

PROMPT GUIDE

Writing Better Prompts for CLIL AI

A practical guide to specific prompts, controlled revisions and reliable teacher checks

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

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1. Use a complete prompt formula

role + learners + content + language level + output + constraints + checking instruction

Weak

Create a lesson about climate change.

Better

You are supporting a geography teacher. Create a 50-minute CLIL lesson on local climate adaptation for 15-year-old students at approximately B1 English. Students must compare two interventions and recommend one using evidence. Include one content objective, two language objectives, 8 key terms, a map-reading task, sentence frames, a group decision and a five-minute exit check. Flag claims and data the teacher must verify.

2. Generate one useful section

When the result is generic, narrow the request instead of asking for a complete new lesson.

Objectives

Write one content objective and two language objectives for this exact task. The language objectives must describe what students will do with language to complete the subject task.

Scaffolds

Create only the reading and speaking support for this task. Match each scaffold to a stated barrier and do not provide the final subject answer.

Assessment

Draft only the content-focused exit check and expected answer points. Keep the language concise enough for B1 learners.

3. Add real constraints

Include what often makes or breaks a classroom plan.

Classroom

There are 26 students, fixed pairs, one projector, no student devices and 45 minutes including setup.

Source

Use only the selected source. Do not invent external links or add facts that are not present.

Output

Provide a teacher-ready sequence with exact instructions, materials and a one-page student handout.

4. Refine without losing good work

Use section-by-section customisation when most of the lesson is suitable.

Make the task more active

Keep the objectives, source and assessment. Replace only the main task with a structured information-gap activity that produces a group decision.

Reduce the language load

Keep the content goal and technical terms. Shorten the instructions, add a model and provide six sentence frames. Do not simplify the subject decision.

Fix timing

Keep the task purpose. Reduce the sequence to 45 minutes by removing repetition and limiting the final sharing stage.

5. Ask for visible checking

The output should show the teacher what requires review.

Accuracy

List every technical claim, number, date, definition or generated link that requires verification.

Meaning

Compare the adaptation with the source and identify any lost condition, qualification or cause-and-effect relationship.

Classroom fit

Flag instructions, timing, grouping or materials that may not work for the stated class.

6. Save and reuse

Treat successful prompts as working templates.

Record

Save the subject, level, source type, task type, exact prompt and edits made after generation.

Change one variable

Next time, change only the topic, source, support or output so you can see why the result changed.

Build a department bank

Store prompts with a short note on what worked, what required checking and what should not be reused.

Prompt planning sheet

Role What kind of subject teacher or planning support?	
Learners Age, prior knowledge, class size and approximate language level.	
Content Exact topic and observable subject goal.	
Language Key terms and communication functions.	
Output Lesson, text, task, scaffold, rubric, checklist or handout.	
Constraints Time, equipment, source, grouping, accessibility and exclusions.	
Checking instruction What must the application flag for teacher verification?	