

# Examples of AI responses Figure 1




<p>The controlled practice activity from a coursebook</p>	<p>c Respond to the statements with <i>So</i> or <i>Neither</i> to say that you are the same.</p> <p>1 I'm going out tonight. <span style="float: right;">So am I. _____</span></p> <p>2 I went away last weekend. <span style="float: right;">_____</span></p> <p>3 I haven't done my English homework. <span style="float: right;">_____</span></p>
<p><b>The prompt:</b>          the instructions of the original task          ■ students' level          ■ the topic we're focusing on          ■ how and for whom we want it to adapt the task</p>	<p>'Adapt an activity where pre-intermediate students have to 'respond to various statements from their coursebook using the phrases <i>so do I</i> and <i>neither do I</i> so that it caters for different learning styles: visual, kinesthetic and linguistic.'</p>
<p>The alternatives it provided me with</p>	<p> To tailor the activity for visual, kinesthetic, and linguistic learners, you can incorporate various elements that cater to each learning style. Here's how you can adapt the activity:</p> <p><b>Activity: "So Do I" and "Neither Do I" Responses</b></p> <p><b>For Visual Learners:</b></p> <ol style="list-style-type: none"> <li><b>Visual Aids:</b> Create visually appealing cue cards or posters with the phrases "So do I" and "Neither do I" written on them in large, colorful letters. Display these cards prominently in the classroom for reference.</li> <li><b>Visual Sorting:</b> Use flashcards or large printed statements from the coursebook. Color-code the cards - use one color for "So do I" and another for "Neither do I." Visual learners can physically sort and categorize the statements using the appropriate cards.</li> </ol> <p><b>For Kinesthetic Learners:</b></p> <ol style="list-style-type: none"> <li><b>Body Movement:</b> Incorporate physical movement into the activity. Instead of just saying the responses, have students physically stand up and move to one side of the room for "So do I" and the other side for "Neither do I" when responding to statements.</li> <li><b>Group Activity:</b> Arrange students into pairs or small groups. Give each group a set of cards with the statements from the coursebook. They must physically move the cards to the "So do I" or "Neither do I" side as they respond to each statement.</li> </ol>

Figure 1: Example prompt and the AI responses (Continued over page)

# Examples of AI responses Figure 1 (continued)



Another prompt to make the series of tasks visually appealing and easier for students to read and choose the one they find more interesting



can you put this in a chart so my students can choose the one they find more interesting?



Certainly, here's the activity tailored for visual, kinesthetic, and linguistic learners in a chart format that your students can use to choose the one they find most interesting:

Learning Style	Activity
Visual Learners	- Use visually appealing cue cards or posters with "So do I" and "Neither do I" for reference. - Color-code flashcards or statements from the coursebook for "So do I" and "Neither do I." Visual learners can sort and categorize them visually.
Kinesthetic Learners	- Incorporate physical movement by having students stand and move to one side of the room for "So do I" and the other side for "Neither do I" when responding to statements. - Arrange students into pairs or groups and provide them with physical cards to move to the appropriate side as they respond.
Linguistic Learners	- Emphasize spoken interactions; encourage students to engage in meaningful conversations with peers. - After responding to statements, have students construct sentences or write short paragraphs using "So do I" and "Neither do I."

Figure 1: Example prompt and the AI responses (Continued)

# Examples of AI responses Figure 2



<p><b>The prompt</b></p>	<p>'Give me different ideas to adapt a multiple-choice test on grammar and vocabulary to fit the needs and preferences of different students to ensure a more accurate measure of their knowledge.'</p>		
<p><b>Some of the many options it provided me with</b></p>	<div style="background-color: #f9f9f9; padding: 10px; border: 1px solid #ccc;"> <p>To create a more accurate and varied assessment of your students' grammar and vocabulary knowledge, consider these different ideas for adapting a multiple-choice test in terms of difficulty and format:</p> <ol style="list-style-type: none"> <li><b>Rearrange the Sentence (Grammar):</b> Instead of providing complete sentences in the multiple-choice format, give students a jumbled sentence and ask them to choose the correct word order from the options. This assesses their understanding of sentence structure.</li> <li><b>Fill in the Blank (Vocabulary/Grammar):</b> Provide sentences with gaps and ask students to choose the appropriate word from multiple-choice options. This can be effective for testing both vocabulary and grammar in context.</li> <li><b>Matching (Vocabulary):</b> Create a matching exercise where students must match vocabulary words with their definitions, synonyms, or antonyms. This assesses their depth of vocabulary knowledge.</li> <li><b>Sentence Transformation (Grammar):</b> Present a sentence and ask students to choose the option that best represents a transformed version of the sentence (e.g., passive voice to active voice, reported speech, etc.).</li> <li><b>Cloze Test (Grammar/Vocabulary):</b> Offer a passage with words or phrases missing. Students select the correct words from the multiple-choice options to complete the passage, evaluating their comprehension of both grammar and vocabulary in context.</li> <li><b>Error Identification (Grammar):</b> Provide sentences with errors, and students choose the sentence that is grammatically correct. This tests their ability to identify and correct mistakes.</li> </ol> </div>		
<p><b>This is the test from another</b></p>	<div style="background-color: #f9f9f9; padding: 10px; border: 1px solid #ccc;"> <h2 style="text-align: center;">Vocabulary and Use your English</h2> <p>Choose the correct answers.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1 He seems to think he'll ____ the world record and I believe him. a make b put c take d break</p> <p>2 If you take ____ in the competition, you could win a new tennis racket. a part b place c down d up</p> <p>3 Only one person ____ at my party. It was a disaster! a slept in b showed up c sat back d sat around</p> </td> <td style="width: 50%; vertical-align: top;"> <p>9 Although she enjoys it, she doesn't ____ aerobics very often. a do b go c have d play</p> <p>10 Britain's biggest restaurant, Za Za Bazaar, can ____ one thousand diners! a put b seat c deal d sit</p> <p>11 The spectators cheered as the boxers entered the ____. a field b track c ring</p> </td> </tr> </table> </div>	<p>1 He seems to think he'll ____ the world record and I believe him. a make b put c take d break</p> <p>2 If you take ____ in the competition, you could win a new tennis racket. a part b place c down d up</p> <p>3 Only one person ____ at my party. It was a disaster! a slept in b showed up c sat back d sat around</p>	<p>9 Although she enjoys it, she doesn't ____ aerobics very often. a do b go c have d play</p> <p>10 Britain's biggest restaurant, Za Za Bazaar, can ____ one thousand diners! a put b seat c deal d sit</p> <p>11 The spectators cheered as the boxers entered the ____. a field b track c ring</p>
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<p>We're now going to ask ChatGPT to adapt this quiz using one or some of the options it provided us with before. This, of course, is if we need it to give us some ideas on how to adapt the test. If we already know what we're looking for, we can directly ask it to modify it for us, skipping the first two lines in this chart.</p>	<p>'Adapt this quiz turning it into the different types of activities you described above.'</p>		

Figure 2: Example AI responses to test-making prompts (Continued over page)

# Examples of AI responses Figure 2 (continued)




<p><b>The alternatives it provided me with</b></p> <p>The good thing about this is that now students can be the ones to choose the format they want to work with.</p>	<p><b>Activity 1: Fill in the Blank (Vocabulary/Grammar)</b></p> <p><i>Original Question:</i> He seems to think he'll [ ] the world record, and I believe him.</p> <p><i>Adapted Activity:</i> Complete the sentence with the correct word: He seems to think he'll [ ] the world record, and I believe him.</p> <p>a) make b) put c) take d) break</p> <p><b>Activity 3: Error Identification (Grammar)</b></p> <p><i>Original Question:</i> Only one person at my party. It was a disaster!</p> <p><i>Adapted Activity:</i> Identify the error in the sentence: Only one person at my party. It was a disaster!</p> <p>a) slept in b) showed up c) sat back d) sat around</p>	<p><b>Activity 2: Matching (Vocabulary)</b></p> <p><i>Original Question:</i> If you take [ ] in the competition, you could win a new tennis racket.</p> <p><i>Adapted Activity:</i> Match the word with its meaning: Competition [ ]</p> <p>a) part b) place c) down d) up</p> <p><b>Activity 4: Sentence Expansion (Grammar/Vocabulary)</b></p> <p><i>Original Question:</i> We don't up to going out tonight. We'd rather stay at home.</p> <p><i>Adapted Activity:</i> Expand the sentence to make it complete and grammatically correct: We don't [ ] up to going out tonight. We'd rather stay at home.</p> <p>a) want b) like c) think d) feel</p>																		
<p><b>New prompt</b></p>	<p>'Can you put all this into a chart so that students can choose the one they want to work with?'</p>																			
<p><b>Our new exam</b></p>	<p> Certainly! Here's a chart that presents the adapted activities based on the original quiz questions. Your students can choose the activity they want to work on:</p> <table border="1" data-bbox="579 1272 1473 1926"> <thead> <tr> <th>Question</th> <th>Activity Type</th> <th>Adapted Activity</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Fill in the Blank (Vocabulary/Grammar)</td> <td>Complete the sentence with the correct word: &lt;br&gt; He seems to think he'll [ ] the world record, and I believe him. &lt;br&gt; a) make &lt;br&gt; b) put &lt;br&gt; c) take &lt;br&gt; d) break</td> </tr> <tr> <td>2</td> <td>Matching (Vocabulary)</td> <td>Match the word with its meaning: &lt;br&gt; Competition [ ] &lt;br&gt; a) part &lt;br&gt; b) place &lt;br&gt; c) down &lt;br&gt; d) up</td> </tr> <tr> <td>3</td> <td>Error Identification (Grammar)</td> <td>Identify the error in the sentence: &lt;br&gt; Only one person at my party. It was a disaster! &lt;br&gt; a) slept in &lt;br&gt; b) showed up &lt;br&gt; c) sat back &lt;br&gt; d) sat around</td> </tr> <tr> <td>4</td> <td>Sentence Expansion (Grammar/Vocabulary)</td> <td>Expand the sentence to make it complete and grammatically correct: &lt;br&gt; We don't [ ] up to going out tonight. We'd rather stay at home. &lt;br&gt; a) want &lt;br&gt; b) like &lt;br&gt; c) think &lt;br&gt; d) feel</td> </tr> <tr> <td>5</td> <td>Word Usage in Context (Vocabulary)</td> <td>Choose the sentence where the word is used correctly in context: &lt;br&gt; How can you [ ] the cards so quickly? It's amazing! &lt;br&gt; a) win &lt;br&gt; b) share &lt;br&gt; c) shuffle &lt;br&gt; d) pass</td> </tr> </tbody> </table>		Question	Activity Type	Adapted Activity	1	Fill in the Blank (Vocabulary/Grammar)	Complete the sentence with the correct word:   He seems to think he'll [ ] the world record, and I believe him.   a) make   b) put   c) take   d) break	2	Matching (Vocabulary)	Match the word with its meaning:   Competition [ ]   a) part   b) place   c) down   d) up	3	Error Identification (Grammar)	Identify the error in the sentence:   Only one person at my party. It was a disaster!   a) slept in   b) showed up   c) sat back   d) sat around	4	Sentence Expansion (Grammar/Vocabulary)	Expand the sentence to make it complete and grammatically correct:   We don't [ ] up to going out tonight. We'd rather stay at home.   a) want   b) like   c) think   d) feel	5	Word Usage in Context (Vocabulary)	Choose the sentence where the word is used correctly in context:   How can you [ ] the cards so quickly? It's amazing!   a) win   b) share   c) shuffle   d) pass
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Figure 2: Example AI responses to test-making prompts (Continued)



# Examples of AI responses Figure 3

<p><b>Prompt for teachers working on content subjects: come up with different filler activities for a group of energetic fourteen-year-old students of English who are learning about tectonic plates.</b></p>	<table border="1"> <thead> <tr> <th>Activity Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Tectonic Plate Puzzles</td> <td>Jigsaw puzzles of world maps highlighting tectonic plate boundaries, followed by discussions.</td> </tr> <tr> <td>Tectonic Plate Charades</td> <td>Acting out tectonic plate movements (e.g., sliding, colliding) for others to guess the plate.</td> </tr> <tr> <td>Tectonic Plate Origami</td> <td>Creating origami shapes representing plate movements and explaining the movements creatively.</td> </tr> <tr> <td>Tectonic Plate Artwork</td> <td>Artistic representations of tectonic plate boundaries using colors and symbols.</td> </tr> <tr> <td>Tectonic Plate Mapping Race</td> <td>Groups locate and mark major plate boundaries accurately on world maps.</td> </tr> <tr> <td>Tectonic Plate Timeline</td> <td>Creating timelines of historical events related to tectonic plate movements and presenting them.</td> </tr> <tr> <td>Tectonic Plate Quiz Show</td> <td>A quiz show-style game with questions about tectonic plates in teams.</td> </tr> <tr> <td>Tectonic Plate Dance Party</td> <td>Dancing to songs related to plate movements, representing tectonic interactions through dance.</td> </tr> <tr> <td>Tectonic Plate Storytelling</td> <td>Writing stories or skits involving plate movements, with performances for the class.</td> </tr> <tr> <td>Tectonic Plate Food Models</td> <td>Creating edible models of tectonic plates using cake, frosting, and toppings.</td> </tr> <tr> <td>Tectonic Plate Dioramas</td> <td>Making 3D dioramas with shoeboxes to depict tectonic plate interactions and geological features.</td> </tr> <tr> <td>Tectonic Plate Balloon Globe</td> <td>Demonstrating plate movement using a marked-up, inflated balloon.</td> </tr> </tbody> </table>	Activity Name	Description	Tectonic Plate Puzzles	Jigsaw puzzles of world maps highlighting tectonic plate boundaries, followed by discussions.	Tectonic Plate Charades	Acting out tectonic plate movements (e.g., sliding, colliding) for others to guess the plate.	Tectonic Plate Origami	Creating origami shapes representing plate movements and explaining the movements creatively.	Tectonic Plate Artwork	Artistic representations of tectonic plate boundaries using colors and symbols.	Tectonic Plate Mapping Race	Groups locate and mark major plate boundaries accurately on world maps.	Tectonic Plate Timeline	Creating timelines of historical events related to tectonic plate movements and presenting them.	Tectonic Plate Quiz Show	A quiz show-style game with questions about tectonic plates in teams.	Tectonic Plate Dance Party	Dancing to songs related to plate movements, representing tectonic interactions through dance.	Tectonic Plate Storytelling	Writing stories or skits involving plate movements, with performances for the class.	Tectonic Plate Food Models	Creating edible models of tectonic plates using cake, frosting, and toppings.	Tectonic Plate Dioramas	Making 3D dioramas with shoeboxes to depict tectonic plate interactions and geological features.	Tectonic Plate Balloon Globe	Demonstrating plate movement using a marked-up, inflated balloon.
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Figure 3: Example filler prompts

# Examples of AI responses Figure 4



<p><b>Dear ChatGPT, create some extra-practice activities for an eight-year-old, pre-intermediate student to practise asking and answering questions about personal details.</b></p>	<p><b>Activity 1: Questionnaire</b></p> <p>Imagine you're a reporter and you're interviewing someone (it could be a family member or a friend). Write down their answers to these questions:</p> <ol style="list-style-type: none"> <li>1. What is your full name?</li> <li>2. How old are you?</li> <li>3. When is your birthday?</li> <li>4. What is your favorite color?</li> <li>5. Do you have any pets? If so, what are their names?</li> <li>6. What is your favorite food?</li> <li>7. What is your favorite game or activity to do in your free time?</li> <li>8. What is your favorite subject in school (if you go to school)?</li> <li>9. Do you have any siblings? If yes, how many?</li> <li>10. What is your dream job when you grow up?</li> </ol>	<p><b>Activity 2: Question Pairs</b></p> <p>With the help of a family member or friend, take turns asking and answering questions about each other. Use the questions below:</p> <ol style="list-style-type: none"> <li>1. What is your friend/family member's name?</li> <li>2. How old are they?</li> <li>3. What is their favorite color?</li> <li>4. Do they have any pets? If so, what are their names?</li> <li>5. What is their favorite food?</li> <li>6. What do they like to do in their free time?</li> <li>7. Do they have any brothers or sisters? If yes, how many?</li> <li>8. What is their favorite subject in school (if they go to school)?</li> <li>9. When is their birthday?</li> <li>10. What is their dream job when they grow up?</li> </ol>	
	<p><b>Activity 3: Interview a Toy or Stuffed Animal</b></p> <p>Choose one of your favorite toys or stuffed animals. Pretend that you are interviewing it like a TV host. Write down the questions you would ask your toy and then imagine how it would respond.</p> <p>For example:</p> <p><b>Your Questions:</b></p> <ol style="list-style-type: none"> <li>1. What's your name?</li> <li>2. How old are you?</li> <li>3. What's your favorite game to play?</li> <li>4. Do you have any friends?</li> <li>5. What's your favorite color?</li> <li>6. Do you like to eat anything special?</li> </ol>	<p><b>Toy's Responses (Imagined):</b></p> <ol style="list-style-type: none"> <li>1. My name is Teddy.</li> <li>2. I'm not sure how old I am, but I've been around for a while!</li> <li>3. I love playing hide-and-seek.</li> <li>4. Yes, I have lots of stuffed animal friends.</li> <li>5. I like all colors, but I think I like blue the most.</li> <li>6. I'm just a toy, so I don't eat, but I love going on adventures with you!</li> </ol>	

**Figure 4:** Prompts for extra-practice activities

# Examples of AI responses Figure 5



Here's one of the many activities from the coursebook.

**5 Match (1=6) to (A-F) to make sentences. Then rewrite the sentences using participle clauses.**

*Example: Tim had told everyone it was his birthday, so he received lots of messages and cards.*  
*Having told everyone it was his birthday, Tim received lots of messages and cards.*

- 1 I realised I was going to be late,
- 2 I hadn't slept a wink the night before
- 3 I was worried about finding myself in another tense situation with Andrea
- 4 I didn't want to have to be responsible for running the meeting,
- 5 Since I was convinced everyone knew about the situation with Andrea,
- 6 I was feeling very nervous as I walked into the room,

- A so I tried not to look anybody in the eye.
- B since I hadn't actually spoken to her since our last disastrous encounter.
- C I decided it was pointless to behave as if nothing had happened.
- D so I tried to find a taxi.
- E and as a result, I was really tired.
- F so I asked Victoria if she would chair it for me.

**Here's the prompt I used:** Turn an activity where advanced students of English have to paraphrase sentences using participle clauses into many different games.



**And here are the nine games ChatGPT provided me with in less than a minute:**

Game Name	Description
<b>Paraphrase Race</b>	Teams compete to paraphrase sentences with participle clauses using different clauses.
<b>Sentence Relay</b>	Students sit in a circle and paraphrase a sentence containing a participle clause one by one.
<b>Participle Pictionary</b>	Students draw paraphrases of sentences with participle clauses, and others guess the original.
<b>Story Building</b>	Collaboratively build a story, each student adding a sentence paraphrasing the previous one.
<b>Participle Charades</b>	Act out sentences with participle clauses, and classmates guess both the original and paraphrase.
<b>Sentence Swap</b>	Students exchange and paraphrase sentences with participle clauses written on pieces of paper.
<b>Participle Clause Bingo</b>	Play bingo with sentences containing participle clauses and their corresponding paraphrases.
<b>Participle Clause Jigsaw</b>	Reconstruct a text using sentence strips with paraphrased participle clauses.
<b>Participle Clause Scrabble</b>	Create new sentences with participle clauses using words with point values, like in Scrabble.

Figure 5: Example prompt to make an activity more fun

# Examples of AI responses for feedback



<p><b>And in some seconds, we'll go from this:</b></p>	 <p>Toby is a good student. He works very hard. Sometimes he can't really focus on the task at hand. I think that one thing he could do to improve that could be sitting somewhere else in the classroom. He's always participating in class, which is fantastic. I can tell he enjoys his lessons, but one thing he can focus on is handing in his writing assignments when he has to and not a week after the due date. And something that he can do to make sure they really show how good of a student he is is to re-read them or to read them before he hands them in because sometimes there are lots of things or mistakes that could be corrected that he could correct himself. I know that he doesn't need me to correct certain things. He just doesn't go back and check what he's written. Turn this into actionable written feedback I can share with him. Make sure a pre-intermediate student can understand it.</p>
<p><b>... to this:</b></p>	 <p>Dear Toby,</p> <p>You're doing a great job as a student; your hard work is clear. Sometimes, it's tough to concentrate on your work. Consider trying a different seat in class to help with focus.</p> <p>Your active participation in class is fantastic; you clearly enjoy the lessons. To improve further, remember to submit your writing assignments on time, not a week late.</p> <p>To show your full potential, try reading your assignments before handing them in. This way, you can find and fix any mistakes by yourself. You can do it; just take a moment to double-check your work.</p> <p>Keep it up, Toby! Your efforts are paying off.</p> <p>Best regards, [Your Name]</p>

Example feedback from a voice-activated prompt