council is concerned about the accidents and has taken steps to prevent the pigs from entering the city by installing fences and asking people to stop feeding them.

Question 5:

What did scientists discover about the wild dogs in Moscow in 2010?

(Please type "OK" when you're ready for the answer.)

The answer is: Wild animals usually come into cities to look for food.

Now, let's move on to the next question.

Question 2:

What problems do baboons face when they come into Cape Town?

(Please type "OK" when you're ready for the answer.)

ok

The answer is: Baboons face several problems in Cape Town, such as getting hurt in car accidents and suffering from the sugar in human food, which can be bad for their teeth.

Question 3:

What is the city council in Cape Town doing to help the baboons?

(Please type "OK" when you're ready for the answer.)

ok

Question

1:

What is one reason wild animals come into cities?

(Please type "OK" when you are ready for the answer.)

ok

ChatGPT said:

The answer is: Wild animals usually come into cities to look for food.

Now, let's move on to the next question.

Question

2:

What problems do baboons face when they come into Cape Town?

(Please type "OK" when you're ready for the answer.)

ok

ChatGPT said:

The answer is: Baboons face several problems in Cape Town, such as getting hurt in car accidents and suffering from the sugar in human food, which can be bad for their teeth.

Question

3:

What is the city council in Cape Town doing to help the baboons?

(Please type "OK" when you're ready for the answer.)

ok

ChatGPT said:

The city council in Cape Town has a team of Baboon Monitors whose job is to find baboons in the city and return them to the countryside. This helps keep the city safer for people and ensures the baboons' health.

Question

4:

Why are wild pigs entering the city of Berlin?

(Please type "OK" when you're ready for the answer.)

ok

ChatGPT said:

Wild pigs enter the city of Berlin in search of food. Warmer winters have led to an increase in their numbers, and they dig in gardens, damage plants, and cause traffic accidents. Although some residents feed them, the city council is concerned about the accidents and has taken steps to prevent the pigs from entering the city by installing fences and asking people to stop feeding them.

Question

5:

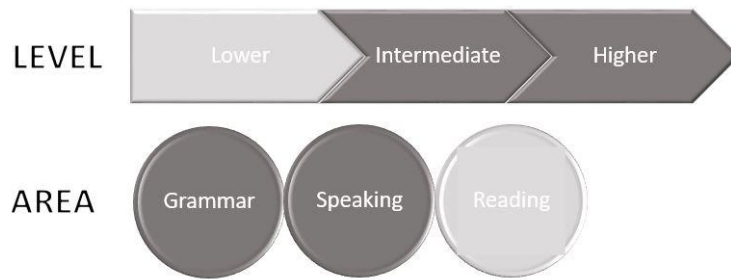
What did scientists discover about the wild dogs in Moscow in 2010?

(Please type "OK" when you're ready for the answer.)

There are many other types of tasks based on reading material that ChatGPT can create for us. We could equally disguise them as games. For instance:

- generate true and false statements about the book's plot or reading material for students to identify.
- create jumbled sentences for students to reorder.
- provide the first or last words of sentences for students to complete.
- create lists of key characters, animals, cities, objects or places from the book, and reveal them once the students have provided their answers.
- present situations from the narrative for students to predict what happens next.
- provide a scene from a novel or play for students to quickly act out.

25. CONDITIONAL SENTENCES



Today I will be adapting 3 types of activities focusing on practicing conditional sentences to involve our language assistant –ChatGPT- to, in turn, engage and provide extra motivation for our students live in class.

Clause completion

We can ask ChatGPT to provide a skeleton structure –either the main clause of the ‘if’ clause- for students to complete the conditional sentence. Then, students, in pairs or small groups, can complete the sentences logically and share their answers. Afterward, we can ask Gen.AI to complete the sentences for us and compare by looking at the answers displayed on the whiteboard/IWB/digital board at the front.

Here’s the prompt: I want you to provide either the ‘if’ clause or the main clause of a type 1 conditional sentence (for instance, ‘If you don’t hurry...’ or ‘... you won’t regret it’). Then, when I type ‘ok’, I want you to complete the conditional sentence in three possible ways. After that, I will type ‘next’ for you to generate another partial o type conditional sentence, and we will follow the same procedure 10 times. Take an outside-the-box approach and try to come up with original and exciting clauses for great engagement.

Got it! Here's the first partial type 1 conditional sentence:
If you forget your umbrella tomorrow,
Let me know when you're ready to see the completions!

ok

Here are three possible completions:
1. you'll probably get soaked in the rain.
2. you might have to borrow one from a friend.
3. you'll regret it when the storm starts.
Type next for the next clause!

next

If you win the school talent show,

ok

Here are three possible completions:

1. you'll get a trophy and a big round of applause.
2. your friends will throw you a surprise celebration.
3. you might inspire others to join next year.

Type next for the next clause!

🗨️ 🗨️ 🗨️ 🗨️ 🗨️

next

You'll be amazed if you open the mystery box.

ok

Here are three possible completions:

1. it's filled with things you've never seen before.
2. you discover the secret hidden inside.
3. there's a map leading to a treasure.

Type next for the next clause!

🗨️ 🗨️ 🗨️ 🗨️ 🗨️

Got it! Here's the first partial type 1 conditional sentence:

If you forget your umbrella tomorrow,

Let me know when you're ready to see the completions!

ok

ChatGPT said:

Here are three possible completions:

- 1. you'll probably get soaked in the rain.*
- 2. you might have to borrow one from a friend.*
- 3. you'll regret it when the storm starts.*

Type next for the next clause!

next

ChatGPT said:

If you win the school talent show,

ok

ChatGPT said:

Here are three possible completions:

- 1. you'll get a trophy and a big round of applause.*
- 2. your friends will throw you a surprise celebration.*
- 3. you might inspire others to join next year.*

Type next for the next clause!

next

ChatGPT said:

You'll be amazed if you open the mystery box.

ok

ChatGPT said:

Here are three possible completions:

- 1. it's filled with things you've never seen before.*

2. *you discover the secret hidden inside.*

3. *there's a map leading to a treasure.*

Type next for the next clause!

ChatGPT didn't actually follow the precise instructions for number 3, as it provided both the main and the 'if' clause. The students would have to add another sentence to it, which is perfectly fine. I am also very pleased with the versatility of the answers. They aren't just limited to using the modal verb 'will'; the modal verb 'might' is also in use, as well as the adverb 'probably'. Of course, we can try this prompt out with mixed, zero, type 2 and type 3 conditionals. I just tried type 2 with this prompt: let's try type 2 conditionals this time with the same instructions as before. Remember the outside-the-box approach for added fun and critical thinking. Next.

Here's your first partial type 2 conditional sentence:

If I could time travel,

ok

Here are three possible completions:

1. I would visit ancient Egypt to see the pyramids being built.
2. I might meet my future self and ask for advice.
3. I'd go back and prevent a big historical mistake.

Type next for the next clause!

next

If animals could talk,

ok

Here are three possible completions:

1. we would finally understand what our pets are thinking.
2. they might give us some interesting advice on how to live.
3. the world would be full of surprising conversations.

Type next for the next clause!

Here's your first partial type 2 conditional sentence:

If I could time travel,

ok

ChatGPT said:

Here are three possible completions:

1. *I would visit ancient Egypt to see the pyramids being built.*
2. *I might meet my future self and ask for advice.*
3. *I'd go back and prevent a big historical mistake.*

Type next for the next clause!

next

ChatGPT said:

If animals could talk,

ok

ChatGPT said:

Here are three possible completions:

- 1. we would finally understand what our pets are thinking.*
- 2. they might give us some interesting advice on how to live.*
- 3. the world would be full of surprising conversations.*

Type next for the next clause!

So the students would be given time to confer and come up with a few possible ways to start or end the sentences. We would then elicit their favourite completion of the clauses, and then we would type 'Ok' using the computer connected to the board for everyone to see ChatGPT's completions.

Unlikely actions

In this activity students have to think of unlikely actions for the question 'Why might you...?' For instance, 'Why might you choose to travel alone?' We can follow the same procedure as before to have students share their answers using conditional sentences (e.g., 'I might choose to travel alone if I had no friends to go with' or 'if I broke up with my partner'), and then ask ChatGPT to provide three alternatives. In this case, I actually asked GPT to create ten questions for me. Prompt: Complete the question in 10 different possible ways. Why might you...?

Here are 10 possible ways to complete the question "Why might you...?":

1. Why might you choose to travel alone?
2. Why might you prefer tea over coffee?
3. Why might you be interested in learning a new language?
4. Why might you want to change your career?
5. Why might you decide to start a new hobby?
6. Why might you skip breakfast today?
7. Why might you enjoy watching documentaries?
8. Why might you want to visit a country with a different culture?
9. Why might you need to get a new phone?
10. Why might you avoid going to the gym this week?

Let me know if you'd like more!

Here are 10 possible ways to complete the question “Why might you...?”:

1. *Why might you choose to travel alone?*
2. *Why might you prefer tea over coffee?*
3. *Why might you be interested in learning a new language?*
4. *Why might you want to change your career?*
5. *Why might you decide to start a new hobby?*
6. *Why might you skip breakfast today?*
7. *Why might you enjoy watching documentaries?*
8. *Why might you want to visit a country with a different culture?*
9. *Why might you need to get a new phone?*
10. *Why might you avoid going to the gym this week?*

So our next prompt is: Can you answer the first question in three possible and unlikely ways for me? Use ‘if’ conditional sentences.

Here are three possible and unlikely answers to “Why might you choose to travel alone?” using if conditional sentences:

1. If I were trying to escape from a group of secret agents, I’d travel alone.
2. If I had just won a fortune in the lottery, I might choose to travel alone for some peace and quiet.
3. If I were conducting an undercover investigation, I would travel alone to avoid drawing attention.

Let me know if you'd like more!

Here are three possible and unlikely answers to “Why might you choose to travel alone?” using if conditional sentences:

1. *If I were trying to escape from a group of secret agents, I’d travel alone.*
2. *If I had just won a fortune in the lottery, I might choose to travel alone for some peace and quiet.*
3. *If I were conducting an undercover investigation, I would travel alone to avoid drawing attention.*

I think these would be very exciting answers for the students to read on the board. I can see an element of surprise and excitement building up. I am curious about GPT's answers for number ten. Prompt: great answers! Can you do the same for question number 10, please?

I'm glad you liked the answers! Here are three possible and unlikely answers to "Why might you avoid going to the gym this week?" using if conditional sentences:

1. If I were allergic to dumbbells, I'd definitely avoid the gym this week.
2. If I had just discovered a secret passage leading to a hidden treasure, I might skip the gym to explore.
3. If I were planning to break a world record for laziness, I would avoid going to the gym this week.

Let me know if you'd like more creative answers!

I'm glad you liked the answers! Here are three possible and unlikely answers to "Why might you avoid going to the gym this week?" using if conditional sentences:

- 1. If I were allergic to dumbbells, I'd definitely avoid the gym this week.*
- 2. If I had just discovered a secret passage leading to a hidden treasure, I might skip the gym to explore.*
- 3. If I were planning to break a world record for laziness, I would avoid going to the gym this week.*

It's never a bad idea to congratulate our language assistant when it has done a good job, as it learns from our feedback. This way, it will produce content that is more aligned with our expectations in future interactions. I really like answer number 3 and I can see students giggling as they are reading those answers.

Would You Rather

This is actually my favorite of the three activities I am sharing today because there is more room for elaborating on answers and, therefore, more speaking practice. Even if students are not familiar with this structure, it can always be adapted for lower levels. 'Would you rather learn French or German?' could be worded as 'Is it better to learn French or German?' or as 'Would you prefer to learn French or German?' So students, again, in pairs or small groups, are presented with two options, and they have to talk about what they would do. Then, we ask ChatGPT and read its answers. We can type our own questions or ask ChatGPT to generate the questions. This time I will be asking a question borrowed from *Cosmopolitan* magazine. You can find 250 'Would You Rather' questions on its site [HERE](#). Prompt: Let's play a game of 'Would You Rather'. Pretend you are 26 years old. I will ask you the question, and then you will tell me what you would prefer and give me two reasons explaining why. Here's the first question: **Would you rather** be stranded on a desert island with your ex or with your boss?

As a 26-year-old, I would rather be stranded on a desert island with my boss. Here's why:

1. **Professional Growth:** Being stuck with my boss might give me the chance to impress them, demonstrate my skills, and potentially strengthen my career opportunities once we're rescued.
2. **Less Emotional Tension:** With my ex, there could be emotional baggage or awkwardness, which would make the situation more uncomfortable. My boss, on the other hand, would likely stick to practical survival conversations.

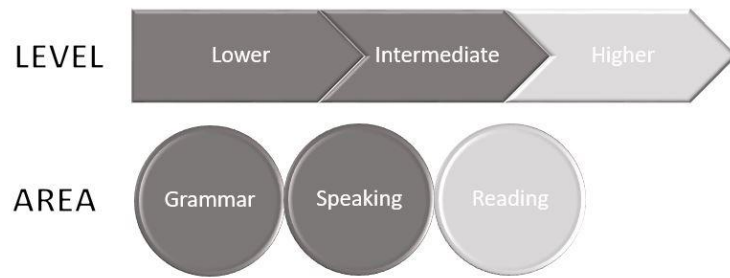
Your turn! What's the next question?

As a 26-year-old, I would rather be stranded on a desert island with my boss. Here's why:

1. *Professional Growth: Being stuck with my boss might give me the chance to impress them, demonstrate my skills, and potentially strengthen my career opportunities once we're rescued.*
2. *Less Emotional Tension: With my ex, there could be emotional baggage or awkwardness, which would make the situation more uncomfortable. My boss, on the other hand, would likely stick to practical survival conversations.*

I can see lively discussions, first in pairs or small groups, then in a plenary session, followed by more speaking engagement once ChatGPT's answers are revealed. The element of added but safe unpredictability that leads to viewing answers on the screen is a real winner for us and for our students.

26. OPEN-ENDED GRAMMAR EXERCISES



Grammar exercises in coursebooks tend to be close-ended or controlled, leaving little to no room for creativity. The main reason for this is that such exercises are easier to check, whether in class or at home, where students can correct them by looking at the answer key. Today I would like to explore how to turn close-ended grammar exercises into open-ended ones and also take advantage of Gen.AI to create examples for the students. I will be focusing on the elementary level.

Take this typical exercise on comparisons.

- Scotland is than Spain. (wet)
- Spain is ... than Scotland. (sunny)

We could ask students: “Which country do you prefer and why?” instead for open-ended answers. The beauty of this approach is that we will get a range of answers, from simpler and more obvious sentences, such as “I prefer Spain because Scotland is colder than Spain”, to more elaborate ones from more advanced students, such as “I prefer Spain because it is livelier than Scotland”. This is a great way to cater to all language abilities in the classroom and encourage students to step out of their comfort zones.

Then we can ask Gen.AI –I will be using Gemini this time- to do this for us as well, exposing learners to more examples of the focal grammar point. Prompt: Compare Scotland and Spain using adjectives of comparison for elementary students of English. Why would someone prefer one country over the other? Write 5 sentences.

- 
1. Scotland is cooler than Spain. It has beautiful mountains, lochs, and cool weather.
 2. Spain is hotter than Scotland. It has sunny beaches, warm weather, and delicious food.
 3. Scotland is more historical than Spain. It has ancient castles, historic cities, and legends of brave knights.
 4. Spain is more modern than Scotland. It has big cities, fast trains, and lots of new technology.
 5. Scotland is more peaceful than Spain. It has quiet countryside, friendly people, and beautiful nature.

- *Scotland is cooler than Spain. It has beautiful mountains, lochs, and cool weather.*

- *Spain is hotter than Scotland. It has sunny beaches, warm weather, and delicious food.*
- *Scotland is more historical than Spain. It has ancient castles, historic cities, and legends of brave knights.*
- *Spain is more modern than Scotland. It has big cities, fast trains, and lots of new technology.*
- *Scotland is more peaceful than Spain. It has quiet countryside, friendly people, and beautiful nature.*

We could even have a competition where students have to try to anticipate and guess Gemini's answers. Here we have some very good examples suited to the language level to reinforce comparison formation rules (e.g., the suffix **-er**, double consonant in **hotter**, use of **more** for three-syllable words and for two-syllable words not ending in **-y**).

Let's have a look at 'can/can't'

– We ... use our phones in class. (can/can't)

This time we could tell the class: "You can't use your phones in class. What other things can't you do in class?" We can have the students brainstorm sentences while we take a short moment to write this prompt into Gemini. Prompt: Write 5 more examples of 'can't' sentences for elementary students of English based on this sentence: "We can't use our phones in class". What other things can't students do in class?



1. We can't run in the hallways.
2. We can't eat in the library.
3. We can't talk loudly during the test.
4. We can't bring toys to school.
5. We can't leave the classroom without permission.

- *We can't run in the hallways.*
- *We can't eat in the library.*
- *We can't talk loudly during the test.*
- *We can't bring toys to school.*
- *We can't leave the classroom without permission.*

Once again, in addition to examples provided by the students, we can read a few more from the board at the front.

Let's have a look at the simple past tense now.

– It was a beautiful day. They to the beach. (go)

Instead of –or in addition to- having students complete the gaps with the past simple form of the verb, we could say: “It was a beautiful day. They went to the beach. What did they do on the beach on such a beautiful day?” Prompt: It was a beautiful day. They went to the beach. What other things did they do on the beach on such a beautiful day? Write 5 sentences.

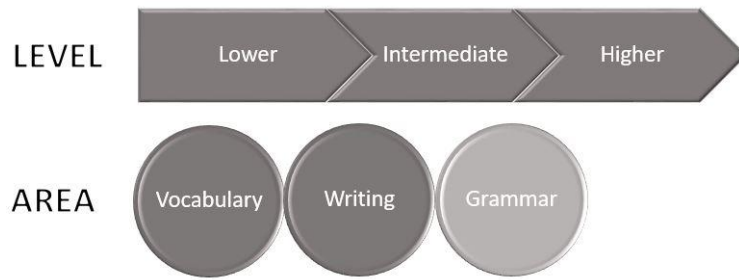


1. They built sandcastles and splashed in the waves.
2. They flew a kite high up in the sky.
3. They had a picnic lunch under a shady tree.
4. They collected seashells and colorful pebbles.
5. They watched the sunset and listened to the sound of the ocean.

- *They built sandcastles and splashed in the waves.*
- *They flew a kite high up in the sky.*
- *They had a picnic lunch under a shady tree.*
- *They collected seashells and colorful pebbles.*
- *They watched the sunset and listened to the sound of the ocean.*

So after students have brainstormed possible sentences, we can then read these sentences from the board at the front and draw attention to the pronunciation of regular past of verbs (four examples with 3 distinct pronunciations there), examples of irregular forms and any generally interesting bits of language relevant to the language level.

27. VOCABULARY REVIEW



Today I would like to share a highly productive way to revise vocabulary with our students in class. This can work really well as a warmer for the first ten minutes of the lesson. We can select off-the-cuff language items that have cropped up in class, and we can also choose language items from the coursebook.

I will be selecting language items from *Jetstream Beginner* (Helbling English) this time. They are found in a short reading passage in Unit 6: *Work and Play*. You can find this sample unit from the publisher's site [HERE](#) (*Jetstream Beginner*. Lesson 6. *Work and Play*).

My goal is to revise some interesting language items from the passage by having my students use them in sentences in different and creative ways. I also want to read sentences from the board and focus on how those language items are used for further exposure and consolidation.

Here are the selected language items: 'to smile', 'single', 'work **about** 60 hours **a week**', 'to look after', 'people of all ages', '**from** Monday to Friday', 'to do three jobs', 'a full-time job', 'an expensive place', 'I need money to...'.

We could write or display this on the board and give students the following tasks:

1. Write a sentence using one of the items
2. Write a sentence using two of the items
3. Write a sentence that is not true using one of the items
4. Write a sentence that is true of you using one of the items

(Acknowledgments to Penny Ur, from whom I learned this revision activity about 10 years ago in a very inspirational talk)

Early finishers can write more than one sentence. Meanwhile, we would be typing the following prompts into the Gen.AI of our choice (I will be using Claude this time).

First prompt: I want to revise these lexical items with my beginner English students: 'to work about 60 hours a week', 'to smile', 'single', 'to look after', 'people of all ages', 'from Monday to Friday', 'to do three jobs', 'a full-time job', 'an expensive place', 'I need money to...'. Based on

these lexical items, I will be giving you different tasks. The first task is to generate 5 sentences at that language level using any of those items, which can be modified to fit the grammar.

Next prompts:

- Now generate 5 sentences using any two of those lexical items.
- Now generate 5 sentences that are false statements using any of the items
- Now generate 5 sentences that are true of a famous pop star using any of the items

So now we have the reading material ready while the students are still writing their sentences. Once the students have finished, it's time to elicit answers for the first task and also take a look at what Claude generated. We can also learn new words from it, and definitely have some reading and pronunciation practice, and further exposure to those language items and the grammar associated with them.

Now it's time for the second batch of students' sentences. We would encourage students to read out some sentences and then scroll down the cursor to view the sentences for the second prompt on the board. My favourite ones are the false statements: absurd, yet relevant to our goal.

I'll create 5 simple sentences using the lexical items you mentioned, keeping in mind the beginner level of English language learners:

1. I work about 60 hours a week in a full-time job.
2. She looks after children of all ages.
3. He is single and smiles a lot.
4. I need money to live in an expensive place.
5. I do three jobs from Monday to Friday.

These sentences use the lexical items you specified, with straightforward grammar and vocabulary appropriate for beginner English students. Each sentence incorporates one or more of the lexical items while maintaining simple sentence structures that are easy to understand and use as learning examples.

Would you like me to elaborate on any of these sentences or explain the vocabulary used?

Here are 5 sentences that combine two of the lexical items from the original list:

1. I need money to look after my family from Monday to Friday.
2. She works about 60 hours a week in a full-time job.
3. He is single and works in an expensive place.
4. People of all ages smile when they have a good job.
5. I do three jobs to save money for an expensive place.

Each sentence incorporates two of the lexical items you provided, maintaining a simple grammatical structure suitable for beginner English language learners. Would you like me to clarify anything about these sentences?

Here are 5 false statements using the lexical items:

1. Elephants work about 60 hours a week in office jobs.
2. The moon is single and looks after small children.
3. Trees smile and do three jobs from Monday to Friday.
4. Clouds need money to live in an expensive place underwater.
5. Rocks of all ages have a full-time job cleaning windows.

These sentences are deliberately absurd and impossible, which can be a fun way to practice vocabulary by creating deliberately incorrect statements. The falsehood makes them humorous while still using the specified lexical items grammatically.

Would you like me to explain how each sentence is false or create more impossible statements?

Here are 5 sentences about a famous pop star using the lexical items:

1. Taylor Swift works about 60 hours a week creating music and managing her career.
2. She looks after her fans and people of all ages who love her music.
3. Taylor is single and smiles during her concerts from Monday to Friday.
4. She does multiple jobs, including singing, songwriting, and performing.
5. She has a full-time job in the music industry and needs money to support her creative projects.

These sentences use the lexical items you provided while describing aspects of Taylor Swift's life and career. Would you like me to elaborate on any of these statements or choose a different pop star?

1.

- *I work about 60 hours a week in a full-time job.*
- *She looks after children of all ages.*

- *He is single and smiles a lot.*
- *I need money to live in an expensive place.*
- *I do three jobs from Monday to Friday.*

2.

- *I need money to look after my family from Monday to Friday.*
- *She works about 60 hours a week in a full-time job.*
- *He is single and works in an expensive place.*
- *People of all ages smile when they have a good job.*
- *I do three jobs to save money for an expensive place.*

3.

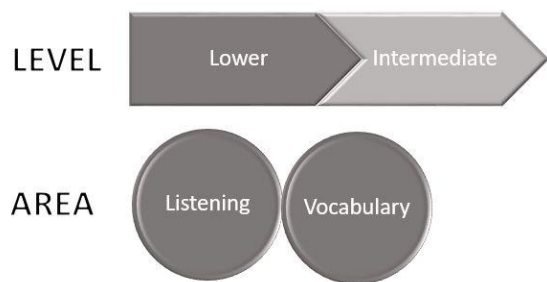
- *Elephants work about 60 hours a week in office jobs.*
- *The moon is single and looks after small children.*
- *Trees smile and do three jobs from Monday to Friday.*
- *Clouds need money to live in an expensive place underwater.*
- *Rocks of all ages have a full-time job cleaning windows.*

4.

- *Taylor Swift works about 60 hours a week creating music and managing her career.*
- *She looks after her fans and people of all ages who love her music.*
- *Taylor is single and smiles during her concerts from Monday to Friday.*
- *She does multiple jobs, including singing, songwriting, and performing.*
- *She has a full-time job in the music industry and needs money to support her creative projects.*

This technique can obviously be extrapolated to all language levels.

28. LISTEN AND CLAP



There are a handful of voice extensions we can install in our browser as add-ons to interact with ChatGPT through voice. These extensions can also read ChatGPT's responses outloud. Some popular extensions include *Voice In*, *Talk-to-ChatGPT*, *ChatGPT Voice* or *VoiceWave*. I have *Voice Control for ChatGPT* installed. This extension allows us to adjust the playback speed of the generated text, which is an added bonus for the language class. We can also install the ChatGPT app on an Android phone or tablet for voice interactions with ChatGPT and connect the phone to speakers.

Both options open up a myriad of possibilities for creating listening activities on the fly in the language classroom. Today, I am going to share a suitable activity for beginners.

We are going to ask ChatGPT to generate and read short, simple texts featuring words from lexical sets. The students will have to identify the focal vocabulary and clap their hands (or stand up) every time they hear a word from that lexical set. Let's take clothes as an example. Here's the prompt: Please write a short story that will take about 20 seconds to read that a beginner student of English can understand. Your story must feature between 2 and 6 words related to food and drink.

Once, there was a man named Jack. He loved cooking for his family. One weekend, he decided to make breakfast. He cooked eggs and bacon and toasted some bread. For drink, he made fresh orange juice. His family sat together at the table, happy and hungry. They enjoyed the delicious meal and talked about their week. Jack felt great joy as he watched them eat and smile. It was a lovely morning filled with good food and love.

Once, there was a man named Jack. He loved cooking for his family. One weekend, he decided to make breakfast. He cooked eggs and bacon and toasted some bread. For drink, he made fresh orange juice. His family sat together at the table, happy and hungry. They enjoyed the delicious meal and talked about their week. Jack felt great joy as he watched them eat and smile. It was a lovely morning filled with good food and love.

The read-aloud speed is set at '1.0' by default. We could slow it down to '0.7' to ease things off for our beginner students. We then tell everyone to close their eyes or look away so they don't see the screen at the front. When they identify the key words, they should clap their hands.

Next, we let the students know that they can look at the board now and check what the key words are.

Let's explore another lexical set that beginner-level coursebooks typically introduce in their early pages: countries and nationalities. I used the same prompt but replaced 'food and drink' for 'countries and nationalities'.

Once, there was a girl named Ana. She lived in Brazil and loved to learn about different countries. One day, she met a boy from Japan. They became friends and decided to share their cultures. Ana showed him how to make Brazilian pancakes. In return, he taught her to say "hello" in Japanese. They talked about their countries, Brazil and Japan, and learned about their traditions. Ana felt happy to have a friend from another part of the world. It was a great day filled with friendship and new experiences!

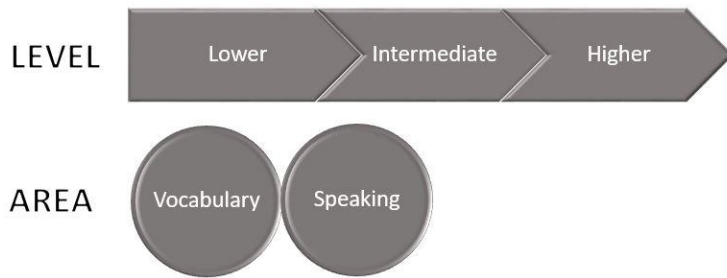
Once, there was a girl named Ana. She lived in Brazil and loved to learn about different countries. One day, she met a boy from Japan. They became friends and decided to share their cultures. Ana showed him how to make Brazilian pancakes. In return, he taught her to say "hello" in Japanese. They talked about their countries, Brazil and Japan, and learned about their traditions. Ana felt happy to have a friend from another part of the world. It was a great day filled with friendship and new experiences!

We can ask ChatGPT to read the story again or create a new story following the given criteria.

Here's a video where I am using the ChatGPT app on my phone. The generated text is way above the learners' level of English, but what makes a task suitable has more to do with the type of outcome expected from the learners than with the text itself. I find this type of task really interesting from the perspective of a bottom-up approach to listening activities in the ESL classroom. In other words, guiding learners to decode sounds to construct meaning, starting with the smallest units of language. Over to you to listen and clap.

Note: You may access the video from the blog [HERE](#).

29. GAMES: TABOO



Today we are going to explore a Gen.AI version of the popular game *Taboo*. The game is simple (but not always easy to play). Players must describe a target word without using a list of specific ‘taboo’ words that are closely related to it. The goal is for teammates to guess the target word based on the description, but the challenge lies in avoiding the obvious words that would make it easier to guess. If a player uses a forbidden word, they lose the round.

We could prepare this material in advance before we see our students in class and create actual cards for the game, or we could take the plunge and run the activity live. In my experience, it works really well with either ChatGPT, Claude or Gemini so we might as well run it live. I will be using Gemini this time.

This game is ideal for reviewing specific lexical items. We could kick off the lesson with a vocabulary review of words and expressions the students encountered in the previous lesson or over the past few days or weeks. This game also works really well for the last few minutes of a lesson to review board annotations. Here are some actual words and expressions noted on the board during an Intermediate English lesson: *can’t help it, pricey, pomegranate, night shift, washbasin, furnished, workaholic, bunk bed, apply for, vegetable garden, all you can eat*.

And this a possible prompt for a *Taboo* game based on that. Prompt: I am an English teacher with a group of Intermediate students. I want you to create taboo cards, just like the ones from the game *Taboo*. I will provide a list of target words and expressions for my students to guess. For each target word or expression, provide four ‘taboo’ words that students are not allowed to use while describing the target. Create one card at a time. When I type “ok”, provide the next *Taboo* card and so on. These are the target words or expressions: *can’t help it, pricey, pomegranate, night shift, washbasin, furnished, workaholic, bunk bed, apply for, vegetable garden, all you can eat*.

◆ Taboo Card 1
Target Word: can't help it
Taboo Words: irresistible, unavoidable, inevitable, uncontrollable
🔊 🗣️ ⏪ 🌐 ⓘ

🔴 0 ok

◆ Taboo Card 2
Target Word: pricey
Taboo Words: expensive, costly, exorbitant, high-priced
🔊 🗣️ ⏪ 🌐 ⓘ

🔴 10 ok

◆ Taboo Card 3
Target Word: pomegranate
Taboo Words: fruit, red, seeds, juicy

Taboo Card 1

Target Word: can't help it Taboo Words: irresistible, unavoidable, inevitable, uncontrollable

Taboo Card 2

Target Word: pricey Taboo Words: expensive, costly, exorbitant, high-priced

Taboo Card 3

Target Word: pomegranate Taboo Words: fruit, red, seeds, juicy

I just generated three cards. It would have been interesting to see which taboo words I might have been presented with for 'all you can eat'. Since the actual taboo words are also revealed, I would ask the students to work in pairs. Student A could look at the board to describe the taboo word, while Student B guesses. Then, they switch roles. Alternatively, we could hide screen from view and ask a student to come to the front, look at the class computer, and describe the word while the rest of the class guesses.

This game works really well with lexical sets for lower levels. Here's the prompt: I am teaching a group of Elementary students next. The students have been studying words for 'jobs'. Create 10 taboo cards for common jobs, one at a time. When I type 'ok', create the next one and so on.



Taboo Card 1

Target Word: teacher Taboo Words: school, student, lesson, book

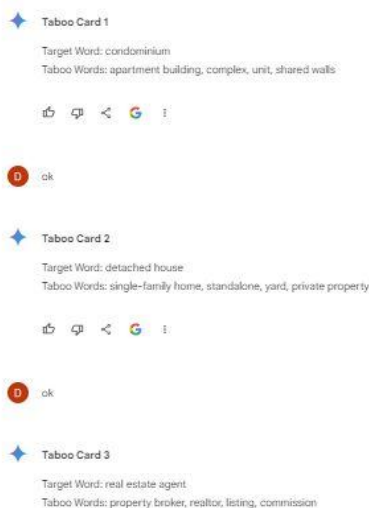
Taboo Card 2

Target Word: doctor Taboo Words: hospital, patient, medicine, stethoscope

Taboo Card 3

Target Word: nurse Taboo Words: hospital, doctor, patient, uniform

And here's a variation for higher levels. Prompt: Now I am teaching a class of Advanced English students. Create 10 taboo cards, one at a time, around the topic of 'homes' for that language level. Use vocabulary and expressions related to this topic that are likely to appear in ESL coursebooks at this language level. When I type 'ok', create the next card.



Taboo Card 1

Target Word: condominium Taboo Words: apartment building, complex, unit, shared walls

Taboo Card 2

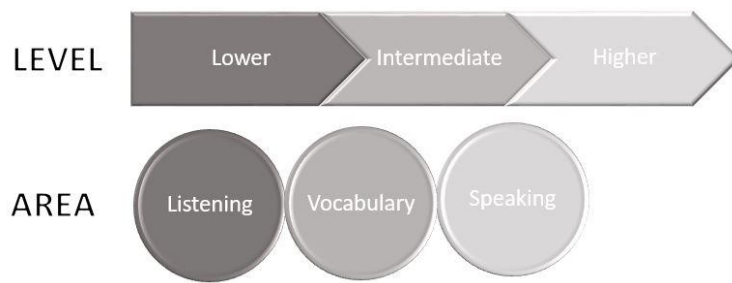
Target Word: detached house Taboo Words: single-family home, standalone, yard, private property

Taboo Card 3

Target Word: real estate agent Taboo Words: property broker, realtor, listing, commission

If a given card doesn't work for us because it's beyond the students' knowledge level, we could always skip it and type 'ok' to move on to the next one. Ultimately, we could always select focal vocabulary from the coursebook unit, feed those words into Gemini and create a customized Taboo game for the students. To save time, have your prompt ready by retrieving it from a previous conversation or by copying and pasting it from a Word document or Google Doc.

30. BINGO



Today I will be sharing a way to play bingo with our students in class using Gemini. Although this game is ideal for low levels, it can also be adapted across all levels. As you will see, this tweaked version has more to do with a listening exercise that goes beyond simply identifying words on a bingo card.

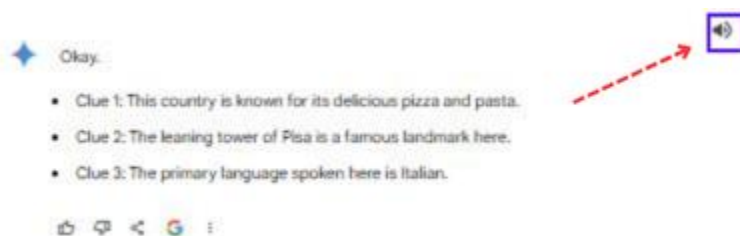
As with any other activity in this section in the blog, we can run it live in front of the class without prior material preparation. However, it helps if we have previously typed a list of words –or better still, the whole prompt- to quickly copy and paste into Gemini.

Let's try a game of bingo with countries for A1 students of English. After we have done some preliminary work with countries and nationalities and drilled pronunciation, we can display a list of those countries on the board. Students can pick any six countries and write them down on a piece of paper. The first student to cross out all the countries on their paper wins.

So we will be asking Gemini to generate three clues for the students to guess the country, and if they wrote it down, they can cross it out.

Here is the prompt: Here is a list of countries: the USA, Canada, Mexico, Brazil, Argentina, Australia, China, Russia, Spain, France, the UK, Ireland, Nigeria, India, Japan, South Africa, Morocco, Germany, Italy, Portugal. I will be playing bingo with my class of Elementary English students. Each time I type 'ok', I want you to choose any country from the list and provide three clues for my students to guess the country. The clues could be any of the following: the capital city, a typical dish, the primary language, flag colours, a famous landmark, or a famous person from that country. Choose a different country randomly each time. Do not provide the name of the country, just the three clues.

We can let the students see the board at the front so that they can read what's on it, or for a more challenging version, hide the screen view and have students listen. Gemini has an audio icon to the right of each generated text, and if clicked, it will provide a spoken version of it.



- Clue 1: This country is famous for its vibrant carnivals, especially in Rio de Janeiro.
- Clue 2: The Amazon rainforest is largely located within this country.
- Clue 3: The official language is Portuguese.

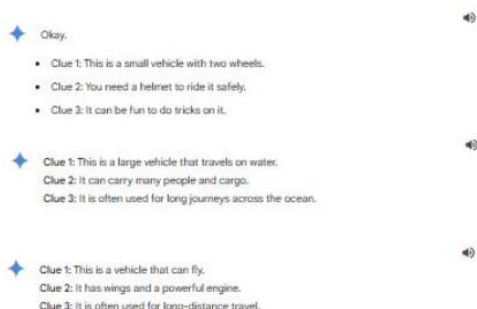
- Clue 1: This country is home to the Great Wall, one of the most impressive ancient structures in the world.
- Clue 2: A popular dish from this country is dumplings.
- Clue 3: The official language is Mandarin Chinese.

- *Clue 1: This country is known for its delicious pizza and pasta.*
- *Clue 2: The leaning tower of Pisa is a famous landmark here.*
- *Clue 3: The primary language spoken here is Italian.*
- *Clue 1: This country is famous for its vibrant carnivals, especially in Rio de Janeiro.*
- *Clue 2: The Amazon rainforest is largely located within this country.*
- *Clue 3: The official language is Portuguese.*
- *Clue 1: This country is home to the Great Wall, one of the most impressive ancient structures in the world.*
- *Clue 2: A popular dish from this country is dumplings.*
- *Clue 3: The official language is Mandarin Chinese.*

Connected speech and natural speed are two hurdles to consider here for absolute beginners. However, students should be able to pick up a range of isolated words that make each country identifiable (*pizza, pasta, Pisa, Italian, carnivals, Rio de Janeiro, Amazon, Portuguese...*). We can always repeat the sentences slowly to help them. At any rate, it's an added bonus for them to hear the stream of sound and just be exposed to it.

Next, I just tried 'means of transport'. We can simply prompt Gemini to provide three clues without specifying what types of clues they may be.

Prompt: Here's a list of means of transport: car, bus, train, bicycle, plane, boat, ship, motorcycle, scooter, taxi, tram, underground, helicopter, truck, van, skateboard, rocket. I want to play a guessing game with my elementary English students. Every time I type 'ok', I want you to choose any of those words and provide 3 clues for them to guess the word. Choose a different word randomly each time. Do not provide the word, just the three clues.



- *Clue 1: This is a small vehicle with two wheels.*
- *Clue 2: You need a helmet to ride it safely.*
- *Clue 3: It can be fun to do tricks on it.*
- *Clue 1: This is a large vehicle that travels on water.*
- *Clue 2: It can carry many people and cargo.*
- *Clue 3: It is often used for long journeys across the ocean.*
- *Clue 1: This is a vehicle that can fly.*
- *Clue 2: It has wings and a powerful engine.*
- *Clue 3: It is often used for long-distance travel.*

Here we could play each set of clues twice and mime certain words as the sentences are read aloud (e.g., *small, helmet, wheels, do tricks*) for added interaction and fun. When a student calls out bingo, we could ask them to, instead of calling the actual words, try to recall some of the clues given for the words. We can help them out during the process.

I see this Gen.AI-assisted bingo as an inclusive task because, in addition to the actual practice of the target vocabulary, we are pushing more advanced students within the A1-A2 levels out of their comfort zone by providing opportunities for listening at natural speed, exposure to additional vocabulary and even speaking.

I also tried this prompt for bingo with small everyday objects. These are two example sets of clues.

- *Clue 1: This is a small, rectangular object that you use to charge your phone.*
- *Clue 2: You plug it into an electrical outlet.*
- *Clue 3: It usually has a cable that connects to your phone.*

- *Clue 1: This is something you use to protect your eyes from the sun.*
- *Clue 2: They often have dark lenses.*
- *Clue 3: You can wear them at the beach or when you go outside on a sunny day.*

Again, the spoken language will be way beyond most students' reach at this level, but they can always identify certain words and can repeat and mime the sentences for them. There are always new words and collocations to learn, along with the grammar that goes with them (e.g., *plug into an outlet, connect to your phone, wear at the beach, on a sunny day*).

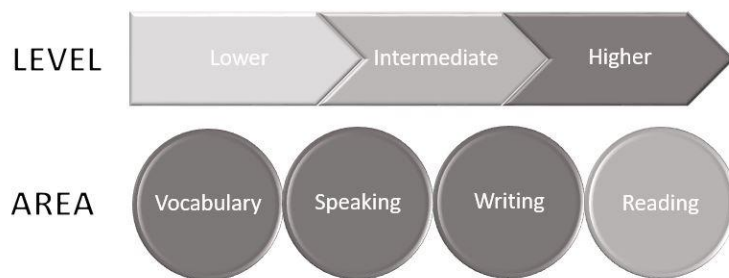
What's more, based on the sentences we can see on the screen, we could think of questions to ask the class once we have played a round or two of bingo: "What can you plug into an outlet?", "What do you use to protect your head from the sun?", "What do you wear at the beach?", "What do you take to the beach?", "What can you do on a sunny day?"

Other possible lexical sets for this language level may be animals, food, household items, clothes, places in town, jobs, sports, daily actions.

For intermediate levels we can try: house chores, things people do on a plane/on holiday/in an office/in the park, etc., health problems, ways of preparing food, money related nouns and verbs.

For advanced levels we could focus on any language items we would like to revise, or more specifically, phrasal verbs, idioms, or binomial expressions.

31. REVERSE CONVERSATION QUESTIONS



Gen.AI can be of enormous help in explaining vocabulary. There are various things we can do as learners to explore, understand and get exposure to lexical items, such as asking for definitions, requesting example sentences with the target words, or asking Gen.AI to write stories incorporating that vocabulary. In addition to these methods, teachers can also ask Gen.AI to generate conversation questions incorporating the target words for further exposure and practice in the language classroom. In this blog post I am going to give this last method a twist.

How about having the learners think of questions for Gen.AI to provide answers to? By doing so, we are giving learners opportunities to engage with the target vocabulary in different ways, which increases the chances that the language will stick in their minds. There is also an added element of interactivity and modality by having students listen to the answers provided.


Take these tasks from *Open World C1*, Unit 2, page 29 (Cambridge University Press). You can download a free sample from the publisher [HERE](#).

Task 2. Put the following words and phrases into the most suitable transport categories in the Venn diagram. Use a dictionary if you have one. track (n) reverse (v) boot (n) give way (v) carriage (n) board (v) cabin (n) shuttle (n) congestion (n) wreck (n) overtake (v) commute (v) divert (v)

In task 4 students have to “decide which of the words in Exercise 2 have other uses/meanings in different contexts and as different parts of speech” (as in, for instance, *keep track of things* or to *turn into a nervous wreck* or to *be fully on board with an idea*).


Let’s focus our attention on these three lexical items. In addition to having students do some or all of the tasks from the coursebook, we could also ask them to pick a lexical item and come up with an interesting conversation question for ChatGPT. We will use the ChatGPT voice extension or the app for Android or iOS devices to read out some of the questions written by the students. It’s important to think of a role for ChatGPT, asking it to act as a certain type of person and keep the answers short. Here are three different prompts based on imaginary questions written by the students, using some of the target vocabulary.

Prompt: Imagine you are an 80 year-old man. What's one thing you struggle to keep track of in your daily life? Your answer should take about 15 seconds to read.

 One thing I struggle to keep track of these days is where I put my glasses. It feels like I'm constantly setting them down somewhere and then wandering around the house trying to remember where. It's funny, really—half the time, they're right on top of my head!


One thing I struggle to keep track of these days is where I put my glasses. It feels like I'm constantly setting them down somewhere and then wandering around the house trying to remember where. It's funny, really—half the time, they're right on top of my head!

Prompt: Imagine you are a parent. How do you handle your kids when they turn into a nervous wreck over small things? Your answer should take about 15 seconds to read.

 When my kids turn into a nervous wreck over small things, I try to stay calm and reassure them. I listen to what's bothering them, acknowledge their feelings, and help them see things from a different perspective. Sometimes, a little humor helps lighten the mood, and they realize it's not as big as they first thought.

When my kids turn into a nervous wreck over small things, I try to stay calm and reassure them. I listen to what's bothering them, acknowledge their feelings, and help them see things from a different perspective. Sometimes, a little humor helps lighten the mood, and they realize it's not as big as they first thought.

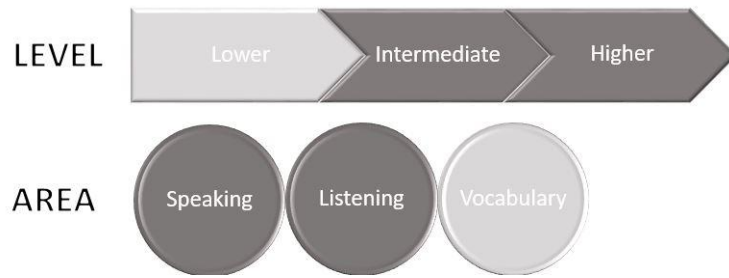
Prompt: Imagine you are a teacher. Have you ever been in a situation where you weren't fully on board with an idea but had to go along with it? Your answer should take about 15 seconds to read.

 Yes, I once had to implement a new grading policy that I felt wasn't entirely fair to students. I didn't agree with it, but I followed it while giving extra support to those who might struggle. I also shared my concerns with the administration, hoping for future improvements.

Yes, I once had to implement a new grading policy that I felt wasn't entirely fair to students. I didn't agree with it, but I followed it while giving extra support to those who might struggle. I also shared my concerns with the administration, hoping for future improvements.

So we would hide these texts from view and have our students listen to the voice version. This listening task doesn't eliminate the option for students to discuss those questions in small groups or as a whole class. While some of ChatGPT's responses may come across as somewhat stilted, the listening component adds extra value, making this practice worth exploring.

32. STORY DICE



Story dice are a set of small cubes with a different picture or symbol on each face. By rolling the dice, users generate a random combination of images—such as a ladder, a balloon and a bicycle—which they can then use as prompts to create a story. They are an excellent tool for the language classroom as they promote creativity and stimulate imagination. Additionally, story dice are available from a handful of websites.

Today I will explore ways to use story dice in the classroom in combination with the ChatGPT voice extension or the Android/iOS app for added elements of creativity, interaction and multimodal language use and practice.

We may have a set of story dice in the classroom –I do, and that’s what I would use- or otherwise we can easily find an online version by googling “story dice online”. Let’s use <https://davebirss.com/storydice/>.

I just “virtually” rolled the dice, and the screen showed these images: a set of pliers, a double-decker bus, a car, a snake and a mouse. We could ask our learners to tell or write a story that includes those elements (either in the given order or not). Let’s be a bit more specific. We could tell our students, in pairs, to come up with a story they can tell in about one minute that features at least 4 of those elements in any order. The story must have a premise and conflict. While the students are on task creating the stories, we can type this prompt into ChatGPT (or do it orally): Tell a suitable story for Intermediate learners of English featuring four of these elements in any order: a set of pliers, a double-decker bus, a car, a snake and a mouse. The story should take about one minute to read and must have a clear premise and conflict. The learners are adults, so the story can’t be childish. It should be a creative story that is useful in their quest to learn English.

So, after a few minutes, students can share their stories -first in groups of six (three pairs of students) to maximize speaking opportunities, and then in plenary mode. Now it’s time to **listen** to ChatGPT’s story (I would hide the screen view or ask students to look away or close their eyes).

The Unexpected Passenger

Daniel was riding on a crowded double-decker bus heading home after a long day. He found a seat at the back, next to an elderly man with a small toolbox on his lap. Suddenly, there was a loud scream from the front of the bus—a mouse had darted across the aisle, sending passengers into a panic.

As people tried to stand up, a woman shrieked, "There's a snake!" and pointed to a green snake slithering under a nearby seat. Chaos erupted, with passengers scrambling to avoid the creatures.

Seeing the commotion, the elderly man beside Daniel calmly opened his toolbox, pulling out a set of pliers. With surprising precision, he managed to carefully grip the snake and move it toward the bus door, releasing it outside. The mouse soon followed, escaping out of the bus in the commotion.

With a chuckle, the man sat back down, and the bus returned to its usual calm. Daniel couldn't help but admire his quick thinking. Sometimes, he thought, all you need is the right tool—and a bit of courage.

This story includes vocabulary like *crowded*, *darted*, *commotion*, and *precision*, introducing learners to descriptive language in a situation that's both relatable and a bit suspenseful.

The Unexpected Passenger

Daniel was riding on a crowded double-decker bus heading home after a long day. He found a seat at the back, next to an elderly man with a small toolbox on his lap. Suddenly, there was a loud scream from the front of the bus—a mouse had darted across the aisle, sending passengers into a panic.

As people tried to stand up, a woman shrieked, "There's a snake!" and pointed to a green snake slithering under a nearby seat. Chaos erupted, with passengers scrambling to avoid the creatures.

Seeing the commotion, the elderly man beside Daniel calmly opened his toolbox, pulling out a set of pliers. With surprising precision, he managed to carefully grip the snake and move it toward the bus door, releasing it outside. The mouse soon followed, escaping out of the bus in the commotion.

With a chuckle, the man sat back down, and the bus returned to its usual calm. Daniel couldn't help but admire his quick thinking. Sometimes, he thought, all you need is the right tool—and a bit of courage.

This story includes vocabulary like crowded, darted, commotion, and precision, introducing learners to descriptive language in a situation that's both relatable and a bit suspenseful.

So we could ask ChatGPT (I would use the app version on my phone, connected to a set of speakers) to read the story again at a slower pace and have the students listen. I would play the story a second time. In pairs, students would briefly discuss the story they have just heard and see what they understood. Then, in plenary mode, I would ask the whole class about it, perhaps annotate key vocabulary and help fill in gaps in understanding so that everyone has a clear idea at this stage. Finally, I would get students to listen to the story a third time or read it from the whiteboard/IWB/digital panel at the front.

We could extend this activity by asking students whether this is a good story or not and how we could reframe the prompt to generate a better version. Personally, I would ask ChatGPT to remove the mouse from the equation and add more nuance to it. Here's my prompt: Rewrite a version of this story but remove the mouse. Follow the same instructions given before, keeping the fundamentals, but provide more nuance and a more polished style this time. The newer version must take about one minute and a half to read.

The Unexpected Passenger

It was a typical, crowded Tuesday evening on the double-decker bus, with tired passengers packed tightly as they headed home. Daniel managed to find a rare seat at the back, next to an elderly man holding a worn toolbox on his lap. They exchanged a brief nod, and Daniel settled in for the ride, hoping for a quiet journey.

Moments later, a piercing scream shattered the calm. Daniel looked up to see a woman near the front of the bus pointing wildly and shouting, "A snake! There's a snake!" A green snake, surprisingly large, was weaving its way down the aisle, its scales glinting under the bus lights. Panic rippled through the bus, and passengers began to shift in their seats, gripping their bags, eyes wide.

In the midst of the chaos, the elderly man beside Daniel remained completely composed. Without a word, he opened his toolbox and pulled out a set of long, sturdy pliers. Rising slowly, he shuffled forward, keeping his gaze steady on the snake as it continued to slither down the aisle. The other passengers watched him, their expressions a mix of curiosity and relief.

With surprising agility, the man carefully extended the pliers, gripping the snake just behind its head. He carried it gently, yet firmly, toward the front of the bus, where the driver held the door open. Stepping down, the man released the snake onto the pavement, and it slithered off, disappearing into the nearby bushes.

Returning to his seat, the elderly man closed his toolbox and gave Daniel a small, satisfied smile. The other passengers let out a collective sigh of relief, and the bus resumed its journey. Daniel couldn't help but be impressed. Sometimes, he thought, what really matters isn't just the right tool, but the calm and courage to use it.

This version adds nuance with vivid descriptions, builds a bit more suspense, and uses polished language to draw the reader into the scene.

The Unexpected Passenger

It was a typical, crowded Tuesday evening on the double-decker bus, with tired passengers packed tightly as they headed home. Daniel managed to find a rare seat at the back, next to an elderly man holding a worn toolbox on his lap. They exchanged a brief nod, and Daniel settled in for the ride, hoping for a quiet journey.

Moments later, a piercing scream shattered the calm. Daniel looked up to see a woman near the front of the bus pointing wildly and shouting, "A snake! There's a snake!" A green snake, surprisingly large, was weaving its way down the aisle, its scales glinting under the bus lights. Panic rippled through the bus, and passengers began to shift in their seats, gripping their bags, eyes wide.

In the midst of the chaos, the elderly man beside Daniel remained completely composed. Without a word, he opened his toolbox and pulled out a set of long, sturdy pliers. Rising slowly, he shuffled forward, keeping his gaze steady on the snake as it continued to slither down the aisle. The other passengers watched him, their expressions a mix of curiosity and relief.

With surprising agility, the man carefully extended the pliers, gripping the snake just behind its head. He carried it gently, yet firmly, toward the front of the bus, where the driver held the door open. Stepping down, the man released the snake onto the pavement, and it slithered off, disappearing into the nearby bushes.

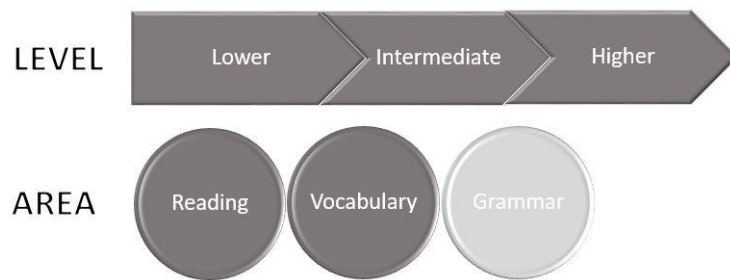
Returning to his seat, the elderly man closed his toolbox and gave Daniel a small, satisfied smile. The other passengers let out a collective sigh of relief, and the bus resumed its journey. Daniel

couldn't help but be impressed. Sometimes, he thought, what really matters isn't just the right tool, but the calm and courage to use it.

This version adds nuance with vivid descriptions, builds a bit more suspense, and uses polished language to draw the reader into the scene.

Finally, we could ask a handful of students, one at a time, to read paragraphs from the story outloud, and we could highlight and explain selected vocabulary from the new version.

33. MEMORIZATION



Memory plays a vital role in language learning. However, memory in language learning is not merely a matter of exposure, understanding and storage of new words; it also involves retrieval, quick access and the ability to use that language competently. Regardless of age or inherent ability, memory can and should be trained. Here is a class activity that can help learners store and activate language.

Find a reading passage that you would like your students to read in class and work with in class. It could come from the digital coursebook version or an online source. I will be using a paragraph from the reading passage *The Buy Nothing Movement* from the British Council site. You can access this reading material [HERE](#).

To wrap up our series of activities around the text, we could copy and paste a portion of it into a Gen.AI tool. I will be using Gemini this time. Then, we could ask the tool to remove certain words for the students to retrieve.

Prompt:: Rewrite this passage exactly as it is but only show the first letter of the words that start with an asterisk, replacing the remaining letters of those words with dotted lines: *In Britain, the *average person spends more than £1,000 on new clothes a year, which is around four per cent of their *income. That *might not sound like much, but that *figure hides two far more worrying *trends for society and for the environment. First, a lot of that consumer spending is *via credit cards. British people currently *owe approximately £670 per adult to credit card companies. That's 66 per cent of the average wardrobe *budget. Also, not only are people spending money they don't have, they're using it to buy things they don't need. Britain *throws away 300,000 tons of clothing a year, most of which goes into *landfill sites.*

So, after copying and pasting the text, I just quickly typed “*” before the first letter of interesting words to be learned or reinforced.

P Rewrite this passage as it is but only show the first letter of the words that start with an asterisk and replace the remaining letters of those words with dotted lines: In Britain, the *average person spends more than £1,000 on new clothes a year, which is around four per cent of their *income. That *might not sound like much, but that *figure hides two far more worrying *trends for society and for the environment. First, a lot of that consumer spending is *via credit cards. British people currently *owe approximately £670 per adult to credit card companies. That's 66 per cent of the average wardrobe *budget. Also, not only are people spending money they don't have, they're using it to buy things they don't need. Britain *throws away 300,000 tons of clothing a year, most of which goes into *landfill sites.

Show drafts

In Britain, the a..... person spends more than £1,000 on new clothes a year, which is around four per cent of their i..... That m..... not sound like much, but that f..... hides two far more worrying t..... for society and for the environment. First, a lot of that consumer spending is v..... credit cards. British people currently o..... approximately £670 per adult to credit card companies. That's 66 per cent of the average wardrobe b..... Also, not only are people spending money they don't have, they're using it to buy things they don't need. Britain t..... away 300,000 tons of clothing a year, most of which goes into l..... sites.

In Britain, the a..... person spends more than £1,000 on new clothes a year, which is around four per cent of their i..... That m..... not sound like much, but that f..... hides two far more worrying t..... for society and for the environment. First, a lot of that consumer spending is v..... credit cards. British people currently o..... approximately £670 per adult to credit card companies. That's 66 per cent of the average wardrobe b..... Also, not only are people spending money they don't have, they're using it to buy things they don't need. Britain t..... away 300,000 tons of clothing a year, most of which goes into l..... sites.

For space-saving purposes, I just selected a sample paragraph, but we could be copying and pasting a selection of paragraphs or the whole text. While the students are silently reading the text, talking about it, or doing reading comprehension-related activities, we could take a minute or two to use the computer and make those adjustments.

Then we could tell students to look at the board and to, in their heads, try to retrieve the missing words silently and individually. Afterward, we could pair them up and have them take turns to read and call out the missing words.

We could retrieve the prompt with the text containing asterisks, copy and paste it into Gemini again and add more asterisks to it for a second, more challenging round (or invite a student to use the class computer and place additional asterisks before 5/10/15 words from the text). Here's the updated version now:

In Britain, the a..... person spends more than £1,000 o..... new clothes a..... year, which is a..... four per cent of their i..... That m..... not s..... like m....., but that f..... hides two far more w..... t..... for s..... and for the e..... First, a lot of that c..... spending is v..... credit cards. British people c..... o..... approximately £670 p..... adult to credit card companies. That's 66 p..... cent of the a..... wardrobe b..... Also, not o..... are people s..... money they don't have, they're using it to buy things they don't n..... Britain t..... away 300,000 t..... of clothing a..... year, most of w..... goes into l..... s.....

This procedure also works really well with lexical sets for lower levels by asking Gen.AI to generate a text rich in a specific lexical set. For example, let's take a look at this prompt: Write a reading passage of about 100 words about someone's daily routine. The passage must be suitable for Elementary students of English.

A Busy Day

Every morning, Tom wakes up early. He washes his face and brushes his teeth. Then, he eats breakfast. After breakfast, he gets dressed and goes to school. At school, he learns math, science, and English.

After school, Tom plays with his friends. Sometimes they play soccer or ride their bikes. When it's time for dinner, he goes home and eats with his family. In the evening, he does his homework and reads a book. Then, he goes to bed.

A Busy Day

Every morning, Tom wakes up early. He washes his face and brushes his teeth. Then, he eats breakfast. After breakfast, he gets dressed and goes to school. At school, he learns math, science, and English.

After school, Tom plays with his friends. Sometimes they play soccer or ride their bikes. When it's time for dinner, he goes home and eats with his family. In the evening, he does his homework and reads a book. Then, he goes to bed.

The generated text is not exactly very exciting reading material but it will be useful for helping learners at that language level store words in memory by placing asterisks (or any other chosen symbol) before every verb related to daily routine.

This procedure also works well with functional language or language in situations. I just used the prompt "Write a conversation of about 150 words between a sales assistant and a customer for Elementary students of English at a clothes shop". I then copied and pasted the text into Gemini, added asterisks before key words and asked Gemini to generate a new version displaying only the first letters of those words.

Can you guess the words? Easy task if you are a teacher and perfectly balanced one for an A2-B1 learner. In this case students can work in pairs and take roles. Once they are familiar with the conversation, and for a more challenging task, we could copy and paste the text with the asterisks again, but this time ask Gemini to replace the words marked with an asterisk with dotted lines (without providing the first letters).

◆ Sales Assistant: Hi there! W..... to our shop. Can I h..... you find anything today?
 Customer: Yes, please. I'm l..... for a new shirt.
 Sales Assistant: Great! What k..... of shirt are you l..... for? A t-shirt, a polo shirt, or a dress shirt?
 Customer: A t-shirt, p..... I like the blue one in the window.
 Sales Assistant: Oh, that's a nice one. What size do you w.....?
 Customer: I w..... a m.....
 Sales Assistant: Let me c..... Ah, h..... it is. Would you like to t..... it on?
 Customer: S....., thanks.
 A few minutes later...
 Customer: It f..... perfectly! I'll t..... it.
 Sales Assistant: Great! W..... you like to look at any other items? We have some nice jeans and hats.
 Customer: No, t..... I just need the shirt. How m..... is it?
 Sales Assistant: It's 15 euros.
 Customer: Okay, here you g.....
 Sales Assistant: Thank you. Have a n..... day!

Sales Assistant: Hi there! W..... to our shop. Can I h..... you find anything today?

Customer: Yes, please. I'm l..... for a new shirt.

Sales Assistant: Great! What k..... of shirt are you l..... for? A t-shirt, a polo shirt, or a dress shirt?

Customer: A t-shirt, p..... I like the blue one in the window.

Sales Assistant: Oh, that's a nice one. What size do you w.....? Customer: I w..... a m.....

Sales Assistant: Let me c..... Ah, h..... it is. Would you like to t..... it on?

Customer: S....., thanks.

A few minutes later...

Customer: It f..... perfectly! I'll t..... it.

Sales Assistant: Great! W..... you like to look at any other items? We have some nice jeans and hats.

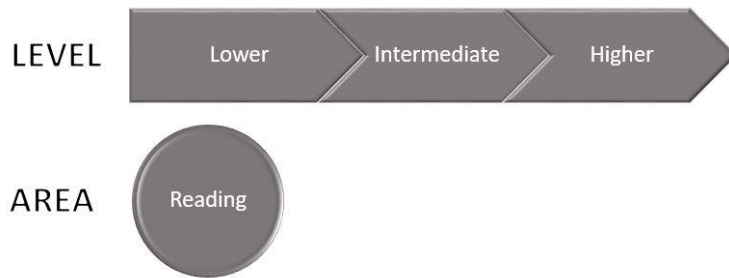
Customer: No, t..... I just need the shirt. How m..... is it?

Sales Assistant: It's 15 euros.

Customer: Okay, here you g.....

Sales Assistant: Thank you. Have a n..... day!

34. TRIVIA QUIZ



Today I will ask ChatGPT to create trivia questions for the students based on a class reader. The students will be working in teams to answer the questions. I will also be exploring other types of trivia activities we can use in the language class.

Let's assume that our students have read the same class reader and are therefore familiar with the story. They have already completed work related to the book with us in class. To cap things off, we could have a Gen.AI-assisted trivia quiz for some fun and to build up team spirit.

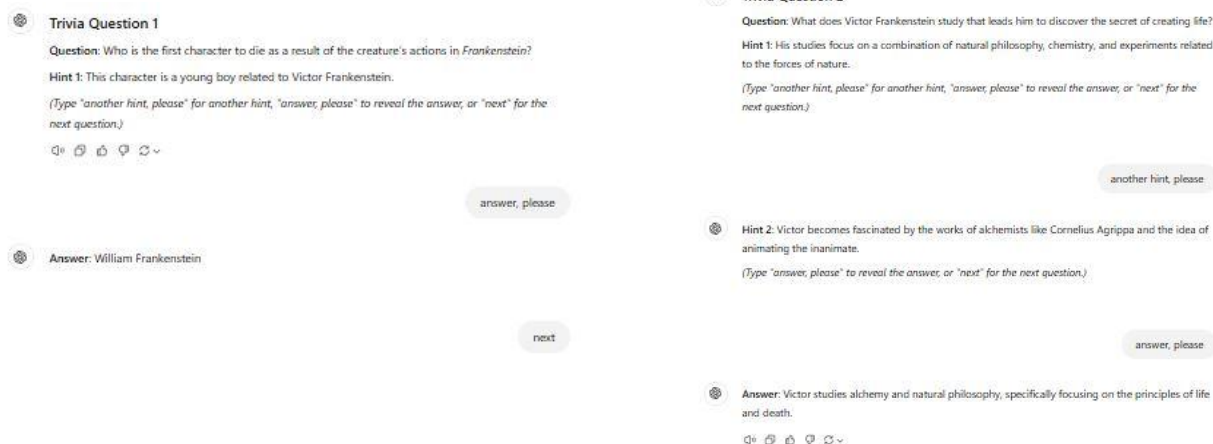
The class could be divided into teams or groups of three to five players, depending on class size. Each team will receive ten slips of paper (or they can make their own). Before starting, they must write their team name on each slip.

Teams will be presented with 10 questions about the class reader, one at a time. Each question will come with a hint. If they know the answer, they will write it on a slip of paper and hand it to the teacher. If they need additional help, another hint will be displayed on the board.

A correct answer after the first hint will be worth 5 points, and a correct answer after the second hint will be worth 3 points. No points will be awarded for a blank slip, and an incorrect answer will result in a penalty of minus 2 points.

If teams are confident they know the answer after the first hint, they can hand in the slip of paper with their written answer. Otherwise, they can wait for the second hint and either write their answer or hand in a blank slip. The teacher will keep slips in two piles: one for teams' first-time answers and another for teams' second time answers. Then the answer is revealed, and points are awarded according to the rules. The same procedure will be followed for the remaining questions.

Here's the prompt: Create 10 trivia questions inspired by Mary Shelley's novel *Frankenstein*, accompanied by one hint to guide my students toward the correct answer. If I type 'another hint, please', provide another increasingly specific hint without making the answer obvious. If I type 'answer, please', reveal the answer for the trivia question. If I type 'next', generate the next question and the first hint. Share one hint at a time.



Trivia Question 1

Question: Who is the first character to die as a result of the creature's actions in Frankenstein?

Hint 1: This character is a young boy related to Victor Frankenstein.

(Type "another hint, please" for another hint, "answer, please" to reveal the answer, or "next" for the next question.)

answer, please

ChatGPT

Answer: William Frankenstein

next

ChatGPT

Trivia Question 2

Question: What does Victor Frankenstein study that leads him to discover the secret of creating life?

Hint 1: His studies focus on a combination of natural philosophy, chemistry, and experiments related to the forces of nature.

(Type "another hint, please" for another hint, "answer, please" to reveal the answer, or "next" for the next question.)

another hint, please

ChatGPT

Hint 2: Victor becomes fascinated by the works of alchemists like Cornelius Agrippa and the idea of animating the inanimate.

(Type "answer, please" to reveal the answer, or "next" for the next question.)

answer, please

ChatGPT

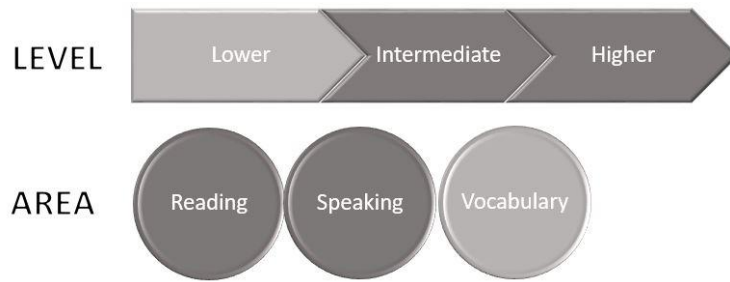
Answer: Victor studies alchemy and natural philosophy, specifically focusing on the principles of life and death.

We could apply the same prompt for movies or TV series that our students like and are familiar with. Other possible areas for trivial quizzes for different ages and interests might include:

- Countries
- Customs and traditions around the world
- General knowledge quiz
- Famous people
- Literature
- Music
- Pop culture
- Video games
- Dishes around the world
- Famous quotes

I would definitely recommend a ‘famous quotes’ trivia quiz, as the quotes can also lead to deeply meaningful conversations at the end of the quiz.

35. CREATE YOUR OWN ADVENTURE



If I were to choose my favourite LIVE class activity from the blog so far, this would definitely be my pick. A ‘create your own adventure’ story is an interactive narrative where the reader makes decisions at key points, influencing the direction and outcome of the story. After each choice, the reader is directed to a new part of the story based on their decision, leading to more choices to be made.

The idea here is to provide a context for Gen.AI –I will be using Claude this time- to make a ‘Create your own adventure’ for us that follows that formula. We can run this live in class by reading the story on the whiteboard, IWB, or digital panel at the front.

After we write the initial prompt, we are presented with the opening of the story and two choices for the direction it can take. Students will stand up and decide whether they choose ‘a’ or ‘b’. If they choose ‘a’, they raise their hand and stand in place; if they choose ‘b’, they just stand in place. Then, each student pairs off with at least one person who made a different choice. For example, in a classroom of 23 students, 16 raised their hands for ‘a’, and 7 stood in place for ‘b’. The resulting groups might consist of 7 groups: two with 3 students who chose ‘a’ and one who chose ‘b’, and five with two students who chose ‘a’ and one who chose ‘b’. Groups find their own spots in the classroom, where they form a circle and explain why they made their choice (whether because it seemed more fun, or because it seemed a more logical continuation of the story, or because it would spare the main character from ensuing trouble...). Then, in plenary mode, we count the hands and type the most popular choice (‘a’ or ‘b’) into the computer for Claude to continue the story. At this stage the students can change their minds if they wish.

We could ask Claude to start a story from scratch or choose a book or a movie that the students are familiar with or that they have read or seen in their English class. In my experience, the latter works much better. I created this magic prompt for a sequel to the movie *School of Rock*, starring Jack Black.

Prompt: Based on the famous movie *School of Rock*, I want you to imagine a sequel set in the year 2025. You will turn it into a ‘Create your own adventure’ story for a class of intermediate learners of English. Make sure to adapt the language to their language level so that they can easily understand what they read. Start by providing the initial setting and then offer two choices: ‘a’ and ‘b’. I will make a choice by typing either ‘a’ or ‘b’. Based on my choice, you will

continue the story and present two new choices: ‘a’ and ‘b’ again. I will then choose again. Repeat this process seven times until we reach the end of the story. The ending will be either happy or sad.

Based on the famous movie School of Rock, I want you to imagine a sequel to it set in the year 2025. You are going to turn it into a "choose your own adventure" story for a class of intermediate learners of English. Make sure to adapt the language to their language level so that they can understand what they read. Provide the initial setting and then provide two choices: "a" and "b". I will tell you which choice I make by typing "a" or "b". Based on my choice, you have to continue the story and provide two ensuing choices: "a" and "b" again. Then I will type "a" or "b". Repeat this procedure 7 times to get to the end of the story. You must provide an end to the movie after we have exchanged interactions 7 times. The end will have to be either a sad end or a happy end.

I'll create a "School of Rock" sequel set in 2025, adapted for intermediate English learners. I'll use simpler language and create an engaging choose-your-own-adventure story.

Title: School of Rock: The Digital Band

It's 2025, and Dewey Finn is now a music teacher at a middle school. He's excited because the school just got a big grant to buy new technology for music classes. One day, he discovers that the school wants to replace the music program with a coding class. Dewey is shocked! He believes music is still the most important way for kids to express themselves.

You are a student in Dewey's class. What do you do?

a) Help Dewey make a plan to save the music program
b) Suggest that music and coding could work together

Please choose "a" or "b"!

a

Dewey's eyes light up when you offer to help. Together, you create a bold plan to show the school administrators how music can be just as innovative as coding. You decide to organize a special technology-themed rock concert that will demonstrate how music and digital skills can work together.

What's your next move?

a) Create a digital music video using coding skills to impress the administrators
b) Recruit other students to form a high-tech band that mixes traditional instruments with digital technology

Please choose "a" or "b"!

b

You and Dewey quickly assemble a diverse group of students who are passionate about music and technology. They bring together electric guitars, synthesizers, laptops, and even some programmable music robots. The band practices after school, learning how to blend traditional rock sounds with cutting-edge digital effects.

What challenge do you want to tackle next?

a) Enter a local tech and music innovation competition to showcase your unique band
b) Prepare a surprise performance for the school board meeting to convince them about the value of music education

Please choose "a" or "b"!

a

Your band enters the local tech and music innovation competition. The judges are impressed by your unique blend of traditional rock instruments and digital technology. As you perform, the audience is amazed by how you've created music that bridges the gap between classic rock and modern digital innovation.

What happens next?

a) Your band wins first place and catches the attention of a local tech company
b) A famous YouTuber in the audience decides to film your performance and share it online

Please choose "a" or "b"!

b

A famous tech YouTuber named Alex TechRock, who has over 2 million subscribers, happens to be in the audience. She films your entire performance and posts it on her channel with the title "The Most Innovative School Band You've Never Heard Of!" Within 24 hours, the video goes viral, gaining millions of views and sparking conversations about music education and technology.

What happens next?

a) The school board contacts Dewey about featuring your band at a special event
b) A major music technology company offers to sponsor your band

Please choose "a" or "b"!

b

I'll create a "School of Rock" sequel set in 2025, adapted for intermediate English learners. I'll use simpler language and create an engaging choose-your-own-adventure story.

Title: School of Rock: The Digital Band

It's 2025, and Dewey Finn is now a music teacher at a middle school. He's excited because the school just got a big grant to buy new technology for music classes. One day, he discovers that the school wants to replace the music program with a coding class. Dewey is shocked! He believes music is still the most important way for kids to express themselves.

You are a student in Dewey's class. What do you do?

a) Help Dewey make a plan to save the music program

b) Suggest that music and coding could work together

Please choose "a" or "b"!

a

Dewey's eyes light up when you offer to help. Together, you create a bold plan to show the school administrators how music can be just as innovative as coding. You decide to organize a special

technology-themed rock concert that will demonstrate how music and digital skills can work together.

What's your next move?

a) Create a digital music video using coding skills to impress the administrators

b) Recruit other students to form a high-tech band that mixes traditional instruments with digital technology

Please choose "a" or "b"!

b

You and Dewey quickly assemble a diverse group of students who are passionate about music and technology. They bring together electric guitars, synthesizers, laptops, and even some programmable music robots. The band practices after school, learning how to blend traditional rock sounds with cutting-edge digital effects.

What challenge do you want to tackle next?

a) Enter a local tech and music innovation competition to showcase your unique band

b) Prepare a surprise performance for the school board meeting to convince them about the value of music education

Please choose "a" or "b"!

a

Your band enters the local tech and music innovation competition. The judges are impressed by your unique blend of traditional rock instruments and digital technology. As you perform, the audience is amazed by how you've created music that bridges the gap between classic rock and modern digital innovation.

What happens next?

a) Your band wins first place and catches the attention of a local tech company

b) A famous YouTuber in the audience decides to film your performance and share it online

Please choose "a" or "b"!

b

A famous tech YouTuber named Alex TechRock, who has over 2 million subscribers, happens to be in the audience. She films your entire performance and posts it on her channel with the title "The Most Innovative School Band You've Never Heard Of!" Within 24 hours, the video goes viral, gaining millions of views and sparking conversations about music education and technology.

What happens next?

a) The school board contacts Dewey about featuring your band at a special event

b) A major music technology company offers to sponsor your band

Please choose “a” or “b”!

b

A major music technology company called InnoTech Music sees your viral video and becomes excited about your innovative approach. They offer to sponsor your band, providing you with state-of-the-art equipment, professional recording time, and mentorship from top music technologists.

What do you choose?

a) Accept the sponsorship and use the opportunity to prove the importance of music education

b) Hesitate and discuss the offer carefully with Dewey and your bandmates

Please choose “a” or “b”!

a

The sponsorship from InnoTech Music transforms your band’s future. You use this opportunity to create an educational program that shows how music and technology can inspire students. Your band records a documentary-style video series explaining how coding, digital skills, and music can work together.

What’s the final outcome?

a) Your program gets adopted by schools across the country

b) You create a groundbreaking music technology curriculum that changes education forever

Please choose “a” or “b” for the final chapter!

b

In a groundbreaking moment, your band creates a comprehensive music technology curriculum that revolutionizes education. The program, called “SoundCode,” integrates musical creativity with digital skills, showing how technology and art can work together. Schools nationwide begin adopting your curriculum, inspiring a new generation of students to see music and technology as interconnected fields.

Final Outcome: A Happy Ending!

Your innovative approach saves the music program, provides new opportunities for students, and proves that creativity and technology can coexist beautifully. Dewey Finn stands proudly beside you, knowing that the spirit of rock education has evolved for the digital age.

The End.

Would you like to hear more about how the story developed through your choices?

This is a highly engaging reading activity that really gets students on task. Then, there is the speaking component where the students interact with different peers each time, first in small groups, then in plenary mode. The unpredictability of the path the story can take -determined by both the students' choices and then Gen.AI generated texts as a result- is a key motivating factor. The thrill of it is that we can do this live in the classroom with no prior material preparation.

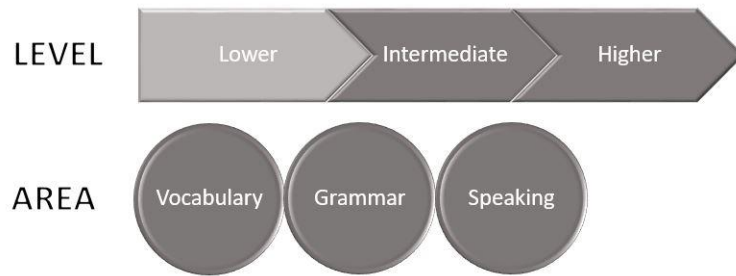
We could even have a 'Create your own adventure' with smaller texts, such as reading passages from the coursebook. All we have to do is copy and paste it into Gemini –or any Gen.AI of our choice- and type or copy and paste the prompt.

Additionally, we could design a 'Create your own adventure' task that incorporates language chunks that students have recently learned in class. For example, if the topic has been money, our students could brainstorm ideas for the beginning of a 'money-related' story. Once the class has chosen their favourite idea, we can type it into a Gen.AI tool along with a list of words and expressions that have cropped up in class that we would like to review. Here's a possible prompt:

Write a 'Create your own adventure' story for a class of upper-intermediate learners of English. The title of the story is "The Singing Beggar". Make sure to adapt the language to their language level so that they can easily understand it. The main character in the story is a talented street performer who sings for coins in a crowded subway, barely making enough to eat. One day, a renowned music producer passes by and is captivated by the raw talent. Start by providing the initial setting and then offer two choices: 'a' and 'b'. I will make a choice by typing either 'a' or 'b'. Based on my choice, you will continue the story and present two new choices: 'a' and 'b' again. I will then choose again. Repeat this process seven times until we reach the end of the story. The ending will be either happy or sad. Include at least 6 of the following language items in your story in any grammatical form: *to make ends meet, can't afford, to run out of money, to save up money, to be broke, to be filthy rich, to get into debt, to get out of debt, to pay back a debt, from rags to riches, to owe money.*

Huge payoffs guaranteed!

36. EXPLORING VOCABULARY: CONTEXT AND CO-TEXT



As language teachers, we should strive to create learning opportunities to make language memorable. It goes without saying that, for effective learning to take place, learners also have a responsibility to take the language beyond the classroom setting and engage with newly acquired vocabulary in different ways.

Two things we can do to make the language memorable -that is, easy or easier to remember- are providing context and co-text when exploring language items in the classroom.

Context refers to the kind of real-life situation where a word might be encountered. By deliberately connecting the word to its context, we can significantly improve learning outcomes. Take the word 'fetch', for example. Possible contexts for this verb could include being kind to someone by getting them a drink (*fetch someone water*) or fulfilling parental duties by picking your children up from school (*fetch the kids from school*). As a noun, a possible context might involve spending time outdoors with a pet (*play fetch*). So if this word comes up in class, in addition to clarifying its meaning, we could introduce some visual imagery and ask students to picture themselves in one of these scenarios.

We could also think of classroom questions and comments around those contexts, such as "Who has a pet?" "Is it a cat, a dog?" "Does your dog like playing fetch?" "Yeah, as they get older, they lose interest" "How old is your dog then?" "Not his thing anymore, oh well".

Co-text refers to the linguistic environment surrounding a word, in other words, the language that tends to appear near or around a particular word. By exploring co-text when teaching a word, we increase the chances of memorization and retrieval, in addition to exploring other language and grammar structures on the side. If we were to provide co-text for the word 'fetch', we could revisit lexical and grammar items such as: "Can/Could you (possibly) fetch...", "let's play fetch", "the teacher sent the student to fetch x from...", "we need to fetch the tools from the shed", "in this game you have to fetch hidden treasures", "fetch a book", "fetch water", "fetch a ball", "fetch keys".

Gen.AI can be a great help in providing instant help to showcase examples of context and co-text, which we can share with our students live in the classroom as learning happens. Let's

explore the verb ‘to book’ with a Pre-Intermediate class. Here’s the prompt for context for ChatGPT: Can you provide life situations where I would be using the verb ‘to book’?

Here are some life situations where you might use the verb “to book”:

1. Travel Arrangements:

- You might book a flight for an upcoming vacation, ensuring that you have your travel plans secured well in advance.
- Example: “I need to book a hotel room in Paris for next month.”

2. Dining Reservations:

- When planning a dinner out, you can book a table at your favorite restaurant, especially if it’s a popular spot.
- Example: “Let’s book a table for four at that new Italian restaurant.”

3. Event Tickets:

- If you want to attend a concert, theater performance, or sporting event, you’ll often need to book tickets in advance.
- Example: “I want to book tickets to the concert next week.”

4. Appointments:

- You might book an appointment with a doctor, dentist, or other service providers to ensure you receive the care you need.
- Example: “I need to book a check-up for next Friday.”

5. Vacation Rentals:

- If you’re planning a getaway, you can book a vacation rental or an Airbnb for your stay.
- Example: “Let’s book a cabin in the mountains for the weekend.”

6. Classes or Workshops:

- When looking to learn something new, you may book a spot in a cooking class or workshop.
- Example: “I want to book a pottery class for Saturday.”

7. Travel Tours:

- You might book a guided tour for a specific destination to enhance your travel experience.
- Example: “We should book a city tour when we arrive.”

Here are some life situations where you might use the verb “to book”:

1. Travel Arrangements:

- *You might book a flight for an upcoming vacation, ensuring that you have your travel plans secured well in advance.*
- *Example: “I need to book a hotel room in Paris for next month.”*

2. Dining Reservations:

- *When planning a dinner out, you can book a table at your favorite restaurant, especially if it’s a popular spot.*
- *Example: “Let’s book a table for four at that new Italian restaurant.”*

3. Event Tickets:

- *If you want to attend a concert, theater performance, or sporting event, you’ll often need to book tickets in advance.*
- *Example: “I want to book tickets to the concert next week.”*

4. Appointments:

- *You might book an appointment with a doctor, dentist, or other service providers to ensure you receive the care you need.*
- *Example: “I need to book a check-up for next Friday.”*

5. Vacation Rentals:

- *If you’re planning a getaway, you can book a vacation rental or an Airbnb for your stay.*
- *Example: “Let’s book a cabin in the mountains for the weekend.”*

6. *Classes or Workshops:*

- *When looking to learn something new, you may book a spot in a cooking class or workshop.*
- *Example: "I want to book a pottery class for Saturday."*

7. *Travel Tours:*

- *You might book a guided tour for a specific destination to enhance your travel experience.*
- *Example: "We should book a city tour when we arrive."*

Then we can take a quick look at the board in front and think of questions for the class. For example:

- When was the last time you booked a hotel room?
- Are there any restaurants in town where you must book a table in advance because they are really busy?
- If you want to find good deals on flights, how far in advance should you book your ticket?
- Oh, you just booked a ticket for a flight? Where are you going?

Let's ask ChatGPT for examples of co-text. Here's the prompt: Can you provide words or expressions that are examples of co-text around the phrase 'to book a flight'?

Here are some words and expressions that typically appear around the phrase "to book a flight" in natural language, showcasing common co-text patterns:

1. Verbs related to preparation or planning:

- "I need to find the best time before I book a flight."
- "It's important to compare prices when booking a flight."
- "Can you check availability before we book a flight?"

2. Nouns related to travel details:

- "I'll book a flight for next Monday."
- "We should book a flight with a layover in Paris."
- "Have you booked a flight for the holiday season?"

3. Prepositions describing the booking process:

- "You can book a flight through the airline's website."
- "Let's book a flight with a low-cost carrier."
- "I booked a flight from New York to London."

4. Adjectives modifying the experience:

- "We decided to book a direct flight."
- "It's better to book a non-refundable flight to save money."
- "I booked a cheap flight online."

5. Time expressions:

- "You should book a flight well in advance."
- "I usually book a flight last minute."
- "Try to book a flight as early as possible."

Here are some words and expressions that typically appear around the phrase "to book a flight" in natural language, showcasing common co-text patterns:

1. *Verbs related to preparation or planning:*

- *“I need to find the best time before I book a flight.”*
 - *“It’s important to compare prices when booking a flight.”*
 - *“Can you check availability before we book a flight?”*
2. *Nouns related to travel details:*
- *“I’ll book a flight for next Monday.”*
 - *“We should book a flight with a layover in Paris.”*
 - *“Have you booked a flight for the holiday season?”*
3. *Prepositions describing the booking process:*
- *“You can book a flight through the airline’s website.”*
 - *“Let’s book a flight with a low-cost carrier.”*
 - *“I booked a flight from New York to London.”*
4. *Adjectives modifying the experience:*
- *“We decided to book a direct flight.”*
 - *“It’s better to book a non-refundable flight to save money.”*
 - *“I booked a cheap flight online.”*
5. *Time expressions:*
- *“You should book a flight well in advance.”*
 - *“I usually book a flight last minute.”*
 - *“Try to book a flight as early as possible.”*

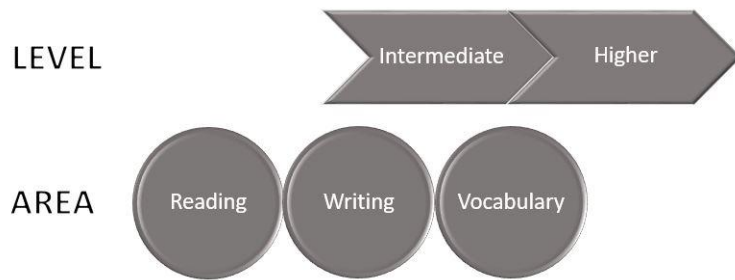
We could focus on some of this useful information and think of questions to ask to go with it:

- Do you compare prices when you book a flight?
- Is it worth booking a flight with a low-cost carrier? What are the advantages and disadvantages?

We could also direct attention to the words in bold (‘well in advance’, ‘last minute’, ‘as early as possible’) and encourage learners to learn them as chunks in combination with ‘book a flight’.

Obviously, it would take a long time to do a thorough exploration of this word based on the information presented to us. It is our job to strike a good balance and maximize learning opportunities without overwhelming students with too much to take in.

37. CHUNK ENRICHED TEXTS



This time I am going to share how we can use Claude live in class to first generate short text messages and then create chunk-enriched versions in order to raise awareness of common formulaic language typical of text messages. Next, we would encourage our students to write their own messages, incorporating this useful language.

In class, we could ask our students these questions: “When was the last time you sent a text message?” “What was it about?” They don’t need to go into details –unless they choose to. They can simply talk about the nature of it. Was it to make or confirm plans to do something or go somewhere? Was it a reminder, an update, or small talk? We could have the students work in pairs or small groups and then elicit some answers from volunteers.

Next, we could ask them to write a short text message of about 30 words on a piece of paper. They have three choices:

- making plans
- cancelling plans
- a reminder of an upcoming event

Students might be given about 10 minutes to write at least one short text message. Early finishers can write a second or third message.

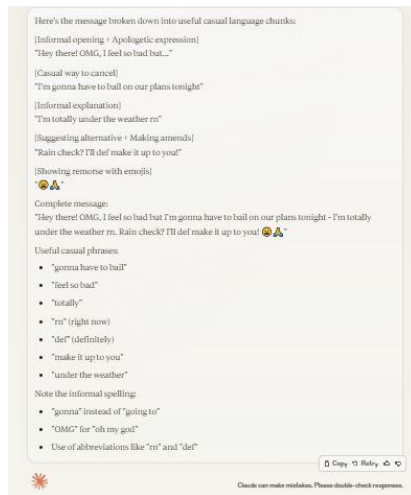
Next, we could ask a few volunteers to read their messages. And this is what we could have quickly done while the students were on task writing their messages: open Claude in our browser (or a similar Gen.AI tool) and write this prompt: Write an informal text message of about 30 words about cancelling plans.

Hey! So sorry but I'm gonna have to bail on tonight 🙄 Feeling super under the weather all of a sudden. Can we do a raincheck? Promise I'll make it up to you! 🙏

Hey! So sorry but I'm gonna have to bail on tonight 🙄 Feeling super under the weather all of a sudden. Can we do a raincheck? Promise I'll make it up to you! 🙏

Notice the use of emojis, which is a welcome bonus. We would have hidden this from view while the students were writing their messages, then working in groups, and then reading out their messages. Eventually, we would have them take a look at the board. There is good language to be explored and to take home here (*gonna, feeling under the weather, do a raincheck, make it up to you*). Working with micro-texts makes the teaching job a lot easier as well.

Now it's time for the second prompt: Rewrite the same message in about 30 words, but this time the message must be richer in language chunks while keeping the informal tone, so it's useful for English learners.



Here's the message broken down into useful casual language chunks:

[Informal opening + Apologetic expression] "Hey there! OMG, I feel so bad but..."

[Casual way to cancel] "I'm gonna have to bail on our plans tonight"

[Informal explanation] "I'm totally under the weather rn"

[Suggesting alternative + Making amends] "Rain check? I'll def make it up to you!"

[Showing remorse with emojis] "🙏🙏"

Complete message: “Hey there! OMG, I feel so bad but I’m gonna have to bail on our plans tonight – I’m totally under the weather rn. Rain check? I’ll def make it up to you! 🥲👉”

Useful casual phrases:

“gonna have to bail”

“feel so bad”

“totally”

“rn” (right now)

“def” (definitely)

“make it up to you”

“under the weather”

Note the informal spelling:

“gonna” instead of “going to”

“OMG” for “oh my god”

Use of abbreviations like “rn” and “def”

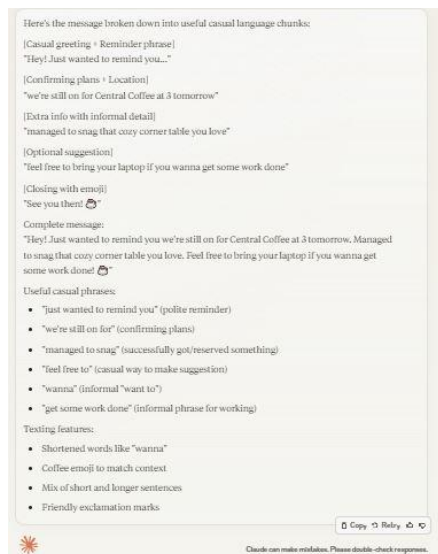
There aren’t actually a lot of changes taking place because the original text is really short, but as evidenced by the explanations provided by Claude, there are some noticeable modifications, mostly in the use of abbreviations and emphasizees.

Let’s write prompts for one of the other micro-writing tasks: Write an informal text message of about 30 words reminding someone of an upcoming event.

Hey! Don't forget we're meeting at Central Coffee at 3 tomorrow! I grabbed us that cozy corner table you love. Bring your laptop if you wanna work! ☕

Hey! Don't forget we're meeting at Central Coffee at 3 tomorrow! I grabbed us that cozy corner table you love. Bring your laptop if you wanna work! ☕

Followed by: Rewrite the same message in about 30 words, but this time the message must be richer in language chunks while keeping the informal tone so it's useful for English learners.



Here's the message broken down into useful casual language chunks:

[Casual greeting + Reminder phrase] "Hey! Just wanted to remind you..."

[Confirming plans + Location] "we're still on for Central Coffee at 3 tomorrow"

[Extra info with informal detail] "managed to snag that cozy corner table you love"

[Optional suggestion] "feel free to bring your laptop if you wanna get some work done"

[Closing with emoji] "See you then! ☕"

Complete message: "Hey! Just wanted to remind you we're still on for Central Coffee at 3 tomorrow. Managed to snag that cozy corner table you love. Feel free to bring your laptop if you wanna get some work done! ☕"

Useful casual phrases:

“just wanted to remind you” (polite reminder)

“we’re still on for” (confirming plans)

“managed to snag” (successfully got/reserved something)

“feel free to” (casual way to make suggestion)

“wanna” (informal “want to”)

“get some work done” (informal phrase for working)

Texting features:

Shortened words like “wanna”

Coffee emoji to match context

Mix of short and longer sentences

Friendly exclamation marks

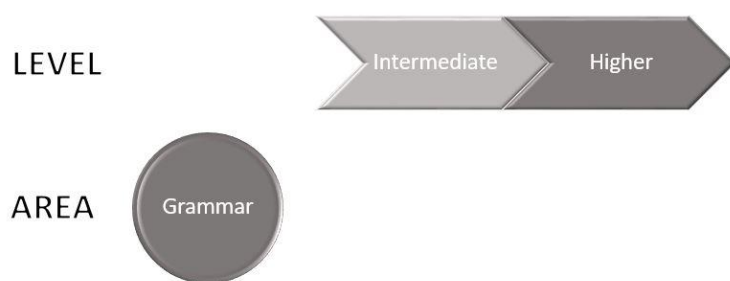
Notice, once again, the subtle changes. We would take the opportunity to point out those changes and encourage our students to take with them what they think is useful.

Finally, we could ask our students to write a chunk-enriched version of one of the text messages they wrote earlier. They would need to incorporate some of the language we have explored with them. We could provide strips of paper for them to display on a notice board or on the classroom walls for everyone to walk around and read for extra exposure to this language.

SECTION 3: FOR STUDENTS

Empower students to practice the language beyond the classroom

38. CHATGPT AS GRAMMAR TEACHER



This time we are going to create prompts for ChatGPT to generate tailor-made content for grammar practice. Students can use these types of prompts at home to get further practice on what they have been working on in class.

Let's say I am a C1 level English student, and I want to practice inversions. Here is my first prompt: "I am an advanced English student (C1). I want you to create a list of the 10 most common inversion structures at this level that typically appear in ELT coursebooks."

I am quite pleased with what ChatGPT came up with:



Here's a list of the 10 most common inversion structures that typically appear in English Language Teaching (ELT) coursebooks at the C1 level:

1. **Negative adverbials** (with expressions like *never, rarely, seldom, hardly, no sooner, little*)
 - Example: *Never have I seen such a beautiful sunset.*
2. **Inversions with only** (after *only + time expression or other structure*)
 - Example: *Only after the meeting did they realize the importance of the issue.*
3. **Inversions with so and such**
 - Example: *So beautiful was the view that we couldn't stop staring.*
 - Example: *Such was the force of the wind that trees were uprooted.*
4. **Inversions with not only ... but also**
 - Example: *Not only does she sing well, but she also plays the guitar.*
5. **Conditional inversions** (with *should, were, had* for formal conditionals)
 - Example: *Should you need any assistance, please call us.*
 - Example: *Had I known earlier, I would have helped.*

6. Inversions with *nowhere*

- Example: *Nowhere have I felt more at peace than in this little town.*

7. Inversions with *hardly / scarcely / no sooner*

- Example: *Hardly had we arrived when it started raining.*
- Example: *No sooner had he left than the phone rang.*

8. Inversions with *little*

- Example: *Little did they know about the surprise awaiting them.*

9. Inversions with *under no circumstances*

- Example: *Under no circumstances are you allowed to enter the building without permission.*

10. Inversions with *on no account*

- Example: *On no account should you reveal the secret to anyone.*

These structures often appear in advanced-level English courses and exams. They can add emphasis and are frequently used in formal and written English. Would you like exercises or examples based on these?

Here's a list of the 10 most common inversion structures that typically appear in English Language Teaching (ELT) coursebooks at the C1 level:

1. *Negative adverbials (with expressions like never, rarely, seldom, hardly, no sooner, little)*

- *Example: Never have I seen such a beautiful sunset.*

2. *Inversions with only (after only + time expression or other structure)*

- *Example: Only after the meeting did they realize the importance of the issue.*

3. *Inversions with so and such*

- *Example:* So beautiful was the view that we couldn't stop staring.
- *Example:* Such was the force of the wind that trees were uprooted.

4. *Inversions with not only ... but also*

- *Example:* Not only does she sing well, but she also plays the guitar.

5. *Conditional inversions (with should, were, had for formal conditionals)*

- *Example:* Should you need any assistance, please call us.
- *Example:* Had I known earlier, I would have helped.

6. *Inversions with nowhere*

- *Example:* Nowhere have I felt more at peace than in this little town.

7. *Inversions with hardly / scarcely / no sooner*

- *Example:* Hardly had we arrived when it started raining.
- *Example:* No sooner had he left than the phone rang.

8. *Inversions with little*

- *Example:* Little did they know about the surprise awaiting them.

9. *Inversions with under no circumstances*

- *Example:* Under no circumstances are you allowed to enter the building without permission.

10. *Inversions with on no account*

- *Example:* On no account should you reveal the secret to anyone.

These structures often appear in advanced-level English courses and exams. They can add emphasis and are frequently used in formal and written English. Would you like exercises or examples based on these?

Next step is to create a series of practice exercises. Not wanting to reinvent the wheel, I'll ask ChatGPT to generate a fill-in-the-gaps exercise. This is the prompt I'll use: "I want you to create a fill-in-the-gaps exercise for this language level (C1) focusing on the listed inversions. Provide the answers immediately after."



Sure! Here's a fill-in-the-gaps exercise based on the inversion structures from the list, followed by the answers.

Fill in the Gaps Exercise:

Complete the sentences using the correct inverted structure.

1. _____ (I/see) such an amazing performance until last night.
2. _____ (only/after/he/finish) the report did he realize his mistake.
3. _____ (so/fast/she/run) that no one could catch her.
4. _____ (not only/he/pass) the exam, but he also got the highest score.
5. _____ (should/you/have) any questions, feel free to contact me.
6. _____ (nowhere/we/find) better customer service than in that store.
7. _____ (hardly/I/sit down) when the phone rang.
8. _____ (little/they/know) how much their decision would affect the company.
9. _____ (under/no/circumstances/she/tell) the secret to anyone.
10. _____ (on/no/account/he/be) allowed to leave the premises without permission.

Answers:

1. *Never have I seen* such an amazing performance until last night.
2. *Only after he finished* the report did he realize his mistake.
3. *So fast did she run* that no one could catch her.
4. *Not only did he pass* the exam, but he also got the highest score.
5. *Should you have* any questions, feel free to contact me.
6. *Nowhere did we find* better customer service than in that store.
7. *Hardly had I sat down* when the phone rang.
8. *Little did they know* how much their decision would affect the company.
9. *Under no circumstances should she* tell the secret to anyone.
10. *On no account was he* allowed to leave the premises without permission.

Sure! Here's a fill-in-the-gaps exercise based on the inversion structures from the list, followed by the answers.

Fill in the Gaps Exercise:

Complete the sentences using the correct inverted structure.

1. _____ (I/see) such an amazing performance until last night.
2. _____ (only/after/he/finish) the report did he realize his mistake.
3. _____ (so/fast/she/run) that no one could catch her.
4. _____ (not only/he/pass) the exam, but he also got the highest score.
5. _____ (should/you/have) any questions, feel free to contact me.
6. _____ (nowhere/we/find) better customer service than in that store.
7. _____ (hardly/I/sit down) when the phone rang.
8. _____ (little/they/know) how much their decision would affect the company.
9. _____ (under/no/circumstances/she/tell) the secret to anyone.
10. _____ (on/no/account/he/be) allowed to leave the premises without permission.

Answers:

1. *Never have I seen* such an amazing performance until last night.
2. *Only after he finished* the report did he realize his mistake.
3. *So fast did she run* that no one could catch her.
4. *Not only did he pass* the exam, but he also got the highest score.

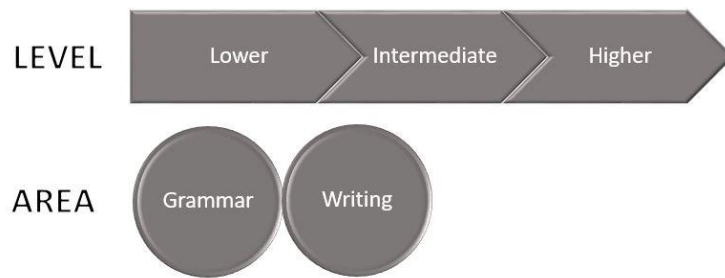
5. *Should you have any questions, feel free to contact me.*
6. *Nowhere did we find better customer service than in that store.*
7. *Hardly had I sat down when the phone rang.*
8. *Little did they know how much their decision would affect the company.*
9. *Under no circumstances should she tell the secret to anyone.*
10. *On no account was he allowed to leave the premises without permission.*

What other types of activities would also work well for practicing this grammar content? Here are some ideas:

- **Error Correction.** Provide 10 sentences with incorrect inversions and ask me to identify and correct the mistakes.
- **Sentence Transformation.** Write 10 standard sentences for me to rewrite them using the listed inversion structures.
- **Multiple Choice.** Create a multiple choice exercise with 10 items, each with four possible answers (three incorrect and one correct). The goal is to choose the right inversion to complete each sentence. Include distractors to test my understanding.
- **Dialogue Completion.** Provide 5 short dialogues with gaps where I have to use inversions to complete the conversations.
- **One word at a time.** Start with one word, then I will add another word. Then you add another word, and so on. The aim of the activity is to construct correct sentences using inversions.

Try them out. I already did, and ChatGPT does a pretty good job generating content based on these prompts.

39. PROOFREADING



Today's task is a straightforward one. It's simply a matter of asking Gen. AI to identify and fix possible grammar, spelling or coherence issues or to offer insights into word choice and register.

We will be using Gemini's assistance this time. The prompt could be specifically focused on checking a particular aspect, such as grammar at a sentence level or addressing longer texts.

Example prompt: "Check for grammar errors here and, if any are found, correct them for me: I'm used to do sport every day."

The correct sentence is: "I'm used to *doing* sport every day."

The verb "used to" is followed by the base form of the verb (e.g., "do"). In this case, we need the gerund form ("doing") to indicate that it's a habitual action.

The correct sentence is: "I'm used to doing sport every day."

The verb "used to" is followed by the base form of the verb (e.g., "do"). In this case, we need the gerund form ("doing") to indicate that it's a habitual action.

We can use prompts to refine style or adjust the register. Let's have a look at this. Prompt: "I am writing a recommendation letter. Can you rewrite this sentence to sound more formal and align it with the tone typically found in a recommendation letter: If I can help you more or give you more information, you can contact me without a problem at all."

Option 1:

Please do not hesitate to contact me if you require further information or assistance.

Option 2:

If you have any additional questions or need further clarification, please feel free to reach out to me.

Option 3:

I would be happy to provide any further information or support that you may need. Please do not hesitate to contact me.

These options emphasize the writer's willingness to assist and maintain a professional tone.

Option 1:

Please do not hesitate to contact me if you require further information or assistance.

Option 2:

If you have any additional questions or need further clarification, please feel free to reach out to me.

Option 3:

I would be happy to provide any further information or support that you may need. Please do not hesitate to contact me. These options emphasize the writer's willingness to assist and maintain a professional tone.

Alternatively, we can simply ask Gemini to do proofread the whole text for us.

Revise this hotel review and rewrite it, ensuring that it is grammatically accurate while keeping the original meaning . Correct any spelling, punctuation, or word choice issues:

“English breakfast every morning. You can choose what kind of breakfast you want. Rooms are small, but ideal for an overnight stay (we were all day outside). Every single day you get fresh towels. Reception is on the first floor, nonstop. You don't have to bring you key with you around the London”. (Random review from Booking.com).

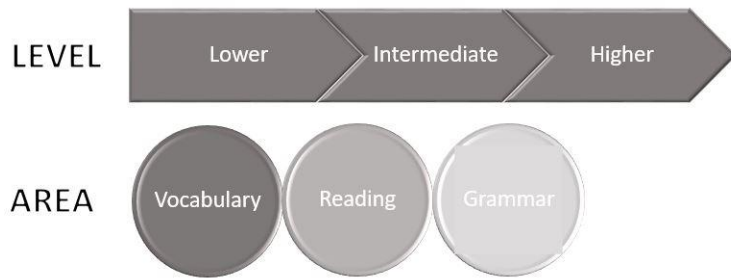
"The hotel offers a daily English breakfast with various options. The rooms are small but suitable for a short stay, as we spent most of our time exploring London. Fresh towels were provided daily. The reception desk is located on the first floor and is open 24/7. You don't need to carry your key with you while exploring the city.

“The hotel offers a daily English breakfast with various options. The rooms are small but suitable for a short stay, as we spent most of our time exploring London. Fresh towels were provided daily. The reception desk is located on the first floor and is open 24/7. You don't need to carry your key with you while exploring the city.

A final consideration:

I find that Gen. AI is a powerful tool for students to check and, if needed, fix grammar, spelling or punctuation errors. It is here to stay and, whether we as teachers are happy with it or not, our students will inevitably use it both as a learning tool and, unfortunately, as a tool for cheating. Some food for thought: I suggest allocating more time for offline micro-writing exercises in class, whether using pen and paper or a keyboard.

40. VOCABULARY PRACTICE



Today, we'll explore how our students can use generative AI (this time I'll be trying Claude) to practice newly introduced vocabulary.

We can ask Claude to generate a list of lexical items related to sightseeing for instance. Here's the prompt: I am an advanced learner of English and I want to learn vocabulary related to sightseeing. Can you provide some 20 interesting expressions related to sightseeing that one would typically find in an English as a Second Language coursebook series? Here are the results:

Certainly! Here's a list of 20 interesting expressions related to sightseeing that you might find in an advanced English as a Second Language coursebook:

1. "Off the beaten path"
2. "Must-see attraction"
3. "Hidden gem"
4. "To take in the sights"
5. "Picture-perfect view"
6. "Tourist trap"
7. "To soak up the atmosphere"
8. "Jaw-dropping scenery"
9. "To get your bearings"
10. "To venture out"
11. "Guided tour"
12. "Self-guided excursion"
13. "To immerse oneself in the culture"
14. "Photogenic spot"
15. "To go on a walking tour"
16. "To beat the crowds"
17. "Panoramic vista"
18. "To tick something off your bucket list"
19. "To get a bird's-eye view"
20. "To wander off the tourist trail"

Certainly! Here's a list of 20 interesting expressions related to sightseeing that you might find in an advanced English as a Second Language coursebook:

1. *"Off the beaten path"*
2. *"Must-see attraction"*
3. *"Hidden gem"*
4. *"To take in the sights"*
5. *"Picture-perfect view"*
6. *"Tourist trap"*

7. *"To soak up the atmosphere"*
8. *"Jaw-dropping scenery"*
9. *"To get your bearings"*
10. *"To venture out"*
11. *"Guided tour"*
12. *"Self-guided excursion"*
13. *"To immerse oneself in the culture"*
14. *"Photogenic spot"*
15. *"To go on a walking tour"*
16. *"To beat the crowds"*
17. *"Panoramic vista"*
18. *"To tick something off your bucket list"*
19. *"To get a bird's-eye view"*
20. *"To wander off the tourist trail"*

Our next step could be to see how those expressions are used in sentences. We could narrow the list down to half of the items as there might be expressions we are already familiar with or there are some others we might not deem useful or relevant.

Can you provide full sentences with these expressions so that I can see what they mean in context? Do not provide examples for items 5, 11, 12, 13 and 17.

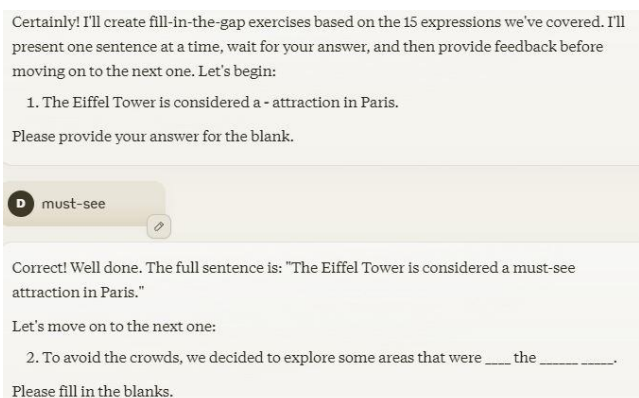
Certainly! I'll provide full sentences with the expressions to show their meanings in context, excluding items 5, 11, 12, 13, and 17 as you requested. Here are the examples:

1. The Eiffel Tower is considered a must-see attraction in Paris.
2. To avoid the crowds, we decided to explore some areas that were off the beaten path.
3. While exploring the old town, we stumbled upon a hidden gem - a charming little café with the best pastries in the city.
4. We spent the afternoon taking in the sights of Rome, admiring its ancient architecture and vibrant street life.
6. We loved soaking up the atmosphere in the bustling markets of Marrakech.
7. The Grand Canyon offers jaw-dropping scenery that leaves visitors in awe.
8. It took us a while to get our bearings in the winding streets of Venice.
9. After settling into our hotel, we decided to venture out and explore the neighborhood.
10. The colorful houses of Burano make it an incredibly photogenic spot for travelers.
11. We decided to go on a walking tour of the historic district to learn more about the city's past.
12. To beat the crowds, we arrived at the museum right when it opened.
13. Visiting the Great Wall of China allowed me to tick something off my bucket list.
14. The observation deck of the Empire State Building offers a bird's-eye view of New York City.
15. Instead of following the typical tourist itinerary, we chose to wander off the tourist trail and discover local hangouts.

Certainly! I'll provide full sentences with the expressions to show their meanings in context, excluding items 5, 11, 12, 13, and 17 as you requested. Here are the examples:

- 1. The Eiffel Tower is considered a must-see attraction in Paris.*
- 2. To avoid the crowds, we decided to explore some areas that were off the beaten path.*
- 3. While exploring the old town, we stumbled upon a hidden gem – a charming little café with the best pastries in the city.*
- 4. We spent the afternoon taking in the sights of Rome, admiring its ancient architecture and vibrant street life.*
- 5. Be careful not to fall for tourist traps; they often overcharge and provide inauthentic experiences.*
- 6. We loved soaking up the atmosphere in the bustling markets of Marrakech.*
- 7. The Grand Canyon offers jaw-dropping scenery that leaves visitors in awe.*
- 8. It took us a while to get our bearings in the winding streets of Venice.*
- 9. After settling into our hotel, we decided to venture out and explore the neighborhood.*
- 10. The colorful houses of Burano make it an incredibly photogenic spot for travelers.*
- 11. We decided to go on a walking tour of the historic district to learn more about the city's past.*
- 12. To beat the crowds, we arrived at the museum right when it opened.*
- 13. Visiting the Great Wall of China allowed me to tick something off my bucket list.*
- 14. The observation deck of the Empire State Building offers a bird's-eye view of New York City.*
- 15. Instead of following the typical tourist itinerary, we chose to wander off the tourist trail and discover local hangouts.*

We could ask Claude to generate the same sentences again but replace the lexical items with gaps for initial practice or, for an extra challenge, type this prompt: Now based on these 15 expressions create fill in the gaps exercises, one sentence at a time leaving one blank and wait for my answer. Then tell me if I am correct or not. Then provide the next sentence and so on.



I'll present one sentence at a time, wait for your answer, and then provide feedback before moving on to the next one. Let's begin:

1. *The Eiffel Tower is considered a – attraction in Paris.*

Please provide your answer for the blank.

must-see

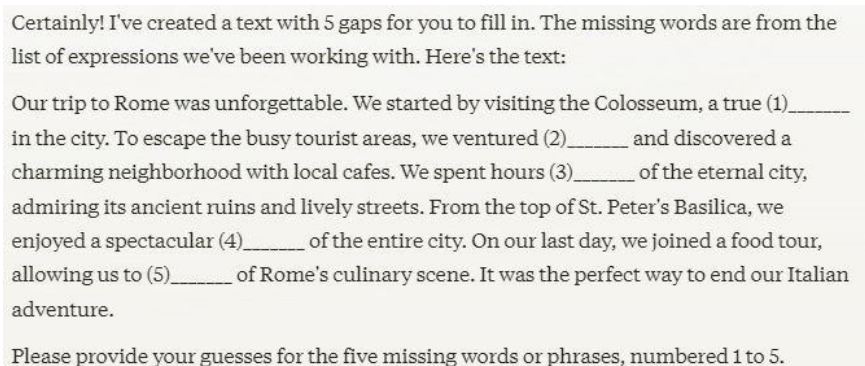
Correct! Well done. The full sentence is: “The Eiffel Tower is considered a must-see attraction in Paris.”

Let's move on to the next one:

2. *To avoid the crowds, we decided to explore some areas that were _____ the _____.*

Please fill in the blanks.

Next step is ask Claude to generate a longer text for me to practice. Here's the prompt: Now I want you to create a text of around 100 words including about 5 of these 15 lexical items. Do not write the lexical items. Leave gaps for me to guess instead. Once I type the missing words, let me know if I am correct or not.



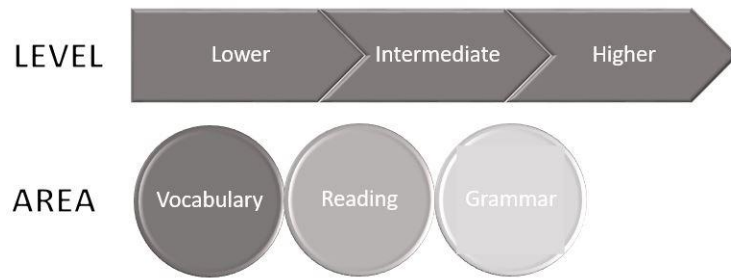
Certainly! I've created a text with 5 gaps for you to fill in. The missing words are from the list of expressions we've been working with. Here's the text:

Our trip to Rome was unforgettable. We started by visiting the Colosseum, a true (1)_____ in the city. To escape the busy tourist areas, we ventured (2)_____ and discovered a charming neighborhood with local cafes. We spent hours (3)_____ of the eternal city, admiring its ancient ruins and lively streets. From the top of St. Peter's Basilica, we enjoyed a spectacular (4)_____ of the entire city. On our last day, we joined a food tour, allowing us to (5)_____ of Rome's culinary scene. It was the perfect way to end our Italian adventure.

Please provide your guesses for the five missing words or phrases, numbered 1 to 5.

I asked Claude to generate a list of lexical items for me but students could provide this material from lexical items seen in class or from units or book pages from their coursebook series. There are many things a learner of English could be doing with this amazing material. For starters, it can always be retrieved and revisited from Claude itself as prompts and conversations are kept in the conversation history. It can also be copied and pasted onto a Word or Google Doc document for, again, further practice. Digital flashcards can also be easily created (instructions in a later post). And ultimately students can grab pen and paper and keep track of this learning material to study and practice. After all, many scientific studies show that writing by hand is still the best way to retain information.

41. TOP 40 WORDS



An interesting strategy to learn and practice new vocabulary at any language level is to use Gen.AI to generate vocabulary lists. The query could range from something very general to something precise with English for Specific Purposes in mind and the particular vocabulary and communication skills needed for a required professional field.

Let's assume the role of an Elementary to Intermediate learner of English who wants to learn new words or expressions about something relevant in his or her life such as working out at the gym, for instance. I will be using Gemini this time and here's my prompt: I am a learner of English at a lower Intermediate level and I want to learn vocabulary and expressions related to working out at the gym. Make a list of the top 40 words and expressions about working out at the gym.

Top 40 Words and Expressions for Working Out at the Gym

General Gym Terms

1. *Gym*
2. *Workout*
3. *Exercise*
4. *Fitness*
5. *Strength*
6. *Cardio*
7. *Weight*
8. *Reps*
9. *Sets*
10. *Rest*

Specific Exercises

11. *Squat*
12. *Bench press*
13. *Deadlift*
14. *Overhead press*
15. *Lunges*
16. *Push-ups*
17. *Pull-ups*
18. *Sit-ups*
19. *Crunches*
20. *Planks*

Workout Terminology

- 21. Warm-up*
- 22. Cool-down*
- 23. Stretching*
- 24. Form*
- 25. Intensity*
- 26. Progression*
- 27. Plateau*
- 28. Goal*
- 29. Progress*

Motivational Phrases

- 30. You can do it!*
- 31. Keep pushing yourself!*
- 32. Don't give up!*
- 33. I believe in you!*
- 34. No excuses!*
- 35. Just show up!*

Additional Terms

- 36. Personal trainer*
- 37. Equipment*
- 38. Cardio machines*
- 39. Weight machines*
- 40. Free weights*

I was asking for 40 in this initial quest but the number may have well been 100 if I had wanted to. As learners, we could gradually increase the number in future instances as we get acquainted with the vocabulary and expressions that are presented to us. I like the way Gemini arranges this vocabulary in different categories and also even includes motivational phrases. Our next step is to see how these words are used in context. For example, we could type into Gemini: Create 3 short dialogues for me as a Lower Intermediate learner of English focusing on the vocabulary provided in the section “Specific Exercises” about two friends who are at the gym talking about specific exercises.



Dialogue 1: Discussing Squats

Friend 1: Hey, have you been doing squats lately?

Friend 2: Yeah, I've been trying to incorporate more lower body workouts. Squats are great for building leg strength and overall fitness.

Friend 1: I agree! I've noticed a big difference in my legs since I started doing them regularly.

Dialogue 2: Talking about Push-Ups

Friend 1: I've been struggling to do more than 10 push-ups. Do you have any tips?

Friend 2: Sure! Try focusing on your form. Make sure your body is in a straight line from your head to your heels. Also, try doing them on your knees if it's too difficult at first.

Friend 1: Thanks! I'll give that a try.

Dialogue 3: Debating the Benefits of Pull-Ups

Friend 1: Pull-ups are so tough! I can barely do one.

Friend 2: They're definitely challenging, but they're a great exercise for building upper body strength. Have you tried using a resistance band to help you?

Friend 1: I haven't. That's a good idea. Maybe that will help me improve.

Dialogue 1: Discussing Squats

Friend 1: Hey, have you been doing squats lately?

Friend 2: Yeah, I've been trying to incorporate more lower body workouts. Squats are great for building leg strength and overall fitness.

Friend 1: I agree! I've noticed a big difference in my legs since I started doing them regularly.

Dialogue 2: Talking about Push-Ups

Friend 1: I've been struggling to do more than 10 push-ups. Do you have any tips?

Friend 2: Sure! Try focusing on your form. Make sure your body is in a straight line from your head to your heels. Also, try doing them on your knees if it's too difficult at first.

Friend 1: Thanks! I'll give that a try.

Dialogue 3: Debating the Benefits of Pull-Ups

Friend 1: Pull-ups are so tough! I can barely do one.

Friend 2: They're definitely challenging, but they're a great exercise for building upper body strength. Have you tried using a resistance band to help you?

Friend 1: I haven't. That's a good idea. Maybe that will help me improve.

Notice interesting grammar bits such as use of present perfect continuous (have been doing + specific exercise/ have been trying to incorporate.../have been struggling to do...), try + gerund (to see if it works or not), try + infinitive (make an effort to do something). Perhaps these grammar concepts and structures are beyond the target language level but learners can just memorize and internalize these expressions and extrapolate them for other utterances in other situations.

So, once again, a learner of English who is keen on working out at the gym and wants to learn how to talk about it can resort to this spaced practice regularly and ask Gen AI. to generate more sample dialogues and learn from this.

Let's assume that we are a learner of English interested in improving her English about dealing with shoppers at a clothes store. We could type this prompt: make a list of the top 40 expressions for someone working as a shop assistant at a clothes store addressing common customer questions. These could be isolated words or whole expressions or questions and answers.

Sure, here is a list of the top 40 expressions for someone working as a shop assistant at a clothes store addressing common customer questions:

- 1. Do you have this in a smaller size?*
- 2. Is this item machine washable?*
- 3. How long does it take for online orders to ship?*
- 4. Can I return this item after I've worn it?*
- 5. Do you offer gift wrapping?*
- 6. What is the material of this shirt?*
- 7. Who designed this dress?*
- 8. Is this part of the new collection?*
- 9. Why is this item on sale?*
- 10. Is this a limited edition piece?*
- 11. How does this shirt fit?*
- 12. What are the other colors available?*
- 13. Do you have anything similar to this in a different style?*
- 14. Can I try this on?*
- 15. Where are the fitting rooms?*
- 16. How much does this cost?*
- 17. Do you have any coupons or discounts?*
- 18. Can I pay with a credit card?*
- 19. Do you accept cash?*
- 20. Do you have a loyalty program?*
- 21. Can I get a receipt?*
- 22. Can I exchange this item for a different size?*
- 23. Can I return this item for a refund?*
- 24. What is your return policy?*
- 25. Do you have any layaway options?*

26. *Do you offer any price matching?*
27. *Can I order this online?*
28. *Do you have a store in my area?*
29. *Can I speak to a manager?*
30. *Is there anything else I can help you with?*
31. *Have a nice day!*
32. *See you next time!*
33. *Enjoy your shopping!*
34. *Is there anything else I can help you with?*
35. *We're always happy to help.*
36. *Feel free to ask if you have any questions.*
37. *I hope you find what you're looking for.*
38. *We have a wide selection of [items].*
39. *We're constantly updating our inventory.*
40. *We offer a variety of styles and sizes.*

My overall impression is that some of the generated sentences are worth skipping (“Do you accept cash?”) at least for the time being and “Is there anything else I can help you with?” has been prompted twice. In any case, learners can focus on what’s relevant for them or language they don’t master from the generated list yet.

And then again as a follow-up, they can ask Gemini (or Claude or ChatGPT) to generate conversations to see these words in various situations. They could also choose the items they specifically want to focus on, as in: Write a short dialogue between shopper and shop assistant using the question “Is there anything else I can help you with?”

Shopper: Thank you for your help. I think I've found what I'm looking for.

Shop Assistant: Is there anything else I can help you with?

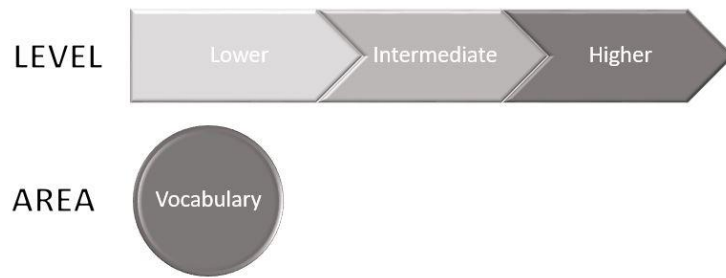
Shopper: Thank you for your help. I think I've found what I'm looking for.

Shop Assistant: Is there anything else I can help you with?

Not impressed with the results, to be honest, but our students could then ask Gemini to continue this conversation.

Now, can you think of something that makes you tick and explore useful vocabulary by creating a top 100 word list and texts to go with them?

42. CHUNK CHAIN



This is a variation of the popular language game *Word Chain*, where players take turns saying words, with each new word starting with the last letter of the previous word. In this Gen.AI-assisted version, students will take turns competing against Gen. AI (this time I will be using Claude) with a focus on language chunks.

The student starts with a chunk, such as “to get off the beaten track”, then the computer/tablet/phone will choose any word from the chunk and generate another chunk that includes that word, eg. “one-track mind”, and then the student will link that new chunk to another chunk containing any word from it, eg. “mind your business”, and so on.

This is a possible prompt for this game:

I am going to write a language chunk, for example “sweet sixteen”. Then you must choose any word from that chunk and say another chunk that contains the word, for example “sweet and sour”. Then I choose any word from your chunk and write another chunk that contains that word, and so on. If I don’t know a chunk you have written, I will ask you to explain it to me. If I can’t think of a chunk to keep on playing, I will let you know, and you can suggest one so that we can keep going. Here’s my first chunk: “nice try”.

And here’s my interesting language exchange with Claude.

I understand the game. From your chunk "nice try", I'll choose the word "nice" and offer this chunk:

"nice and easy"

This chunk is often used to describe a relaxed, unhurried way of doing something. It's your turn now - please choose a word from "nice and easy" and provide a new chunk containing that word.

easy going

Great choice! From your chunk "easy going", I'll select the word "going" and offer this chunk:

"going places"

This expression is often used to describe someone who is likely to be successful or achieve a lot in the future. For example, "That new employee is really talented - she's going places."

Now it's your turn. Please choose either "going" or "places" and provide a new chunk containing that word.

going, going, gone

Excellent choice! That's a classic auction phrase. From your chunk "going, going, gone", I'll select the word "gone" and offer this chunk:

"gone with the wind"

This phrase is the title of a famous novel and film, but it's also used idiomatically to describe something that has disappeared or passed quickly, often unexpectedly.

Now it's your turn again. Please choose a word from "gone with the wind" and provide a new chunk containing that word.

I can't think of a chunk. Can you suggest one?

No problem! I'll suggest a chunk using the word "wind" from the previous phrase. Here's a new chunk:

"second wind"

This expression refers to a renewed energy or strength that allows someone to continue an activity after they had been tired. For example, "I was exhausted halfway through the marathon, but I got my second wind and managed to finish strong."

Now it's your turn. Please choose either "second" or "wind" and provide a new chunk containing that word. If you can't think of one, just let me know, and I'll be happy to suggest another.

second thoughts

Excellent choice! From your chunk "second thoughts", I'll select the word "thoughts" and offer this chunk:

"food for thought"

This expression is used to describe an idea or topic that is worth thinking about seriously or considering carefully.

Now it's your turn again. Please choose either "food" or "thought" and provide a new chunk containing that word. If you can't think of one, feel free to ask for a suggestion.

– I understand the game. From your chunk "nice try", I'll choose the word "nice" and offer this chunk:

"nice and easy"

This chunk is often used to describe a relaxed, unhurried way of doing something. It's your turn now – please choose a word from "nice and easy" and provide a new chunk containing that word.

– easy going

– Great choice! From your chunk "easy going", I'll select the word "going" and offer this chunk:

"going places"

This expression is often used to describe someone who is likely to be successful or achieve a lot in the future. For example, "That new employee is really talented – she's going places."

Now it's your turn. Please choose either "going" or "places" and provide a new chunk containing that word.

– going, going, gone

– Excellent choice! That's a classic auction phrase. From your chunk "going, going, gone", I'll select the word "gone" and offer this chunk:

"gone with the wind"

This phrase is the title of a famous novel and film, but it's also used idiomatically to describe something that has disappeared or passed quickly, often unexpectedly.

Now it's your turn again. Please choose a word from "gone with the wind" and provide a new chunk containing that word.

– I can't think of a chunk. Can you suggest one?

– No problem! I'll suggest a chunk using the word "wind" from the previous phrase. Here's a new chunk:

"second wind"

This expression refers to a renewed energy or strength that allows someone to continue an activity after they had been tired. For example, "I was exhausted halfway through the marathon, but I got my second wind and managed to finish strong."

Now it's your turn. Please choose either "second" or "wind" and provide a new chunk containing that word. If you can't think of one, just let me know, and I'll be happy to suggest another.

– second thoughts

– Excellent choice! From your chunk "second thoughts", I'll select the word "thoughts" and offer this chunk:

"food for thought"

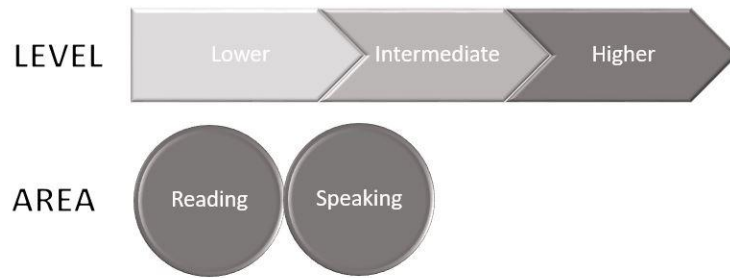
This expression is used to describe an idea or topic that is worth thinking about seriously or considering carefully.

Now it's your turn again. Please choose either "food" or "thought" and provide a new chunk containing that word. If you can't think of one, feel free to ask for a suggestion.

It's a welcome bonus that Claude will actually provide an explanation of the chunk it plays. However, its reminder about what course of action is needed next is dispensable. We could clarify that we don't need this reminder or simply leave it as it is.

Now it's your turn to you to choose either "food" or "thought".

43. FROM READING TO SPEAKING PRACTICE



With the rise of Gen.AI, language learners now have countless ways to practice speaking and conversational skills. They could simply hold voice conversations with the sole intent of having someone to talk to in order to use the language they are gradually acquiring. These conversational exchanges could also take a more structured format. Today I am going to share an idea for our students to try in a quiet place for a few minutes, in combination with reading material.

The idea being that, after reading a text, learners will engage in a speaking interaction about it using a voice extension for ChatGPT or the app for Android or iOS devices. This reading material can be online or sourced from the digital version of their coursebooks, allowing it to be copied and pasted. I am going to use a reading passage from the British Council site for C1 learners. It's a blog post about doing business in different cultures. You can access this passage [HERE](#) from the Learn English British Council site.

I am using the ChatGPT app on my phone, and this is my prompt:

I am going to copy and paste a blog post about doing business in different cultures. Based on the content of this blog post, I want you to take the role of a radio talk show host and interview me about it so that my answers are mostly based on this content. The conversation should last about three minutes and you must also ask me follow-up questions based on my answers. You should also make comments in response to my answers. Here is the blog post: *Cultural behaviour in business*. Start the interview when I say “ok”.

I am copying and pasting the conversation. ChatGPT will automatically convert the voice chat to text, which is very useful for learners to review later and think about how their answers could be improved.

ChatGPT

Understood! I'm ready when you are—just say “ok,” and we'll kick off the interview.

Okay.

ChatGPT

Welcome to Business Insights Radio! Today, we're diving into the fascinating world of cultural behavior in business. I'm joined by an expert who's here to help us understand how culture impacts business interactions around the globe. Thank you for being here!

Let's start with a broad question. In your experience, why is it important to understand cultural differences when doing business internationally?

Well, it is very important because culture changes differs from country to country or culture to culture, so you need to be aware of what's socially accepted or not in a given country or culture in order to be successful in doing business.

ChatGPT

Absolutely, knowing what's accepted—or even expected—can make a big difference. Could you give us an example of a cultural behavior that might be acceptable in one country but would be seen differently somewhere else?

Well, there are many examples. For example, take smiling. In some countries, like in Russia, smiling could be construed as

ChatGPT

—that's interesting! So, in Russia, smiling too much might come off as insincere, right? Whereas in other places, like the United States, a friendly smile is almost essential in business to build rapport. How would you recommend adjusting communication styles for different cultural expectations like that?

Could you rephrase that?

ChatGPT

Of course! So, in Russia, smiling a lot might be seen as insincere, while in the U.S., it's often a way to build trust. What would you suggest as a good approach to adapting our communication styles to these different cultural expectations?

Well, first of all, do research. Do research on the Internet. Talk to people. Ask before you act, basically.

ChatGPT

Great advice—doing thorough research and speaking to locals can provide valuable insights. It sounds like you're saying it's about listening and learning before diving in. What about when things don't go as planned? How should someone handle a cultural misunderstanding in a business setting?

That's a very interesting question, and I think you must be able to think on your feet, basically. I don't think I have an ultimate answer for that. I don't know. What do you think?

ChatGPT

I completely agree—flexibility and quick thinking are essential. Every situation is unique, and being open-minded can help smooth things over. I'd imagine that showing genuine respect and a willingness to learn from any mistakes could also go a long way. Would you say that a humble approach can help build stronger connections across cultures?

I think so. You can't go wrong with a humble approach.

ChatGPT

Absolutely, humility really does seem like a universal language in business. It's fascinating how being humble and showing respect can help bridge even the biggest cultural gaps. Thank you for sharing your insights—this has been such an eye-opening conversation on cultural behavior in business!

You're more than welcome.

ChatGPT

Thank you! It was a pleasure speaking with you.

Some observations:

- It is important to give ChatGPT a role. I chose the role of a radio host but we could assign the role of a teacher, someone curious to learn about the subject, or, in this case, someone travelling abroad to do business. That would have worked well too. ChatGPT understood its role well, as can be seen in the interview intro and closure.
- Giving a time frame is important for ChatGPT to bring the interview to a close. I thought that 3 minutes was adequate for the length of the reading material but this can, of course, be adjusted depending on the length and nature of the text.
- Hesitating and buying time to find the right words is inherent to speaking. Even competent users of a language do that, let alone learners. ChatGPT will intervene when there is a language gap, which is far from ideal. This can and does happen- it occurred once in the conversation I had.
- I think it would be very useful for learners to have this conversation **twice**. If things go badly the first time, they can review the conversation, gain some more confidence and try again. Exposure, repetition and learning from mistakes are all part of the process.

It will be very challenging for lower-level students to hold a conversation in English, even if the reading material is suitable for their level. I found that ChatGPT doesn't really slow down enough, even when instructed, to make accommodations for lower levels. However, they can always give it a try. I am going to attempt another speaking interaction. This time I will choose an A2 reading passage from the same source. You can find it [HERE](#).

Here's my prompt: This time I am going to copy and paste an article entitled *An Airport Notice*. This is reading material for Elementary students of English. We will engage in a role play. I work in customer service for an airline, and you are a traveler. You have some questions for me based on the reading passage. Please bear in mind that I am Elementary student of English and my English is very poor, so you must speak clearly, use language that is easy for me to understand, and, most importantly, speak very slowly. Start the roleplay when I say "ok". Here's the reading passage: [reading passage].

Chat GPT

Hello! I have a question about my hand luggage. Can I take two bags with me on the plane?

You can take one suitcase. It can't be bigger than 55 centimeters by 25 centimeters by 35 centimeters and no more than 10 kilos. And you can also take one small bag or handbag or laptop. It must fit under the seat in front of you.

ChatGPT

Thank you! And, if my bags together are more than ten kilos, what happens then?

Then you will have to pay extra.

ChatGPT

Oh, I understand. And one more thing—are there rules about liquids in my bag?

No liquids, no bottles that are bigger than a hundred milliliters on the plane.

ChatGPT

Got it! But if I buy a big bottle at the airport, can I take it with me?

Of course, that's fine.

ChatGPT

Great, thank you! One last question—do I need to charge my phone before the flight?

Yes, it has to be fully charged for security to check your phone.

ChatGPT

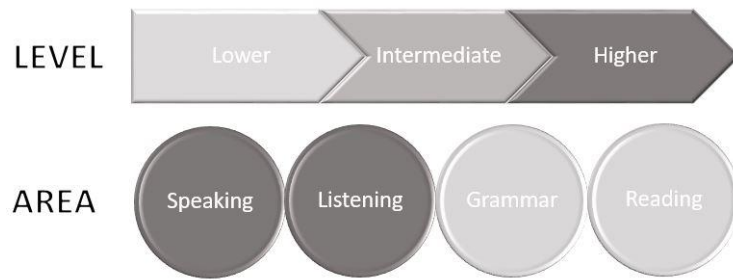
Thank you very much for your help! I feel ready for my flight now!

You're welcome.

I found ChatGPT was spot on with the questions. It did a very thorough job, taking practically all the information from the text into account. You can see for yourself by reading the passage [HERE](#).

Again, this will be a difficult task for lower levels, but it's definitely not beyond their reach. Students could always have the reading passage displayed on the screen to make things easier. If things don't work out well enough, they can say "let's start over" at any time to try again. At any rate, this conversational exchange can take place a second time from start to finish for greater results and to provide a confidence boost.

44. ASK THE EXPERT



Throughout my 34-year career as an English teacher, I have taught adult students from all walks of life: doctors, lawyers, farmers, the unemployed... Their interests have been just as varied, ranging from Formula 1 racing and fashion to videogames and techno music.

Most students are enthusiastic and eager to share what matters in their lives in the language classroom. We can all agree that this diversity should be embraced and celebrated. I certainly do, as it also gives me golden opportunities to explore language that is relevant to them. However, try as we might, this is a daunting task in group lessons. How can we, as teachers, meet such wide-ranging needs and interests?

The answer is by attempting to address it, to a greater or lesser extent, and also, as with other issues, by trying to offer the students tools and learning strategies to work independently.

I would suggest this learning strategy and routine to learners to make up for the “teacher’s lack of attention”: have a spoken interaction with ChatGPT and let AI know about your likes and interests by being an expert and letting the tool interview you about them. Quite obviously this couldn’t possibly replace what goes on in the classroom among real human beings, but it nevertheless provides time and attention for learners to express themselves and practice the language in very meaningful ways.

Two important considerations: chatting with ChatGPT, whether through texting or voice chat, is a transaction between a human and a database. Nothing more. Secondly, and more importantly, students should have enough common sense not to share -and therefore give away- critical personal information. The whole point is to find an environment where learners can have someone to talk to about their lives and interests. Nothing more.

So I am going to use the ChatGPT app on my phone, which allows for voice chat, and start a conversation (which can be saved and retrieved later). I will read out this prompt: Let’s have a conversation about Sporting de Gijón, a Spanish football team I have supported and followed since childhood. I am an expert on this team. You are going to ask me 5 questions about it, which I will try to answer as an expert. When you finish the interview, I want you to give me feedback on my answers and rewrite an improved version where mistakes are fixed and the language sounds more natural. You will start the interview when I say ‘ok’.

Here is the self-automated transcript of the conversation:

Great! Let's dive into the world of Sporting de Gijón. First question: Can you tell me about a memorable match in Sporting de Gijón's history that stands out to you, and why it was so significant?

You said:

"A memorable match would be back in 1984, where Sporting de Gijón beat Real Madrid 2-1 in a season where they almost won the league."

That's a great pick! Now, for the second question: Sporting de Gijón has had its ups and downs over the years. Can you share an example of a challenging period for the club and how they managed to overcome it?

You said:

"A challenging period for the club was, I don't remember the exact season, but there was a season where Sporting de Gijón was the team with the lowest number of points in any given season in the first division. I think that was really embarrassing. What did they do to try to overcome this? Well, I mean, they tried, hard, but they just couldn't achieve the results."

Tough times indeed. Now, moving on to the third question: Sporting de Gijón has had some notable players throughout its history. Can you highlight one player who made a significant impact on the team and what made them stand out?

You said:

"My favorite player of all times was Stryker. His name was Ferrero. He was from Argentina and he was phenomenal."

Ah, Ferreiro! A legendary striker indeed. For the fourth question: Can you discuss the role of the club's youth academy in shaping Sporting de Gijón's success? Are there any standout players who came through their youth system?

You said:

"Most of their greatest players have come through their youth system. They have this training camp, which is called Mareo, and you have players like Kundi or Mesa or Manjarin. So many great players came out from the youth academy."

Mareo is definitely renowned for producing top talent. Finally, for our fifth question: What do you think are the key factors that will determine Sporting de Gijón's future success? Are there any areas you believe the club should focus on to ensure they stay competitive?

You said:

"It's tough times for smaller clubs. I think you need..." Investment is crucial. Someone who can make an investment in the team.

Absolutely, finding the right investors and financial backing is key. Now, let's go over your answers and see how we can refine them a bit.

You said:

From the answers I have given you about Sporting de Gijón, I would like you to rewrite an improved version where mistakes are fixed and the language sounds more natural

Sure! Below is an improved and polished version of your responses about Sporting de Gijón. I've adjusted the language for clarity and natural flow while keeping the meaning intact.

Memorable Match

One of the most unforgettable matches in Sporting de Gijón's history was [insert match, e.g., "the 1979 game against Real Madrid in the Copa del Rey final"]. Although we didn't win, the team's incredible determination and the way they pushed one of the greatest clubs in the world to the limit left a lasting impression on fans. It showed the fighting spirit that defines the club.

Challenging Period

Sporting de Gijón has faced its fair share of challenges, especially during periods of financial difficulty and relegation battles. One of the toughest times was the drop to Segunda División in [insert year]. Despite the setbacks, the club leaned heavily on its loyal fanbase and its youth academy, Mareo, to rebuild. By focusing on homegrown talent and resilience, the team managed to rise again, proving its ability to bounce back.

Notable Player

Among Sporting's legends, Enrique Castro "Quini" undoubtedly stands out. Known for his prolific goal-scoring and deep connection with the fans, Quini wasn't just a brilliant striker; he was the heart of the team. His humility and loyalty made him a symbol of the club, and his legacy lives on in Gijón to this day.

Youth Academy

The Mareo Football School has been a cornerstone of Sporting de Gijón's success. Over the years, it has produced incredible talents like David Villa, who went on to achieve international acclaim. Mareo's emphasis on nurturing local talent not only strengthens the club but also creates a strong bond between the team and the community. It's no wonder Mareo is considered one of the best youth academies in Spain.

Future Success

The future of Sporting de Gijón depends on a combination of financial stability, strategic management, and continued investment in its youth academy. Strengthening its scouting network and securing a strong financial backing are crucial. At the same time, maintaining the club's identity by prioritizing homegrown talent and its connection with the fans will ensure Sporting stays competitive while preserving its rich history.

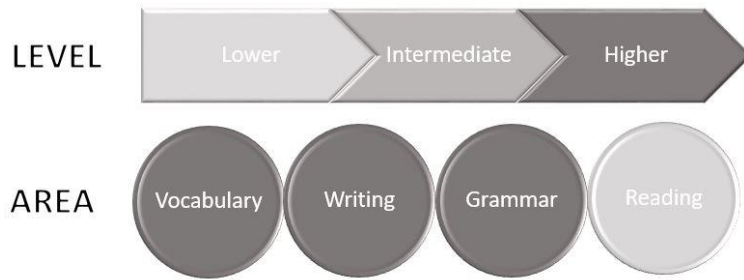
If you'd like me to tailor this even further or add details, let me know!

ChatGPT actually changed my answers when rewriting an improved version of them. This issue can be easily avoided by copying and pasting the original answers into ChatGPT and asking it to correct mistakes and improve the style of the pasted texts.

Students could save this conversation in ChatGPT's history and revisit it later, asking ChatGPT to generate 5 additional questions for further practice. Plenty of meaningful, tailor-made language to be practiced there.

For lower-level students, or to make the activity less intimidating, a useful variation is to have ChatGPT provide the questions in advance. This allows students to prepare, think through their answers, and feel more confident.

45. WORD MAKEOVER: FROM OLD TO NEW



Today we are going to take a look at a highly productive activity students can do on their own to challenge themselves and play with the language. The idea is to type a sentence into a Gen.AI tool – I’ll be using ChatGPT- or ask Gen.AI to generate a random sentence, and then try to replace words in it without altering its meaning.

This gives students practice in both vocabulary and grammar, as the new words may require different grammar patterns. It also helps consolidate words and patterns they are familiar with. The more choices we make about words and the longer those words hover in our minds, the greater the impact on retention and use.

Here’s the prompt: We are going to play a game. I am an Upper-Intermediate learner of English. Write a sentence in English that is suitable for my English level, and it’s my job to change any words from it without altering the meaning of the sentence. Then, you will give me feedback, let me know if I did a good job, tell me how you would have done it, and then write a new sentence for me.

Great! Let's play the game.

Here's the sentence for you:

"The manager encouraged all employees to contribute their ideas during the meeting."

Now, change any words without altering the meaning of the sentence. After that, I'll give you feedback!

The manager motivated the staff to come up with their ideas during the meeting.

Nice job! You made some good changes while keeping the overall meaning of the sentence. Here's my feedback:

- "Motivated" works well as a synonym for "encouraged," though "motivated" is slightly more about inspiring someone to take action, while "encouraged" can also imply giving support.
- "Staff" is a great alternative to "employees."
- "Come up with" is a more informal and natural phrase for suggesting ideas, which works well in casual speech. It's a little less formal than "contribute," but it fits.
- Your version still conveys the same meaning, but to keep it a bit closer to the original tone, I would say:

"The manager motivated the staff to share their ideas during the meeting."

Here's how I would have done it: "The supervisor inspired the team to present their ideas at the meeting."

Now, here's your next sentence:

"The company is planning to expand its operations into several new markets next year."

Your turn!

Great! Let's play the game.

Here's the sentence for you:

"The manager encouraged all employees to contribute their ideas during the meeting."

Now, change any words without altering the meaning of the sentence. After that, I'll give you feedback!

You said:

The manager motivated the staff to come up with their ideas during the meeting.

ChatGPT said:

ChatGPT

Nice job! You made some good changes while keeping the overall meaning of the sentence. Here's my feedback:

- *“Motivated” works well as a synonym for “encouraged,” though “motivated” is slightly more about inspiring someone to take action, while “encouraged” can also imply giving support.*
- *“Staff” is a great alternative to “employees.”*
- *“Come up with” is a more informal and natural phrase for suggesting ideas, which works well in casual speech. It's a little less formal than “contribute,” but it fits.*
- *Your version still conveys the same meaning, but to keep it a bit closer to the original tone, I would say:*

“The manager motivated the staff to share their ideas during the meeting.”

Here's how I would have done it: “The supervisor inspired the team to present their ideas at the meeting.”

Now, here's your next sentence:

“The company is planning to expand its operations into several new markets next year.”

Your turn!

I find that the feedback given is very accurate and useful, as context and register are taken into consideration, in addition to semantic and grammatical accuracy being checked. I am going to test how this would work out for low levels while making deliberate mistakes in my version with different words. Prompt: Let's do it again, but this time let's pretend I am an elementary student of English.

Alright! Let's adjust the difficulty for an elementary-level English student. Here's your first sentence:

"The boy eats an apple every morning."

Now, you change some words without changing the meaning. I'll give feedback afterward!

The child have a fruit in the morning.

Good try! You changed the sentence well, but there are a couple of things to improve. Here's my feedback:

- "The child" is a good alternative for "the boy," but the verb "have" should be "has" to agree with the subject (third-person singular). It should be "The child has" instead of "The child have."
- "A fruit" works, but it's a bit general. Since the original sentence specifies "an apple," you could keep that detail for more accuracy.
- "In the morning" is a good synonym for "every morning," although "every morning" suggests it happens daily, which is slightly different.

Here's a corrected version of your sentence: "The child has a fruit in the morning."

Here's a corrected version of your sentence: "The child has a fruit in the morning."

To keep the meaning closer to the original, it could also be: "The child has an apple every morning."

Now, here's your next sentence to work on:

"The dog likes to play with a ball in the park."

Your turn!

Alright! Let's adjust the difficulty for an elementary-level English student. Here's your first sentence:

"The boy eats an apple every morning."

Now, you change some words without changing the meaning. I'll give feedback afterward!

You said:

The child have a fruit in the morning.

ChatGPT said:

ChatGPT

Good try! You changed the sentence well, but there are a couple of things to improve. Here's my feedback:

- *"The child" is a good alternative for "the boy," but the verb "have" should be "has" to agree with the subject (third-person singular). It should be "The child has" instead of "The child have."*
- *"A fruit" works, but it's a bit general. Since the original sentence specifies "an apple," you could keep that detail for more accuracy.*
- *"In the morning" is a good synonym for "every morning," although "every morning" suggests it happens daily, which is slightly different.*

Here's a corrected version of your sentence: "The child has a fruit in the morning."

To keep the meaning closer to the original, it could also be: "The child has an apple every morning."

Now, here's your next sentence to work on:

"The dog likes to play with a ball in the park."

Your turn!

I don't think this type of activity will work so well for lower levels. For starters, the learners' command and knowledge of the language may not be enough to find adequate words. I also notice that there is not much one can do with a sentence like "The boy eats an apple every morning", apart from its childlike nature, which could be a bit off-putting. "The dog likes to play with a ball in the park" doesn't offer much room for changes either. Once again, I can think of more thought-provoking sentences. ChatGPT does, however, give good feedback, and it could prove useful for grammar purposes.

We could tweak this activity and do some work on register. Here's the prompt: Let's try a variation of this game now. I am an Upper-Intermediate student of English again. I want to practice changing register. Provide a sentence with a formal register for me to change into an informal one. Then, your next sentence should feature an informal register, and I will have to try to make it sound formal.

The screenshot displays a chat interface with a user and an AI assistant. The user's messages are in a light blue bubble, and the AI's responses are in a light green bubble. The conversation follows a structured format for a register change exercise.

User: Sounds great! Let's start with a sentence in a formal register for you to change into informal:

AI: "I would like to express my gratitude for your assistance with the project."

User: Your task is to make this sound more casual. Afterward, I'll give feedback and provide the next challenge!

AI: Please submit the details at your earliest convenience.

User: Thanks a lot for your help with the project.

AI: Nice work! You successfully made the sentence more formal. Here's a breakdown:

- "Please submit" is a great formal replacement for "Can you send."
- "At your earliest convenience" is a perfect formal equivalent of "as soon as possible."
- Your sentence is polite, professional, and maintains the same meaning as the original.

User: Great job!

AI: Here's your next sentence to formalize: "I've attached the document you wanted. Let me know if you need anything else."

User: Your turn!

AI: Great job! You successfully changed the sentence to an informal tone. Let's break it down:

- "Thanks a lot" is a nice, casual alternative to "express my gratitude."
- "For your help" is an appropriate swap for the more formal "assistance."
- "With the project" remains the same, which is good since it keeps the key information intact.

User: Your sentence is a solid informal version. Well done!

AI: Now, here's your next challenge—change this informal sentence into a formal one:

User: "Can you send me the details as soon as possible?"

AI: Your turn!

Sounds great! Let's start with a sentence in a formal register for you to change into informal:

"I would like to express my gratitude for your assistance with the project."

Your task is to make this sound more casual. Afterward, I'll give feedback and provide the next challenge!

You said:

Thanks a lot for your help with the project.

ChatGPT said:

ChatGPT

Great job! You successfully changed the sentence to an informal tone. Let's break it down:

- *"Thanks a lot" is a nice, casual alternative to "express my gratitude."*

- *“For your help” is an appropriate swap for the more formal “assistance.”*
- *“With the project” remains the same, which is good since it keeps the key information intact.*

Your sentence is a solid informal version. Well done!

Now, here’s your next challenge—change this informal sentence into a formal one:

“Can you send me the details as soon as possible?”

Your turn!

You said:

Please submit the details at your earliest convenience.

ChatGPT said:

ChatGPT

Nice work! You successfully made the sentence more formal. Here’s a breakdown:

- *“Please submit” is a great formal replacement for “Can you send.”*
- *“At your earliest convenience” is a perfect formal equivalent of “as soon as possible.”*
- *Your sentence is polite, professional, and maintains the same meaning as the original.*

Great job!

Here’s your next sentence to formalize: “I’ve attached the document you wanted. Let me know if you need anything else.”

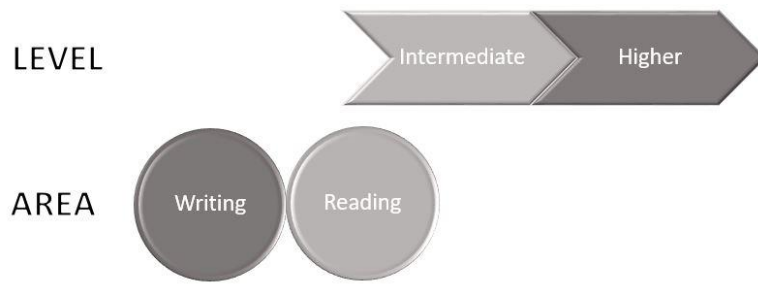
Your turn!

This seems to work really well for upper levels. The prompted sentences are spot on, which makes the work challenging enough and relevant. The feedback provided is really useful as well.

Finally I decided to test the following prompt: Let’s try another variation for English in situations. Give me sentences, one at a time, that are typically used in the hotel industry by customers, guests at hotels, receptionists, servers, and so on, but include some words that are not consistent with what one would naturally say in those situations (in terms of wrong register or possible better word choices). I will try to write an improved version.

This time it worked really well again, which would be particularly relevant for learners of ESP (English for Specific Purposes). I’ll leave it up to you to have a go at this prompt.

46. SOCIAL MEDIA DISCOURSE



As language teachers, we try to prepare students for the different types of writing they encounter in exams, such as essays, emails, reports, reviews, or proposals. However, we often miss out on other types of writing that are much more common nowadays. I am referring to posts on social media.

Learners can actually choose to use Gen.AI to do all the work for them by crafting a good prompt or asking it to translate a script they may have written in L1. If that's the case, the matter is settled. However, when they opt to write a short script themselves, Gen.AI proves to be extremely useful as well. It can not only check for mistakes and refine the text to sound more natural but also make significant changes to align it with the conventions of social media discourse. Not only that, but it also provides feedback on timing, suitable music and imagery.

So I wrote this text for a hypothetical reel on Instagram:

Did you know that you could hold a *Choose Your Own Adventure* activity with your students live in class with no preparation needed? Just type your prompt into ChatGPT or a similar tool, and engage your class in a fun interactive speaking activity. Great payoffs, zero prep. Visit my blog, *Artificial Intelligence in English Language Teaching*, at www.aielt.org to find out more.

And this is the prompt that I used on ChatGPT: Please read my Instagram reel advertising a blog post to direct traffic to my blog for teachers of English. Please give me tips on how I can improve it so the video immediately grabs people's attention, keeps them watching until the end, and encourages them to check out the blog post (script copied and pasted here now).

Here are tips to improve your Instagram reel and make it more engaging, ensuring viewers watch it till the end and visit your blog:

1. Grab Attention in the First 3 Seconds

Start with a hook that directly addresses a pain point or curiosity:

“Struggling with prep time? Try this zero-prep classroom activity!”

OR

“What if I told you you can create an adventure in class... instantly?”

2. Keep It Dynamic

Use quick cuts or motion to match your spoken words.

For example, as you say “Choose Your Own Adventure,” show dynamic text on the screen with exciting animations.

3. Emphasize Visual Appeal

Show visuals of a classroom or ChatGPT interface in action.

Include text overlays highlighting key points like:

“No Prep Needed!”

“Interactive and Fun!”


4. Include a Call-to-Action (CTA)

Add a verbal and text-based CTA at the end:


“Check out my blog for step-by-step instructions: www.aielt.com!”

Suggested Script for Instagram Reel


[Visual: A teacher in a classroom holding their head, looking stressed. Switch to a vibrant classroom scene.]

 *Hook: “Need a quick, fun activity that takes ZERO prep? I’ve got you!”*

[Visual: Dynamic text: Choose Your Own Adventure pops up.]

 *Middle: “Turn your classroom into an interactive story! Just type a prompt into ChatGPT or a similar tool, and you’re ready to go. It’s that easy!”*

[Visual: Show a teacher typing and students reacting enthusiastically.]

 *“Zero prep, tons of fun, and amazing results!”*

[Visual: URL and logo for your blog.]

📌 **Outro:** “Want to know how to get started? Visit Artificial Intelligence in English Language Teaching at www.aielt.com. Your next great lesson is waiting!”

Final Tips

Music: Use upbeat music to match your message’s energy.

Timing: Keep the video between 15–30 seconds.

Captions: Add captions for accessibility and engagement.

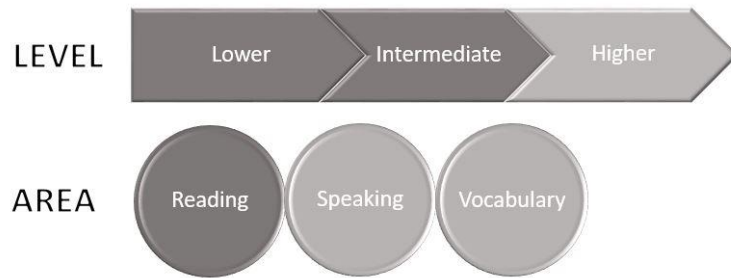
Hashtags: Use hashtags like #AIInTeaching, #EnglishTeachingTips, and #ClassroomActivities to reach your audience.

Would you like help crafting visuals or editing text for overlays?

I found this advice extremely useful. Research shows that the first three seconds of your video are vital to make it or break it, and I think the two suggestions given by ChatGPT will definitely work a lot better than the original. I also welcome the recommended captions, hashtags and visuals that could enhance the overall experience.

In the worst of cases, even if students write a prompt in L1 and ask ChatGPT (or a similar tool) to generate a script in L2 for them and provide suggestions for the video production, they will still need to read and type content in L2. In other words, the learning outcomes are still achieved.

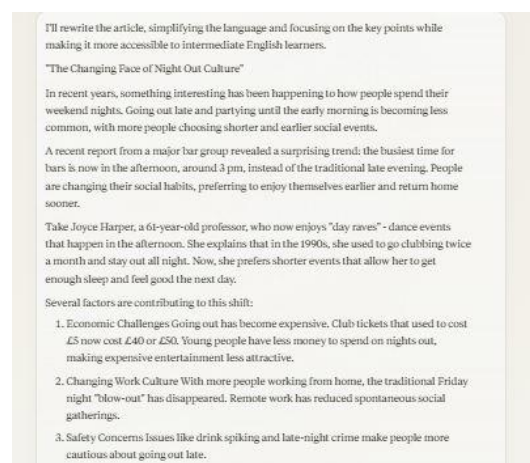
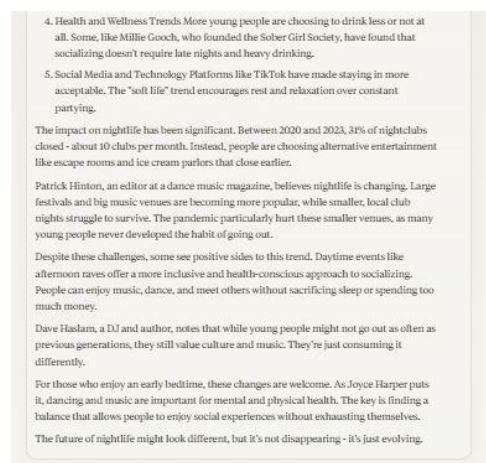
47. SCALING MATERIAL DOWN



If our students are struggling with online reading material, they can simply copy and paste it into a Gen.AI tool –I will be using Claude this time- and ask for a simplified, shorter version of it.

As an example, I will be using this article entitled “*By 8pm it is time to head home: whatever happened to the big night out?*” from *The Guardian* newspaper. You can find it [HERE](#). This original article, which is about 2,000 words, would, in principle, be suitable for upper-levels in terms of language reading difficulty. However, it can still be adapted for lower levels with this prompt:

“Here’s a newspaper article entitled “*By 8pm it is time to head home: whatever happened to the big night out?*” I am copying and pasting this article, and I want you to rewrite a shortened version, reducing it to around 700 words. The rewritten article must keep the ideas from the original. Simplify the advanced language and shorten long sentences to make it easy to follow. The new version should be clear and share the main points of the original text so that a student of English at a lower-intermediate level can understand it. Here’s the original article: [pasted article].



I'll rewrite the article, simplifying the language and focusing on the key points while making it more accessible to intermediate English learners.

"The Changing Face of Night Out Culture"

In recent years, something interesting has been happening to how people spend their weekend nights. Going out late and partying until the early morning is becoming less common, with more people choosing shorter and earlier social events.

A recent report from a major bar group revealed a surprising trend: the busiest time for bars is now in the afternoon, around 3 pm, instead of the traditional late evening. People are changing their social habits, preferring to enjoy themselves earlier and return home sooner.

Take Joyce Harper, a 61-year-old professor, who now enjoys “day raves” – dance events that happen in the afternoon. She explains that in the 1990s, she used to go clubbing twice a month and stay out all night. Now, she prefers shorter events that allow her to get enough sleep and feel good the next day.

Several factors are contributing to this shift:

- 1. Economic Challenges Going out has become expensive. Club tickets that used to cost £5 now cost £40 or £50. Young people have less money to spend on nights out, making expensive entertainment less attractive.*
- 2. Changing Work Culture With more people working from home, the traditional Friday night “blow-out” has disappeared. Remote work has reduced spontaneous social gatherings.*
- 3. Safety Concerns Issues like drink spiking and late-night crime make people more cautious about going out late.*
- 4. Health and Wellness Trends More young people are choosing to drink less or not at all. Some, like Millie Gooch, who founded the Sober Girl Society, have found that socializing doesn’t require late nights and heavy drinking.*
- 5. Social Media and Technology Platforms like TikTok have made staying in more acceptable. The “soft life” trend encourages rest and relaxation over constant partying.*

The impact on nightlife has been significant. Between 2020 and 2023, 31% of nightclubs closed – about 10 clubs per month. Instead, people are choosing alternative entertainment like escape rooms and ice cream parlors that close earlier.

Patrick Hinton, an editor at a dance music magazine, believes nightlife is changing. Large festivals and big music venues are becoming more popular, while smaller, local club nights struggle to survive. The pandemic particularly hurt these smaller venues, as many young people never developed the habit of going out.

Despite these challenges, some see positive sides to this trend. Daytime events like afternoon raves offer a more inclusive and health-conscious approach to socializing. People can enjoy music, dance, and meet others without sacrificing sleep or spending too much money.

Dave Haslam, a DJ and author, notes that while young people might not go out as often as previous generations, they still value culture and music. They’re just consuming it differently.

For those who enjoy an early bedtime, these changes are welcome. As Joyce Harper puts it, dancing and music are important for mental and physical health. The key is finding a balance that allows people to enjoy social experiences without exhausting themselves.

The future of nightlife might look different, but it's not disappearing – it's just evolving.

The new version is about three-fourths shorter and has been conveniently adapted for an intermediate language learner. This revised text could serve as a springboard for tasks that learners might be required to complete in standardized texts. For example, students could now ask Claude to write a good example of mediation based on the new version.

Prompt: Now, based on this shortened and simplified version, act as if you were an upper-intermediate student of English completing an oral mediation task in a speaking exam for the *Escuelas Oficiales de Idiomas* in Spain, retelling the article in your own words.

Takes a deep breath and speaks in a slightly nervous but confident manner

Good morning, today I'm going to talk about a fascinating article about changes in nightlife and social habits, especially among young people.

The main idea is that going out late at night is becoming less popular. Instead, people are choosing shorter, earlier social events. For example, bars are now busiest in the afternoon around 3 pm, not late at night like before.

There are several reasons for this change. First, going out has become really expensive. Club tickets that used to cost just £5 now cost around £40 or £50, which is difficult for young people with limited budgets.

Also, work culture has changed. With more remote work, people are less likely to have those traditional Friday night parties. Additionally, safety concerns and a growing focus on health and wellness are making people more careful about their social activities.

Interestingly, this trend is having a big impact on nightlife. Between 2020 and 2023, almost one-third of nightclubs closed. Instead, people are choosing different types of entertainment like escape rooms or daytime events.

Some experts, like the music magazine editor Patrick Hinton, believe nightlife isn't disappearing but transforming. Young people still love music and culture; they're just experiencing it differently.

The positive side is that these new social trends, like daytime raves, allow people to enjoy music and socializing without sacrificing sleep or spending too much money. As one professor mentioned, dancing and music are still important for mental and physical health.

In conclusion, nightlife is evolving. It's not about partying all night anymore, but finding a balance that allows people to have fun, stay social, and take care of themselves.

Looks up with a slight smile, hoping the explanation was clear

Takes a deep breath and speaks in a slightly nervous but confident manner

Good morning, today I'm going to talk about a fascinating article about changes in nightlife and social habits, especially among young people.

The main idea is that going out late at night is becoming less popular. Instead, people are choosing shorter, earlier social events. For example, bars are now busiest in the afternoon around 3 pm, not late at night like before.

There are several reasons for this change. First, going out has become really expensive. Club tickets that used to cost just £5 now cost around £40 or £50, which is difficult for young people with limited budgets.

Also, work culture has changed. With more remote work, people are less likely to have those traditional Friday night parties. Additionally, safety concerns and a growing focus on health and wellness are making people more careful about their social activities.

Interestingly, this trend is having a big impact on nightlife. Between 2020 and 2023, almost one-third of nightclubs closed. Instead, people are choosing different types of entertainment like escape rooms or daytime events.

Some experts, like the music magazine editor Patrick Hinton, believe nightlife isn't disappearing but transforming. Young people still love music and culture; they're just experiencing it differently.

The positive side is that these new social trends, like daytime raves, allow people to enjoy music and socializing without sacrificing sleep or spending too much money. As one professor mentioned, dancing and music are still important for mental and physical health.

In conclusion, nightlife is evolving. It's not about partying all night anymore, but finding a balance that allows people to have fun, stay social, and take care of themselves.

Looks up with a slight smile, hoping the explanation was clear

The resulting text is very useful for learners, as it provides a good example of how the speech could be organized. The new text reflects the main ideas from the adapted version and it is rich in linkers that can be reused to mediate other texts. Learners can compare the two texts and notice how a good mediation task should aim to convey the same ideas in different ways, using varied grammar structures and wording from the original text as much as possible.

Another interesting task would be to try changing the tone, register, and style of the original text to learn informal and useful language. Let's take a look at this prompt: Rewrite the text now in about 250 words. This time the style should be very informal, rich in word collocations and language chunks, reflecting the nature of spoken speech, as if a young person were retelling it to a friend over drinks at a bar.

Takes a swig of drink and leans in

Okay, so get this - nightlife's totally changing! Remember how we used to go crazy partying till dawn? Not anymore. These days, people are like, "Nah, I'm good" by 8 PM.

So here's the tea: bars are now packed in the afternoon, not late night. Young people are basically saying, "Screw spending £50 to get wrecked!" Plus, with remote work and all, that classic Friday night blow-out? Dead.

It's wild - clubs are closing left and right. We're talking 31% of nightclubs gone in just a few years. Instead, people are hitting up escape rooms and grabbing ice cream. How boring, right? *laughs*

But here's the thing - it's not that people don't love music or culture. They're just doing it differently. Day raves are a thing now. Like, imagine dancing at 3 PM and still getting a full night's sleep? Wild.

Some experts reckon it's all about money and safety. Young folks are broke, and going out late can be sketchy. So they're choosing chill afternoon hangouts, maybe a few drinks, then home for Netflix.

The funny part? Everyone's acting like staying in is the new going out. TikTok's made "soft life" look cool - all about rest and self-care instead of partying.

Bottom line: Nightlife isn't dead, it's just had a major glow-down. *winks and takes another sip*

Takes a swig of drink and leans in

Okay, so get this – nightlife's totally changing! Remember how we used to go crazy partying till dawn? Not anymore. These days, people are like, "Nah, I'm good" by 8 PM.

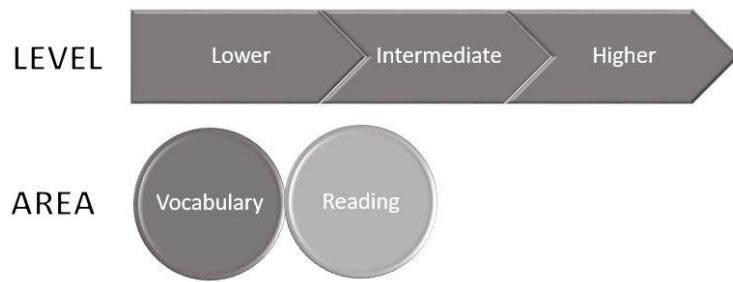
So here's the tea: bars are now packed in the afternoon, not late night. Young people are basically saying, "Screw spending £50 to get wrecked!" Plus, with remote work and all, that classic Friday night blow-out? Dead.

It's wild – clubs are closing left and right. We're talking 31% of nightclubs gone in just a few years. Instead, people are hitting up escape rooms and grabbing ice cream. How boring, right? laughs

But here's the thing – it's not that people don't love music or culture. They're just doing it differently. Day raves are a thing now. Like, imagine dancing at 3 PM and still getting a full night's sleep? Wild.

We are now scaling the material up. Learners can benefit from exposure to practical conversational language and gain a deeper understanding of the importance of register in communication. They should pay attention to chunks of language they can imagine themselves using in informal conversational situations and review this vocabulary regularly to ensure effective learning.

48. VOCABULARY FLASHCARDS



Vocabulary memorization, retrieval and consistent practice in diverse and meaningful ways are essential for language development and progress. Today we will look at a very practical way to create flashcards to study, memorize and revisit vocabulary using ChatGPT in combination with other digital tools.

Imagine our Upper-Intermediate students have been learning and practicing vocabulary related to relationships, and they want to create vocabulary cards for that specific lexical set or add cards to an existing set they already have.

These are the lexical items:

- To click with someone
- A rocky marriage
- To cut ties with someone
- To bond with someone
- To be on good/bad terms with someone
- To see eye to eye on things
- To fall out with someone
- To get on like a house on fire
- To hit it off
- To pop the question
- To drift apart
- To dump someone

All we have to do is give ChatGPT (or similar Gen.AI) the following prompt: Create a table with example sentences using the following lexical items related to relationships. On the right side, include the sentences in English. On the left side, provide their Spanish translations.

Please use bold letters to highlight the focal vocabulary in both English and Spanish. I am an Upper-Intermediate student of English so the sentences should clearly exemplify the meaning of each lexical item. These are the lexical items (list of items above).

Español	English
Realmente conecté con Sarah desde el primer momento que nos conocimos.	I really clicked with Sarah the first time we met.
Están tratando de salvar su matrimonio problemático, pero no ha sido fácil.	They've been trying to save their rocky marriage, but it hasn't been easy.
Después de la discusión, decidió romper lazos con su viejo amigo.	After the argument, he decided to cut ties with his old friend.
Pasar tiempo juntos durante el proyecto los ayudó a crear un vínculo muy fuerte.	Spending time together during the project helped them bond with each other.
Ella todavía se lleva bien con su exmarido.	She is still on good terms with her ex-husband.
No siempre estamos de acuerdo en todo, pero respetamos nuestras opiniones.	We don't always see eye to eye on things, but we respect each other's opinions.
Se peleó con su hermano por un malentendido.	She fell out with her brother over a misunderstanding.
Nos llevamos de maravilla, aunque acabamos de conocernos.	We get on like a house on fire, even though we've just met.
Jake y Emma hicieron buena química inmediatamente en la fiesta.	Jake and Emma hit it off immediately at the party.
Le pidió matrimonio durante una cena romántica frente al mar.	He popped the question during a romantic dinner by the sea.
Con el tiempo, se distanciaron y dejaron de hablar.	Over time, they drifted apart and stopped talking.
Decidió dejarlo porque no la trataba bien.	She decided to dump him because he wasn't treating her well.

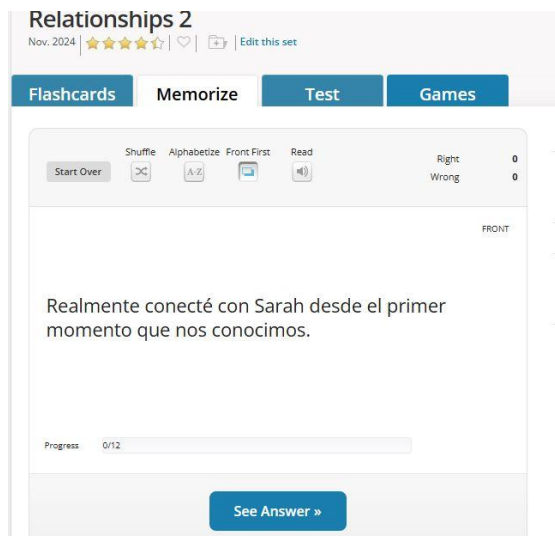
- *Realmente conecté con Sarah desde el primer momento que nos conocimos. (I really clicked with Sarah the first time we met.)*
- *Están tratando de salvar su matrimonio problemático, pero no ha sido fácil. (They've been trying to save their rocky marriage, but it hasn't been easy.)*
- *Después de la discusión, decidió romper lazos con su viejo amigo. (After the argument, he decided to cut ties with his old friend.)*
- *Pasar tiempo juntos durante el proyecto los ayudó a crear un vínculo muy fuerte. (Spending time together during the project helped them bond with each other.)*
- *Ella todavía se lleva bien con su exmarido. (She is still on good terms with her ex-husband.)*
- *No siempre estamos de acuerdo en todo, pero respetamos nuestras opiniones. (We don't always see eye to eye on things, but we respect each other's opinions.)*
- *Se peleó con su hermano por un malentendido. (She fell out with her brother over a misunderstanding.)*
- *Nos llevamos de maravilla, aunque acabamos de conocernos. (We get on like a house on fire, even though we've just met.)*
- *Jake y Emma hicieron buena química inmediatamente en la fiesta. (Jake and Emma hit it off immediately at the party.)*
- *Le pidió matrimonio durante una cena romántica frente al mar. (He popped the question during a romantic dinner by the sea.)*

– *Con el tiempo, se distanciaron y dejaron de hablar. (Over time, they drifted apart and stopped talking.)*

– *Decidió dejarlo porque no la trataba bien. (She decided to dump him because he wasn't treating her well.)*

I cannot count the times I've told students to try to learn vocabulary in context. This could be from the source where the lexical item was encountered, from an example sentence in a dictionary, or, these days, from Gen.AI.

I am going to share with you the easiest way I know to create digital flashcards. It's as follows: Use the mouse to select the sentences from your table in ChatGPT, right-click with the mouse, and select 'copy'. Next, we are going to create flashcards with a free web-based tool. There are a handful of them: *Quizlet*, *Flippity*, *Anki* or *Cram* are popular ones. For Cram (and this would be pretty much the same for any other tool), log in if you have an account, or log in with a Google, Facebook or Twitter account. Choose 'create flashcards', then click on 'Import a flashcard set' and paste the text from the ChatGPT table into the 'Copy and paste your data' box. Finally, click on 'Create set'.

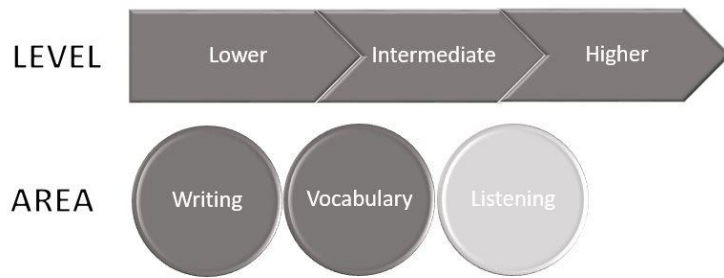


I noticed two interesting features: the flashcards can show both sides, which is optimal for getting to grips with the language at first or for reviewing, and the audio icon for a read-aloud version.

Students could create different sets according to lexical fields and also edit existing sets to add new cards. All they have to do is use ChatGPT to create a table with the new sentences and go through the same process again.

Last but not least, students can always create their own vocabulary cards using physical index cards copying down the generated sentences from ChatGPT.

49. KEEPING A JOURNAL



Have you ever tried having your students keep journals in the language classroom? This can be done using personal notebooks or digital tools, allowing students to record their thoughts and ideas. Journals are very useful as language learning tools because they help build the habit of writing regularly. Good habits learn the foundation for consistent progress.

Students could keep a journal, write a few lines on a regular basis, and then type or copy and paste the content into a Gen.AI tool to check for mistakes or even produce an improved version of it.

My personal Gen.AI-powered variation of journals deviates from the very essence of journals -writing down your inner thoughts. However, it can have a transformative impact from a language-learning standpoint as well.

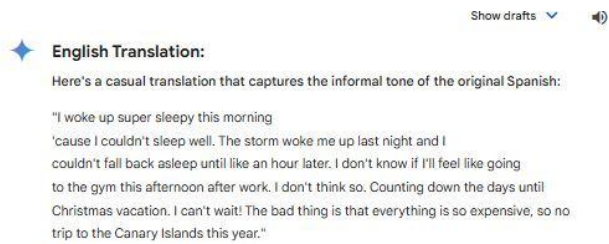
Here is the idea: students could reflect on their plans for the day, daily activities, accomplishments, goals, aspirations, or anything else that comes to mind. They would use a Gen.AI tool to write down their thoughts for the day in their L1. Next, they would ask the tool to translate the resulting text into their target language (L2).

My recommendation now is for them to grab a pen and a notebook to use as a journal for this purpose and write down that text in their notebook, taking note of interesting or useful words, language chunks or grammar structures they would like to actively learn. In other words, they should focus on items they would like to eventually produce effortlessly in L2. They could highlight or underline these items. There's no need to translate, as they are already familiar with the meaning since they previously wrote those thoughts in their L1.

I will be using Gemini this time, and I will be writing a hypothetical journal entry from a hypothetical student in Spain.

Hoy me levanté con mucho sueño porque no pude dormir bien. Me despertó el ruido de la tormenta anoche y no hubo manera de pegar ojo hasta una hora más tarde. No sé si tendré ganas de ir al gimnasio por la tarde después de trabajar. Me parece a mí que no. Contando los días para las vacaciones de Navidad. ¡Vaya ganas de que lleguen! Lo malo que está todo tan caro, que este año no toca irse a las Canarias.

The prompt is quite straightforward: please translate this text (text above) into English. The style should be informal, reflecting the tone of the original.



"I woke up super sleepy this morning 'cause I couldn't sleep well. The storm woke me up last night and I couldn't fall back asleep until like an hour later. I don't know if I'll feel like going to the gym this afternoon after work. I don't think so. Counting down the days until Christmas vacation. I can't wait! The bad thing is that everything is so expensive, so no trip to the Canary Islands this year."

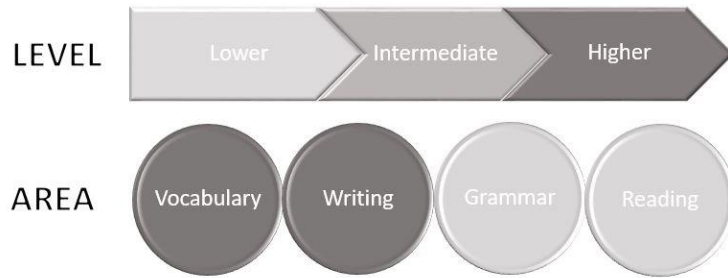
My personal observations.

1. The tone and style do reflect the original.
2. Students can actually listen to the generated text by clicking on the audio icon in the top-right corner above the text.
3. There is always something to learn for everyone, regardless of language level. At the Advanced level, students would actually master all the language that we can see here. It would already be part of their productive skills. However, depending on the nature of their L1 text, and especially so if they are curious about how to say something specific they may not know in L2 and decide to include the L1 counterpart, they might discover something new to learn.

At the Intermediate level, students might notice how the connector 'because' gets shortened to 'cause' in informal speech, and then they can check the pronunciation by clicking on the audio icon. Other relevant items for this language level may include 'like an hour later', 'feel like going to the gym', 'I don't think so' or 'can't wait'.

For Elementary learners, the resulting text obviously goes beyond their current language level. However, since it's content they've personally produced, there is no need for further translation. It's already in L1! They can simply highlight one or two expressions they want to incorporate into their repertoire and leave it at that. The process is simple: they can listen to the text using the text-to-speech feature, notice pronunciation, write it down in their journal, and highlight one or two items to learn. One or two items at a time -many times- with constant reviewing is a lot of language to learn.

50. SPEAK LIKE A LOCAL



Today we're going to take a look at how students can use Gemini (or any Gen.AI tool of their choice) to collect and practice a range of useful social language that isn't often present in the language classroom. The generated learning material for learners is incredible.

I am referring to functional and situational language often presented and practiced in the language classroom. However, in my view, it tends to lack spontaneity and often fails to meet students' actual needs and interests. To be fair to teachers, we can never please or reach everyone.

Students sometimes ask us for the right word or expression, but in many other instances, they want to know the right way to ask for something or what to say in very specific contexts or situations... like the locals do! True to say if we are caught off guard, it's not always easy to come up with a good answer on the spot. Even if we manage to provide one, aren't we left with a nagging feeling because we know there's a better, more natural way to say it?

Gen. AI can come to the students' rescue, and we should actively encourage them to use it for these types of inquiries. Not only that, but we should also push them to revisit this content regularly as part of their journey toward mastering the language.

Take this hypothetical question from a student that I have included in the prompt. I have written the prompt in Spanish, which is both my native language and that of my students, to reflect how it would actually be worded in the students' L1. The student may know a possible way to make herself understood by saying "I want to pay", but she knows there must be better-sounding ways to do so and that's what she is wondering about (actual hypothetical students' query: *¿Cómo se dice "de eso nada, ni se te ocurra"?*). Prompt: *Estoy aprendiendo inglés y quiero hablar inglés informal y espontáneo y expresarme de forma natural, como se hace en los países de habla inglesa. Por ejemplo, acabo de tomar una cerveza con un amigo en un bar. El ofrece pagar pero yo le digo que ni hablar, que invito yo. Escribe un pequeño diálogo en inglés para esa situación y escribe las palabras clave de esa expresión en negrita.*

Translation courtesy of ChatGPT: I'm learning English, and I want to speak informally and spontaneously and express myself naturally, like people do in English-speaking countries. For example, I just had a beer with a friend at a bar. He offers to pay, but I say no way, it's my

treat. Write a short dialogue in English for this situation and highlight the key words of that expression in bold.



¡Claro que sí! Aquí tienes un diálogo informal en inglés para la situación que describes, con las palabras clave en **negrita**:

Amigo: Let me get this round! (¡Déjame invitar esta ronda!)

Tú: No way, man! It's on me. (¡Ni hablar!, ¡va por mi cuenta!)

Palabras clave y sus equivalentes en español:

- **Let me get this round:** Déjame invitar esta ronda. (Ofrecer pagar las bebidas)
- **No way:** Ni hablar, de ninguna manera. (Rechazar una oferta)
- **It's on me:** Va por mi cuenta, yo invito. (Ofrecer pagar)

Otras expresiones similares que podrías usar:

- **It's my treat.** (Es mi invitación.)
- **Don't worry about it.** (No te preocupes por eso.)
- **My pleasure.** (Con mucho gusto.)

Consejos adicionales para sonar más natural:

- **Contracciones:** Usa contracciones como "I'll" (yo voy a), "can't" (no puedo), "won't" (no voy a), etc. Esto hace que tu inglés suene más fluido y natural.
- **Expresiones idiomáticas:** Aprende algunas expresiones idiomáticas comunes en inglés. Por ejemplo, "No sweat" (no te preocupes), "Cheers" (salud), etc.
- **Slang:** Familiarízate con el slang informal que se usa en los países de habla inglesa. Por ejemplo, "dude" (tío), "cool" (guay), etc.
- **Entonación:** Presta atención a la entonación. La forma en que dices las palabras puede cambiar completamente el significado de una frase.
- **Escucha y practica:** Escucha a hablantes nativos de inglés y practica lo que oyes. Cuanto más escuches y hables, más natural te sonarás.

Ejemplo de diálogo con más expresiones informales:

Amigo: Dude, that beer was amazing! Let me get the next round.

Tú: No way, man! It was my pleasure. Besides, I owe you one from last time.

Traducción:

Amigo: ¡Tío, esa cerveza estaba increíble! Déjame invitar la siguiente ronda.

Tú: Ni hablar, tío! Fue un placer. Además, te debo una de la última vez.

¡Recuerda! La mejor manera de aprender un idioma es practicarlo. ¡Así que no tengas miedo de cometer errores y sigue hablando!

¿Quieres practicar con otro diálogo?

*¡Claro que sí! Aquí tienes un diálogo informal en inglés para la situación que describes, con las palabras clave en **negrita**:*

Amigo: Let me get this round! (iDéjame invitar esta ronda!) Tú: No way, man! It's on me. (iNi hablar!, i va por mi cuenta!)

Palabras clave y sus equivalentes en español:

- ***Let me get this round:** Déjame invitar esta ronda. (Ofrecer pagar las bebidas)*
- ***No way:** Ni hablar, de ninguna manera. (Rechazar una oferta)*
- ***It's on me:** Va por mi cuenta, yo invito. (Ofrecer pagar)*

Otras expresiones similares que podrías usar:

- ***It's my treat.** (Es mi invitación.)*
- ***Don't worry about it.** (No te preocupes por eso.)*
- ***My pleasure.** (Con mucho gusto.)*

Consejos adicionales para sonar más natural:

- ***Contracciones:** Usa contracciones como "I'll" (yo voy a), "can't" (no puedo), "won't" (no voy a), etc. Esto hace que tu inglés suene más fluido y natural.*
- ***Expresiones idiomáticas:** Aprende algunas expresiones idiomáticas comunes en inglés. Por ejemplo, "No sweat" (no te preocupes), "Cheers" (salud), etc.*
- ***Slang:** Familiarízate con el slang informal que se usa en los países de habla inglesa. Por ejemplo, "dude" (tío), "cool" (guay), etc.*

- *Entonación: Presta atención a la entonación. La forma en que dices las palabras puede cambiar completamente el significado de una frase.*
- *Escucha y practica: Escucha a hablantes nativos de inglés y practica lo que oyes. Cuanto más escuches y hables, más natural te sonarán.*

Ejemplo de diálogo con más expresiones informales:

Amigo: Dude, that beer was amazing! Let me get the next round. Tú: No way, man! It was my pleasure. Besides, I owe you one from last time.

Traducción:

Amigo: ¡Tío, esa cerveza estaba increíble! Déjame invitar la siguiente ronda. Tú: Ni hablar, tío! Fue un placer. Además, te debo una de la última vez.

¡Recuerda! La mejor manera de aprender un idioma es practicarlo. ¡Así que no tengas miedo de cometer errores y sigue hablando!

¿Quieres practicar con otro diálogo?

The amount of information is actually overwhelming. Our student can simply focus on the very first dialogue, which provides the language she was looking for. So basically, the prompt would be written by our students in L1.

Let's try again with another query. Prompt: Otro pequeño diálogo en inglés de nuevo. Estoy en un pub inglés y quiero saber qué cervezas de grifo tienen ¿Cómo lo puedo decir de manera natural?

★ ¡Claro! Aquí tienes unas cuantas opciones para preguntar qué cervezas de grifo tienen en un pub inglés de forma natural:

Opciones directas:

- What beers do you have on tap? (¿Qué cervezas tienes de grifo?)
- What's on tap today? (¿Qué hay de grifo hoy?)
- Can I see your beer list? (¿Puedo ver tu lista de cervezas?)

Opciones más coloquiales:

- What are your draft beers like? (¿Cómo son tus cervezas de barril?)
- What's good on tap? (¿Qué hay de bueno de grifo?)

Si quieres ser un poco más específico:

- What local beers do you have on tap? (¿Qué cervezas locales tienes de grifo?)
- Do you have any craft beers on tap? (¿Tienes alguna cerveza artesanal de grifo?)

Ejemplo de diálogo:

Tú: Excuse me, what beers do you have on tap?
(Disculpe, ¿qué cervezas tiene de grifo?)

Barman: We've got a great selection of local ales, as well as a few craft beers. Would you like to try one of our seasonal brews?
(Tenemos una gran selección de cervezas locales, además de algunas cervezas artesanales. ¿Te gustaría probar una de nuestras cervezas de temporada?)

Tú: That sounds great! I'll have a pint of your seasonal ale, please.
(¡Suena genial! Me tomaré una pinta de su cerveza de temporada, por favor.)

Consejos adicionales:

- Presta atención a la pronunciación: Practica la pronunciación de palabras como "tap" (grifo), "draft" (barril) y "ale" (cerveza ale).
- No tengas miedo de preguntar: Si no entiendes algo, no dudes en pedir que te lo repitan o expliquen.
- Relájate y disfruta: Ir a un pub es una experiencia social, así que disfruta de la conversación con el barman y otros clientes.

¡Espero que esto te sea útil! ¡Salud!

¡Claro! Aquí tienes unas cuantas opciones para preguntar qué cervezas de grifo tienen en un pub inglés de forma natural:

Opciones directas:

- *What beers do you have on tap? (¿Qué cervezas tienes de grifo?)*
- *What's on tap today? (¿Qué hay de grifo hoy?)*
- *Can I see your beer list? (¿Puedo ver tu lista de cervezas?)*

Opciones más coloquiales:

- *What are your draft beers like? (¿Cómo son tus cervezas de barril?)*
- *What's good on tap? (¿Qué hay de bueno de grifo?)*

Si quieres ser un poco más específico:

- *What local beers do you have on tap? (¿Qué cervezas locales tienes de grifo?)*
- *Do you have any craft beers on tap? (¿Tienes alguna cerveza artesanal de grifo?)*

Ejemplo de diálogo:

Tú: Excuse me, what beers do you have on tap? (Disculpe, ¿qué cervezas tiene de grifo?)

Barman: We've got a great selection of local ales, as well as a few craft beers. Would you like to try one of our seasonal brews? (Tenemos una gran selección de cervezas locales, además de algunas cervezas artesanales. ¿Te gustaría probar una de nuestras cervezas de temporada?)

Tú: That sounds great! I'll have a pint of your seasonal ale, please. (¡Suena genial! Me tomaré una pinta de su cerveza de temporada, por favor.)

Consejos adicionales:

- *Presta atención a la pronunciación: Practica la pronunciación de palabras como “tap” (grifo), “draft” (barril) y “ale” (cerveza ale).*
- *No tengas miedo de preguntar: Si no entiendes algo, no dudes en pedir que te lo repitan o expliquen.*
- *Relájate y disfruta: Ir a un pub es una experiencia social, así que disfruta de la conversación con el barman y otros clientes.*

¡Espero que esto te sea útil! ¡Salud!

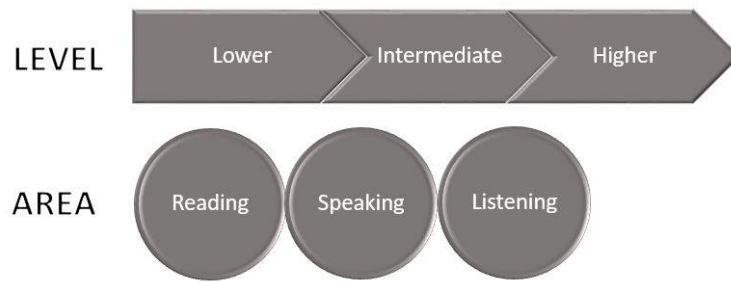
My advice to students is: don't let this precious vocabulary fade into oblivion. An excellent strategy is to create vocabulary cards, either using digital tools or physical index cards), as follows:

– Let me get this round!

– No way, man! It's

Learners can use the back of the card to write the words “on me”. This language can be revisited in two ways: either by looking at the front of the card and trying to recall the missing words before flipping over to check, or by starting with the back of the card and trying to retell the entire dialogue from memory.

51. EXAM PRACTICE: MONOLOGUE



Today I'm going to craft a prompt that students can use to prepare for speaking tests. I am going to ask Gemini to act as if it were taking a speaking test and deliver the speech for me.

Learners can then look at how the ideas from the generated speech are organized and try to memorize chunks or even whole sentences from it to use in their speaking test. Some people may view this as cheating, and undoubtedly, there is truth in that. However, language progress does involve copying, imitating, appropriating and adopting what isn't originally ours to make it our own to eventually achieve full autonomy. There is nothing wrong with learning things by heart and regurgitating them. In my view, time spent generating these sample outputs, evaluating them with a critical mind, and then committing words to memory before the exam is time well spent.

I am going to use this prompt for a speaking task from a past exam paper from the *Escuelas Oficiales de Idiomas* in the Comunidad Autónoma de Madrid in Spain. You can access this speaking exam paper on their website [HERE](#).

Prompt: I am a C1 (Advanced) English student studying English at a *Escuela Oficial de Idiomas* in Spain. Please create an example monologue for the speaking test with this task from the exam paper: "As out-of-town shopping centres and online shopping proliferate, our city centres are becoming picturesque pedestrianised areas of cafes, bars and restaurants. Talk about the repercussions for city life and for the cities of the future." Act as if you were me taking the exam. Please include linkers, grammar and vocabulary typically found in ELT coursebooks at that language level so that I can ace the exam. Please make sure it sounds natural. The generated text should take about 3 minutes to read.

◆ Here's a possible monologue for your C1 English exam:

"Well, it's an interesting trend, isn't it? The rise of out-of-town shopping centers and online shopping has definitely reshaped our city centers. They've transformed into these picturesque, pedestrianized areas, bustling with cafes, bars, and restaurants.

On the one hand, this shift has undeniably improved the quality of life in many cities. Pedestrianized zones are more pleasant, less polluted, and safer for everyone, especially families with young children. They've become popular destinations for leisure activities, boosting local economies and creating jobs in the hospitality industry.

However, there are some downsides to consider. The decline of traditional retail stores has led to job losses and empty shopfronts in city centers. This can have a negative impact on local economies and communities. Additionally, the proliferation of chain stores and franchises can homogenize city landscapes, eroding local culture and character.

Looking ahead, it's clear that cities of the future will need to adapt to these changes. A balance must be struck between preserving the unique identity of our cities and embracing modern trends. Perhaps a mixed-use approach, combining retail, residential, and commercial spaces, could be the answer.

Ultimately, the success of our cities will depend on our ability to create vibrant, sustainable environments that cater to the needs of both residents and visitors. By investing in public transportation, green spaces, and cultural amenities, we can ensure that our city centers remain thriving hubs of activity."

“Well, it’s an interesting trend, isn’t it? The rise of out-of-town shopping centers and online shopping has definitely reshaped our city centers. They’ve transformed into these picturesque, pedestrianized areas, bustling with cafes, bars, and restaurants.

On the one hand, this shift has undeniably improved the quality of life in many cities. Pedestrianized zones are more pleasant, less polluted, and safer for everyone, especially families with young children. They’ve become popular destinations for leisure activities, boosting local economies and creating jobs in the hospitality industry.

However, there are some downsides to consider. The decline of traditional retail stores has led to job losses and empty shopfronts in city centers. This can have a negative impact on local economies and communities. Additionally, the proliferation of chain stores and franchises can homogenize city landscapes, eroding local culture and character.

Looking ahead, it’s clear that cities of the future will need to adapt to these changes. A balance must be struck between preserving the unique identity of our cities and embracing modern trends. Perhaps a mixed-use approach, combining retail, residential, and commercial spaces, could be the answer.

Ultimately, the success of our cities will depend on our ability to create vibrant, sustainable environments that cater to the needs of both residents and visitors. By investing in public transportation, green spaces, and cultural amenities, we can ensure that our city centers remain thriving hubs of activity.”

The generated text fully addresses the task. The ideas are really well-organized with clear, smooth transitions. There is an introduction to the topic, a look at the positive aspects, a discussion of the downsides, and final considerations and projections for the future. There is a wide range of linkers and language chunks that are typical of the target level.

Learners could use this type of prompt for the various speaking tasks they may encounter in the exam and try to memorize, as mentioned before, language chunks or even whole sentences. An added advantage of using Gemini to generate this material is that learners can actually listen to the texts by clicking on the text-to-speech audio icon.

Let’s try this prompt for lower levels. This time, I will be choosing a speaking task from a past exam paper from *Escuelas Oficiales de Idiomas* in the Comunidad Autónoma de Galicia in Spain. You can access this speaking exam paper on their website [HERE](#).

Prompt: I am an A2 (Elementary) English student studying English at a *Escuela Oficial de Idiomas* in Spain. Please create an example monologue for the speaking test based on this speaking task from the exam paper: “You are going to talk about a birthday party. Think about a birthday party you had or went to: place, clothes, food and drinks, people, presents.” Act as if you were me taking the exam. Please include linkers, grammar and vocabulary typically found in ELT coursebooks at that language level so that I can ace the exam. Please make sure it sounds natural. The generated text should take about 2 minutes to read.



Here's a possible monologue for your A2 English exam:

"I had a birthday party last year. It was fun! We had the party at home. I wore a nice dress, it was blue. We had lots of food, like pizza and cake. We also had some drinks, like Coke and juice.

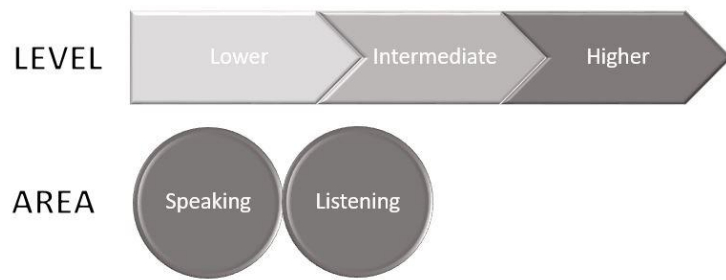
Many people came to my party. My friends and family were there. They gave me presents. I got a new toy car and a video game. It was a great day!"

"I had a birthday party last year. It was fun! We had the party at home. I wore a nice dress, it was blue. We had lots of food, like pizza and cake. We also had some drinks, like Coke and juice.

Many people came to my party. My friends and family were there. They gave me presents. I got a new toy car and a video game. It was a great day!"

I am not that pleased with the results this time, but let's not forget that I asked Gemini to act as if it were an A2 student. The generated text seems to be a bit short (73 words). I might need to ask it to pretend it is a B1 student and change the estimated reading time from 2 to 3 minutes or, better still, provide a rough number of words (around 150 words). I am also going to state my age and provide some factual information about a birthday party I remember so that the content mirrors a real-life situation.

52. CHATGPT AS SPEAKING PARTNER



Today I am going to explore one of the most useful ways language learners can benefit from Gen.AI.: having voice conversations. They don't need a complex prompt for this. However, it is important to bear some factors in mind to make the most of these spoken interactions.

- Stating the language level: For lower language levels, it is advisable to remind ChatGPT to speak slowly and clearly.
- Narrowing the conversation down to a specific topic: This will create opportunities for students to incorporate newly-acquired language.
- Keeping ChatGPT's answers short: The word count could range from 60 to 100 words, depending on the student's language level.
- Prompting ChatGPT to always ask a question after an answer: This keeps the conversation flowing.
- Avoiding long chats to make the feedback process more manageable: For written chats, I recommend asking ChatGPT to correct possible mistakes as the chat progresses. However, for spoken interactions, it is more effective to wait for feedback until the conversation has ended. Students can then take their time to review ChatGPT's corrections critically. If conversations are kept short, it will be easier for students to process the feedback and learn from it. Feedback shouldn't be limited to grammar or spelling mistakes; it should also include suggestions for better word choices, as well as considerations for register and tone.

Here's a possible prompt: I am an Intermediate-level English student practicing speaking skills. Let's have a conversation about food. Please adapt your responses to my language level, keep them under 80 words, and speak clearly and naturally. After each answer, ask me a related question to keep the conversation going. Let's make this engaging and interactive.



– *Alright, let's get started then! What's your favourite food? Mine's a proper Scouse stew, nice and warm, especially on cold days. How about you—what do you love eating?*

– *I love eating pasta dishes in general, rice dishes, we have this amazing dish in Spain called paella, and in general I like eating healthy food.*

– *Ah, paella sounds boss! I've heard it's packed with flavour. Do you prefer making it yourself or going out to a restaurant for it?*

– *Well, unfortunately, I'm not a good cook, so I like going to restaurants, especially in the southeast part of Spain, where that's the specialty, and also my mom's cooks wonderful paella.*

– *Your mum's paella must be proper tasty, then! What's in it—do you go for the seafood version, or do you prefer chicken and veggies?*

– *Seafood version. My mom, as ingredients, she uses clams, shrimp, squid, rice, obviously. That's about it, I think.*

- *Sounds lush! Fresh seafood makes it even better, doesn't it? Do you like to have any sides or drinks with your paella, like a nice salad or a glass of wine.*
- *Well, paella is a meal in itself, some breads to go with it and probably some dessert, and a glass of red wine as well. Why not?*
- *Absolutely, bread and wine are a great shout! What dessert would you usually have after paella? Something light like flan, or maybe something chocolatey?*
- *Something light, definitely a yogurt maybe, or a natural yogurt, or a piece of*
- *A piece of fruit, maybe? That's a nice, fresh choice after such a filling meal! Do you have a favourite fruit you always go for?*
- *I'm not a fan of apples for some reason, I don't know why. I like pomegranates, that's my favourite fruit ever.*
- *Pomegranates are lush! So juicy and sweet. Do you ever use them in recipes, like in salads or desserts, or just eat them on their own?*
- *I typically eat them on their own, but sometimes I resort to using them in salads, yeah.*
- *Nice one! They must add a lovely crunch to your salads. What kind of ingredients do you usually mix with them? Lettuce, nuts, or maybe cheese?*
- *Lettuce, nuts, and cheese, actually. Okay, ask me a final question to end the conversation.*
- *Alright! If you could try any new dish from another country, what would it be and why?*
- *I love Asian food, so I like in general all Japanese dishes or Thai dishes, so it would definitely have to be like either a Japanese or a Thai dish, but something I've never tried before.*
- *Great choice! Japanese and Thai food are full of surprises. Maybe something like sushi you've never had or a spicy Thai curry?*
- *I've had both, actually.*
- *Ah, you're a true fan then! Maybe you'd like to try something like Thai green curry or Japanese kaiseki, a traditional multi-course meal?*
- *Yeah, that sounds really nice, actually. Okay, well, thank you very much for the conversation.*
- *You're very welcome! It was great chatting about food. Enjoy your next meal!*

Right after the conversation, students can write a prompt to get feedback and learn from it. Prompt: Now I would like you to give me feedback on it and correct any grammar, vocabulary or spelling mistakes and provide better ways to say things when needed.

I will just share a sample of it here.

Here's my feedback and corrections on the conversation:

First Part

You said:

I love eating pasta dishes in general, rice dishes, we have this amazing dish in Spain called paella, and in general I like eating healthy food.

Suggestions:

- Combine ideas more smoothly for better fluency.
- Use "including" or "such as" for listing examples.

Improved version:

"I love eating pasta and rice dishes. We have an amazing dish in Spain called paella, and I generally enjoy eating healthy food."

Second Part

You said:

Well, unfortunately, I'm not a good cook, so I like going to restaurants, especially in the southeast part of Spain, where that's the specialty, and also my mom's cooks wonderful paella.

Suggestions:

- Simplify and clarify the structure.
- Correct "my mom's cooks" to "my mom cooks."

Improved version:

"Well, I'm not a good cook, so I prefer going to restaurants, especially in the southeast of Spain, where paella is a specialty. My mom also cooks wonderful paella."

Third Part

You said:

Seafood version. My mom, as ingredients, she uses clams, shrimp, squid, rice, obviously. That's about it, I think.

Suggestions:

- Use full sentences for clarity.
- Replace "as ingredients" with "for ingredients."

Improved version:

"I prefer the seafood version. For ingredients, my mom uses clams, shrimp, squid, and, of course, rice. That's about it, I think."

Fourth Part

You said:

Well, paella is a meal in itself, some breads to go with it and probably some dessert, and a glass of red wine as well. Why not?

Suggestions:

- Clarify the structure and use plural forms consistently.
- Add "a" before "glass of red wine."

Improved version:

"Well, paella is a meal in itself. I might have some bread on the side, a dessert, and a glass of red wine too. Why not?"

First Part

You said:

I love eating pasta dishes in general, rice dishes, we have this amazing dish in Spain called paella, and in general I like eating healthy food.

Suggestions:

- *Combine ideas more smoothly for better fluency.*
- *Use "including" or "such as" for listing examples.*

Improved

"I love eating pasta and rice dishes. We have an amazing dish in Spain called paella, and I generally enjoy eating healthy food."

version:

Second Part

You said:

Well, unfortunately, I'm not a good cook, so I like going to restaurants, especially in the southeast part of Spain, where that's the specialty, and also my mom's cooks wonderful paella.

Suggestions:

- *Simplify and clarify the structure.*
- *Correct "my mom's cooks" to "my mom cooks."*

Improved

version:

“Well, I’m not a good cook, so I prefer going to restaurants, especially in the southeast of Spain, where paella is a specialty. My mom also cooks wonderful paella.”

Third Part

You said:

Seafood version. My mom, as ingredients, she uses clams, shrimp, squid, rice, obviously. That’s about it, I think.

Suggestions:

- *Use full sentences for clarity.*
- *Replace “as ingredients” with “for ingredients.”*

Improved

version:

“I prefer the seafood version. For ingredients, my mom uses clams, shrimp, squid, and, of course, rice. That’s about it, I think.”

Fourth Part

You said:

Well, paella is a meal in itself, some breads to go with it and probably some dessert, and a glass of red wine as well. Why not?

Suggestions:

- *Clarify the structure and use plural forms consistently.*
- *Add “a” before “glass of red wine.”*

Improved

version:

“Well, paella is a meal in itself. I might have some bread on the side, a dessert, and a glass of red wine too. Why not?”

I must confess, I am not entirely at ease talking to a robot. In all honesty, I prefer talking to real people. However, many students may actually find this a suitable environment to practice the language they are learning without fear of being judged or making mistakes. At any rate, they can later have an improved version of the conversation by asking ChatGPT to hold the same conversation again with the same questions. Students could review the corrected answers, take a minute or two to mentally reenact the conversation, and then try it again.

