

COMPLETE PROMPT LIBRARY

Complete CLIL AI Subject Prompt Library

16 subject guides with 224 ready-to-use prompts, teacher edits and review checks

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Included subject guides

Computer Science and ICT	network topologies	14
Mathematics	linear functions and graphs	14
Biology	cellular respiration	14
Chemistry	acids, bases and pH	14
Physics	forces and motion	14
History	industrialisation and social change	14
Geography	urbanisation and sustainable cities	14
Business and Economics	pricing, costs and break-even	14
Engineering and Technology	designing a load-bearing structure	14
Environmental Science	local carbon reduction	14
Health and Social Care	person-centred communication	14
Hospitality and Tourism	handling a guest complaint	14
Art and Design	visual composition and audience	14
Physical Education	planning and evaluating a training session	14
Civics and Social Sciences	evaluating public information	14
Workplace Skills	workplace communication and problem reporting	14

Use the prompts as starting points

Replace sample topics, levels, timings and outputs. Use trusted sources. Review subject accuracy, language, rights, privacy and classroom fit before teaching.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Computer Science and ICT

14 ready-to-use prompts, planning notes and teacher checks for upper-secondary or VET learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

compare network designs and justify a suitable choice for a stated use case

Content	compare network designs and justify a suitable choice for a stated use case
Communication	compare alternatives, explain cause and effect, justify a technical decision and report a fault
Language of learning	node, topology, bandwidth, protocol, client, server, reliability, security
Possible final product	a network recommendation with a labelled diagram and a short technical explanation
Teacher verification	definitions, protocol behaviour, version-specific information, security advice and every generated link

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Computer Science and ICT teacher. Create a 60-minute CLIL lesson on network topologies for upper-secondary or VET learners working at approximately B1-B2 English. The content goal is to compare network designs and justify a suitable choice for a stated use case. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Computer Science and ICT lesson on relational databases and data privacy into a CLIL lesson for upper-secondary or VET learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Computer Science and ICT source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: node, topology, bandwidth, protocol, client, server, reliability, security. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on relational databases and data privacy, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Computer Science and ICT lesson on network topologies. Use these terms as a starting point: node, topology, bandwidth, protocol, client, server, reliability, security. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this a technical manual, vendor-neutral article or teacher-selected textbook extract into a three-stage CLIL reading task for upper-secondary or VET learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to compare alternatives, explain cause and effect, justify a technical decision and report a fault. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for network topologies for upper-secondary or VET learners working at approximately B1-B2 English. Students must compare alternatives, explain cause and effect, justify a technical decision and report a fault. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a network recommendation with a labelled diagram and a short technical explanation. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Computer Science and ICT knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a network recommendation with a labelled diagram and a short technical explanation. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on compare network designs and justify a suitable choice for a stated use case.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on relational databases and data privacy for upper-secondary or VET learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Computer Science and ICT task on network topologies. Keep this shared content goal: students will compare network designs and justify a suitable choice for a stated use case. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on network topologies. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a network recommendation with a labelled diagram and a short technical explanation. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Computer Science and ICT material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for definitions, protocol behaviour, version-specific information, security advice and every generated link. Look for these common misconceptions: confusing the internet with the web, treating bandwidth as speed, or assuming one topology is always best. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially definitions, protocol behaviour, version-specific information, security advice and every generated link.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Mathematics

14 ready-to-use prompts, planning notes and teacher checks for secondary learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

connect an equation, a table and a graph, then explain how a change in one representation affects the others

Content	connect an equation, a table and a graph, then explain how a change in one representation affects the others
Communication	describe a pattern, compare methods, explain reasoning and justify an answer
Language of learning	gradient, intercept, variable, coefficient, axis, proportional, increase, rate of change
Possible final product	a worked solution with an annotated graph and a short explanation of the method
Teacher verification	all calculations, notation, graph scales, definitions, worked examples and whether language support reveals the answer

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Mathematics teacher. Create a 60-minute CLIL lesson on linear functions and graphs for secondary learners working at approximately B1-B2 English. The content goal is to connect an equation, a table and a graph, then explain how a change in one representation affects the others. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Mathematics lesson on probability and interpreting data into a CLIL lesson for secondary learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Mathematics source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: gradient, intercept, variable, coefficient, axis, proportional, increase, rate of change. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on probability and interpreting data, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Mathematics lesson on linear functions and graphs. Use these terms as a starting point: gradient, intercept, variable, coefficient, axis, proportional, increase, rate of change. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this a teacher-selected worked example, problem set or real data table into a three-stage CLIL reading task for secondary learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to describe a pattern, compare methods, explain reasoning and justify an answer. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for linear functions and graphs for secondary learners working at approximately B1-B2 English. Students must describe a pattern, compare methods, explain reasoning and justify an answer. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a worked solution with an annotated graph and a short explanation of the method. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Mathematics knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a worked solution with an annotated graph and a short explanation of the method. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on connect an equation, a table and a graph, then explain how a change in one representation affects the others.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on probability and interpreting data for secondary learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Mathematics task on linear functions and graphs. Keep this shared content goal: students will connect an equation, a table and a graph, then explain how a change in one representation affects the others. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on linear functions and graphs. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a worked solution with an annotated graph and a short explanation of the method. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Mathematics material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for all calculations, notation, graph scales, definitions, worked examples and whether language support reveals the answer. Look for these common misconceptions: confusing gradient with intercept, reading scales incorrectly, or treating correlation as causation. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially all calculations, notation, graph scales, definitions, worked examples and whether language support reveals the answer.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Biology

14 ready-to-use prompts, planning notes and teacher checks for secondary or VET science learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

explain the main stages and purpose of cellular respiration and relate them to energy use in living organisms

Content	explain the main stages and purpose of cellular respiration and relate them to energy use in living organisms
Communication	describe a process, sequence stages, explain cause and effect and compare two biological pathways
Language of learning	glucose, oxygen, mitochondrion, ATP, aerobic, anaerobic, energy, by-product
Possible final product	an annotated process diagram and a short explanation for a non-specialist audience
Teacher verification	biological accuracy, units, process order, oversimplified causal claims and whether diagrams match the text

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Biology teacher. Create a 60-minute CLIL lesson on cellular respiration for secondary or VET science learners working at approximately B1-B2 English. The content goal is to explain the main stages and purpose of cellular respiration and relate them to energy use in living organisms. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Biology lesson on ecosystems and homeostasis into a CLIL lesson for secondary or VET science learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Biology source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: glucose, oxygen, mitochondrion, ATP, aerobic, anaerobic, energy, by-product. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on ecosystems and homeostasis, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Biology lesson on cellular respiration. Use these terms as a starting point: glucose, oxygen, mitochondrion, ATP, aerobic, anaerobic, energy, by-product. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this a teacher-selected biology text, diagram, practical protocol or trusted scientific education source into a three-stage CLIL reading task for secondary or VET science learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to describe a process, sequence stages, explain cause and effect and compare two biological pathways. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for cellular respiration for secondary or VET science learners working at approximately B1-B2 English. Students must describe a process, sequence stages, explain cause and effect and compare two biological pathways. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce an annotated process diagram and a short explanation for a non-specialist audience. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Biology knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for an annotated process diagram and a short explanation for a non-specialist audience. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on explain the main stages and purpose of cellular respiration and relate them to energy use in living organisms.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on ecosystems and homeostasis for secondary or VET science learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Biology task on cellular respiration. Keep this shared content goal: students will explain the main stages and purpose of cellular respiration and relate them to energy use in living organisms. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on cellular respiration. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for an annotated process diagram and a short explanation for a non-specialist audience. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Biology material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for biological accuracy, units, process order, oversimplified causal claims and whether diagrams match the text. Look for these common misconceptions: saying respiration means breathing, claiming plants only photosynthesise, or confusing energy with ATP. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially biological accuracy, units, process order, oversimplified causal claims and whether diagrams match the text.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Chemistry

14 ready-to-use prompts, planning notes and teacher checks for secondary or VET science learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

use evidence to classify substances and explain how pH relates to acidity and alkalinity

Content	use evidence to classify substances and explain how pH relates to acidity and alkalinity
Communication	classify, describe observations, explain a reaction, compare results and justify a conclusion
Language of learning	acid, base, alkali, indicator, neutralisation, ion, concentration, pH scale
Possible final product	a practical results table, safety-aware method and evidence-based conclusion
Teacher verification	equations, charges, units, safety procedures, chemical names, concentrations and disposal advice

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Chemistry teacher. Create a 60-minute CLIL lesson on acids, bases and pH for secondary or VET science learners working at approximately B1-B2 English. The content goal is to use evidence to classify substances and explain how pH relates to acidity and alkalinity. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Chemistry lesson on rates of reaction and chemical bonding into a CLIL lesson for secondary or VET science learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Chemistry source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: acid, base, alkali, indicator, neutralisation, ion, concentration, pH scale. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on rates of reaction and chemical bonding, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Chemistry lesson on acids, bases and pH. Use these terms as a starting point: acid, base, alkali, indicator, neutralisation, ion, concentration, pH scale. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this a teacher-approved practical method, safety data and chemistry textbook extract into a three-stage CLIL reading task for secondary or VET science learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to classify, describe observations, explain a reaction, compare results and justify a conclusion. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for acids, bases and pH for secondary or VET science learners working at approximately B1-B2 English. Students must classify, describe observations, explain a reaction, compare results and justify a conclusion. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a practical results table, safety-aware method and evidence-based conclusion. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Chemistry knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a practical results table, safety-aware method and evidence-based conclusion. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on use evidence to classify substances and explain how pH relates to acidity and alkalinity.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on rates of reaction and chemical bonding for secondary or VET science learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Chemistry task on acids, bases and pH. Keep this shared content goal: students will use evidence to classify substances and explain how pH relates to acidity and alkalinity. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on acids, bases and pH. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a practical results table, safety-aware method and evidence-based conclusion. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Chemistry material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for equations, charges, units, safety procedures, chemical names, concentrations and disposal advice. Look for these common misconceptions: equating strong with concentrated, assuming all acids are dangerous, or treating pH as a linear scale. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially equations, charges, units, safety procedures, chemical names, concentrations and disposal advice.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Physics

14 ready-to-use prompts, planning notes and teacher checks for secondary or VET science learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

interpret motion data and use force diagrams to explain changes in speed or direction

Content	interpret motion data and use force diagrams to explain changes in speed or direction
Communication	describe change, interpret a graph, state a relationship, predict an outcome and justify with evidence
Language of learning	force, mass, acceleration, velocity, resultant, friction, displacement, equilibrium
Possible final product	an annotated force diagram, calculation and short evidence-based explanation
Teacher verification	formulae, units, vector direction, significant figures, graph interpretation and the limits of analogies

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Physics teacher. Create a 60-minute CLIL lesson on forces and motion for secondary or VET science learners working at approximately B1-B2 English. The content goal is to interpret motion data and use force diagrams to explain changes in speed or direction. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Physics lesson on electric circuits and energy transfer into a CLIL lesson for secondary or VET science learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Physics source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: force, mass, acceleration, velocity, resultant, friction, displacement, equilibrium. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on electric circuits and energy transfer, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Physics lesson on forces and motion. Use these terms as a starting point: force, mass, acceleration, velocity, resultant, friction, displacement, equilibrium. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this a teacher-selected experiment, data set, simulation output or physics text into a three-stage CLIL reading task for secondary or VET science learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to describe change, interpret a graph, state a relationship, predict an outcome and justify with evidence. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for forces and motion for secondary or VET science learners working at approximately B1-B2 English. Students must describe change, interpret a graph, state a relationship, predict an outcome and justify with evidence. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce an annotated force diagram, calculation and short evidence-based explanation. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Physics knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for an annotated force diagram, calculation and short evidence-based explanation. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on interpret motion data and use force diagrams to explain changes in speed or direction.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on electric circuits and energy transfer for secondary or VET science learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Physics task on forces and motion. Keep this shared content goal: students will interpret motion data and use force diagrams to explain changes in speed or direction. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on forces and motion. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for an annotated force diagram, calculation and short evidence-based explanation. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Physics material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for formulae, units, vector direction, significant figures, graph interpretation and the limits of analogies. Look for these common misconceptions: believing a force is needed to keep constant motion, confusing speed and velocity, or mixing mass with weight. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially formulae, units, vector direction, significant figures, graph interpretation and the limits of analogies.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for History

14 ready-to-use prompts, planning notes and teacher checks for secondary learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

use primary and secondary evidence to explain causes, consequences and different experiences of industrialisation

Content	use primary and secondary evidence to explain causes, consequences and different experiences of industrialisation
Communication	sequence events, distinguish cause from consequence, evaluate evidence and compare perspectives
Language of learning	industrialisation, urbanisation, labour, reform, evidence, perspective, continuity, consequence
Possible final product	a source-based explanation that makes a claim and supports it with selected evidence
Teacher verification	dates, provenance, disputed interpretations, present-day assumptions, invented quotations and false certainty

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a History teacher. Create a 60-minute CLIL lesson on industrialisation and social change for secondary learners working at approximately B1-B2 English. The content goal is to use primary and secondary evidence to explain causes, consequences and different experiences of industrialisation. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing History lesson on migration, conflict and historical memory into a CLIL lesson for secondary learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following History source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: industrialisation, urbanisation, labour, reform, evidence, perspective, continuity, consequence. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on migration, conflict and historical memory, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a History lesson on industrialisation and social change. Use these terms as a starting point: industrialisation, urbanisation, labour, reform, evidence, perspective, continuity, consequence. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this teacher-selected primary sources, maps, statistics and a reliable historical overview into a three-stage CLIL reading task for secondary learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to sequence events, distinguish cause from consequence, evaluate evidence and compare perspectives. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for industrialisation and social change for secondary learners working at approximately B1-B2 English. Students must sequence events, distinguish cause from consequence, evaluate evidence and compare perspectives. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a source-based explanation that makes a claim and supports it with selected evidence. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply History knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a source-based explanation that makes a claim and supports it with selected evidence. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on use primary and secondary evidence to explain causes, consequences and different experiences of industrialisation.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on migration, conflict and historical memory for secondary learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same History task on industrialisation and social change. Keep this shared content goal: students will use primary and secondary evidence to explain causes, consequences and different experiences of industrialisation. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on industrialisation and social change. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a source-based explanation that makes a claim and supports it with selected evidence. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated History material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for dates, provenance, disputed interpretations, present-day assumptions, invented quotations and false certainty. Look for these common misconceptions: treating change as immediate, assuming one experience represents everyone, or reading a source without context. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially dates, provenance, disputed interpretations, present-day assumptions, invented quotations and false certainty.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Geography

14 ready-to-use prompts, planning notes and teacher checks for secondary learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

analyse spatial evidence and recommend a realistic response to an urban planning problem

Content	analyse spatial evidence and recommend a realistic response to an urban planning problem
Communication	describe location, interpret a map, compare places, explain a pattern and recommend an action
Language of learning	urbanisation, density, infrastructure, land use, sustainability, migration, inequality, resilience
Possible final product	a planning recommendation supported by a map, data and a short justification
Teacher verification	place names, scale, dates, data sources, generalisations, map interpretation and whether a case is current

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Geography teacher. Create a 60-minute CLIL lesson on urbanisation and sustainable cities for secondary learners working at approximately B1-B2 English. The content goal is to analyse spatial evidence and recommend a realistic response to an urban planning problem. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Geography lesson on river systems, hazards and population change into a CLIL lesson for secondary learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Geography source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: urbanisation, density, infrastructure, land use, sustainability, migration, inequality, resilience. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on river systems, hazards and population change, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Geography lesson on urbanisation and sustainable cities. Use these terms as a starting point: urbanisation, density, infrastructure, land use, sustainability, migration, inequality, resilience. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this a teacher-selected map, data table, case-study extract or official geographic source into a three-stage CLIL reading task for secondary learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to describe location, interpret a map, compare places, explain a pattern and recommend an action. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for urbanisation and sustainable cities for secondary learners working at approximately B1-B2 English. Students must describe location, interpret a map, compare places, explain a pattern and recommend an action. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a planning recommendation supported by a map, data and a short justification. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Geography knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a planning recommendation supported by a map, data and a short justification. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on analyse spatial evidence and recommend a realistic response to an urban planning problem.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on river systems, hazards and population change for secondary learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Geography task on urbanisation and sustainable cities. Keep this shared content goal: students will analyse spatial evidence and recommend a realistic response to an urban planning problem. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on urbanisation and sustainable cities. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a planning recommendation supported by a map, data and a short justification. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Geography material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for place names, scale, dates, data sources, generalisations, map interpretation and whether a case is current. Look for these common misconceptions: assuming all cities develop in the same way, confusing weather with climate, or ignoring scale. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially place names, scale, dates, data sources, generalisations, map interpretation and whether a case is current.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Business and Economics

14 ready-to-use prompts, planning notes and teacher checks for upper-secondary
or VET learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

interpret cost and revenue information and recommend a pricing decision for a small business

Content	interpret cost and revenue information and recommend a pricing decision for a small business
Communication	interpret figures, compare options, explain risk, make a recommendation and qualify a claim
Language of learning	fixed cost, variable cost, revenue, profit, margin, demand, break-even, stakeholder
Possible final product	a short business recommendation with calculations, evidence and stated assumptions
Teacher verification	calculations, currency, assumptions, dates, legal claims, market data and whether a recommendation overstates the evidence

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Business and Economics teacher. Create a 60-minute CLIL lesson on pricing, costs and break-even for upper-secondary or VET learners working at approximately B1-B2 English. The content goal is to interpret cost and revenue information and recommend a pricing decision for a small business. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Business and Economics lesson on market research and business ethics into a CLIL lesson for upper-secondary or VET learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Business and Economics source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: fixed cost, variable cost, revenue, profit, margin, demand, break-even, stakeholder. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on market research and business ethics, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Business and Economics lesson on pricing, costs and break-even. Use these terms as a starting point: fixed cost, variable cost, revenue, profit, margin, demand, break-even, stakeholder. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this a teacher-created case, simple accounts, market data or a reliable business report extract into a three-stage CLIL reading task for upper-secondary or VET learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to interpret figures, compare options, explain risk, make a recommendation and qualify a claim. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for pricing, costs and break-even for upper-secondary or VET learners working at approximately B1-B2 English. Students must interpret figures, compare options, explain risk, make a recommendation and qualify a claim. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a short business recommendation with calculations, evidence and stated assumptions. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Business and Economics knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a short business recommendation with calculations, evidence and stated assumptions. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on interpret cost and revenue information and recommend a pricing decision for a small business.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on market research and business ethics for upper-secondary or VET learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Business and Economics task on pricing, costs and break-even. Keep this shared content goal: students will interpret cost and revenue information and recommend a pricing decision for a small business. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on pricing, costs and break-even. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a short business recommendation with calculations, evidence and stated assumptions. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Business and Economics material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for calculations, currency, assumptions, dates, legal claims, market data and whether a recommendation overstates the evidence. Look for these common misconceptions: confusing revenue with profit, assuming lower price always increases profit, or ignoring fixed costs. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially calculations, currency, assumptions, dates, legal claims, market data and whether a recommendation overstates the evidence.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Engineering and Technology

14 ready-to-use prompts, planning notes and teacher checks for upper-secondary or VET engineering learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

compare design options and justify a material and structure against a stated technical brief

Content	compare design options and justify a material and structure against a stated technical brief
Communication	describe a mechanism, state a requirement, compare materials, explain a failure and justify a design change
Language of learning	load, tension, compression, tolerance, prototype, specification, durability, factor of safety
Possible final product	a labelled design proposal with a decision matrix and a concise technical rationale
Teacher verification	measurements, units, material properties, safety factors, standards, tolerances and fabrication constraints

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Engineering and Technology teacher. Create a 60-minute CLIL lesson on designing a load-bearing structure for upper-secondary or VET engineering learners working at approximately B1-B2 English. The content goal is to compare design options and justify a material and structure against a stated technical brief. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Engineering and Technology lesson on materials selection and manufacturing processes into a CLIL lesson for upper-secondary or VET engineering learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Engineering and Technology source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: load, tension, compression, tolerance, prototype, specification, durability, factor of safety. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on materials selection and manufacturing processes, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Engineering and Technology lesson on designing a load-bearing structure. Use these terms as a starting point: load, tension, compression, tolerance, prototype, specification, durability, factor of safety. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this a teacher-approved technical brief, drawing, materials data sheet or standards extract into a three-stage CLIL reading task for upper-secondary or VET engineering learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to describe a mechanism, state a requirement, compare materials, explain a failure and justify a design change. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for designing a load-bearing structure for upper-secondary or VET engineering learners working at approximately B1-B2 English. Students must describe a mechanism, state a requirement, compare materials, explain a failure and justify a design change. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a labelled design proposal with a decision matrix and a concise technical rationale. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Engineering and Technology knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a labelled design proposal with a decision matrix and a concise technical rationale. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on compare design options and justify a material and structure against a stated technical brief.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on materials selection and manufacturing processes for upper-secondary or VET engineering learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Engineering and Technology task on designing a load-bearing structure. Keep this shared content goal: students will compare design options and justify a material and structure against a stated technical brief. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on designing a load-bearing structure. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a labelled design proposal with a decision matrix and a concise technical rationale. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Engineering and Technology material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for measurements, units, material properties, safety factors, standards, tolerances and fabrication constraints. Look for these common misconceptions: treating strength and stiffness as the same, ignoring tolerances, or choosing materials on one property only. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially measurements, units, material properties, safety factors, standards, tolerances and fabrication constraints.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Environmental Science

14 ready-to-use prompts, planning notes and teacher checks for secondary or VET learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

interpret environmental evidence and propose a measurable response to a local sustainability problem

Content	interpret environmental evidence and propose a measurable response to a local sustainability problem
Communication	interpret evidence, explain an impact, compare interventions, evaluate trade-offs and propose action
Language of learning	emission, footprint, biodiversity, renewable, mitigation, adaptation, indicator, life cycle
Possible final product	a local action proposal with a baseline, target, method and review measure
Teacher verification	data dates, system boundaries, units, causal claims, local relevance, uncertainty and greenwashing language

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Environmental Science teacher. Create a 60-minute CLIL lesson on local carbon reduction for secondary or VET learners working at approximately B1-B2 English. The content goal is to interpret environmental evidence and propose a measurable response to a local sustainability problem. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Environmental Science lesson on biodiversity, waste and water quality into a CLIL lesson for secondary or VET learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Environmental Science source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: emission, footprint, biodiversity, renewable, mitigation, adaptation, indicator, life cycle. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on biodiversity, waste and water quality, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Environmental Science lesson on local carbon reduction. Use these terms as a starting point: emission, footprint, biodiversity, renewable, mitigation, adaptation, indicator, life cycle. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this local data, official environmental guidance, a fieldwork record or a teacher-selected scientific source into a three-stage CLIL reading task for secondary or VET learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to interpret evidence, explain an impact, compare interventions, evaluate trade-offs and propose action. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for local carbon reduction for secondary or VET learners working at approximately B1-B2 English. Students must interpret evidence, explain an impact, compare interventions, evaluate trade-offs and propose action. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a local action proposal with a baseline, target, method and review measure. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Environmental Science knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a local action proposal with a baseline, target, method and review measure. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on interpret environmental evidence and propose a measurable response to a local sustainability problem.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on biodiversity, waste and water quality for secondary or VET learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Environmental Science task on local carbon reduction. Keep this shared content goal: students will interpret environmental evidence and propose a measurable response to a local sustainability problem. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on local carbon reduction. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a local action proposal with a baseline, target, method and review measure. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Environmental Science material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for data dates, system boundaries, units, causal claims, local relevance, uncertainty and greenwashing language. Look for these common misconceptions: treating all renewable options as impact-free, mixing weather and climate, or assuming recycling is always the best first action. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially data dates, system boundaries, units, causal claims, local relevance, uncertainty and greenwashing language.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Health and Social Care

14 ready-to-use prompts, planning notes and teacher checks for upper-secondary or VET care learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

select and explain communication strategies that respect a person's needs, rights and preferences

Content	select and explain communication strategies that respect a person's needs, rights and preferences
Communication	ask sensitively, clarify, reassure, report accurately, explain a procedure and justify a care decision
Language of learning	consent, dignity, confidentiality, capacity, active listening, safeguarding, infection, person-centred
Possible final product	a communication plan and a concise professional record based on a fictional case
Teacher verification	current guidance, scope of practice, safeguarding procedures, legal terms, stereotypes and any advice that could affect health

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Health and Social Care teacher. Create a 60-minute CLIL lesson on person-centred communication for upper-secondary or VET care learners working at approximately B1-B2 English. The content goal is to select and explain communication strategies that respect a person's needs, rights and preferences. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Health and Social Care lesson on infection prevention and wellbeing into a CLIL lesson for upper-secondary or VET care learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Health and Social Care source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: consent, dignity, confidentiality, capacity, active listening, safeguarding, infection, person-centred. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on infection prevention and wellbeing, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Health and Social Care lesson on person-centred communication. Use these terms as a starting point: consent, dignity, confidentiality, capacity, active listening, safeguarding, infection, person-centred. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this teacher-created fictional cases and current official health or care guidance into a three-stage CLIL reading task for upper-secondary or VET care learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to ask sensitively, clarify, reassure, report accurately, explain a procedure and justify a care decision. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for person-centred communication for upper-secondary or VET care learners working at approximately B1-B2 English. Students must ask sensitively, clarify, reassure, report accurately, explain a procedure and justify a care decision. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a communication plan and a concise professional record based on a fictional case. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Health and Social Care knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a communication plan and a concise professional record based on a fictional case. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on select and explain communication strategies that respect a person's needs, rights and preferences.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on infection prevention and wellbeing for upper-secondary or VET care learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Health and Social Care task on person-centred communication. Keep this shared content goal: students will select and explain communication strategies that respect a person's needs, rights and preferences. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on person-centred communication. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a communication plan and a concise professional record based on a fictional case. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Health and Social Care material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for current guidance, scope of practice, safeguarding procedures, legal terms, stereotypes and any advice that could affect health. Look for these common misconceptions: assuming consent once applies indefinitely, confusing confidentiality with secrecy, or speaking for a person without checking preference. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially current guidance, scope of practice, safeguarding procedures, legal terms, stereotypes and any advice that could affect health.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Hospitality and Tourism

14 ready-to-use prompts, planning notes and teacher checks for VET hospitality or
tourism learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

respond to a complaint professionally, clarify the problem and propose an appropriate solution

Content	respond to a complaint professionally, clarify the problem and propose an appropriate solution
Communication	welcome, clarify, apologise, explain options, make a recommendation and confirm an agreement
Language of learning	reservation, complaint, refund, availability, allergen, itinerary, occupancy, sustainable
Possible final product	a spoken service response and a short written follow-up message
Teacher verification	prices, opening times, allergens, accessibility, local rules, refund policy and promises made to a guest

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Hospitality and Tourism teacher. Create a 60-minute CLIL lesson on handling a guest complaint for VET hospitality or tourism learners working at approximately A2-B1 English. The content goal is to respond to a complaint professionally, clarify the problem and propose an appropriate solution. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Hospitality and Tourism lesson on sustainable tourism and menu communication into a CLIL lesson for VET hospitality or tourism learners working at approximately A2-B1 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Hospitality and Tourism source to approximately A2-B1 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: reservation, complaint, refund, availability, allergen, itinerary, occupancy, sustainable. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on sustainable tourism and menu communication, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Hospitality and Tourism lesson on handling a guest complaint. Use these terms as a starting point: reservation, complaint, refund, availability, allergen, itinerary, occupancy, sustainable. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this a teacher-created service scenario, current policy, menu, itinerary or destination information into a three-stage CLIL reading task for VET hospitality or tourism learners working at approximately A2-B1 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to welcome, clarify, apologise, explain options, make a recommendation and confirm an agreement. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for handling a guest complaint for VET hospitality or tourism learners working at approximately A2-B1 English. Students must welcome, clarify, apologise, explain options, make a recommendation and confirm an agreement. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a spoken service response and a short written follow-up message. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Hospitality and Tourism knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a spoken service response and a short written follow-up message. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on respond to a complaint professionally, clarify the problem and propose an appropriate solution.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on sustainable tourism and menu communication for VET hospitality or tourism learners working at approximately A2-B1 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Hospitality and Tourism task on handling a guest complaint. Keep this shared content goal: students will respond to a complaint professionally, clarify the problem and propose an appropriate solution. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on handling a guest complaint. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a spoken service response and a short written follow-up message. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Hospitality and Tourism material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for prices, opening times, allergens, accessibility, local rules, refund policy and promises made to a guest. Look for these common misconceptions: using an apology as admission of liability, offering an unauthorised remedy, or assuming one cultural communication style. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially prices, opening times, allergens, accessibility, local rules, refund policy and promises made to a guest.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Art and Design

14 ready-to-use prompts, planning notes and teacher checks for secondary or VET art and design learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

analyse how visual choices shape meaning and apply the analysis in an original design response

Content	analyse how visual choices shape meaning and apply the analysis in an original design response
Communication	describe visual evidence, interpret meaning, compare choices, give critique and justify a design decision
Language of learning	composition, contrast, balance, hierarchy, medium, texture, symbolism, audience
Possible final product	a design proposal with annotated visual choices and a short artist or designer statement
Teacher verification	artist, title, date, cultural context, image rights, invented symbolism and claims about the creator's intention

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Art and Design teacher. Create a 60-minute CLIL lesson on visual composition and audience for secondary or VET art and design learners working at approximately B1-B2 English. The content goal is to analyse how visual choices shape meaning and apply the analysis in an original design response. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Art and Design lesson on design process, materials and cultural context into a CLIL lesson for secondary or VET art and design learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Art and Design source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: composition, contrast, balance, hierarchy, medium, texture, symbolism, audience. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on design process, materials and cultural context, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Art and Design lesson on visual composition and audience. Use these terms as a starting point: composition, contrast, balance, hierarchy, medium, texture, symbolism, audience. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this teacher-selected artworks, design examples, museum records and permitted images into a three-stage CLIL reading task for secondary or VET art and design learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to describe visual evidence, interpret meaning, compare choices, give critique and justify a design decision. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for visual composition and audience for secondary or VET art and design learners working at approximately B1-B2 English. Students must describe visual evidence, interpret meaning, compare choices, give critique and justify a design decision. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a design proposal with annotated visual choices and a short artist or designer statement. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Art and Design knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a design proposal with annotated visual choices and a short artist or designer statement. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on analyse how visual choices shape meaning and apply the analysis in an original design response.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on design process, materials and cultural context for secondary or VET art and design learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Art and Design task on visual composition and audience. Keep this shared content goal: students will analyse how visual choices shape meaning and apply the analysis in an original design response. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on visual composition and audience. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a design proposal with annotated visual choices and a short artist or designer statement. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Art and Design material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for artist, title, date, cultural context, image rights, invented symbolism and claims about the creator's intention. Look for these common misconceptions: treating interpretation as fact, using cultural symbols without context, or describing without analysing. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially artist, title, date, cultural context, image rights, invented symbolism and claims about the creator's intention.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Physical Education

14 ready-to-use prompts, planning notes and teacher checks for secondary or VET sport learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

select training activities for a stated goal and explain how intensity, recovery and technique will be monitored

Content	select training activities for a stated goal and explain how intensity, recovery and technique will be monitored
Communication	give clear instructions, sequence actions, describe movement, give feedback and justify a training choice
Language of learning	intensity, recovery, endurance, technique, coordination, progression, warm-up, cool-down
Possible final product	a safe session plan with coaching instructions, observation points and a short evaluation
Teacher verification	safety guidance, contraindications, technique, age suitability, load and any medical or injury advice

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Physical Education teacher. Create a 60-minute CLIL lesson on planning and evaluating a training session for secondary or VET sport learners working at approximately A2-B1 English. The content goal is to select training activities for a stated goal and explain how intensity, recovery and technique will be monitored. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Physical Education lesson on movement analysis, teamwork and injury prevention into a CLIL lesson for secondary or VET sport learners working at approximately A2-B1 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Physical Education source to approximately A2-B1 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: intensity, recovery, endurance, technique, coordination, progression, warm-up, cool-down. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on movement analysis, teamwork and injury prevention, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Physical Education lesson on planning and evaluating a training session. Use these terms as a starting point: intensity, recovery, endurance, technique, coordination, progression, warm-up, cool-down. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this teacher-approved coaching material, governing-body guidance and class performance data without personal identifiers into a three-stage CLIL reading task for secondary or VET sport learners working at approximately A2-B1 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to give clear instructions, sequence actions, describe movement, give feedback and justify a training choice. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for planning and evaluating a training session for secondary or VET sport learners working at approximately A2-B1 English. Students must give clear instructions, sequence actions, describe movement, give feedback and justify a training choice. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a safe session plan with coaching instructions, observation points and a short evaluation. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Physical Education knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a safe session plan with coaching instructions, observation points and a short evaluation. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on select training activities for a stated goal and explain how intensity, recovery and technique will be monitored.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on movement analysis, teamwork and injury prevention for secondary or VET sport learners working at approximately A2-B1 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Physical Education task on planning and evaluating a training session. Keep this shared content goal: students will select training activities for a stated goal and explain how intensity, recovery and technique will be monitored. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on planning and evaluating a training session. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a safe session plan with coaching instructions, observation points and a short evaluation. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Physical Education material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for safety guidance, contraindications, technique, age suitability, load and any medical or injury advice. Look for these common misconceptions: using pain as a measure of effectiveness, skipping progressive load, or giving generic medical advice. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially safety guidance, contraindications, technique, age suitability, load and any medical or injury advice.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Civics and Social Sciences

14 ready-to-use prompts, planning notes and teacher checks for secondary learners

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

compare claims, identify evidence and explain how source, purpose and language affect credibility

Content	compare claims, identify evidence and explain how source, purpose and language affect credibility
Communication	state a position, qualify a claim, compare sources, challenge respectfully and reach a reasoned conclusion
Language of learning	claim, evidence, source, bias, representation, participation, right, responsibility
Possible final product	a source evaluation and a short evidence-based recommendation for a civic audience
Teacher verification	publication date, authorship, missing context, loaded language, invented facts, political balance and distinction between fact and opinion

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Civics and Social Sciences teacher. Create a 60-minute CLIL lesson on evaluating public information for secondary learners working at approximately B1-B2 English. The content goal is to compare claims, identify evidence and explain how source, purpose and language affect credibility. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Civics and Social Sciences lesson on rights, participation and social inequality into a CLIL lesson for secondary learners working at approximately B1-B2 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Civics and Social Sciences source to approximately B1-B2 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: claim, evidence, source, bias, representation, participation, right, responsibility. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on rights, participation and social inequality, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Civics and Social Sciences lesson on evaluating public information. Use these terms as a starting point: claim, evidence, source, bias, representation, participation, right, responsibility. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this teacher-selected public documents, statistics and contrasting reputable sources into a three-stage CLIL reading task for secondary learners working at approximately B1-B2 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to state a position, qualify a claim, compare sources, challenge respectfully and reach a reasoned conclusion. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for evaluating public information for secondary learners working at approximately B1-B2 English. Students must state a position, qualify a claim, compare sources, challenge respectfully and reach a reasoned conclusion. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a source evaluation and a short evidence-based recommendation for a civic audience. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Civics and Social Sciences knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a source evaluation and a short evidence-based recommendation for a civic audience. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on compare claims, identify evidence and explain how source, purpose and language affect credibility.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on rights, participation and social inequality for secondary learners working at approximately B1-B2 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Civics and Social Sciences task on evaluating public information. Keep this shared content goal: students will compare claims, identify evidence and explain how source, purpose and language affect credibility. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on evaluating public information. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a source evaluation and a short evidence-based recommendation for a civic audience. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Civics and Social Sciences material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for publication date, authorship, missing context, loaded language, invented facts, political balance and distinction between fact and opinion. Look for these common misconceptions: assuming bias makes a source useless, treating popularity as truth, or presenting a complex issue as two simple sides. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially publication date, authorship, missing context, loaded language, invented facts, political balance and distinction between fact and opinion.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.

SUBJECT PROMPT GUIDE

CLIL AI Prompts for Workplace Skills

14 ready-to-use prompts, planning notes and teacher checks for VET learners preparing for work placement

Practical planning material for use with the CLIL AI application or independently

Use, adapt and share this resource under the handbook's CC BY 4.0 licence, subject to the stated exclusions.

Start with the subject goal

A useful CLIL prompt begins with what students should understand or be able to do. Language support is then planned around that goal.

Sample content goal

report a workplace problem clearly, give essential facts and propose an appropriate next action

Content	report a workplace problem clearly, give essential facts and propose an appropriate next action
Communication	request clarification, report facts, sequence events, explain impact, propose action and confirm responsibility
Language of learning	procedure, supervisor, hazard, deadline, responsibility, incident, priority, feedback
Possible final product	a concise incident or problem report followed by a structured handover conversation
Teacher verification	legal or safety requirements, job-specific terminology, reporting lines, confidentiality and advice beyond the learner's role

How to use this guide

Copy a prompt into the CLIL AI application. Replace the sample topic, learner details, source and timing. Generate one useful section at a time when a complete lesson would be too broad. Review all subject content and edit the result for the real class.

Plan and adapt

Prompts 1 to 3 of 14

01. Build a complete CLIL lesson

Use in Lesson Creator when starting from a clear curriculum goal.

Paste into the application

You are supporting a Workplace Skills teacher. Create a 60-minute CLIL lesson on workplace communication and problem reporting for VET learners preparing for work placement working at approximately A2-B1 English. The content goal is to report a workplace problem clearly, give essential facts and propose an appropriate next action. Include one content objective, two language objectives, 6 to 8 key terms, a short input stage, a collaborative task, visible sentence support, a final product and a five-minute content check. Keep the subject challenge appropriate for the age group. List the points the teacher must verify before use.

Teacher edit: Replace the sample timing, learner level and final product with details from the real class.

02. Convert an existing lesson

Use when the subject lesson already exists but the language dimension is missing.

Paste into the application

Turn my existing Workplace Skills lesson on teamwork, customer service and health and safety into a CLIL lesson for VET learners preparing for work placement working at approximately A2-B1 English. Keep the original content outcome. Identify the language of learning, language for learning and likely language through learning. Add only the scaffolds needed for students to understand the source, take part in the main task and explain their reasoning. Add one short communication task and one content-focused exit check. Do not rewrite parts of the lesson that are already suitable.

Teacher edit: Attach or paste only source material you have permission to process.

03. Adapt a subject text

Use in Language Tools or to refine a selected source.

Paste into the application

Adapt the following Workplace Skills source to approximately A2-B1 for classroom use. Preserve the central meaning, evidence, qualifications, subject terminology and any necessary sequence. Shorten dense sentences, explain difficult general academic words and organise the text with clear headings. Keep these terms unless they are genuinely unnecessary: procedure, supervisor, hazard, deadline, responsibility, incident, priority, feedback. At the end, list any meaning that may have changed and any statement the teacher should verify against the original.

Teacher edit: Compare the adaptation line by line with the original before teaching.

Build access to input

Prompts 4 to 6 of 14

04. Create parallel versions

Use for mixed levels without changing the shared subject goal.

Paste into the application

Create two parallel versions of this text on teamwork, customer service and health and safety, one at approximately A2-B1 and one at B2. Keep the same core subject ideas, evidence and key terminology. In the more accessible version, reduce language density and add short definitions. In the B2 version, retain more technical detail and use more complex cause-and-effect language. Add the same four content questions to both versions so the class can rejoin for discussion.

Teacher edit: Do not label one version as weak or easy when distributing it to students.

05. Prepare essential vocabulary

Use before reading, listening or practical work.

Paste into the application

Create a vocabulary support sheet for a Workplace Skills lesson on workplace communication and problem reporting. Use these terms as a starting point: procedure, supervisor, hazard, deadline, responsibility, incident, priority, feedback. For each term, provide a concise subject-correct definition, one example in context, one likely confusion or non-example and one sentence frame students can use. Separate technical terms from general academic language. Limit the final list to the 8 terms most necessary for the lesson goal.

Teacher edit: Check every definition against a trusted subject source and remove words students already know.

06. Build a three-stage reading task

Use with a selected textbook, article, report or technical source.

Paste into the application

Turn this teacher-created workplace cases, current company-style procedures and official safety guidance into a three-stage CLIL reading task for VET learners preparing for work placement working at approximately A2-B1 English. Before reading, activate prior knowledge and pre-teach no more than 6 essential terms. During reading, use one gist question, one evidence-finding task and one diagram or note-making structure. After reading, require students to request clarification, report facts, sequence events, explain impact, propose action and confirm responsibility. Include answer guidance that distinguishes evidence from acceptable alternative wording.

Teacher edit: Check that the questions can be answered from the source and do not reward guessing from language clues.

Make students use the subject

Prompts 7 to 9 of 14

07. Structure purposeful speaking

Use when students understand the topic but need support to discuss it.

Paste into the application

Create a structured pair or group discussion for workplace communication and problem reporting for VET learners preparing for work placement working at approximately A2-B1 English. Students must request clarification, report facts, sequence events, explain impact, propose action and confirm responsibility. Give each learner a useful role, provide 6 concise sentence frames and require a clear group decision or product. Include two follow-up questions that ask students to explain or challenge reasoning respectfully. Avoid a role-play. Keep the focus on the subject decision, not on perfect grammar.

Teacher edit: Choose roles that distribute thinking and speaking, not only administration.

08. Design an applied subject task

Use for project work, practical work or problem solving.

Paste into the application

Design a CLIL task in which students produce a concise incident or problem report followed by a structured handover conversation. Provide a realistic brief, success criteria, materials, staged instructions and a 45 to 90 minute timing plan. The task must require students to apply Workplace Skills knowledge and use English to explain decisions. Include language support for planning, asking for clarification, comparing options and justifying the final choice. Add a short teacher checkpoint before students commit to the final product.

Teacher edit: Replace fictional figures or constraints with values that match the curriculum and available equipment.

09. Support subject writing

Use for explanations, reports, evaluations or recommendations.

Paste into the application

Create a writing frame for a concise incident or problem report followed by a structured handover conversation. Include a clear paragraph or section structure, subject-specific sentence starters, linking language for cause, contrast and evidence, and a self-check list. Provide a short model paragraph that demonstrates organisation but does not complete the students' task. The main assessment emphasis should remain on report a workplace problem clearly, give essential facts and propose an appropriate next action.

Teacher edit: Make sure the model does not contain claims or values students could copy without thinking.

Differentiate and assess

Prompts 10 to 12 of 14

10. Create a listening and note-making task

Use with teacher explanation, a permitted video or text-to-speech.

Paste into the application

Create a two-listen CLIL activity on teamwork, customer service and health and safety for VET learners preparing for work placement working at approximately A2-B1 English. Before listening, provide 5 key terms and a prediction question. On the first listen, students identify the main purpose and three key ideas. On the second listen, they complete a structured note grid and record one piece of evidence. Finish with a pair comparison and one content question. Provide a transcript-check list for the teacher, especially for technical pronunciation.

Teacher edit: Verify pronunciation, names, numbers and specialist terms before using synthetic speech.

11. Differentiate support, not the subject goal

Use when one class contains several English levels.

Paste into the application

Create three support routes for the same Workplace Skills task on workplace communication and problem reporting. Keep this shared content goal: students will report a workplace problem clearly, give essential facts and propose an appropriate next action. Route 1 should provide chunked input, a glossary and sentence frames. Route 2 should provide guiding questions and lighter frames. Route 3 should reduce scaffolding and add an extension requiring evaluation or transfer. All routes must lead to a comparable final product and shared discussion.

Teacher edit: Allow movement between routes and avoid public labels based on ability.

12. Check learning during the lesson

Use to build formative checks that separate content from language.

Paste into the application

Create a formative assessment sequence for the lesson on workplace communication and problem reporting. Include one quick prior-knowledge check, three content questions of increasing cognitive demand, one task requiring students to explain reasoning using key language, and a final exit ticket. Provide expected content points and note where imperfect English should not hide correct subject understanding.

Teacher edit: Adjust the weighting so language accuracy does not replace the intended subject outcome.

Assess and verify

Prompts 13 to 14 of 14

13. Create a dual-focus rubric

Use for a product, practical task or group explanation.

Paste into the application

Draft a four-level rubric for a concise incident or problem report followed by a structured handover conversation. Include separate criteria for subject accuracy, application of knowledge, evidence or method, clarity of communication and use of essential technical language. Describe observable performance at each level. Do not reward decorative presentation unless it is part of the curriculum. Add a suggested weighting that gives subject learning the largest share.

Teacher edit: Edit descriptors to match local assessment policy and show students the criteria before the task.

14. Run a subject accuracy check

Use after generation and before the material reaches students.

Paste into the application

Review the generated Workplace Skills material. Flag anything that may be inaccurate, outdated, overgeneralised or unsuitable for the learners. Check specifically for legal or safety requirements, job-specific terminology, reporting lines, confidentiality and advice beyond the learner's role. Look for these common misconceptions: hiding uncertainty, mixing opinion with observation, or treating informal spoken language as suitable for every record. Separate definite errors from points that require a trusted source or teacher judgement. Do not silently rewrite the material. Return a correction list with the exact section that needs attention.

Teacher edit: Complete the final check yourself using curriculum documents and trusted subject sources.

Before you use the output

The application produces a draft. The teacher decides what is accurate, suitable and worth keeping.

Subject and CLIL review

CHECK	The content objective matches the curriculum and is visible in the main task.
CHECK	Technical details have been checked, especially legal or safety requirements, job-specific terminology, reporting lines, confidentiality and advice beyond the learner's role.
CHECK	Language support helps students take part without completing the thinking for them.
CHECK	The source may be used and no personal or sensitive learner data has been entered.
CHECK	The main task requires a subject decision, explanation, product or solution.
CHECK	Instructions, grouping and timing fit the real classroom.
CHECK	Content and language criteria are clear and weighted deliberately.
CHECK	The teacher has removed invented references, unusable links and generic filler.

Keep a proven prompt

Save prompts that worked. Next time, change only the topic, source, learner level, timing or type of support. Small controlled changes make it easier to see why an output improved.