

FOR MODERN LANGUAGES TEACHERS

40 chat prompts

# Prompts for Modern Languages Teachers.

*Ready-to-use prompts for planning, teaching and reflection.*

*The right tool at the right time.  
Part of the WISE Framework for Education at  
choosewise.education.*

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# Glossary

A few terms that recur throughout this guide. If you already know them, skip ahead to the framework on the next page.

## AI — Artificial Intelligence

An attempt to make machines mimic brain functions — to "think" and learn roughly the way humans do. We don't fully understand how the brain works, but we can try to replicate the parts we do understand.

## Prompt

An instruction given to a chatbot to get a desired response or task performed.

## Iterate

After receiving a response from a chatbot, you refine and clarify the parts you're not satisfied with — sharpening the answer until it's what you want. The better your starting prompt, the fewer iterations you'll need.

## Chatbot

A chatbot has been trained to find patterns in large amounts of text. It uses those patterns to generate a response to your prompt. The answer is produced in real time.

## GPT

The underlying model (Generative Pre-trained Transformer) that a chatbot uses. The same GPT can power different chatbots — for example, Copilot and ChatGPT have both used OpenAI's GPT.

## Generative AI

AI that creates (generates) text, images, video, or sound in real time when prompted to do so.

## Bias

AI responses can be skewed or partial, depending on the data the AI was trained on and the biases present in that data. These biases are harder to spot in chatbots than in image-generating AI.

## Hallucination

The text you receive from a chatbot is based on patterns in its training data, but word generation also involves randomness — meaning generated words can sometimes create a meaning that simply isn't true.

## A framework for writing your own prompts

**Role:** Act as an experienced physics teacher.

**Task:** Create a lesson plan that introduces year 8 students to optics.

**Context:** I teach at a middle school, have 25 students in my class, and the lesson is 60 minutes long.

**Format:** Link content and activities to the physics curriculum and give me a plan that describes each part of the lesson and the materials required.

**Tone:** Use a formal but friendly tone.

## A few chatbots to know

AI can also generate images and more, but we focus here on chat capabilities.

**ChatGPT** — OpenAI's chatbot

**Gemini** — Google's chatbot

**NotebookLM** — Google's tool that can, among other things, generate a two-voice podcast

**Copilot** — Microsoft's chatbot

**Claude** — Anthropic's chatbot

**Perplexity** — From San Francisco, was early to include source links

**Duck AI** — DuckDuckGo's chatbot, lets you pick among several GPTs

**Mistral AI** — A chatbot from France

Most chatbots have age restrictions.

## How to use the prompts

All the prompts are starting points — examples to get you going. Adapt them to fit your context.

After using a chatbot for a while, you'll learn what kinds of prompts work better or worse. Try the same prompt twice — first as-is, then with the prefix "Act as an experienced expert teacher in [subject]" — and see whether the quality of the response improves. A good response means a good prompt. A poor response means the prompt needs more context or adjustment. Some chatbots are better than others at certain tasks, so if you're not satisfied despite multiple tries, consider switching chatbot.

### Brackets and privacy

You paste the prompt text into the chatbot's input field. Wherever brackets *[like this]* appear, replace the text inside with whatever fits your context.

**Always double-check the responses** — chatbot output is not guaranteed to be accurate.

**Note:** Think carefully before uploading texts or documents. Never upload personal data or sensitive information. Mind GDPR.

## Modern Languages Teachers

- 01 Create a lesson plan for a *[grade X]* class in *[language, e.g. Spanish]* that meets the curriculum goals for *[specific focus, e.g. oral interaction]*, with three activities and a warm-up.
- 02 Give me five strategies for motivating a *[grade X]* student who is afraid to speak *[language]* in the classroom, with one encouraging idea for each.
- 03 Write a short guide for teaching a *[grade X]* class the basics of *[specific skill, e.g. verb conjugation in [language]]*, with three steps and one example.
- 04 Suggest three ways to integrate *[specific theme, e.g. culture in [language]-speaking countries]* into a *[language]* lesson for a *[grade X]* class, with one activity for each.
- 05 Create a list of five short encouraging phrases in *[language]* to build a *[grade X]* student's confidence during a language task.
- 06 Give me an example of a routine for starting a *[language]* lesson for a *[grade X]* class, with three steps and a simple conversation activity in the target language.
- 07 Suggest three ways to use everyday topics (e.g. *[specific topic, e.g. food]*) in a *[language]* lesson for a *[grade X]* class, with one activity for each.
- 08 Write a short template for a 10-minute lesson closing in *[language]* for a *[grade X]* class, with three components (e.g. reflection, performance).
- 09 Give me five ideas for making a *[language]* lesson for a *[grade X]* class more playful, focusing on *[specific goal, e.g. vocabulary]*, with one game for each.
- 10 Create a list of three short reflection questions in *[language]* for a *[grade X]* class after a lesson on *[specific theme, e.g. travel]*, to capture their thoughts.

11 Suggest three ways to collaborate with Social Studies teachers at a *[lower secondary school]* to connect *[language]* to *[specific theme, e.g. history]*, with one idea for each.

12 Give me an example of a simple assessment of a *[grade X]* class's written skills in *[language]*, with three criteria.

13 Write a list of five resources (e.g. apps, films) for a *[language]* lesson for a *[grade X]* class that support *[specific goal, e.g. listening comprehension]*.

14 Suggest three ways to adapt a *[language]* lesson for a *[grade X]* student with *[specific need, e.g. concentration difficulties]*, with one solution for each.

15 Create a weekly planning template for *[language]* for a *[grade X]* class, with three focus areas (e.g. speaking, reading, writing).

16 Give me five ideas for using minimal resources in a *[language]* lesson for a *[grade X]* class to practise *[specific goal, e.g. dialogues]*, with one example for each.

17 Suggest three ways to introduce a *[grade X]* class to *[specific language aspect, e.g. everyday phrases in [language]]*, with one activity for each.

18 Write a short guide for managing a quiet *[grade X]* class during a *[language]* lesson, with three steps and a conversation starter in the target language.

19 Give me an example of a *[language]* lesson for a *[grade X]* class that combines language with *[specific theme, e.g. the environment]*, with three components.

20 Create a list of three short ways to collaborate with music teachers at a *[primary school]* to reinforce *[specific goal, e.g. pronunciation in [language]]*, with one example for each.

21 Create a lesson for a *[grade X]* class in which they write a short text in *[language]* about *[specific theme, e.g. a day at school]*, with three steps and one learning goal.

22 Give me five ways to make a listening comprehension activity more engaging for a *[grade X]* class in *[language]*, with one creative idea for each.

23 Write a short guide for teaching a *[grade X]* class to hold a simple conversation in *[language]* about *[specific topic, e.g. free time]*, with three steps.

24 Suggest three ways to connect a *[language]* lesson for a *[grade X]* class to *[specific theme, e.g. food traditions]*, with one activity for each.

25 Create a list of five short warm-up activities in *[language]* for a *[grade X]* class that reinforce *[specific goal, e.g. vocabulary]*, with a description for each.

26 Give me an example of a routine for closing a *[language]* lesson for a *[grade X]* class with a short role-play dialogue, with three steps.

27 Suggest three ways to use digital tools (e.g. *[specific tool, e.g. Kahoot]*) in a *[language]* lesson for a *[grade X]* class, with one task for each.

28 Write a short template for a 5-minute reflection in *[language]* after a lesson for a *[grade X]* class, with three questions about their learning.

29 Give me five ideas for integrating games into a *[language]* lesson for a *[grade X]* class, focusing on *[specific goal, e.g. grammar]*, with one game for each.

30 Create a list of three short ways to support a *[grade X]* student who is struggling with *[specific skill, e.g. pronunciation in [language]]*, with one example for each.

31 Suggest three ways to collaborate with art teachers at a *[primary school]* to connect *[language]* to *[specific theme, e.g. art]*, with one idea for each.

32 Give me an example of a simple plan for teaching a *[grade X]* class to write a postcard in *[language]* over one lesson, with three steps.

33 Write a list of five simple texts or songs in *[language]* for a *[grade X]* class that reinforce *[specific goal, e.g. listening]*, with a rationale for each.

34 Suggest three ways to handle a *[grade]* class that is reluctant to speak *[language]* during a lesson, with one method for each.

35 Create a term planning template for *[language]* for a *[grade]* class, with three focus areas (e.g. listening, speaking, writing) and timeframes.

36 Give me five ideas for creating a simple group discussion in *[language]* with a *[grade X]* class, with minimal preparation, and one topic for each.

37 Suggest three ways to introduce a *[grade X]* class to *[specific language concept, e.g. polite phrases in [language]]*, with one activity for each.

38 Write a short guide for supporting a *[grade X]* student with *[specific need, e.g. language anxiety]* in a *[language]* lesson, with three steps.

39 Give me an example of a *[language]* lesson for a *[grade X]* class that combines language with *[specific theme, e.g. technology]*, with three components.

40 Create a list of three short ways to collaborate with the student council at a *[primary school]* to reinforce *[specific goal, e.g. use of [language]]*, with one example for each.

CONTINUE ON THE WEB

# The right tool at the right time.

This collection is part of a library of AI prompts for every role in the school — free to use, adapt, and share.

## More prompt sets

Find prompts for principals, subject teachers, school leaders, support staff and more at [choosewise.education/prompts](https://choosewise.education/prompts)

## The WISE Framework for Education

Four questions that turn any "should we use this AI tool?" conversation into a structured decision — [choosewise.education/wise](https://choosewise.education/wise)

## Follow Johan Lindström on LinkedIn

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