

FOR TEACHERS · AGES 16–19

80 chat prompts

# Prompts for Modern Languages Teachers · Upper Secondary.

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

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

## Upper Secondary Modern Languages Teacher

- 01 Write a 200-word text in *[language]* about a typical day in a city in a *[language]*-speaking country for Modern Languages 1, and create 5 reading comprehension questions focusing on details and new vocabulary.
- 02 Create a 150-word text in *[language]* about a popular holiday in a *[language]*-speaking country for Modern Languages 2, and write 4 questions that encourage students to identify cultural aspects and vocabulary.
- 03 Write a 200-word text in *[language]* about youth culture in a *[language]*-speaking country for Modern Languages 3, and create 5 questions that test students' ability to draw conclusions and understand context.
- 04 Create a list of 10 *[language]* words related to food and design a task for Modern Languages 1 where students write sentences using 5 of the words in *[language]*.
- 05 Write a 150-word text in *[language]* about a well-known person from a *[language]*-speaking country for Modern Languages 2, and create 4 questions focusing on understanding the person's significance and new vocabulary.
- 06 Create a 200-word text in *[language]* about a trip to a *[language]*-speaking country for Modern Languages 1, and write 5 questions that test students' comprehension of the content.
- 07 Write a 150-word text in *[language]* about studying in a *[language]*-speaking country for Modern Languages 3, and create 4 questions that encourage students to reflect on the text's message and vocabulary.
- 08 Create a list of 10 *[language]* expressions used in everyday conversation and design a task for Modern Languages 2 where students write a short dialogue in *[language]* using 5 of the expressions.

- 09 Write a 200-word text in *[language]* about nature in a *[language]*-speaking country for Modern Languages 1, and create 5 questions focusing on understanding new words and descriptions.
- 10 Create a 150-word text in *[language]* about a historical event in a *[language]*-speaking country for Modern Languages 3, and write 4 questions that test students' ability to analyse causes and consequences. Writing
- 11 Create a writing task for Modern Languages 1 where students write a 150-word text in *[language]* about their family, and provide 5 guiding questions in English to help structure the text.
- 12 Write a template in *[language]* for an informal letter for Modern Languages 2, and design a task where students write a letter in *[language]* to a friend about a holiday.
- 13 Create a writing task for Modern Languages 3 where students write a 200-word text in *[language]* about their future plans, and provide 5 tips in *[language]* for expressing future intentions.
- 14 Write a list of 10 *[language]* adjectives describing personalities and design a task for Modern Languages 1 where students write a short text in *[language]* about a friend using 5 of the adjectives.
- 15 Create a writing task for Modern Languages 2 where students write a 150-word diary entry in *[language]* about a day at school, and provide 5 example sentences in *[language]* they can use.
- 16 Write a template in *[language]* for a simple story with an introduction, plot, and conclusion for Modern Languages 1, and design a task where students write about a funny event.
- 17 Create a writing task for Modern Languages 3 where students write a 200-word text in *[language]* about a social issue in a *[language]*-speaking country, and provide 5 guiding questions in English.
- 18 Write a list of 10 everyday *[language]* verbs and design a task for Modern Languages 2 where students write 5 sentences in *[language]* about their morning routine.
- 19 Create a writing task for Modern Languages 1 where students write a 150-word text in *[language]* about their favourite place, and provide 5 guiding questions in English to help structure the text.

20 Write a template in *[language]* for a film or book review for Modern Languages 3, and design a task where students write a 200-word review in *[language]* of a film from a *[language]*-speaking country. Spoken Communication

21 Write 5 discussion questions in *[language]* for Modern Languages 1 based on a 150-word text in *[language]* about travelling in a *[language]*-speaking country, focusing on experiences and challenges.

22 Create a role-play task for Modern Languages 2 where two students pretend to order food at a restaurant in a *[language]*-speaking country, and provide 5 example phrases in *[language]* they can use.

23 Create a list of 5 topics for group discussions in *[language]* about life in a *[language]*-speaking country for Modern Languages 3, and write 4 questions in *[language]* for each topic to encourage reflection.

24 Write a 150-word text in *[language]* about a market in a *[language]*-speaking country for Modern Languages 1, and create 5 questions in *[language]* for a class discussion about shopping and culture.

25 Create a task for Modern Languages 2 where students prepare a 2-minute presentation in *[language]* about their favourite city in a *[language]*-speaking country, and provide 5 tips in *[language]* for speaking clearly.

26 Write 5 discussion questions in *[language]* for Modern Languages 3 based on a 200-word text in *[language]* about environmental issues in a *[language]*-speaking country, focusing on solutions.

27 Create a role-play task for Modern Languages 1 where students pretend to book a hotel room in *[language]*, and provide 5 example everyday phrases in *[language]* they can use.

28 Write a 150-word text in *[language]* about the importance of learning *[language]* for Modern Languages 2, and create 5 questions in *[language]* for a group discussion about language and employment.

29 Create a task for Modern Languages 3 where students prepare a 3-minute presentation in *[language]* about a current news story from a *[language]*-speaking country, and provide 5 questions in English to guide their research.

30 Write 5 discussion questions in *[language]* for Modern Languages 1 based on a 150-word text in *[language]* about traditional food in a *[language]*-speaking country, focusing on eating habits.  
Cultural Understanding

31 Write a 200-word text in *[language]* about a traditional holiday in a *[language]*-speaking country for Modern Languages 1, and create 5 questions in *[language]* that encourage students to reflect on traditions.

32 Create a 150-word text in *[language]* about family life in a *[language]*-speaking country for Modern Languages 2, and write 4 questions in *[language]* focusing on cultural differences and similarities.

33 Create a task for Modern Languages 3 where students write a 200-word text in *[language]* about their experience of the culture in a *[language]*-speaking country, and provide 5 guiding questions in English.

34 Write a 200-word text in *[language]* about a well-known festival in a *[language]*-speaking country for Modern Languages 1, and create 5 discussion questions in *[language]* about celebrations and traditions.

35 Create a 150-word text in *[language]* about a historical site in a *[language]*-speaking country for Modern Languages 2, and write 4 questions in *[language]* focusing on the site's significance.

36 Create a list of 5 cultural traditions in a *[language]*-speaking country and design a task for Modern Languages 1 where students write a 150-word text in *[language]* about one tradition.

37 Write a 200-word text in *[language]* about how young people live in a *[language]*-speaking country for Modern Languages 2, and create 5 questions in *[language]* that encourage students to compare with Sweden.

- 38 Create a 150-word text in *[language]* about an artist or musician from a *[language]*-speaking country for Modern Languages 3, and write 4 questions in *[language]* focusing on the artist's influence.
- 39 Create a task for Modern Languages 1 where students draw and describe a typical setting in a *[language]*-speaking country in *[language]*, and provide 5 guiding questions in English to help structure their work.
- 40 Write a 200-word text in *[language]* about how New Year is celebrated in a *[language]*-speaking country for Modern Languages 2, and create 5 questions in *[language]* that encourage students to discuss traditions. Grammar and Language Structure
- 41 Write a 150-word text in *[language]* about a day in the park for Modern Languages 1, highlight 5 present-tense verbs, and create a task where students write 5 of their own sentences in *[language]* using these verbs.
- 42 Create a list of 10 *[language]* prepositions used in everyday language and design a task for Modern Languages 2 where students write a short text in *[language]* about their town using 5 prepositions.
- 43 Write a 200-word text in *[language]* about a holiday for Modern Languages 1, highlight 5 adjectives, and create a task where students describe a place in *[language]* using 5 of their own adjectives.
- 44 Create a list of 10 *[language]* words commonly used in the plural and design a task for Modern Languages 2 where students write sentences in *[language]* using 5 of the words in plural form.
- 45 Write a 200-word text in *[language]* about a visit to a market for Modern Languages 3, highlight 5 examples of subordinate clauses, and create a task where students write 5 of their own sentences in *[language]* using subordinate clauses.
- 46 Create a list of 10 *[language]* words that change form in the definite form and design a task for Modern Languages 1 where students write sentences in *[language]* using 5 of the words in the definite form.

- 47 Write a 150-word text in *[language]* about a family dinner for Modern Languages 2, highlight 5 past-tense verbs, and create a task where students write about yesterday in *[language]* using 5 verbs in the past tense.
- 48 Create a list of 5 common *[language]* verb expressions and design a task for Modern Languages 3 where students write a 200-word dialogue in *[language]* using 3 of the expressions.
- 49 Write a 200-word text in *[language]* about a day trip for Modern Languages 1, highlight 5 examples of ordinal numbers, and create a task where students write 5 sentences in *[language]* using ordinal numbers.
- 50 Create a list of 10 *[language]* adverbs describing how something is done and design a task for Modern Languages 2 where students write a text in *[language]* about a sporting activity using 5 adverbs. Civic Orientation
- 51 Write a 200-word text in *[language]* about how the education system works in a *[language]*-speaking country for Modern Languages 3, and create 5 discussion questions in *[language]* focusing on similarities and differences with Sweden.
- 52 Create a 150-word text in *[language]* about how a national day is celebrated in a *[language]*-speaking country for Modern Languages 2, and write 4 questions in *[language]* that encourage students to reflect on patriotism.
- 53 Write a 200-word text in *[language]* about working life in a *[language]*-speaking country for Modern Languages 1, and create 5 questions in *[language]* that test students' understanding of work culture.
- 54 Create a list of 5 social structures in a *[language]*-speaking country and design a task for Modern Languages 3 where students write a 200-word text in *[language]* about one of the structures.
- 55 Write a 150-word text in *[language]* about environmental challenges in a *[language]*-speaking country for Modern Languages 2, and create 4 questions in *[language]* focusing on sustainability and solutions.

- 56 Create a task for Modern Languages 1 where students write a 150-word text in *[language]* about how to use public transport in a *[language]*-speaking country, and provide 5 guiding questions in English.
- 57 Write a 200-word text in *[language]* about how to apply for a job in a *[language]*-speaking country for Modern Languages 3, and create 5 discussion questions in *[language]* about the job market.
- 58 Create a 150-word text in *[language]* about how families live in a *[language]*-speaking country for Modern Languages 2, and write 4 questions in *[language]* that encourage students to discuss housing culture.
- 59 Write a list of 5 rights of residents in a *[language]*-speaking country and design a task for Modern Languages 1 where students write a 150-word text in *[language]* about one right.
- 60 Create a 200-word text in *[language]* about how to get involved in society in a *[language]*-speaking country for Modern Languages 3, and create 5 questions in *[language]* focusing on citizenship. Literature and Media
- 61 Write a 200-word text in *[language]* about a well-known children's book from a *[language]*-speaking country for Modern Languages 1, and create 5 reading comprehension questions in *[language]* focusing on plot and characters.
- 62 Create a 150-word text in *[language]* about a news article from a *[language]*-speaking country on the topic of technology for Modern Languages 2, and write 4 questions in *[language]* that encourage students to analyse the message.
- 63 Write a 200-word text in *[language]* about a film from a *[language]*-speaking country for Modern Languages 3, and create 5 discussion questions in *[language]* focusing on themes and cultural aspects.
- 64 Create a list of 5 authors from a *[language]*-speaking country and design a task for Modern Languages 2 where students write a 200-word text in *[language]* about one author and their work.
- 65 Write a 150-word text in *[language]* about a popular TV series from a *[language]*-speaking country for Modern Languages 1, and create 5 questions in *[language]* that test students' understanding of the plot.

66 Create a task for Modern Languages 3 where students write a 200-word review in *[language]* of a book from a *[language]*-speaking country, and provide 5 guiding questions in English.

67 Write a 200-word text in *[language]* about how social media is used in a *[language]*-speaking country for Modern Languages 2, and create 5 questions in *[language]* that encourage students to discuss advantages and disadvantages.

68 Create a 150-word text in *[language]* about a newspaper or news channel from a *[language]*-speaking country for Modern Languages 1, and write 4 questions in *[language]* focusing on how media can be used to learn *[language]*.

69 Write a list of 5 songs in *[language]* and design a task for Modern Languages 2 where students write a 200-word text in *[language]* about one song and its message.

70 Create a 200-word text in *[language]* about a well-known poet from a *[language]*-speaking country for Modern Languages 3, and create 5 questions in *[language]* that encourage students to analyse the poet's style. Creativity and Expression

71 Create a writing task for Modern Languages 1 where students write a 10-line poem in *[language]* about summer, and provide 5 example descriptive words in *[language]* they can use.

72 Write a template in *[language]* for a short story about a friendship for Modern Languages 2, and design a task where students write a 200-word story in *[language]* about two friends.

73 Create a task for Modern Languages 3 where students write a 200-word text in *[language]* about an imaginary trip to a *[language]*-speaking country, and provide 5 guiding questions in English.

74 Write a list of 10 *[language]* words describing nature and design a task for Modern Languages 1 where students write a short text in *[language]* about a beach using 5 of the words.

75 Create a writing task for Modern Languages 2 where students write a 200-word dialogue in *[language]* between two people planning a day trip, and provide 5 example phrases in *[language]*.

76 Write a list of 5 themes for creative stories and design a task for Modern Languages 1 where students write a 150-word story in *[language]* based on one of the themes.

77 Create a task for Modern Languages 3 where students write a 200-word text in *[language]* about an imaginary news event in a *[language]*-speaking country, and provide 5 tips in *[language]* for writing a news article.

78 Write a 150-word text in *[language]* about a festival in a *[language]*-speaking country for Modern Languages 2, and create a task where students draw and describe their own festival in *[language]* using 5 sentences.

79 Create a list of 10 *[language]* words describing emotions and design a task for Modern Languages 1 where students write a short text in *[language]* about a day when they felt happy.

80 Create a writing task for Modern Languages 2 where students write a 200-word text in *[language]* about an imaginary adventure in a *[language]*-speaking country, and provide 5 example descriptive sentences in *[language]*.

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

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

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