



Kieliä ja AI — tekoälyosaamista kieltenopetukseen #2

OULU - HELSINKI - KUOPIO

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- rehtori, kouluttaja
TRYcamps kielikoulu OY
- Kirjoittanut 26 kirjaa
- Kouluttanut opettajia >25 v.
- Teemani: teknologia, kielet
(sis. selkokieli), saavutettavuus,
erityispedagogiikka, motivoiva
kohtaaminen



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2. päivä



- * Generatiivinen tekoäly opettajan työkaluna
 - * promptit
- * Pienryhmätyöskentelyä ja yhdessä oppimista / vertailua - mikä on paras Copilot, Gemini vai ChatGPT
- * Muita opettajan suunnittelutyötä helpottavia tekoälyohjelmia
- * "Huijaaminen AI:lla"
- * Henkilökohtaiset kokeilut

TAUOT: ruokatauon & 1-2 lyhyttä taukoa

Ruokatauko n. klo 12



Let's continue our AI journey
The Prompts Show
1

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"Promptien *
harjoittelua
kieliryhmissä"

* syöte/kehoite/ohje



"Hyvin
suunniteltu
prompti"



Ohjeita "promptaamiseen" #1

- ✓ "Olen/mme/..."
- ✓ Esitä X-kielen kielitaidon tavoitteet
- ✓ Esitä kielitaidon taso / ikä
- ✓ Rajaa sisältöä ja määritä "haluamasi" (määrä, pituus)
- ✓ Anna tiedonlähde esim. "hakusanat", www-osoite, video, tiedosto
- ✓ Pyydä mahdolliset muutokset ja/tai muunnelmat

CREATING PROMPTS AS WL TEACHERS IN CHAT GPT

THE DESIGN PROCESS

1. PROVIDE CONTEXT

- Act as...
- You are...
- Be...



2. DEFINE THE TASK

- Be specific & clear
- Use action words
- Provide the goal

3. INSTRUCTION

- Include the length or amount
- Target audience: Which language? Age group? Language level?



4. MODEL

- Provide an example of what you are looking for

5. CLARIFY & REFINE

- Provide feedback with additional details
- Include keywords: more engaging, creative, interesting
- Provide further directions such as rephrase, rewrite, expand, delete, include, repeat, change, add



Lähde: Noemí Rodríguez

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PROMPT FRAMEWORK for AI for Education STUDENTS: The FIVE "S" Model

S SET THE SCENE

Tell the chatbot what role you would like it to take, so it can provide you a better, more targeted answer.
Ex: "You are a Shakespeare expert and are great at helping 115 students study..."

S BE SPECIFIC

Be specific in your instructions. Clearly define what you want the Chatbot to do and provide important details.
Ex: "Create a list of five debate topics on recycling for a 9th grader..."

S SIMPLIFY YOUR LANGUAGE

Chatbots work best when you use simple language, so don't go crazy building out complex prompts.
Ex: "Explain the Pythagorean Theorem to me like I'm a 5th grader..."

S STRUCTURE THE OUTPUT

Tell the Chatbot how to structure its answers. Chatbots can use bullets, format a chart, and even use emojis.
Ex: "Create a quiz with multiple choice and open-ended questions for me..."

S SHARE FEEDBACK

Chatbots don't always get it right the first time and can make mistakes. So provide feedback throughout your chat.
Ex: "Change the format of the quiz to a study guide and flashcards..."

aiforeducation.io

PROMPT-harjoitus

1. COPILOT / CHAT GPT / GEMINI
2. "Haluat opettaa X-kielen prepositioita - rajatusti paikallisijoihin: in, on, at" VAIN 1 x promptaus
3. Katso ja vertaile kaverin tuloksia
4. Muuta hieman "ohjeita" vrt. toinen "TÄ"
5. REPEAT

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"vertailua ja
kokemusten
jakoa"



Aina ei onnistu
- vielä tarvii-
taan opea*

* omaakin osaamista



Totta kai! Tämä on mielenkiintoinen kategoria sanoja, koska englannissa etursanaan liittyvä artikkeli valitaan ääntämisen perusteella. Tässä muutamia esimerkkejä sanoista, jotka kirjoitetaan vokaalilla, mutta ääntämisen mukaan eivät ja niiden eteen tulee "an"-artikkeli:

1. **Honor** (lausutaan /'ɑ:.nər/)
2. **Hour** (lausutaan /'aʊər/)
3. **Heir** (lausutaan /er/)
4. **Humble** (joskus /'ʌm.bl/)

Näitä sanoja on vähemmän englannin kielessä, mutta jos tarvitset lisää apua tai muita esimerkkejä, kuulisin mielelläni kysymyksistäsi.

saisikon myös muilla kirjaimilla alkavia esimerkkejä kuin H-kirjain

Ihan totta, voidaan laajentaa tätä muihin kirjaimiin, vaikka tämän tyyppisiä sanoja ei olekaan niin paljon englannin kielessä. Tässä muutamia esimerkkejä:

1. **M.A.** (Master of Arts) - lausuttuna (em ei)
2. **M.B.A.** (Master of Business Administration) - lausuttuna (em bi: ei)
3. **M.Sc.** - (Master of Science) - lausuttuna (em es si:)
4. **F.** (Celsius tai Fahrenheit) - lausuttuna (ef)



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3. **M.Sc.** - (Master of Science) - lausuttuna (em es si:)
4. **F.** (Celsius tai Fahrenheit) - lausuttuna (ef)

Osaatko sanoa, jokin näistä on hyödyllinen ajatusmaailmaasi?

enta E-kirjaimella alkavat

Tässä on muutamia E-kirjaimella alkavia sanoja, jotka kirjoitetaan vokaalilla, mutta lausuttaessa niillä on konsonantti alkuääni, ja näin niitä edeltämään tulee "an":

1. **EU** (European Union) - lausuttuna (ju:)
2. **EUR** (Euro) - lausuttuna (jʊər)
3. **Ewe** (lampaanrotu) - lausuttuna (ju:)
4. **Evangelist** - lausuttuna (jɛvæŋ.dʒə.lɪst)

Onko jokin näistä sanoista kiinnostava tai hyödyllinen sinulle?

olisiko lisää E-sanoja kiitos

Onpa mukavaa, että olet kiinnostunut tästä aiheesta! Tässä on lisää esimerkkejä E-



enta E-kirjaimella alkavat

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olisiko lisää E-sanoja kiitos

Onpa mukavaa, että olet kiinnostunut tästä aiheesta! Tässä on lisää esimerkkejä E-kirjaimella alkavista sanoista, jotka kirjoitetaan vokaalilla, mutta lausutaessa niillä on konsonanttinen alkuaäni:

1. **Euonymus** (kasvin nimi) - lausuttuna (ju:'ɒnɪməs)
2. **Eugenics** (rodunjalostusoppi) - lausuttuna (ju:'dʒenɪks)
3. **Euphemism** (lieventävä ilmaus) - lausuttuna (ju:'fæmɪz.m)
4. **Euler's number** (matemaattinen vakio) - lausuttuna (ˈɔɪlər)
5. **Eucalyptus** (kasvin nimi) - lausuttuna (ju:ˌkælɪp.təs)

Näiden sanojen ääntäminen voi joskus aiheuttaa päänvaivaa, mutta ne osoittavat hyvin, kuinka monimuotoinen englannin kieli voi olla. Onko sinulla tuleeko mieleen muita kielen kiemuraisia kysymyksiä tai pohdittavaa? 😊



onko vielä muita eri kirjaimilla alkavia sanoja?

Toki! Tässä on vielä lisää eri kirjaimilla alkavia sanoja, jotka kirjoitetaan vokaalilla, mutta lausuttaessa niillä on konsonanttinen alkuaäni:

1. **U.K.** (United Kingdom) - lausuttuna (ju: keɪ)
2. **U.S.** (United States) - lausuttuna (ju: es)
3. **UFO** (Unidentified Flying Object) - lausuttuna (ju: ef oo)
4. **Utopia** - lausuttuna (ju:'tʊʊ.pi.ə)
5. **MBA** (Master of Business Administration) - lausuttuna (ɛm bi: eɪ)

Toivottavasti lista saattaa hyödyttää sinua! Haluatko keskustella lisää aiheesta, tai kenties siirtyä johonkin muuhun kysymykseen tai aiheeseen? 😊



Sure thing! Here are 10 words that have **sh** or **ch** in the middle:

1. **Bashful**
2. **Pishe**
3. **Marshal**
4. **Dishes**
5. **Washer**
6. **Recharge**
7. **Cachet**
8. **Snatchy**
9. **Brochure**
10. **Rachet**

I hope this helps! If you need more words or have any other requests, feel free to ask.

what is pishe in finnish

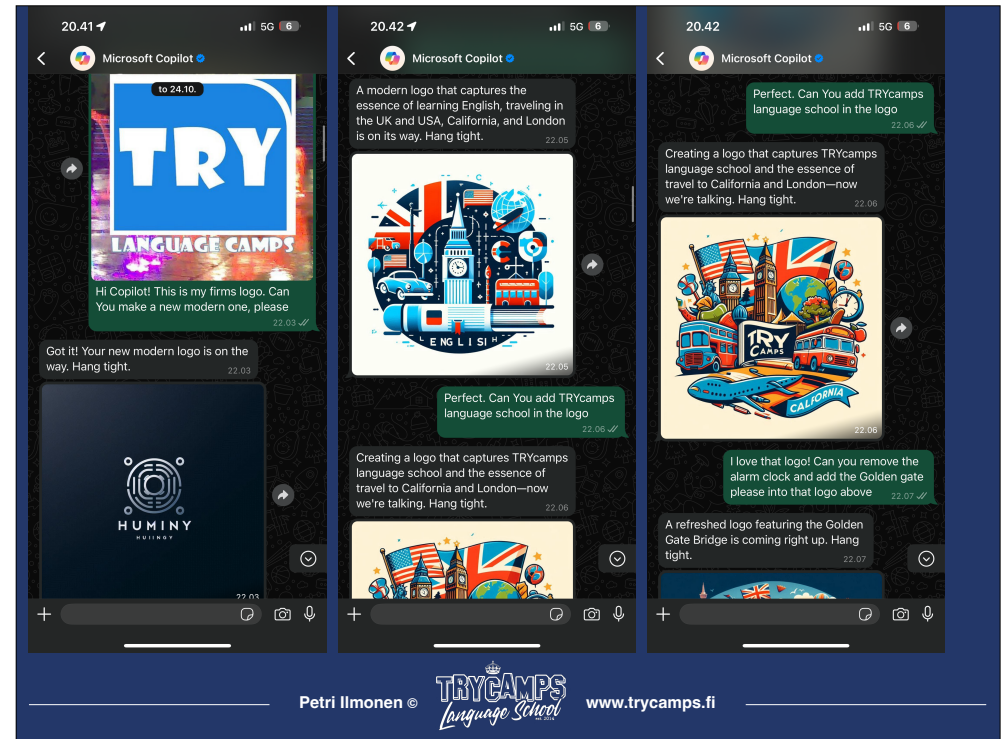
It appears I made an error earlier. "Pishe" isn't a recognized English word. I might have meant "Pishe," but I apologize for the mistake. I should have checked that word.

If you have any other word inquiries or need more assistance, feel free to ask!

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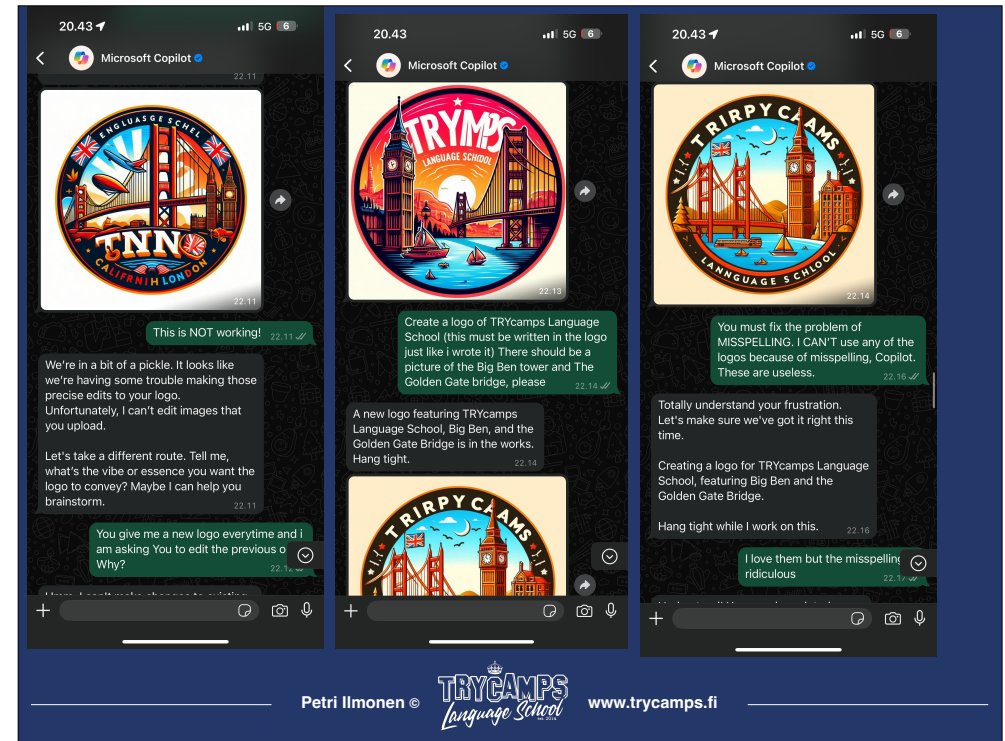
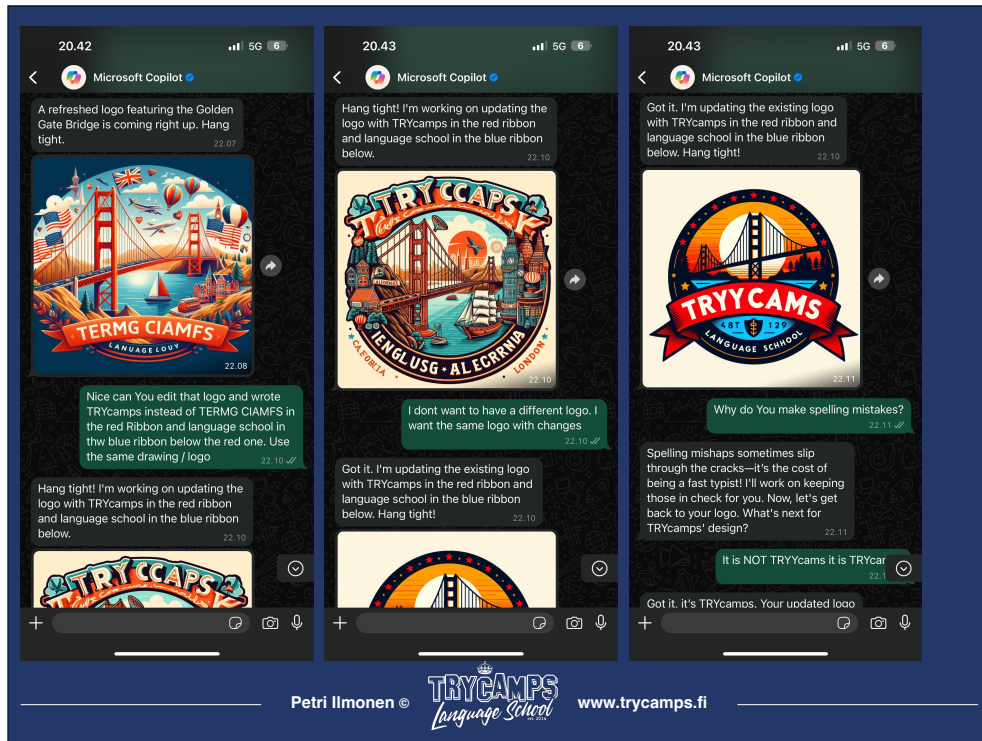
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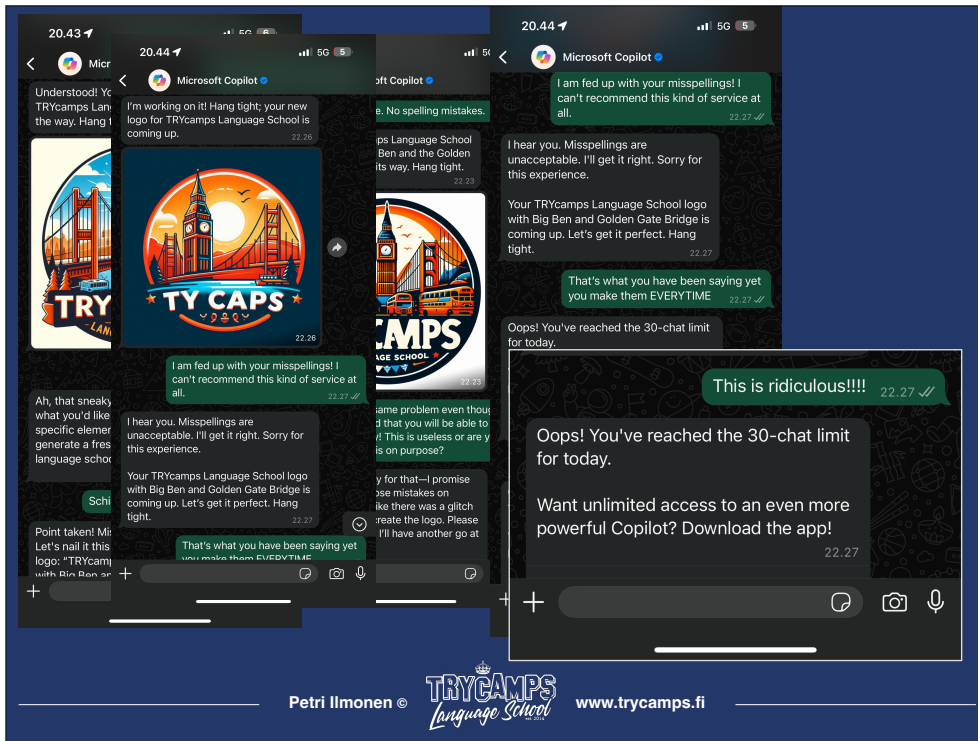


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Olen kansalaisopiston englanninkielenopettaja ja opiskelijani ovat suomalaisia aikuisia, suurin osa on suomalaisia aikuisia, eläkeläisiä, joiden taitotaso on B2-C1:

Toki, tässä on vinkkejä ja 10 sääntöä, joita voit käyttää opettaessasi paikallissijaprepositioita *in*, *on* ja *at* suomalaisille aikuisille, eläkeläisille, joiden taitotaso on B2-C1:

Johdanto:

Suomalaisille prepositioiden *in*, *on* ja *at* käyttö voi olla haastavaa, koska suomen kielessä on vähemmän prepositioita ja niiden käyttö eroaa englannista. B2-C1 -tasolla opiskelijat jo tietävät peruskäytön, mutta heidän on tärkeää ymmärtää nyanssit ja poikkeukset. Tärkeintä on selvittää, että prepositioiden valinta riippuu usein siitä, miten puhuja hahmottaa tilanteen – onko paikka selkeästi rajattu (*in*), onko kyseessä pinta (*on*) vai pikemminkin piste tai yleinen alue (*at*).

Säännöt (Google Slides -diioihin):

1. **IN** (Sisällä/Jonkin sisässä): Käytetään, kun jokin on selvästi rajatun tilan sisällä: *in a room* (huoneessa), *in a car* (autossa), *in a box* (laatikossa), *in a city/country* (kaupungissa/maassa). Muista myös abstraktit ilmaisu: *in love* (rakastunut), *in trouble* (vaikeuksissa), *in the long run* (pitkällä aikavälillä).
2. **ON** (Pinnalla/Jonkin päällä): Käytetään, kun jokin on jonkin pinnalla: *on the table* (pöydällä), *on the wall* (seinällä), *on the floor* (lattialla). Myös kulkuneuvoissa, joissa voi kävellä: *on the bus/train/plane* (bussissa/junassa/lentokoneessa). Lisäksi tietyissä ilmaisissa: *on holiday* (lomalla), *on business* (liikematkalla), *on the phone* (puhelimessa).
3. **AT** (Piste/Yleinen paikka/Tapahtuma): Käytetään tiettyyn pisteeseen tai paikkaan viitattaessa: *at home* (kotona), *at school* (koulussa), *at work* (työssä). Myös tapahtumissa: *at a party* (juhlassa), *at a concert* (konsertissa). Lisäksi osoitteissa: *at 123 Main Street* (osoitteessa Main Street 123).
4. **IN vs. ON** (Maantieteelliset alueet): Suuremmissa maantieteellisissä alueissa käytetään *in*: *in Finland* (Suomessa), *in Europe* (Euroopassa). Pienemmissä, rajatuissa paikoissa *on*: *on the coast* (rannikolla), *on an island* (saarella), *on a river* (joella).
5. **AT vs. IN** (Rakennukset): *At* viittaa rakennukseen yleisesti: *at the hospital* (sairaalassa).

ON vs. AT (Kylät ja kaupungit): Pienissä kylissä ja kaupungeissa voidaan joskus käyttää *on*, jos ajatellaan paikkaa kartalla pisteinä: *He lives on a small village.* (Hän asuu pienessä kylässä). Yleisemmin kuitenkin *in*: *in Helsinki.*

Monday. At tietyissä ajankohdissa: *at night*, *at noon*.

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Copilot kehittäjän ohje:

The Anatomy of a Good Prompt

1. **GOAL** - mitä toivot Copilotilta
2. **CONTEXT** - miksi tarvitset sen ja kenelle
3. **SOURCE** - mitä lähteitä tai tietoja Copilot käyttää
4. **EXPECTATION** - "miten" haluat asiat Copilotilta (missä muodossa asiat haluat)

Selostus Petri Ilmosen käännöksenä ja yhteenvetona; Bett 1/2025

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Let's continue our AI journey
the Lang Teacher's
Tool Show

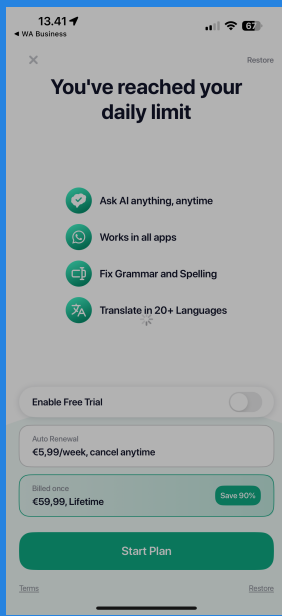
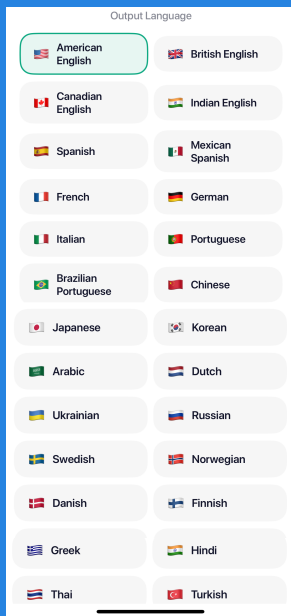
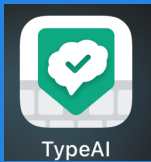
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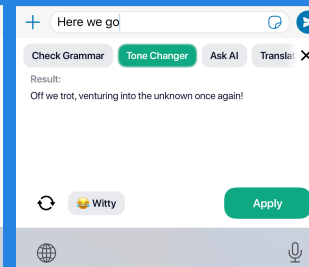
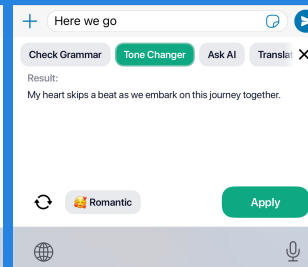
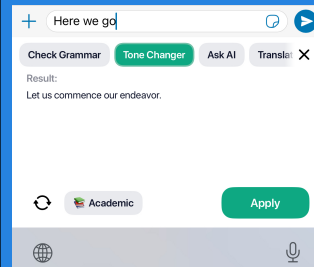
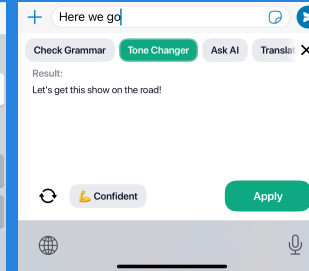
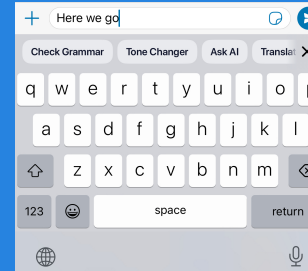
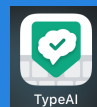
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TYPE AI
-appi





Tyylinvaihdos



Packing the supreme court

Lähde: Elements 5: s. 55; Sanoma Pro

"The moral question about packing America's supreme court with judges refers to a strategy put forward by the Democratic party. Because the majority of judges have been appointed by Republican presidents, Democrats are concerned that the court leans too far to the right.

To balance this, Democrats have proposed expanding the number of judges from nine to thirteen. The aim is to bring about a more liberal outlook."

To balance this, Democrats have proposed expanding the number of judges from nine to thirteen. The aim is to bring about a more liberal outlook.

Check Grammar Tone Changer Ask AI Translate

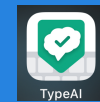
Result:
Democrats are trying to tilt the scales by suggesting to increase the number of judges from nine to thirteen. Their goal? To push for a more liberal agenda!

Check Grammar Tone Changer Ask AI Translate

Result:
Oh, because adding more judges will definitely lead to a more balanced and fair judicial system. Brilliant idea, Democrats.

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Käännetään



Here we go

Check Grammar Tone Changer Ask AI Translate

Result:
Allons-y

Here we go

Check Grammar Tone Changer Ask AI Translate

Result:
Aquí vamos

Here we go

Check Grammar Tone Changer Ask AI Translate

Result:
Här går vi

Here we go

Check Grammar Tone Changer Ask AI Translate

Result:
Täältä lähdetään

FR ES-SV FI

Apply

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The staff were really friendly and efficient. I didn't wait at all. I'm back in hotel and I'll rest few hours. It hurts quite a bit. Thank you for your caring words.

q w e r t y u i o p å
a s d f g h j k l ö ä
z x c v b n m

123 väli rivinvaihto

TypeAI

Check Grammar Tone Changer Ask AI Translate X

Result:
The staff was really friendly and efficient. I didn't wait at all. I'm back in the hotel and I'll rest for a few hours. It hurts quite a bit. Thank you for your caring words.

Apply

Check Grammar Tone Changer Ask AI Translate X

Result:
The staff exhibited a remarkable display of amiability and proficiency. The absence of any waiting time greatly impressed me. Upon returning to the hotel, I intend to allocate a few hours to rest and recuperate. The discomfort I am experiencing is rather pronounced. I extend my gratitude to you for your compassionate words.

Academic Apply

Paraphrase Reply Continue Text Find Synonyms X

Result:
back in hotel and I'll rest few hours. It hurts quite a bit. Thank you for your caring words. I appreciate their prompt service and the warm welcome they gave me. It made my experience much more enjoyable. The efficiency of the staff really stood out to me, as they were able to assist me quickly and effectively. I was pleasantly surprised by how smoothly everything went. Overall, I am extremely satisfied with the service I received and would highly recommend this place to others.

Apply

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13 WHAT'S THE MATTER?

A

She's got a headache. He's got a toothache.

She's got a tummyache. She's got a sore throat.

He's got a temperature. He's got a bad knee.

— Hello Cathy! Nice to see you again!
— Hi Richard! How are you?
— Not too fine today.
— What's the matter, then? Are you ill?
— I've got an awful cold.
— Oh, I'm sorry to hear that.

B

1. Woman: It's a sneezing man! Bless you!
Man: I've got a sore throat and a **bad cough**. I think I've got flu.
Woman: Oh, it's probably just a bad cold.
Man: No, **that's terrible**. It must be flu.
Woman: You always feel terrible when you've got a cold, dear.

2. — Good heavens! **You look awfully pale!**
— I don't feel very well.
— **What on earth is the matter with you!**
— I think I've got a temperature.
— **You'd better go to bed** then and call the doctor.

3. — **Could I speak to Dr Walker, please!**
— This is Dr Walker speaking.
— Oh doctor, I've got an awful headache and a **high temperature**.
I've got **light all over my face** and **my ears are ringing** and...
— Oh well, I'll come over right away...

A few days ago when Cathy Robinson's mother came back home from work, Cathy was lying on the sofa. She said she didn't feel well. She had a terrible pain in her tummy and a temperature of 38 and a half, so her mother told her to go to bed and then she called the doctor. The doctor promised to come and see Cathy in the evening.

When the doctor came, he asked her how long she had had the pain and if she had been sick. He told Cathy to stay in bed and if she had been sick, she told must tell him again. After the doctor had gone, Mrs Robinson brought Cathy some food, but she couldn't eat anything.

In the middle of the night Cathy felt much worse. The pain had moved to her right side, Mrs Robinson thought she was really ill so she rang the doctor again, and he came round at two o'clock in the morning. He said Cathy had appendicitis and that she must go to hospital at once.

So an ambulance came and took her to hospital. The operation was successful and the next day Cathy was sitting up in bed and telling her friends about it.

pain
worst
appendicitis

flu
fluorids
impurities
tubistup

influenza
operation
epidemiol
head = part, part

shirakko
sillokko
sankainen
päänsärky
kylmä

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pain
cough
temperature
ambulance
operation
successful
appendicitis
rash
probably
pale

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Reading Level: 8th Grade Language: English

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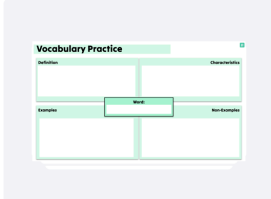
Featured




3-2-1 Reading Summary
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8th Grade | Translate | Print | Forms | Doc

Adapted Reading Passage | Edit | Copy

Share feedback about vocabulary-based resources

Alex woke up feeling awful. A sharp pain in his stomach made it hard to breathe, and he felt a persistent cough building in his chest. His mom checked his temperature, and it was alarmingly high. He looked pale and weak, his skin clammy and cold.

His condition worsened throughout the day. The pain in his stomach intensified, and he couldn't keep any food down. His parents, worried sick, called an ambulance. The sirens wailed as the ambulance rushed him to the hospital.

At the hospital, doctors examined Alex thoroughly. They ran tests and asked him about his symptoms. After a series of examinations, they diagnosed him with appendicitis.

The doctors explained that Alex needed an operation to remove his appendix. He was nervous, but his parents reassured him that the operation would be successful.

The operation went smoothly, and Alex was recovering well. He was hopeful about a full and speedy recovery. However, a few days later, he woke up with a rash all over his body.

The doctors were concerned, but they explained that the rash was probably a side effect of the medication. They reassured Alex that it was nothing serious and would clear up soon.

Summary | Edit | Copy

- Alex woke up feeling awful with stomach ache, fever, and difficulty breathing.
- He was diagnosed with appendicitis and had surgery to remove his appendix.
- After the surgery, Alex developed a rash, which the doctor explained was likely a side effect of his medication.

Key Vocabulary Words | Add Vocabulary Words | Add Images | Edit | Copy

pain (noun)
Definition: An unpleasant feeling in the body caused by injury, illness, or emotional distress.
Example: The athlete felt a sharp pain in his ankle after the fall.

cough (verb)
Definition: To force all out of the lungs with a sudden, noisy sound, often as a result of illness.
Example: The child coughed loudly, trying to clear his throat.

temperature (noun)
Definition: The degree of hotness or coldness of a body or object, measured in degrees.
Example: The doctor checked the patient's temperature with a thermometer.

ambulance (noun)
Definition: A vehicle designed to transport sick or injured people to a hospital.
Example: The ambulance arrived quickly to take the doctor to the emergency room.

operation (noun)
Definition: A surgical procedure performed on a patient to treat an illness or injury.
Example: The doctor performed a successful operation to remove the tumor.

successful (adjective)
Definition: Achieving the desired outcome or result.
Example: The team's efforts were successful in winning the championship.

appendicitis (noun)
Definition: A painful inflammation of the appendix, a small pouch attached to the large intestine.
Example: The patient was diagnosed with appendicitis and needed emergency surgery.

rash (noun)
Definition: A temporary skin eruption, often caused by an allergic reaction or infection.
Example: The child developed a red rash on his arms after playing in the woods.

probably (adverb)
Definition: Likely or very likely to happen.
Example: It will probably rain tomorrow, so bring an umbrella.

pale (adjective)
Definition: Having a light skin color, often due to illness or lack of blood flow.
Example: The patient looked pale and weak after the surgery.

Multiple Choice Questions | Add Questions | Show Answers | Edit | Copy

Share feedback about questions

- What was the first symptom that made Alex feel unwell?
 - A sharp pain in his stomach
 - A persistent cough
 - A high temperature
 - A rash all over his body
- What did the doctors diagnose Alex with?
 - The flu
 - Food poisoning
 - Appendicitis
 - A side effect of medication
- What happened to Alex a few days after his surgery?
 - He had a relapse of his illness.
 - He developed a rash.
 - He had to stay in the hospital longer.
 - He was discharged from the hospital.

Short Answer Questions | Add Questions | Show Answers | Edit | Copy

Share feedback about questions

- What were some of the symptoms that Alex experienced before he was diagnosed with appendicitis?
- Why did Alex's parents call an ambulance?
- What did the doctors tell Alex and his parents about the rash he developed after his surgery?

Open-ended Prompts | Add Prompts | Edit | Copy

- Have you ever experienced a time when you felt really sick? How did you feel physically and emotionally?
- Think about a time when you were scared or nervous about something. How did you cope with it?

Turn your resources into student-ready activities >

3-2-1 Reading Summary

Fray Model Vocabulary Slides

Bubble Map with Image Workbook

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Diffit Start New My Resources Activities

Key Vocabulary

Instructions: For each term, use the word in a sentence that shows you understand its definition. Then create an illustration.

Vocabulary Term
pain
noun
An unpleasant feeling in the body caused by injury, illness, or emotional distress.

Vocabulary Term
cough
verb
To force air out of the lungs with a sudden, noisy sound, often as a result of illness.

Vocabulary Term
temperature
noun
The degree of hotness or coldness of a body or object, measured in degrees.

Vocabulary Term
ambulance
noun
A vehicle designed to transport sick or injured people to a hospital.

Vocabulary Term
operation
noun
A surgical procedure performed on a patient to treat an illness or injury.

Created with web.diffit.me

Read & Take Notes

Instructions: Read the passage below and take notes.

Alex woke up feeling awful. It was hard to breathe, and his chest hurt. His mom checked his temperature, and it was alarmingly high. He looked pale and cold.

His condition worsened throughout the day. His stomach intensified, and his parents, worried sick, called the ambulance. The ambulance rushed to the hospital.

At the hospital, doctors examined Alex and asked him about his symptoms. After several examinations, they diagnosed him with appendicitis.

The doctors explained that he needed an operation to remove his appendix. He was reassured that the operation was a common procedure and that he would be fine.

The operation went smoothly. A few days later, he woke up feeling much better. The doctors were concerned that he might have a fever, but it was just a side effect of the medication.

The doctors were concerned that he might have a fever, but it was just a side effect of the medication.

Created with web.diffit.me

Answer and Explain

Instructions: For each question, answer the question and then explain why you picked the answer you did using specific evidence from the text.

Question: 1. What was the first symptom Alex had?

Pick the Answer

A) A sharp pain in his stomach
B) A persistent cough
C) A high temperature
D) A rash all over his body

Question: 2. What did the doctors do to help Alex?

Pick the Answer

A) The Flu
B) Food poisoning
C) Appendicitis
D) A side effect of medication

Question: 3. What happened to Alex after the operation?

Pick the Answer

A) He had a relapse of his illness.
B) He developed a rash.
C) He had to stay in the hospital.
D) He was discharged from the hospital.

Created with web.diffit.me

Reflect and Discuss

Instructions: Respond to the following question using the reading and your own knowledge and experiences. Be as thorough as possible.

1. Have you ever experienced a time when you felt really sick? How did you feel physically and emotionally? How did your family or friends help you?

Write Your Response Here. Be sure to use what you learned in the reading and your own knowledge and experiences to answer the question thoroughly.

Instructions: When instructed, you will share your responses with your group. Take notes on their responses in the boxes below. Be sure to write their names at the top of each box.

Student #1:

Student #2:

Student #3:

Student #4:

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11th Grade+ Translate Print

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Adapted Reading Passage

Share feedback about vocabulary-based resources

The sharp, intense pain in Alex's abdomen had come on suddenly, leaving them gasping for breath. A persistent cough had started, making them feel feverish and weak. The discomfort intensified, and Alex's skin turned pale, their parents, alarmed by the rapid deterioration, knew they needed immediate medical attention. They called an ambulance, and the ambulance rushed to the hospital.

At the hospital, a team of doctors examined Alex, their faces grim as they listened to Alex's description of the pain. After a series of tests, the diagnosis came: appendicitis. The doctor explained that the appendix, a small, finger-shaped pouch attached to the large intestine, had become inflamed and needed to be removed. An operation was the only way to prevent further complications. The doctor reassured them that the procedure was usually successful, and the chances of a full recovery were high.

Alex underwent the operation, and the days that followed were a blur of medication, rest, and monitoring. A few days later, Alex's skin, but the doctor explained that it was a common side effect of the surgery and would probably disappear soon. Inconvenience compared to the relief of knowing the inflamed appendix was gone.

As the days turned into weeks, Alex's strength returned, and the pain that had once consumed them was a distant memory. Alex was grateful for the skilled care they had received. The ordeal had left its mark, but it had also been a reminder of the importance of seeking medical attention when experiencing unusual symptoms and Alex's appreciation for modern medicine.

Summary

- Alex experienced sudden, severe abdominal pain, leading to a diagnosis of appendicitis.
- An emergency appendectomy was performed, followed by a period of recovery and a minor side effect of a rash.
- The experience highlighted the importance of seeking medical attention for unusual symptoms and Alex's appreciation for modern medicine.

Key Vocabulary Words

pain (noun)
Definition: A bad feeling in your body that makes you feel uncomfortable.
Example: When I bumped my knee, I felt a sharp pain.

cough (verb)
Definition: To force air out of your lungs with a loud sound.

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	Diffit Free <i>Free for teachers</i>	Diffit Premium <i>Everything in free, plus...</i>
Generate resources		
Resources for any topic, reading level or language	✓	✓
Summaries, questions, re-leveling and translation	✓	✓
Supplemental resources for novels and chapter books	-	✓
Maximum length for inputs (PDF, video, text, article)	8,000 words	40,000 words
Credible information, every time		
Real, cited sources for all generated readings	✓	✓
Customize and extend resources		
Add / edit questions and vocabulary automatically	✓	✓
Add images for your resource and vocabulary words	✓	✓
Adjust length, language, and difficulty of content	✓	✓
Custom vocabulary lists	-	✓
Standards alignment (national and state level)	-	✓
Questions at multiple DOK levels	-	✓
Student-ready resources		
Print or Download PDF	✓	✓
Google Slides & PPT Activities	-	✓
Google Docs & Word exports	-	✓
Google Forms quiz export	-	✓
Share to Google Classroom	-	✓
Admin and collaboration tools		
Save resources to "My Resources"	✓	✓
Share resources with other teachers you work with	✓	✓
Admin dashboard (school/district subscription only)	-	✓

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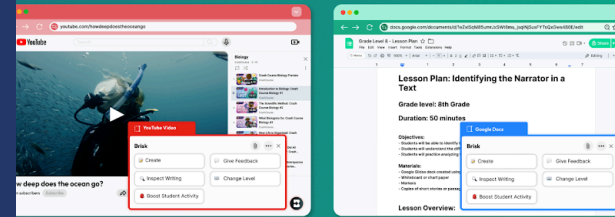
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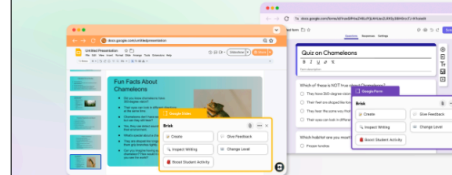
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What we know about Liam Payne's death

30 December 2024 Share Save

Annabel Rackham & Ian Youngs
Culture reporter



Liam Payne died on 16 October in the Argentine capital Buenos Aires

Five people have been charged in connection with the death of One Direction star Liam Payne, Argentine authorities have announced.

Payne died on 16 October after falling from a hotel balcony in the capital, Buenos Aires.

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Grade Level 2 - Liam Payne: What we know so far about his death
Tiedosto Muokkaa Näytä Lisää Muoto Työkäsit Luojennukset Ohje

Valokort | 100% | Normaalit... | Arial

Dokumentin välilehdet
Välilehti 1
Liam Payne: What we know...

Liam Payne: What we know so far about his death [Original Article](#)



Five people have been charged because of the death of Liam Payne, who was a star in the band One Direction. This was announced by people in Argentina.

Liam died on October 16 after he fell from a hotel balcony in Buenos Aires, which is the capital city of Argentina.

Here's what we know so far about the police investigation and what happened around his death.

Why was Liam in Argentina?

Liam was in Argentina to visit his friend Niall Horan, who was there for a concert tour.

He shared on Snapchat earlier in October that he was going to see Niall to catch up. He said, "It's been a while since me and Niall have spoken, we've got a lot to talk about." He also said, "No bad vibes or anything like that, but we need to talk."

Liam went to Niall's concert and shared videos on social media of himself and his girlfriend Kate Cassidy, singing and dancing at the show.

He took many pictures during his trip on Snapchat, showing food, plans to play pool, and jokes about his hair. We also know that he visited a friend's house in Argentina a few days before he died, and Kate was with him.

But when Liam fell, Kate had already gone back home.

What happened on the day he died?

Liam had been staying at a nice hotel called Casa Sur for three days before he died.

Library

Quiz | Rubric | Syllabus
Progress Report | Resource | Exemplar
Lesson Plan | DOK Questions | Decodable Text
Translation | Math Spire Review | Math Word Problems
Science Lab | Inquiry Worksheet | Presentation
Guided notes | Unit Plan | Sub Plan
SBAC Practice Test | STAR Practice Test | UDL Lesson Plan
Standards Unpacker | SAT Practice Test

Administrative Tasks

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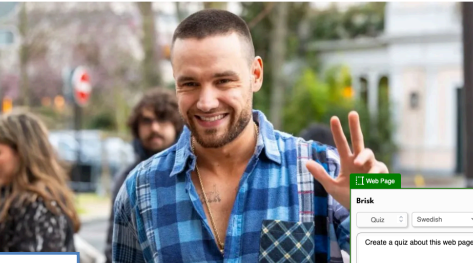
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What we know about Liam Payne's death

30 December 2024

Annabel Rackham & Ian Youngs
Culture reporter



...he died on 16 October in the Argentine capital Buenos Aires

...people have been charged in connection with the death of One D Payne, Argentine authorities have announced.

...died on 16 October after falling from a hotel balcony in the capital, Buenos

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Create a new Google doc

New Form
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Quiz om Liam Paynes död

Lomakkeen kuvaus

Kysymykset Vastaukset Asetukset Kokonaispistemäärä: 10

Vad var anledningen till att Liam Payne var i Argentina? *

- Han var på semester
- Han besökte sin tidigare bandkamrat Niall Horan
- Han hade en konsert
- Han var där för att spela polo

Vad hände med Liam Payne den 16 oktober? *

- Han åkte hem
- Han föll från en hotellbalkong
- Han gick på en konsert
- Han träffade nya vänner

Vilka substanser påträffades i Liam Paynes kropp efter hans död? *

- Alkohol och nikotin
- Alkohol, kokain och ett antidepressivt medel

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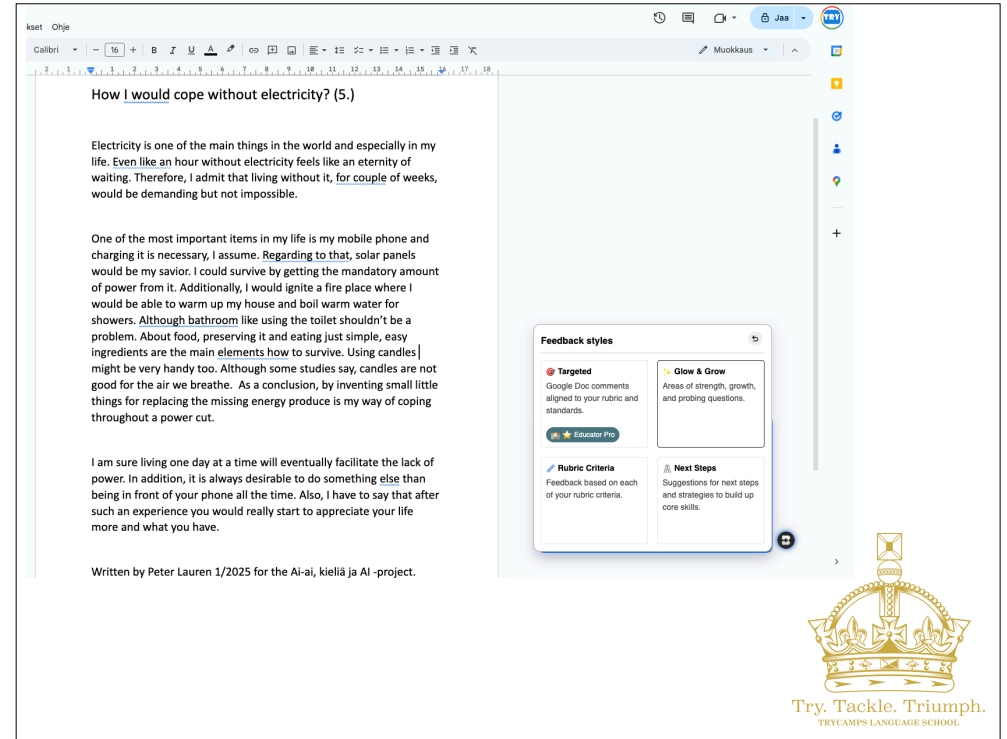
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Purchase



The screenshot shows a Google Docs interface with a writing prompt: "How I would cope without electricity? (5.)". The document contains two paragraphs of text. The first paragraph discusses the importance of electricity and the author's hypothetical survival strategies during a power outage, such as using solar panels, candles, and a fire place. The second paragraph expresses the author's appreciation for electricity and their intention to write about it. A "Feedback styles" overlay is visible on the right side of the document, showing four feedback options: "Targeted" (Google Doc comments aligned to rubric and standards), "Glow & Grow" (Areas of strength, growth, and probing questions), "Rubric Criteria" (Feedback based on each of your rubric criteria), and "Next Steps" (Suggestions for next steps and strategies to build up core skills). The "Educator Pro" logo is also visible in the overlay. The document footer reads: "Written by Peter Lauren 1/2025 for the AI-ai, kieliä ja AI -project." The logo for "Try, Tackle, Triumph. TRYCAMPS LANGUAGE SCHOOL" is located in the bottom right corner.

Brisk | [Icons]

[Copy all] [Insert]

Glow

You did a great job expressing your thoughts about living without electricity! Your ideas about using solar panels and a fireplace show that you are thinking creatively about solutions. I also appreciate how you acknowledged the importance of appreciating what we have, which adds a reflective touch to your writing.

Grow

There are a few areas where you could improve your assignment. First, consider using clearer transitions between your ideas to help the reader follow your thoughts more easily. For example, instead of saying "Although bathroom like using the toilet shouldn't be a problem," you could clarify your point about bathroom usage. Additionally, be careful with grammar and punctuation; for instance, "couple of weeks" should be "a couple of weeks," and "the mandatory amount of power from it" could be rephrased for clarity. Lastly, make sure to avoid repetition; you mention using candles twice, so try to combine those thoughts into one clear statement.

Wondering

What other methods could you think of for coping without electricity? Have you considered how you would stay connected with others or keep yourself entertained? It might be interesting to explore how people in different parts of the world manage without electricity and what you could learn from their

Anything to change (ex. make shorter?) [Arrow]

Brisk | [Icons]

Content Understanding

- You demonstrate a clear understanding of the challenges of living without electricity.
- Consider providing more specific examples of how you would manage daily tasks without electricity, such as cooking or keeping food fresh.
- The mention of solar panels is a good idea, but you could elaborate on how they work or how you would use them during a power outage.


Organisation

- Your essay has a logical structure, starting with the introduction and moving through different coping strategies.
- However, consider using clearer paragraph breaks to separate different ideas, making it easier for the reader to follow.
- A stronger conclusion summarising your main points would enhance the overall impact of your essay.

Language and Style


- Your language is mostly clear, but there are some awkward phrases, such as "ignite a fire place" which could be simplified to "light a fire."
- Be mindful of your use of commas; for example, "Regarding to that" should be "Regarding that."
- Try to vary your sentence structure to keep the reader engaged. For example, instead of starting multiple sentences with "I would," consider mixing in other sentence starters.

Anything to change (ex. make shorter?) [Arrow]



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The screenshot displays the TWEE website's main interface. At the top, the 'TWEE' logo is on the left, and navigation links for 'Tools', 'My Lessons', 'My Students', and 'Plans' are in the center. On the right, there are icons for notifications, help, user profile, and a 'Pro' badge. The main heading is 'Let's Get Started', followed by a sub-heading: 'Pick a tool and start your next lesson! With this set, you've got everything you need to create fun, engaging, and personalized learning adventures.' Below this is a search bar and a horizontal menu with categories: 'All', 'Favorites', 'Reading', 'Vocabulary', 'Writing', 'Speaking', 'Grammar', 'Listening', and 'Utility'. The main content area features a grid of 12 tool cards, each with an icon, a title, and a brief description. The tools include: 'Create a Text on Any Topic with Your Vocabulary', 'Audio & Video Question Creator', 'Create a List of Sentences with Your Vocabulary', 'Create ABCD Questions for a Text', 'Convert Audio & Video to Text', 'Find Discussion Questions', 'Create Open Questions for a Text', 'Word-Definition Matching', 'Fill in the Gap', 'Create True/False Statements for a Text', 'Warm-Up Discussion Questions Before Listening', 'Create a Dialogue on Any Topic', 'Essential Vocabulary on a Topic', 'Audio & Video Summary GapFill', and 'Lead-In Activities for a Text'. At the bottom of the page, the footer contains the name 'Petri Ilmonen ©', the 'TRYCAMPS Language School' logo, and the website address 'www.trycamps.fi'.

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TWEE

Watch and Listen

Develop your students' listening skills while exploring the world of video and audio content



Convert Audio & Video to Text

Creates a transcript of the chosen audio or video that you can use in class. Simply upload your file to TWEE, input and other options to make a YouTube file and get your transcript.



Audio & Video Question Creator

Upload your audio or video and create a list of open questions, multiple choice questions, or true/false statements.



Choose the Right Summary

Creates three summaries for your audio or video. Two of them are wrong and only one is correct. You can give this task to check listening comprehension.



Warm-Up Discussion Questions before Listening

Creates discussion questions that you can use as a warm-up before listening. They write your students to express their opinion on the topic covered in the video or audio and think about their experience.



Audio & Video Summary CardFill

Creates a listening exercise in which a student is expected to fill in the gaps in a video or audio summary. This is a great task for students to practice their listening comprehension and contextual understanding.

Read and understand a text

Create, analyze and discuss an unlimited range of unique reading materials



Create a text on a certain topic

Creates a text on a certain topic. Can be used during lesson as a homework task after a reading, listening or vocabulary lesson.



Create open questions to the text

Creates a list of open questions. Ask your students these questions to make sure they understand the text.



Create ABCD questions for correct answer

Creates a list of ABCD questions for short texts with one correct answer.



Create True/False statements based on your text

Creates a list of true/false statements for the selected text. Check if they understand the content of the text.



Create a dialogue on any topic

Creates a dialogue based on any text or topic. Once this dialogue is for your students to read aloud or discuss.



Lead-in activities for a text

Creates 3 ideas that can be used as lead-in activities before reading a particular text in class. Replace the title discussion question with these to make your lesson more engaging.



Create three titles for a text

Creates three titles for a given text. Two of them are wrong and only one is correct. You can give this exercise to your students as a listening task.



Reading bits and pieces

Creates a list of small texts for your lesson.

TWEE

Learn and practice new words

Work on your students' vocabulary range and control



Fill in the gap

Replaces all the chosen words in the text with gaps. Give a list of those words separately.



Create a matching exercise word-definition

Automatically creates a matching exercise for a list of words. Ask your students to match the words to the meaning. The two words with multiple meanings, or make a synonym or antonym for the definition you need.



Create a list of sentences with your vocabulary

Creates a list of sentences with target vocabulary. It's a great idea to use them later in the TWEE app! You can type in verb forms or make them relevant to make a grammar task.



Essential vocabulary on the topic

Suggests a list of essential vocabulary items for the chosen topic and level. Use this list to create a variety of exercises for your lesson.



Create a word formation exercise

Creates a word formation exercise. Ask your student to take a word from each list of examples and form a different part of speech to fit in the gaps.



Create communicative situations with your vocabulary

Creates short text-like dialogues with the target vocabulary. You can give them to your students to show how to use new words and phrases in everyday speech.



Extract collocations from a text

Extracts collocations from a given text based on the target vocabulary provided. Perfect for teaching your students' vocabulary chunks.



Word-Translation matching

This tool translates a list of words or phrases into different world languages and creates a matching exercise. Use it for vocabulary presentation and revision in bilingual classrooms.

Drill some grammar

Every test useful, make your students practice grammar structures



Scramble the words in sentences

Breaks up all the words in a sentence. Ask your student to put the words in the right order. You can give this task to practice word order in questions or grammar structures.



Create an exercise with matching halves

Creates an exercise for your students in which they need to correctly match the halves of collocations, sentences, and so on. It's an excellent way to practice or revise grammar and vocabulary chunks.

Make your students speak

Break all language barriers with awesome speaking prompts



Find interesting facts on a given topic

Provides interesting facts on a given topic. You can use them as a warm-up or at any other stage of your lesson.



Create a list of advantages and disadvantages on the given topic

Creates a list of advantages and disadvantages on the given topic. You can use this list for discussions or debates.



Find quotes by famous people on the topic

Creates a list of quotes by famous people. Perfect for warm-ups, discussions, and essay topics.

Fill in the gap

Replaces all the chosen words in the text with gaps. Gives a list of these words separately.

Language: English (British)

Fill in the gap

Replaces all the chosen words in the text with gaps. Gives a list of these words separately.

Paste a text that you want to turn into a fill-in-the-gap activity. Click on the words to make gaps instead of them. To create a gap for a multi-word phrase, right-click (or tap and hold on mobile) and select "Merge to the right/left".

Image to text Select All Articles Deselect all words

Text

Finland's conservative former Prime Minister Alexander Stubb has won Sunday's presidential election, final results show. He secured 51.6% (1) the vote, while his Green Party rival Pekka Haavisto, the former foreign minister, had 48.4%. Mr Haavisto has already admitted defeat. It is the first election since Finland joined the Nato military alliance. Mr Stubb, 55, takes a hardline approach towards Russia, (2) which the Nordic nation shares a long land border. He had said that joining Nato was a "done deal" (3) his country as soon as Russian President Vladimir Putin launched a full-scale invasion (4) Ukraine (5) February 2022. Finland officially became the Washington-led alliance's 31st member last April. How Sweden and Finland went (6) neutral (7) Nato. Russia warns (8) tension as Finns shut last crossing (9) a press conference late (10) Sunday, Mr Stubb, a member (11) Finland's National Coalition Party, described his election victory as "the greatest honour (12) my life". He also stressed that it was "rather self-evident that it's difficult (13) have any kind (14) political dialogue with Putin as long as Russia is waging an aggressive war against Ukraine. "So, I don't see any kind (15) communication with Putin or (16) the Russian political leadership (17) the near future. We all want (18) find a pathway (19) me that that pa (20) the battlefield

1 Can You Fill in the Blanks?

+ Add short description

View options

on (3), through, in (3), to (5), from, for (4), at (2), of (9), with (2)

Finland's conservative former Prime Minister Alexander Stubb has won Sunday's presidential election, final results show. He secured 51.6% (1) the vote, while his Green Party rival Pekka Haavisto, the former foreign minister, had 48.4%. Mr Haavisto has already admitted defeat. It is the first election since Finland joined the Nato military alliance. Mr Stubb, 55, takes a hardline approach towards Russia, (2) which the Nordic nation shares a long land border. He had said that joining Nato was a "done deal" (3) his country as soon as Russian President Vladimir Putin launched a full-scale invasion (4) Ukraine (5) February 2022. Finland officially became the Washington-led alliance's 31st member last April. How Sweden and Finland went (6) neutral (7) Nato. Russia warns (8) tension as Finns shut last crossing (9) a press conference late (10) Sunday, Mr Stubb, a member (11) Finland's National Coalition Party, described his election victory as "the greatest honour (12) my life". He also stressed that it was "rather self-evident that it's difficult (13) have any kind (14) political dialogue with Putin as long as Russia is waging an aggressive war against Ukraine. "So, I don't see any kind (15) communication with Putin or (16) the Russian political leadership (17) the near future. We all want (18) find a pathway (19) me that that pa (20) the battlefield

Correct Answers:

1 of 2 with 3 for 4 of 5 in 6 from 7 to 8 of 9 at 10 on 11 of 12 of 13 to 14 of 15 of 16 with 17 in 18 to 19 to 20 through 21 at 22 to 23 in 24 for 25 for 26 on 27 on 28 of 29 for 30 of

Lähde: https://www.bbc.com/news/world-europe-6151834

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Project: Finland's Preside...

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- Writing
- Speaking
- Grammar
- Listening

Need help?

Privacy Policy

Create True/False statements based on your text

Creates a true/false reading exercise for the student to check if they understand the content of the text.

Image to text

Text

How Sweden and Finland went from neutral to Nato Russia warns of tension as Finns shut last crossing At a press conference late on Sunday, Mr Stubb, a member of Finland's National Coalition Party, described his election victory as "the greatest honour of my life". He also stressed that it was "rather self-evident that it's difficult to have any kind of political dialogue with Putin as long as Russia is waging an aggressive war against Ukraine. "So, I don't see any kind of communication with Putin or with the Russian political leadership in the near future. We all want to find a pathway towards peace, but it seems to me that that pathway happens only through the battlefield at the moment." Mr Haavisto, who ran as an Independent, admitted his defeat. "Well, Alexander. Congratulations to Finland's 13th president," the 65-year-old said. "If you ask me today if I'll ever be involved in any elections again, my answer is probably 'no', not for a while and maybe never," added Mr Haavisto, who had also unsuccessfully run for the presidency twice before. Instead, he said he would now focus on his job as a lawmaker. Mr Stubb will officially assume office on 1 March, replacing Sauli Niinistö. The Finnish head of state is directly responsible for foreign and security policy, and is commander-in-chief of the country's armed forces.

Need a text? Try to create based on a topic 227 / 1000

Level: Simple A1-A2

Include "not given" statements

Do the magic!

2 Can You Tell which Sentences are True and which are False?

+ Add short description

View options Show as separate task

- The author described his election victory as the most significant moment of his life.
- Mr Stubb will not take office on 1 March, replacing Sauli Niinistö.
- The author, who ran as an Independent, accepted his loss.
- Mr Haavisto successfully ran for the presidency twice before.
- Mr Stubb, a member of Finland's National Coalition Party, described his election victory as a regular event in his life.
- The author will officially take office on 1 March, succeeding Sauli Niinistö.
- The Finnish head of state is not responsible for foreign and security policy, and is not the commander-in-chief of the country's armed forces.

Correct Answers:

- True
- False - This statement contradicts the factual information provided in the text - the text says that Mr Stubb will assume office on 1 March.
- True
- False - Exaggerates the information mentioned in the text, misrepresenting the factual data.
- False - This statement contradicts the factual information provided in the text - the text says that Mr Stubb described his victory as the greatest honour of his life.
- True
- False - Exaggerates the information mentioned in the text, misrepresenting the factual data.

Copy Edit

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Audio & Video Question Creator

Upload your audio or video and create a list of open questions, multiple choice questions, or true/false statements.

← Change

Overnight in a Glass Igloo in the Arctic Circle

00:00 / 19:31

Correct Answers:

- 1 True
- 1 True
- 1 False -- The narrator is in Finland during winter.
- 1 False -- The narrator mentioned not seeing any street lights.
- 1 False -- The narrator described the location as secluded.
- 1 True
- 1 True
- 1 False -- The receptionist mentioned they are not fully booked.
- 1 False -- The narrator is from Wales.
- 1 False -- The narrator will have salmon for dinner.

Overnight in a Glass Igloo in the Arctic Circle

00:00 - 05:00 <https://youtu.be/ATwuyPHFE>

✓ Detect automatically

- English
- Czech
- Danish
- Dutch
- Finnish**
- French
- German
- Greek
- Italian
- Norwegian
- Polish
- Portuguese
- Russian
- Spanish
- Swedish
- Ukrainian

1 Answer the Questions!

+ Add short description

View options

- 1 The narrator is in Finland, inside the Arctic Circle.
- 2 The narrator has never stayed in a glass igloo before.
- 3 The narrator is in Finland during summer.
- 4 The narrator saw street lights everywhere on the way to the glass igloo.
- 5 The glass igloo is located in a populated area.
- 6 The narrator is excited about staying in the glass igloo.
- 7 The glass igloo hotel has 39 igloos.
- 8 The glass igloos are always fully booked.
- 9 The narrator is from Spain.
- 10 The narrator will have reindeer for dinner.

Type of questions

Open questions

Level

B1-B2

Language (optional)

Detect automatically

Do the magic!

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Vie MS. Formsiin

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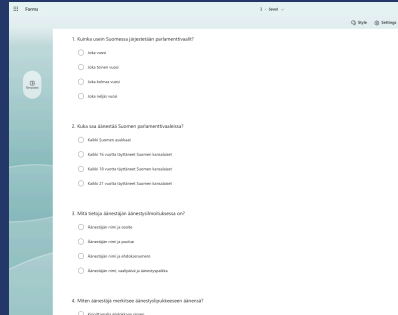
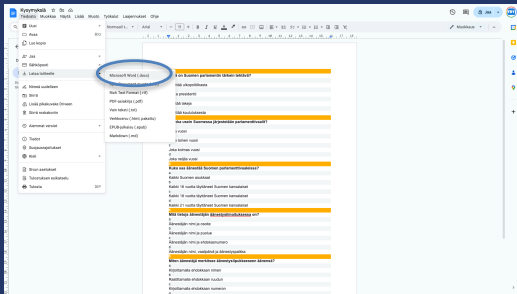
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VIE MS. FORMSIIN



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Multiple Seats	Not available	Not available	Available
Export to pdf	Available	Available	Available
Extract text from an image	Available	Available	Available

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Mitä haluat suunnitella?

Kokeile hakua "kuvat" tai "kutsut"

Luo tekoälyn avulla Muokkaa tekoälyn avu... Suunnittele alusta alka...

Kuvat Kuvakkeet Taustakuvat Kutsut Bannerit Julisteet

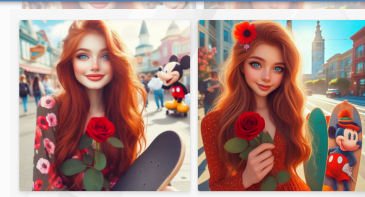
Luo mukautettuja kuvia mille tahansa projektille

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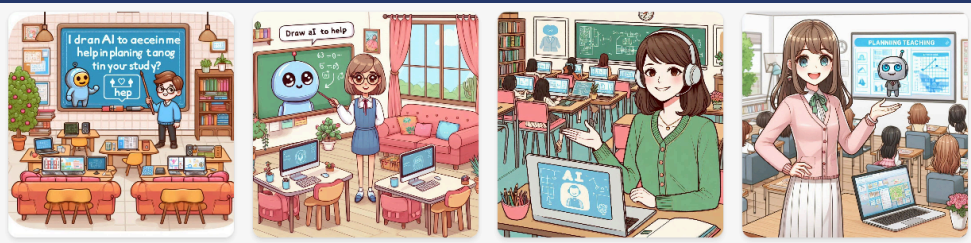


Photo of a girl in San Francisco with a rose in her hand. She has blue eyes, long red hair and a long Poppy dress. She is 20 years of age and she is waiting for Mickey Mouse to pick her up by a skate board. She is happy and the sun is shining.



Petrin promptti:

Piirrä minulle opettaja, joka on iloinen, kun hän on saanut apua opetuksen suunnitteluun tekoälyltä. Luokassa EI OLE YHTÄÄN OPPILASTA. Piirrä kuva luokkahuoneesta, jossa on sohvia, nojatuoleja ja ihania pöytiä, jossa voi opiskella. PIIRÄ AI AUTTAMAAN TIETOKONEEN RUUDULLE.



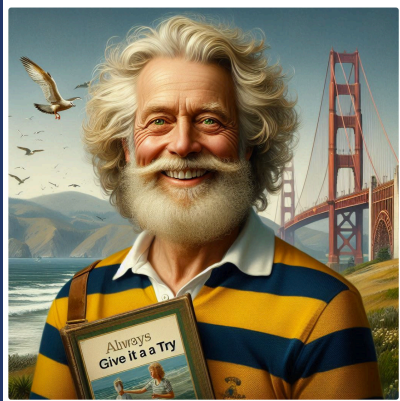
PROMPT-TEHTÄVÄ:

Create a XXX styled portrait of a smiling XXX man/woman/boy/girl/non-binary who is XXX years old with XXX hair and XXX eyes, wearing XXX holding XXX in front of XXX while the weather was XXX and XXX + personal ending about the background.
(miksattu, alk. per. promptti: Microsoft Bett'25)

Hint for the styles:

Disney princess, Minecraft, Fantasy, Pixel art, Lego, 3D illustration, Claymation, Classical/Modern/Picasso style, Anime, Moomin

Create a Classical art styled portrait of a smiling Scandinavian non-binary person who is 70 years old with long, curly, blond hair and green eyes, wearing a yellow -navy blue striped polo shirt with a white collar holding a book called: "Always give it a try" in front of Golden gate bridge while the weather was super sunny and clear and the birds were flying in the sky .



Moomin Character style



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PROMPT-TEHTÄVÄ:

Create a XXX styled portrait of a smiling XXX man/
woman/boy/girl/non-binary who is XXX years old with
XXX hair and XXX eyes, wearing XXX holding XXX in
front of XXX while the weather was XXX and XXX +
personal ending about the background.

Hint for the styles:

Disney princess, Minecraft, Fantasy, Pixel art, Lego,
3D illustration, Claymation, Classical/Modern/Picasso
style, Anime, "Muumi"

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Back to
KAHOOT/
QUIZIZZ-
Really?



Kahoot!+ Enter kahoot title... Settings Themes Exit Save

1. Quiz Question Add question Add slide

Start typing your question

Create a new kahoot

- Kahoot Generator**
Generate a kahoot based on a PDF file
AI assisted
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Generate a kahoot based on a topic, URL, or Wikipedia
AI assisted
- Blank canvas**
Create from scratch
- Import slides**
Create a kahoot by syncing or uploading your slides
- Templates**
Pre-made kahoots

Close

Themes Your themes + Professional Skyscrapers Technology Dark Dark blue Dark green Dark purple Dark burgundy Dark red

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Generate AI assisted

Topic 60 **Generate**

Format **Quiz**

Language **English**

Skill level **Intermediate**

Tone of voice **Conversational**

Kahoot length **Around 20 questions**

Wikipedia

Digestive system for birds

Amazing animal abilities

Capitals of Europe

Solar system facts

Add all (0)

Done

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Generate AI assisted

URL **Generate**

Format **Quiz**

Language **Suomi**

Skill level **Intermediate**

Tone of voice **Conversational**

Kahoot length **Around 15 questions**

Kuinka hyvin tunnet TRYcampsin kielikurssit?

TRYcamps tarjoaa yksityisopetusta

TRYcampsin opettajat ovat kaikki nativeja

TRYcampsin kielikurssit ovat kaikkialla

Mikä ei sisälly TRYcampsin kielikurssiin?

Missä TRYcamps ei järjestä majailusta?

Mikä on TRYcampsin opetustyyli?

Kuinka monta tuntia opetusta TRYcamps tarjoaa päivässä?

Mikä on TRYcampsin kielikurssien ikähaarukka?

Minkä tyyppisiä retkiä TRYcamps järjestää?

Mikä on TRYcampsin lentoyhtiövalinta?

Miten TRYcamps vaikuttaa yhteiskenteen?

Mikä on TRYcampsin kielikurssien hintapolitiikka?

Miten TRYcamps tukee opiskelijoiden osaamista?

Mikä on TRYcampsin perustajan tausta?

Add all (15)

Done

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Teksti PDF:stä Kahoot-peliksi

Jack the Ripper

Written by: Ashleigh Tock

Jack the Ripper: An Enduring Historical Mystery*

Jack the Ripper is one of history's most well-known and mysterious figures. This unidentified individual committed a series of crimes in London during the late 19th century, specifically in the Whitechapel district. These events have intrigued historians, criminologists and the general public for over a century, making Jack the Ripper a subject of endless fascination and speculation.

The story begins in 1888, a time when the East End of London was a densely populated area with significant poverty and hardship. The community was already familiar with crime, but the incidents attributed to Jack the Ripper brought an unprecedented level of attention and concern. The victims were women who lived in the area and their deaths prompted a major police investigation.

Despite the significant efforts of law enforcement, identifying the perpetrator proved to be incredibly challenging. The police received numerous letters from individuals claiming to be the killer. One of these, the "Dear Boss" letter, signed by "Jack the Ripper," became the most famous and gave the mysterious figure his enduring name.

The methods available to the police at the time were limited, lacking the advanced forensic technology we have today. As a result, gathering concrete evidence was difficult and many leads turned out to be dead ends. The local press also played a significant role, often sensationalizing the events and contributing to the widespread public fear and fascination.

Over the years, many theories about the identity of Jack the Ripper have emerged. Some believe he could have been a local resident, while others speculate that he was an outsider with specific knowledge that allowed him to evade capture. Suspects have ranged from doctors to butchers and even notable public figures of the time. However, none of these theories have been conclusively proven.

Jack the Ripper's legacy extends beyond the specific events of 1888. The case has had a lasting impact on the fields of criminal investigation and forensic science. It also sparked an interest in criminal profiling, as investigators and researchers have tried to understand the motivations and methods of the perpetrator. Additionally, the story of Jack the Ripper has permeated popular culture, inspiring countless books, movies and television shows.

The mystery of Jack the Ripper remains unsolved, but it continues to capture the imagination of people around the world. As new technologies and methods develop, the hope persists that one day the true identity of Jack the Ripper might be uncovered, providing closure to one of history's most enduring puzzles.

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< Generate
AI assisted
✕

PDF ▼

Jack the Ripper by Ashleigh Tock.pdf ✕

Generate

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Generating kahoot from your PDF... Cancel

How familiar are you with historical mysteries?

Not at all	Slightly
Very familiar	Extremely

What year did Jack the Ripper's crimes begin?

1880	1888
1890	1885

Where did Jack the Ripper operate?

Westminster	Chelsea
St. Pancras	Whitechapel

What was the profession range of suspects?

Doctors to butchers	Teachers to farmers
Lawyers to artists	Carpenters to bankers

Which letter is most famous from the Ripper?

Catch me	Empty factory
Dear Boss	From Hell

What hindered the 1888 police investigation?

Limited technology	No witnesses
Lack of interest	Poor suspects

Why is Jack the Ripper's identity elusive?

Too many suspects	Incomplete evidence
Little records	Witness contradictions

What impact did the press have on the case?

Provided clear facts	Ignored the crimes
Supported police	Sensationalized events

How did the Ripper case affect forensic science?

Spurred advancements	No impact
Increased credibility	Slowed progress

What role does criminal profiling play?

Understanding motives	Spotting all crimes
Pinpointing crime locations	Identifying victims

What continues to drive interest in the Ripper?

Unsolved mystery	Confirmed identity
Frequent occurrences	Modern evidence

What might future technologies reveal?

New suspects	The identity
Victim names	Exact crime dates

Language ?

English ▼

Skill level ?

Advanced ▼

Tone of voice ?

Conversational ▼

Kahoot length ?

Around 20 questions ▼

Add all (15)

Done

Kolme automaattista vaikeustasoa

The screenshot shows the 'Generate' interface of Kahoot!. On the left, there's a 'Generate' button and a 'Format Quiz' dropdown. Below it, there's a 'Language' dropdown set to 'English', a 'Skill level' dropdown set to 'Advanced', a 'Tone of voice' dropdown set to 'Conversational', and a 'Kahoot length' dropdown set to 'Around 15 questions'. The main area displays three quiz questions with their respective difficulty levels:

- Question 1:** "How familiar are you with historical mysteries?" with options: Not at all, Slightly, Moderately, Very familiar.
- Question 2:** "How much do you know about Jack the Ripper?" with options: Nothing at all, Just the basics, Quite a bit, Expert level.
- Question 3:** "How familiar are you with Jack the Ripper?" with options: Not at all, A little, Somewhat familiar, Very familiar.

Luettelo PDF:stä Kahoot-peliksi?

The screenshot shows a PDF document titled "UK VS USA" written by Petri Ilmonen, assisted by Vilma Poikela. It includes an introduction and a table of differences between American and British English.

Introduction
There are some differences between American and British English. The differences can be found from:

- Pronunciation – differences in vowels and consonants as well as in intonation
- Vocabulary – different nouns and verbs
- Spelling

AUBERGINE	EGGPLANT
BANGERS	SAUSAGE
BISCUITS	COOKIES
SWEETS	CANDY
CANDY FLOSS	COTTON CANDY
PEPPERS	BELL PEPPERS
CHIPS	FRENCH FRIES
CORIANDER	CILANTRO
COURGETTE	ZUCCHINI
CRISPS	POTATO CHIPS
EGGY BREAD	FRENCH TOAST
JELLY	JELL-O
LOLLY	POPSICLE
MINCED MEAT OR MINCE	GROUND MEAT
PIPS	SEEDS
PORRIDGE	OATMEAL
PRAWNS	SHRIMP
PUDDING	DESSERTS
SWEET CORN / MAIZE	CORN

At the bottom of the page, there are icons for the Tower Bridge and the Golden Gate Bridge, and the TRY logo.

Create a new activity

Create a new activity

Import worksheets/questions
from documents, google form, spreadsheet

Generate with AI
from documents, websites, text

Create from scratch
from search, question types

Generate

PDF **UK vs USA Ruoka .pdf** Generate

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Kuinka hyvin tunnet britti- ja amerikanenglannin erot?	Onko 'aubergine' brittienglantia?	Mikä on 'candy floss' amerikanenglanniksi?
Mitä tarkoittaa 'bangers' amerikanenglannissa?	Onko 'french fries' brittienglantia?	Mikä on 'jelly' amerikanenglanniksi?
Onko 'pudding' brittienglannissa jälkiruoka?	Mikä on 'chips' amerikanenglanniksi?	Mikä on 'corlander' amerikanenglanniksi?
Mikä on 'minced meat' amerikanenglanniksi?	Mikä on 'sweet corn' amerikanenglanniksi?	Mikä on 'lolly' amerikanenglanniksi?
Mikä on 'porridge' amerikanenglanniksi?	Mikä on 'peppers' amerikanenglanniksi?	Mikä on 'biscuits' amerikanenglanniksi?

Format Quiz

Language: Suomi

Skill level: Intermediate

Tone of voice: Humorous

Kahoot length: Around 15 questions

Add all (15)

Done

Create a new activity

Document Text / Prompt **Website** YouTube

Start from

- Import worksheets
- Generate with AI**
- Create from scratch

Generate questions from websites/online articles AI limit 0/10 per month

<https://www.trycamps.fi/miksi-try/>

Preferences

Output language: English

Number of questions Automatic 5 8 10 15

Subject and Grade English 2nd Grade

Generate quiz

Powered by Quizizz AI

Generate quiz on the go from any website Add Chrome Extension

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Output language: Finnish

Number of questions Automatic 5 8 10 15

Subject and Grade Education 9th Grade

Generate quiz

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5. Multiple Choice 30 seconds 1 point AI Edit

Miten paljon TRYcampsin kurssit maksavat verrattuna kilpailijoihin?
Answer choices

- Ne ovat ilmaisia. ✓ Ne ovat edullisempia.
- Ne ovat kalliimpia. ✗ Ne ovat saman hintaisia.

6. Multiple Choice 30 seconds 1 point AI Edit

Miten voit vaikuttaa retkikohteisiin?
Answer choices

- Retkikohteet valitaan satunnaisesti. ✗ Et voi vaikuttaa lainkaan.
- Äänestämällä suosikkiasi verkossa. ✓ Retkikohteet ovat aina samat.

7. Multiple Choice 30 seconds 1 point AI Edit

Mitä saat kielikurssin päätteeksi?
Answer choices

- Henkilökohtaisen Report of Skills & Activity -todistuksen. ✓ Vain todistuksen.
- Ei mitään. ✗ Vain suullisen palautteen.

8. Multiple Choice 30 seconds 1 point AI Edit

Miksi TRYcamps on hyvä valinta?
Answer choices

- Se ei järjestä retkiä. ✗ Se ei tarjoa yksityisopetusta.
- Se on suomalainen yritys. ✓ Se tarjoaa vain perusopetusta.

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A BREAK

"Reduce harm, maximise the potential for improving"

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- **41% of teachers lack confidence** in using the full range of features their school's technology offers.
- Half of UK teachers receive just **1-5 hours of EdTech training annually**, while a fifth receive none.

But, when teachers do master their EdTech tools, the results are striking...

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THANK YOU



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