



Kieliä ja AI — tekoälyosaamista kieltenopetukseen #3

OULU - HELSINKI - KUOPIO



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Try. Tackle. Triumph.
TRYCAMPS LANGUAGE SCHOOL

Petri Ilmonen

- 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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3. päivä



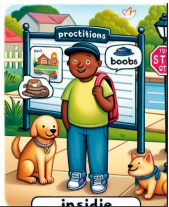
- * Pienryhmätyöskentelyä ja yhdessä oppimista / vertailua:
 - * Ajatusten vaihtoa webinaareista
 - * Kuinka motivoida kielenopiskeluun - millaisia kivoja hands-on -materiaaleja, pelejä, TVT-sovelluksia tai verkkosivustoja "me käytämme" - jaetaan meidän ideat!
 - * Kokemusten vaihtoa AI-kokeiluista etäjäksolla: prompti-kokeilut esim. Copilotilla tai opettajan AI-työkalut
- * "Huijaaminen AI:lla" keskustelua
- * "Lisää tekoälyohjelmia"
- * Henkilökohtaiset kokeilut.

Ruokatauko n. klo 12

Lupaamani "mustaa brittiteetä ja shortbreadiä"
TAUOT: ruokatauon & 1-2 lyhyttä taukoa

"Ajatuksia tai
palautetta
webinaareista"

"AI-kokeilut omassa työssä - ajatustenvaihtoa"



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



Let's continue our AI journey
One more Prompt Show
?

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Languages Teaching Prompts Homepage

ChatGPT
A conversational AI system that listens, learns, and challenges
<https://chat.openai.com/>

Read the notes below.

Gallery view

Categories

- Lesson planning
- Text creation
- Vocab building
- Reading
- Grammar
- Writing


Kahoot: <https://create.kahoot.it/>
Kahoot spreadsheet: [KahootQuizTemplate.xlsx](#) (live.com)

Games

Data

Working with Videos

<https://mflprompts.notion.site/Languages-Teaching-Prompts-Homepage-7ca4eb92c1d1419a820e4bf5d9c5376b>

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"suosikkimateriaalini"
-pienryhmät



GEMINI

Google kerää Gemini-sovelluksista keskustelusi, palautteesi sekä tietoa tuotteen käytöstä ja sijainnista. Google käyttää tätä dataa tietosuojakäytäntönsä Avautuu uudessa ikkunassa mukaisesti Googlen tuotteiden ja palveluiden sekä koneoppimisteknologioiden (myös Google Cloudin ja muiden Googlen yritystuotteiden) tarjoamiseen, parantamiseen ja kehittämiseen.

Gemini-sovellustoiminta on oletuksena päällä, jos olet vähintään 18-vuotias. Alle 18-vuotiaat käyttäjät voivat valita, haluavatko he laittaa sen päälle.

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"Huijaamista
ja sääntöjä"



Oppija + AI = huijausta? (Kuopio)

- kuvatodiste "tekemisestä"
- AI on versio 1,2,3... minun
- Käyttäkää, kertokaa muillekin ja hyödyntäkää —> suullinen koe / äänitallenne
- Perustele "tekstisi" -
- ei enää MITÄ -MITEN näkyy sinussa
- "Onko oltava kokoajan epäluuloinen"?
- Miten opettaa hyötykäyttämään?
- IT / AI osaamisen taso / vaatimus (mamu)
- Nuorilla on aina ollut ja tulee olemaan "keinot" huijata —> ymmärrä että "oppiminen on sinun prosessi ei open".

Oppija + AI = huijausta? (HKI)

- Voiko huijata, jos ei luokassa voi huijata oppimisympäristössä
- Tietynlaiset tehtävät pois
- dokumentoidaan kuinka AI auttoi tässä tehtävässä —> ei ai kieltö
- Miksi ja kenelle kieltä opitaan/opiskellaan?
-
-

Oppija + AI = huíjausta? (Oulu)

- Tuottamistehtävä (kotona) - arviointi - päättöarviointi → kommunikointi
 - "Kirjoitetaan käsillä silmä alla"
- "Ei mitään teetä kotona" → pidennetään päivä läksyjenteolla
 - aikaraja tehdä / pelillisuus läksynä
 - Termistö (tutkia) vs. "daungreidaus"
- Huíjattu on aina, "kopioidussa" tulee myös jotain itsenäistä työstämistä → miten käytämme oikein
- Oppimisenomistajuus, itsenäinen oppija (OPS16)
- Kielimyrönteinen puhe → humanistiset arvot, puhuttava enemmän - kulttuuri

Oppija + AI = ?

- Kielen taso:
- Sisällön tarkkuus:
 - Oppijan aiemmat työt vs. palautettu työ (täydellistä ja asiantuntijatasoa): lauserakenteita, ilmaisut, monimutkaisia sanoja.
 - Väitteet, jotka eivät täysin liity aiheeseen
 - Tiedot (vaikuttavat keksityiltä tai epätarkoilta)
- Tekstin tyyli: tekstit on liian hyvää (täydellistä), kaavamaisia; ilman henkilökohtaista kosketusta tai virheitä.
- Raportointi: miten tekoälyä on käytetty tehtävän tekemisessä?
- Keskustelu aiheesta: onko osaamista

Oppija + AI = ?

- **Prosessi:** "Miten lähestyit tämän tehtävän tekemistä? Mitä vaiheita kävit läpi?"
- **Lähteet:** "Mistä löysit tiedot, joita käytit tässä tehtävässä? Käytitkö jotain erityisiä lähteitä tai työkaluja?"
- **Haasteet:** "Oliko tehtävässä jotain haastavia kohtia? Miten ratkaisit ne?"
- **Oppiminen:** "Mitä opit tämän tehtävän tekemisestä? Mikä oli uutta, mikä tuttua?"
- **Teknologia:** "Käytitkö joitain lähteitä? Käytitkö teknologisia apuvälineitä? Miten se/ne auttoi (vat) vertailu: vertaa oppilaan aiempia töitä nykyiseen työhön. Jos tasoero on huomattava, se voi olla merkki tekoälyn käytöstä."

Oppija + AI = ?

- **Vertaa muiden vastauksia:** samanlaisia lauseita, rakenteita, tyyliä, järjestystä
- **Keskustelkaa oppilaan/oppijoiden kanssa tehtävästä.** Kysy yksityiskohtaisia kysymyksiä, jotka vaativat syvempää ymmärrystä aiheesta.
- **Plagiaatintarkistus:** Käytä plagiaatintarkistusohjelmia, jotka voivat tunnistaa kopioidun tai tekoälyn tuottaman sisällön.
- **"Tekstin analyysi"** -työkalut, jotka analysoivat tekstin tyyliä ja rakennetta. Tekoälyn tuottama teksti voi erottua ihmisen kirjoittamasta tekstistä.
- **Tehtävän muokkaus:** Anna oppilaalle mahdollisuus muokata tehtävää tai vastata lisäkysymyksiin paikan päällä?
- **Laita kysymyksesi itsekin pariin TÄ-ohjelmaan ja katso, mitä saat vastaukseksi**

Oppija + AI = ?

- Turnitin, GPTZero ja Copyleaks, jotka voivat tunnistaa tekoälyn tuottaman tekstin
- Small SEO Tools -tekstityökaluja: plagiaatintarkistus, oikeinkirjoitus, tekstin uudelleenmuotoilu.
- Speak Ai: tunneanalyysiä, nimettyjen entiteettien tunnistusta ja muita tekstin analyysitoimintoja.
- Unifire.ai: Tämä työkalu jakaa tekstin hallittaviin osiin ja analysoi sanan esiintymistiheyttä ja kontekstia, mikä auttaa ymmärtämään teoksen yleistä sävyä ja tyyliä.

Oppija + AI ≠ opeja AI



Here's a drawing of an angry teacher confronting a student for using ChatGPT for a school assignment, with a classroom background. I hope it captures the scene you had in mind. If you have any other requests, just let me know!



Here's a drawing of a happy and proud teacher using Copilot in their work, with a classroom background! I hope you like it. If you have any other requests, feel free to let me know.

Can I Use AI on this Assignment? Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code, etc)
This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Bard, etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout you assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI)
from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe PHEA, & Dr. Jason McVaugh
Link to Original Work



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Student AI Integration: 0 to Infinity Student AI Usage Continuum for Empowered Learning



To prepare ALL students for the AI-rich future that awaits them, it is imperative that they ALL learn ABOUT AI, and have opportunities to learn WITH AI in increasingly interactive and complex ways.

10th Grade English Examples Understanding relationship between Impressionist art & literature of the period

0	<p>AI Free</p> <ul style="list-style-type: none"> Work must be completed entirely without any AI assistance. Students must rely entirely on their own knowledge, understanding, and skills. Any AI use is a violation of student academic integrity policy. An academic honesty pledge that AI was not used may be required. 	0 Example 0
1	<p>AI Assisted</p> <ul style="list-style-type: none"> AI is used for tasks as specified such as brainstorming, planning, feedback etc. No AI content is allowed in the final submission. Usage beyond specified tasks is a violation of academic integrity. Disclosure statement should be submitted with final product; be prepared to share links, screenshots, etc as evidence of all AI Chats 	1 Example 1
2	<p>AI Enhanced</p> <ul style="list-style-type: none"> AI is used interactively throughout to enhance your knowledge, efficiency, & creativity. Student must provide human oversight and evaluation of all AI generated content. Interactivity with AI and critical engagement with AI-generated content is required. Student is responsible for the accuracy and fairness of all AI-generated content. Disclosure statement should be submitted with final product; be prepared to share links, screenshots, etc as evidence of all AI Chats 	2 Example 2
∞	<p>AI Empowered</p> <ul style="list-style-type: none"> The full integration of AI allows for the creation of things that were previously impossible, empowering students as critical thinkers, creatives, and problem solvers. Student must provide human oversight and evaluation of all AI-generated content. Student is responsible for the accuracy, fairness, & originality of all AI-generated content. All AI tools used and how they were used should be cited in a disclosure statement. 	Example ∞

Adapted by Vera Cubero 4/28/24 for the North Carolina Department of Public Instruction (NC DPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason McVaugh
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OPH ja AI

<https://www.oph.fi/fi/tekoalysuositukset>

Velvoitteet ja suositukset

Tekoaly varhaiskasvatuksessa ja koulutuksessa -lainsäädäntö ja suositukset -kokonaisuuden tavoitteena on auttaa varhaiskasvatuksen, opetuksen ja koulutuksen järjestäjiä tekoälyn liittyvän osaamisen kehittämisessä sekä edistää tekoälyn vastuullista, turvallista ja innovatiivista käyttöä. Kokonaisuus sisältää lainsäädännön pohjalta johdettavat velvoitteet sekä yleiset suositukset sekä niihin liittyvän taustamateriaalin. Kokonaisuus on laadittu opetus- ja kulttuuriministeriön ja Opetushallituksen yhteistyönä ja se on osa Suomen Digitaalisen kompassin toimeenpanoa.

LUE LISÄÄ

Tekoällysuositusten tausta-aineisto

Mitä tekoäly on? →	Tekoälyn virhepäätelmät ja vinoumat →	Tekoällyasetus →	Tietosuoja ja yksityisyys →
Tekijänoikeus tekoälyn opetuskäytössä ja kehittämisessä →	Tekoälyn mahdollisuuksia opetuksen ja opiskelun tukena →	Tekoälly oppimisen ja osaamisen arvioinnissa →	Tekoällytutkinto →
Tekoälly ja kestävä kehitys →	Tekoälly ja etikka koulutuksessa →		

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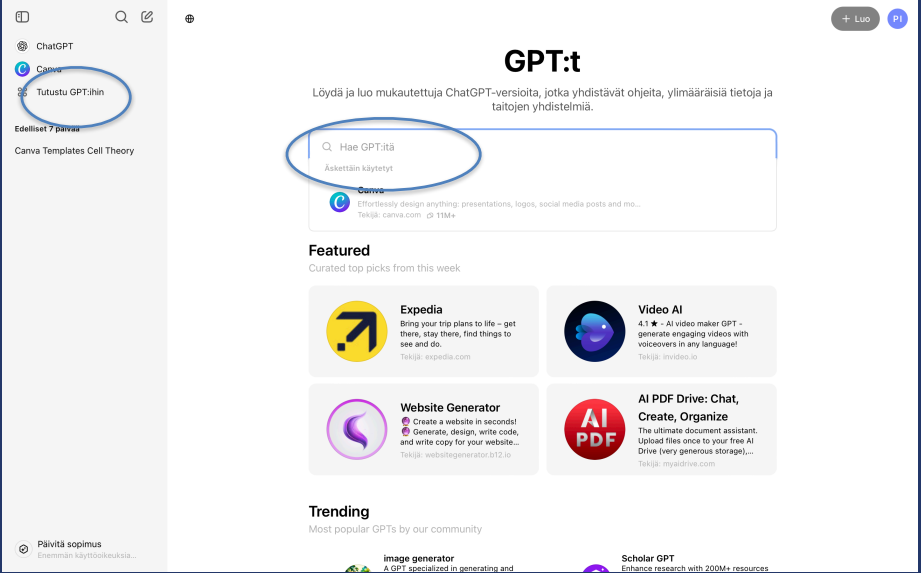
"Every teacher should protect students' data and privacy, make sure any tool used is SAFE and does not break "EU AI Act" and "GDPR laws"



MONIAJOA:
CHAT GPT 5
CANVA



I am an English teacher for 13 year old learners. They have studied English for 4 years. Create a worksheet for my 7 grade learners that explains the grammar as well as the use of the articles: A, An and The. Use some nice Australia related pictures on the worksheet, please.



GPT:t

Löydä ja luo mukautettuja ChatGPT-versioita, jotka yhdistävät ohjeita, ylimääräisiä tietoja ja taitojen yhdistelmiä.

Hae GPT:tä

Äskettäin käytetyt

Curvo
Effortlessly design anything: presentations, logos, social media posts and mo...
Tekijä: curvo.com · © TME


Featured
Curated top picks from this week

- Expedia**
Bring your trip plans to life – get there, stay there, find things to see and do.
Tekijä: expedia.com
- Video AI**
4.1 ★ AI video maker GPT - generate engaging videos with voiceovers in any language!
Tekijä: myvideo.ai
- Website Generator**
Create a website in seconds! Generate, design, write code, and write copy for your website...
Tekijä: websitegenerator012.io
- AI PDF Drive: Chat, Create, Organize**
The ultimate document assistant. Upload files once to your free AI Drive (very generous storage)...
Tekijä: myaidrive.com

Trending
Most popular GPTs by our community

- image generator**
A GPT specialized in generating and
- Scholar GPT**
Enhance research with 200M+ resources

Päivittä sopimus
Enemmän käyttökohteita...

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Name: _____ Date: _____

ARTICLES

REVIEW: Use the chart below to review the three main articles used in writing.

A	AN	THE
(A) is used before singular words that start with a consonant sound and refers to non-specific things.	(An) is used before singular words that start with a vowel sound and refers to non-specific things.	(The) is used either before singular or plural words and used to refer to specific things or something that has already been mentioned.
<ul style="list-style-type: none"> A is also called an indefinite article A consonant is letter in the alphabet that is not considered a vowel A can only be used with countable nouns 	<ul style="list-style-type: none"> An is also called an indefinite article A vowel is letter in the alphabet that is either (a, e, i, o, u) An can only be used with countable nouns 	<ul style="list-style-type: none"> The is also called the definite article The can be used in front of a word that starts with a consonant or vowel The can be used with countable and uncountable nouns

EXAMPLES:

Note the corrections for each sentence.

Incorrect: She adopted cat from orphan shelter.
Correct: She adopted a cat from an orphan shelter.

Incorrect: We stayed in hotel that was close to beach.
Correct: We stayed in a hotel that was close to the beach.

Jaa

4. Pink and White Pattern Tenses Exercise Worksheet

Tense Time Travel Verb Exercise

Complete each sentence by filling in the blank with the correct form of the verb in the given tense. Pay attention to the time reference and the subject.

Present Tense Exercise (PS)

Write the verb in the present tense.

1. She _____ (sing) in the choir.

2. They _____ (play) football every weekend.

3. He _____ (work) for the company.

4. The cat _____ (meow) when it is hungry.

5. The sun _____ (shine) brightly.

6. The car _____ (drive) fast.

7. The teacher _____ (explain) the lesson.

8. The machine _____ (make) noise.

9. The water _____ (boil) at 100 degrees.

10. The train _____ (arrive) on time.

11. The dog _____ (bark) loudly.

12. The plane _____ (fly) to London.

13. The computer _____ (work) well.

14. The machine _____ (break) down.

15. The car _____ (stop) at the red light.

16. The train _____ (leave) the station.

17. The plane _____ (take) off.

18. The car _____ (hit) the wall.

19. The machine _____ (run) smoothly.

20. The water _____ (freeze) at 0 degrees.

21. The train _____ (stop) at the next station.

22. The plane _____ (land) safely.

23. The car _____ (crash) into the tree.

24. The machine _____ (stop) working.

25. The water _____ (turn) into ice.

26. The train _____ (go) to the next station.

27. The plane _____ (fly) to the moon.

28. The car _____ (drive) to the store.

29. The machine _____ (make) a mistake.

30. The water _____ (boil) over.

31. The train _____ (arrive) late.

32. The plane _____ (take) a detour.

33. The car _____ (hit) a pothole.

34. The machine _____ (break) again.

35. The water _____ (freeze) faster.

36. The train _____ (leave) early.

37. The plane _____ (fly) to Paris.

38. The car _____ (drive) to the beach.

39. The machine _____ (make) a sound.

40. The water _____ (boil) quickly.

41. The train _____ (arrive) on time.

42. The plane _____ (take) off smoothly.

43. The car _____ (drive) safely.

44. The machine _____ (work) perfectly.

45. The water _____ (boil) at 100 degrees.

46. The train _____ (leave) on time.

47. The plane _____ (fly) to New York.

48. The car _____ (drive) to the airport.

49. The machine _____ (make) a noise.

50. The water _____ (boil) at 100 degrees.

These worksheets can be customized in Canva to include Australian-themed pictures. Let me know if you'd like more options or a different style! 🇺🇸

Kysy mitä tahansa

Päivitä sopimus

ChatGPT voi tehdä virheitä. Suosittelemme tarkastamaan tärkeät tiedot.

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Tiedosto Muuta kokoa Muokkaaminen Tuloista Canvalla Jakaminen

Sivu 1 - Lisää sivun otsikko

Articles: A, An or The Exercises

A. Fill in the blanks

- We went to _____ London last night.
- Can you pass me _____ UK, please?
- _____ coffee is my favourite.
- I need to buy _____ new pair of shoes.
- _____ Mona Lisa is a famous painting by Leonardo da Vinci.
- London is _____ capital of England.
- I saw _____ interesting movie yesterday, but I can't remember _____ title.
- _____ sun is a star, and _____ Earth revolves around it.
- _____ Great Wall of China is one of the Seven Wonders of the Ancient World.
- Please turn on _____ light in the kitchen.
- I've never _____ cat before in real world.
- Did you see _____ butterfly in the garden?
- _____ Eiffel Tower is a famous landmark in Paris.
- After hearing the _____ news, _____ people passed me _____ single piece of _____ chocolate cake is a major treat in the United States.
- _____ internet has changed the way we communicate.
- We went to _____ zoo and saw lions and tigers.
- _____ chocolate cake looks delicious! Can I have a slice?
- Please close _____ curtains, the sun is too bright.

B. Circle the best article.

- Please close a/an/the curtains, the sun is too bright.
- Did you see a/an/the butterfly in the garden yesterday?
- A/An/The Amazon rainforest is home to many different animals.
- I'm learning to play a/an/the piano, it's a lot of fun!
- Would you like a/an/the cup of tea?
- Would you like to see a/an/the picture I drew yesterday?
- A/An/The milk has gone bad, we need to go shopping!
- Can you hand me a/an/the tissue, please? I have a runny nose.
- There's a/an/the apple tree in a/an/the backyard.
- A/An/The Statue of Liberty is a symbol of freedom.
- We need a/an/the map to find the nearest bus stop.
- There's a/an interesting article about dinosaurs in this magazine.
- Paris is known as a/an/the City of Lights.
- We need a/an appointment with the dentist to get our teeth checked.
- I saw a/an the red car parked outside my window.
- Please turn down a/an/the volume on the TV, it's too loud.
- Learning a/an instrument can be a rewarding experience.
- My mother is a/an/the excellent baker, her pies are delicious!

Sivu 2 - Lisää sivun otsikko

Sivu 2/2 56%

Name: _____ Date: _____

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A is also called an indefinite article.	An is also called an indefinite article.

Articles: a, an, the

Directions: Fill in with the correct article.

These worksheets can be customized in Canva to include Australian-themed pictures. Let me know if you'd like more options or a different style! 😊

A. Fill in the blanks

- _____ Pacific Ocean

B. Circle the best article.

- Please close a/an/the curtains, the sun is too bright.
- Did you see a/an/the butterfly in the garden yesterday?
- A/An/The Amazon rainforest is home to many different animals.
- I'm learning to play a/an/the piano, it's a lot of fun!
- Would you like a/an/the cup of tea?
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- Can you hand me a/an/the tissue, please? I have a runny nose.
- There's a/an/the apple tree in a/an/the backyard.
- A/An/The Statue of Liberty is a symbol of freedom.
- We need a/an/the map to find the nearest bus stop.
- There's a/an interesting article about dinosaurs in this magazine.
- Paris is known as a/an/the City of Lights.
- We need a/an appointment with the dentist to get our teeth checked.
- I saw a/an the red car parked outside my window.
- Please turn down a/an/the volume on the TV, it's too loud.
- Learning a/an instrument can be a rewarding experience.
- My mother is a/an/the excellent baker, her pies are delicious!

EXAMPLES:

Note the corrections for each sentence.


Incorrect: She adopted cat from orphan she.
Correct: She adopted a cat from an orphan she.

Incorrect: We stayed in hotel that was close.
Correct: We stayed in a hotel that was close.

Directions: Complete the sentences below.

- _____ sun is the biggest star.
- Do you have _____ pencil?
- I saw _____ elephant at the zoo.
- I want to buy my mom _____ new bag.
- Can I have _____ extra pencil?

Page 1

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CANVA



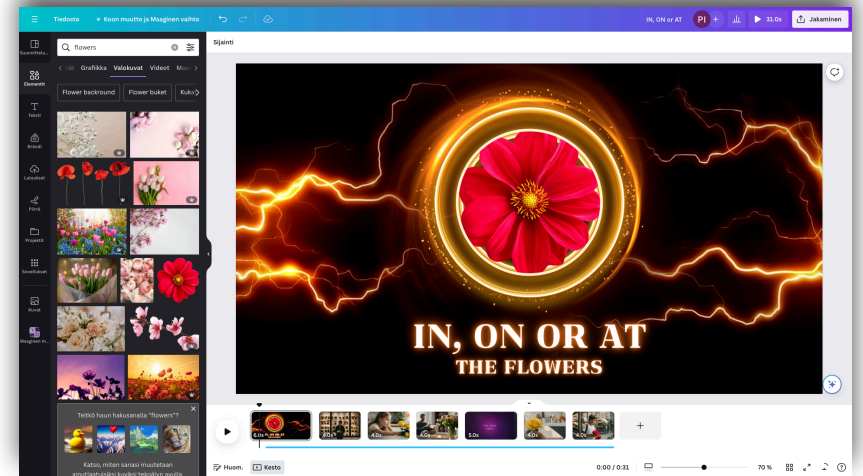
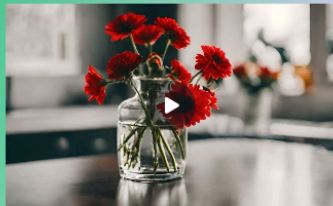
Canva maaginen media / magic

Haluan videon, jolla opetetaan englannin kielioppia eli prepositioita.

Video 1: Tee minulle video, jossa käsi laittaa yhden kukan pöydälle.

Video 2: Tee minulle video, jossa punaisia kukkia on vaasissa.

Video 3: We see a young black boy thinking of buying flowers at a flower shop (outside).



- Tee minulle 10 sekuntia kestävä video, jossa poika miettiin ostavansa kukkia kaupan ulkopuolella. Hän on ikkuna ostoksilla.
- Tee minulle 5 sekuntia kestävä video, jossa poika miettiin ostavansa kukkia kaupan ulkopuolella. Hän on ikkuna ostoksilla. Hänellä on seteli kädessä - ei kukkia
- Tee minulle video, jossa tyttö laittaa yhden keltaisen ruusun keittiön pöydälle. Tyttö on 3 vuotta.
- Mies katsoa vaasissa olevaa kukkakimppua, joka on olohuoneen pöydällä.



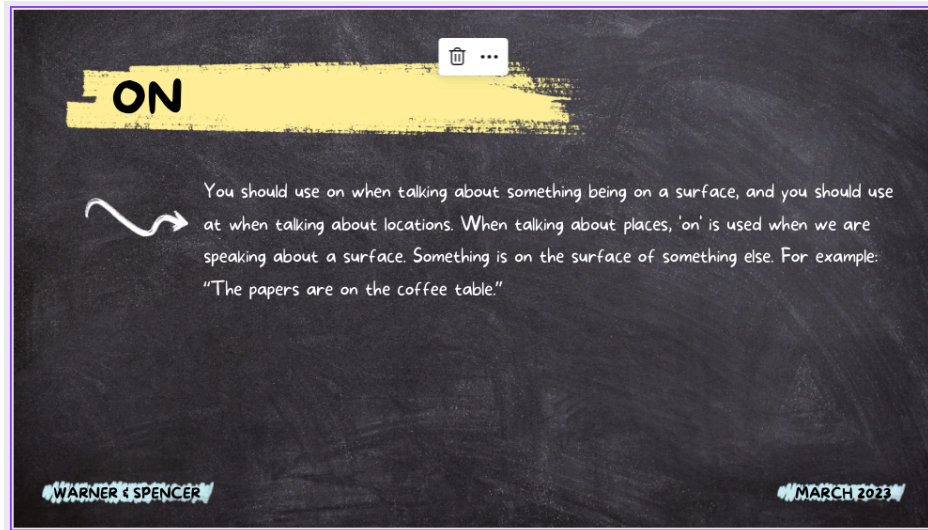
Magic Write - "make it for me"

The chalkboard features a yellow brushstroke at the top with the word "IN" written in black. Below it, a white arrow points to the text "BRIEFLY INTRODUCE THE PRODUCT/SERVICE AND ITS UNIQUE SELLING POINTS." To the right is a white line drawing of a lit lightbulb. At the bottom left, the text "We use IN-preposition" is written. A white menu box is open over this text, containing the following options: "Jatka kirjoittamista", "Luo yhteenveto", "Kirjoita uudelleen", and "Lisää" with a right-pointing arrow. The bottom left corner of the chalkboard has "WARNER & SPENCER" and the bottom right corner has "MARCH 2023".

Magic Write

The chalkboard features a yellow brushstroke at the top with the word "IN" written in black. Below it, a white arrow points to the text "WE USE IN-PREPOSITION WHEN". To the right is a white line drawing of a lit lightbulb. Below the heading, the following text is written: "we want to indicate the location of something or someone in relation to another object or place. This prepositional phrase helps provide additional information to clarify where an action is taking place or where an object is located. By using IN-preposition, we can create more detailed and descriptive sentences that paint a clearer picture for the reader or listener. It is important to understand the nuances of using prepositions correctly to ensure the message is communicated effectively and accurately." The bottom left corner of the chalkboard has "WARNER & SPENCER" and the bottom right corner has "MARCH 2023".

Magic Write - continue

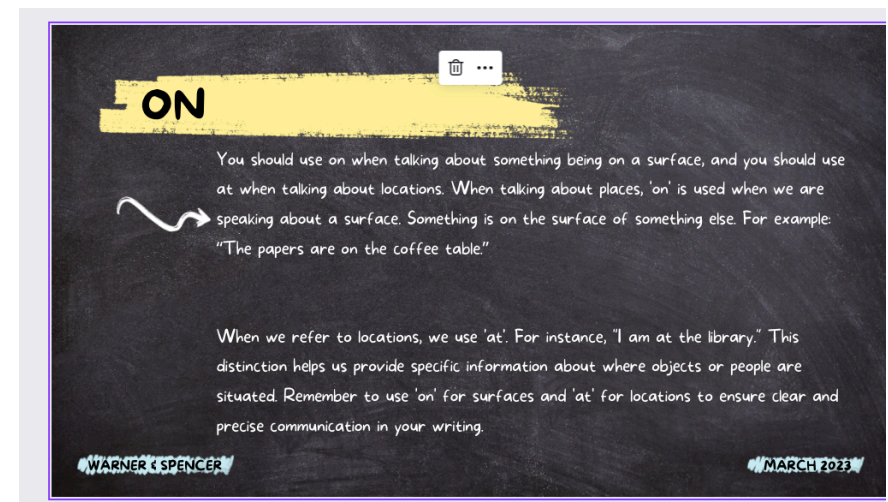


ON

You should use on when talking about something being on a surface, and you should use at when talking about locations. When talking about places, 'on' is used when we are speaking about a surface. Something is on the surface of something else. For example:
"The papers are on the coffee table."

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Magic Write



ON

You should use on when talking about something being on a surface, and you should use at when talking about locations. When talking about places, 'on' is used when we are speaking about a surface. Something is on the surface of something else. For example:
"The papers are on the coffee table."

When we refer to locations, we use 'at'. For instance, "I am at the library." This distinction helps us provide specific information about where objects or people are situated. Remember to use 'on' for surfaces and 'at' for locations to ensure clear and precise communication in your writing.

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Magic Write - "make it more fun"

ON

When chatting about surfaces, stick with "on." For example, "The cat is on the mat." On the flip side, when it's about locations, go with "at." Like, "I'm at the party." Remember, on for surfaces, at for locations, keeping your writing crystal clear!

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Magic Write - "make it more fun"

ON

When chatting about surfaces, stick with "on." For example, "The cat is on the mat." On the flip side, when it's about locations, go with "at." Like, "I'm at the party." Remember, on for surfaces, at for locations, keeping your writing crystal clear!

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goals and responsible for P&L and things like thi
(27:04) Or what does that generally look like whe
start to own revenue?

Speaker 1
(27:08) There's two ways that you can own rever
(27:12) Revenue stream number one will be your
serve revenue. (27:15) If there's self-serve reven
means product is selling literally itself.

(27:21) So yes, there has to be somebody in proc

Session 6-Q&A
-49:01

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le petit chaperon rouge dessin animé en français

Le petit chaperon rouge dessin animé en français

Le Petit Chaperon Rouge dessin animé en français

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Tutustu podcastiin

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pour enfants ...

les des contes de ...

une pour enfants

des pour enfants

LISÄÄ

Litteraatti

Sauras videota transkription avulla.

Näytä transkriptio

Näytä vihemmän

Litteraatti

- 0:00 le petit chaperon rouge
- 0:02 comment par le chat moule des petits
- 0:04 petit n
- 0:06 petit chaperon d'une petite fille ble
- 0:08 elle est habillée comme la bonne de
- 0:10 comment elle va à l'école sa
- 0:12 grand mèr
- 0:14 elle le petit se avient que tout le
- 0:16 monde l'appelle petit chaperon rouge
- 0:18 Maman!
- 0:20 un matin sa maman lui demande d'apporter
- 0:22 une galette et un petit pain de laire à
- 0:24 la grand mèr
- 0:26 dans petit chaperon rouge part en
- 0:28 panier à manger elle est malade et
- 0:30 elle lui a bien sage en chemin sa

Ranska (automaattisesti luettu)

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le petit chaperon rouge dessin anime en francais

Litteraatti

- 0:00 le petit chaperon rouge
- 0:07 accablé par le bleu tendre des petits
- 0:08 point le
- 0:08 voilà l'histoire d'une petite fille qui
- 0:20 jette par sa fenêtre toutes les bonnettes de
- 0:21 couleur rouge que lui a offert sa
- 0:23 grand-mère
- 0:25 elle se porte si accablé que tout le
- 0:26 monde l'appelle petit chaperon rouge
- 0:28 Mais voilà
- 0:28 un matin sa maman lui demande d'apporter
- 0:31 une galette et un petit pot de beurre à
- 0:32 sa grand-mère
- 0:35 donc petit chaperon rouge porte le
- 0:38 panier à margosant elle est malade et
- 0:41 s'effrite sans bien sager en chemin sa
- Ranika (automaattisesti luettu)

Le Petit Chaperon Rouge dessin animé en français

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(0:35) Tiens petit chaperon rouge, porte ce panier à mère grand, elle est malade et affaiblie. (0:43) Sois bien sage en chemin, ne t'éloigne pas du sentier, tu pourrais faire de mauvaises rencontres. (0:48) Je serai sage, promis le petit chaperon rouge.

(0:54) Mère grand habite à une bonne demi-heure du village, tout là-bas, au milieu de la forêt. (1:01) À peine rentré dans les bois, le petit chaperon rouge rencontre le loup. (1:06) Elle ne le connaît pas et ne sait pas qu'il est méchant et menteur.

(1:12) Bonjour petit chaperon rouge, où vas-tu ? (1:16) Bonjour monsieur le loup, je vais dans la forêt apporter une galette et du beurre à ma grand-mère qui est malade. (1:23) La forêt est splendide ce matin. (1:28) Regarde comme les fleurs sont belles, tu devrais cueillir un bouquet pour ta grand-mère.

(1:33) C'est une bonne idée, merci monsieur le loup. (1:38) Comme il est méchant ce loup, il veut retarder le petit chaperon rouge et arriver le premier chez mère grand. (1:47) Le loup arrive chez mère grand et frappe à la porte.

(1:52) Qui est là ? demande la vieille dame. (1:56) C'est moi le petit chaperon rouge. (2:01) Tire la chevillette et la bobinette chère.

(2:04) Le loup ouvre la porte et bondit sur mère grand. Il l'avale d'une bouchée. (2:12) Pendant ce temps, le petit chaperon rouge gambade dans les bois à la recherche des plus belles fleurs.

(2:18) Une fois son bouquet fini, elle reprend le chemin de la maison de sa grand-mère. (2:23) Elle arrive devant la porte et frappe. (2:28) Qui est là ? C'est le petit chaperon rouge.

(2:34) Tire la chevillette et la bobinette chère. (2:40) Le petit chaperon rouge tire la chevillette et s'approche du lit. (2:44) Oh, mère grand, que tu as de grands bras.

(2:48) C'est our mieux t'embrasser, mon enfant. (2:54) Oh, mère orand, que tu as de orandes

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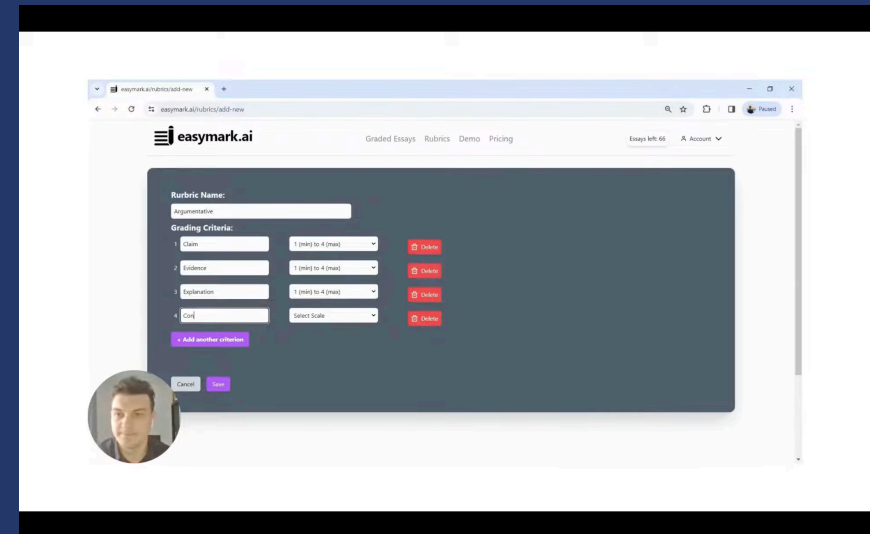
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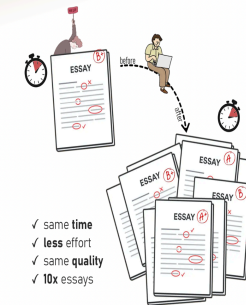
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Peru Jatka

Ohje Tietosuoja Ehdot

How I would cope without electricity? (5.)

Electricity is one of the main things in the world and especially in my life. Even like an hour without electricity feels like an eternity of waiting. Therefore, I admit that living without it, for couple of weeks, would be demanding but not impossible.

One of the most important items in my life is my mobile phone and charging it is necessary. Regarding to that, solar panels would be my savior. I could survive by getting the mandatory amount of power from it. Additionally, I would ignite a [fire place](#) where I would be able to warm up my house and boil warm water for showers. Although bathroom like using the toilet shouldn't be a problem. About food, preserving it and eating just simple, easy ingredients are the main elements how to survive. Using candles might be very handy too. As a conclusion, by inventing small little things for replacing the missing energy produce is my way of coping throughout a power cut.

I am sure living one day at a time will eventually facilitate the lack of power. In addition, it is always desirable to do something else than being in front of your phone all the time. Also, I have to say that after such an experience you would really start to appreciate your life more and what you have.

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3. Progression
4. Development of Ideas
5. Use of Language
6. Conventions

1. Focus
2. Exposition
3. Organization
4. Plot
5. Narrative Techniques
6. Conclusion

1. Ideas
2. Organization
3. Introduction
4. Word Choice
5. Sensory Detail
6. Language and Vocabulary

1. Organization
2. Progression
3. Development of Ideas
4. Conventions
5. Language and Vocabulary

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or)

Paste Essay's Text :

Electricity is one of the main things in the world and especially in my life. Even like an hour without electricity feels like an eternity of waiting. Therefore, I admit that living without it, for couple of weeks, would be demanding but not impossible.

One of the most important items in my life is my mobile phone and charging it is necessary. Regarding to that, solar panels would be my savior. I could survive by getting the mandatory amount of power from it. Additionally, I would ignite a fire place where I would be able to warm up my house and boil warm water for showers. Although bathroom like using the toilet shouldn't be a problem. About food, preserving it and eating just simple, easy ingredients are the main elements how to survive. Using candles might be very handy too. As a conclusion, by using small little things for replacing the missing energy produce is my way of coping throughout a power cut.

Grade Essay

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Essay Title: How I would cope without electricity?

Essay Author: Lara

Detailed Grading:

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Essay text:

Electricity is one of the main things in the world and especially in my life. Even like an hour without electricity feels like an eternity of waiting. Therefore, I admit that living without it, for couple of weeks, would be demanding but not impossible.

One of the most important items in my life is my mobile phone and charging it is necessary. Regarding to that, solar panels would be my savior. I could survive by getting the mandatory amount of power from it. Additionally, I would ignite a fire place where I would be able to warm up my house and boil warm water for showers. Although bathroom like using the toilet shouldn't be a problem. About food, preserving it and eating just simple, easy ingredients are the main elements how to survive. Using candles might be very handy too. As a conclusion, by inventing small little things for replacing the missing energy produce is my way of coping throughout a power cut.

I am sure living one day at a time will eventually facilitate the lack of power. In addition, it is always desirable to do something else than being in front of your phone all the time. Also, I have to say that after such an experience you would really start to appreciate your life more and what you have.--

Evaluation of the Essay "How I would cope without electricity?"

1.1. Organization: Grade B

- The overall structure of the essay has a basic introduction, body, and conclusion, which provides a foundation for coherence. However, the logical flow of ideas can be improved. For example, the transition between points such as using solar panels and igniting a fireplace feels abrupt.

- **Suggestions for Improvement**:: Enhance the organization by using clear topic sentences and transitions between paragraphs. This will help to create a smoother flow of ideas. Consider grouping similar ideas together to create a more cohesive argument.

1.2. Progression: Grade C

- The essay presents a few key ideas about coping without electricity, but they lack sufficient development and connection. Ideas such as the need for food preservation and the use of candles need further explanation or examples.

- **Suggestions for Improvement**:: Elaborate on each point more thoroughly. For instance, why are solar panels helpful? What specific simple ingredients would one rely on for food? Provide examples would

Essay errors:

Copy Errors

Grammar Errors:

1. "for couple of weeks" should be "for a couple of weeks" (missing article).
2. "Regarding to that" should be "Regarding that" (unnecessary preposition).
3. "ignite a fire place" should be "ignite a fireplace" (compound noun mistake).
4. "Although bathroom like using the toilet shouldn't be a problem" should be "Although using the bathroom, like using the toilet, shouldn't be a problem" (awful phrasing and lack of commas).
5. "As a conclusion" is somewhat awkward and could be better phrased

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****Grammar Errors:****

1. "for couple of weeks" should be "for a couple of weeks" (missing article).
2. "Regarding to that" should be "Regarding that" (unnecessary preposition).
3. "ignite a fire place" should be "ignite a fireplace" (compound noun mistake).
4. "Although bathroom like using the toilet shouldn't be a problem" should be "Although using the bathroom, like using the toilet, shouldn't be a problem" (**awful phrasing and lack of commas**).
5. "As a conclusion" is somewhat awkward and could be better phrased as "In conclusion".

****Spelling Errors:****

1. "fire place" should be "fireplace" (spelling correction).
2. "mandatory amount of power from it" would read clearer as "mandatory amount of power from solar panels" (structural clarity rather than spelling).

****Sentence Structure Errors:****

1. "Additionally, I would ignite a fire place where I would be able to warm up my house and boil warm water for showers" could be improved for clarity as "Additionally, I would ignite a fireplace to warm my house and boil water for showers."
2. "About food, preserving it and eating just simple, easy ingredients are the main elements how to survive" could be restructured for coherence to "When it comes to food, preserving it and eating simple, easy ingredients are the main elements for survival."

****Coherence Errors:****

1. "by inventing small little things for replacing the missing energy produce" is unclear; it could be revised to "by inventing small solutions to replace the missing energy supply."
2. "it is always desirable to do something else than being in front of your phone all the time" could be made more coherent by saying "it is always desirable to engage in activities other than spending all your time on your phone."

****Clarity Errors:****

1. "I could survive by getting the mandatory amount of power from it" could be clearer as "I could survive by obtaining the necessary amount of power from solar panels."
2. The phrase "tiny solutions for replacing the missing energy produce" is vague and should be clarified; consider "small solutions to offset the lack of electrical energy."

Summary of Suggestions:

- Correct articles and prepositions.
- Avoid redundancy in phrases (e.g., "small little things").
- Aim for clearer sentence structures and coherence in ideas.
- Replace vague terms with more specific wording to enhance clarity.

Evaluation of the Essay "How I would cope without electricity?"

1.1. Organization: Grade B

- The overall structure of the essay has a basic introduction, body, and conclusion, which provides a foundation for coherence. However, the logical flow of ideas can be improved. For example, the transition between points such as using solar panels and igniting a fireplace feels abrupt.
- ****Suggestions for Improvement****: Enhance the organization by using clear topic sentences and transitions between paragraphs. This will help to create a smoother flow of ideas. Consider grouping similar ideas together to create a more cohesive argument.

1.2. Progression: Grade C

- The essay presents a few key ideas about coping without electricity, but they lack sufficient development and connection. Ideas such as the need for food preservation and the use of candles need further explanation or examples.
- ****Suggestions for Improvement****: Elaborate on each point more thoroughly. For instance, why are solar panels helpful? What specific simple ingredients would one rely on for food? Providing examples would create a clearer progression of thoughts.
- ****Suggestions for Improvement****: Proofread the essay for grammatical errors and awkward constructions. Pay attention to word choice and sentence structure to ensure clarity and readability.

1.3. Development of Ideas: Grade C

- The ideas presented are somewhat shallow and could benefit from greater depth. For instance, the mention of appreciating life after the experience of living without electricity is a compelling point but is underdeveloped.
- ****Suggestions for Improvement****: Dive deeper into each idea. Explain how using candles might provide a different atmosphere or what it's like to cook without modern appliances. Adding personal anecdotes or vivid descriptions can enrich the narrative.

1.4. Conventions: Grade B

- The essay displays a good understanding of conventions, although there are several grammatical errors (e.g., "regarding to that," "the mandatory amount of power") and awkward phrasing (e.g., "about food" at the start of a sentence). These detract from clarity.
- ****Suggestions for Improvement****: Proofread the essay for grammatical errors and awkward constructions. Pay attention to word choice and sentence structure to ensure clarity and readability.

1.5. Language and Vocabulary: Grade B

- While the language conveys ideas, it is often simplistic and could be more effective. The vocabulary is adequate but does not demonstrate a strong variety or notable sophistication.

****Suggestions for Improvement**:** Incorporate more varied vocabulary and sentence structures to convey thoughts more powerfully. Utilize descriptive language to bring your ideas to life and engage the reader more effectively.

Overall Grade: B- (3 points out of 4)

This grade reflects that while there are solid ideas and a basic structure, the execution falls short in development, detailed progression, and clarity.

Explanation of Overall Grade Determination

The overall grade of B- was determined by assessing the strengths and weaknesses in each criterion. The essay's main ideas are relevant and articulated, but the lack of depth in development and organization, along with some grammatical errors, lowered the overall score.

To achieve a higher grade, the student could focus on providing a more organized structure, enhancing options of thoughtful progression, and developing ideas with more depth and clarity. Grammar and language precision will also contribute significantly to overall improvement. By enriching these aspects, the essay could transition from a B to an A-level performance.

Electricity is one of the main things in the world and especially in my life. Even like an hour without electricity feels like an eternity of waiting. Therefore, I admit that living without it, for couple of weeks, would be demanding but not impossible.

One of the most important items in my life is my mobile phone and charging it is necessary. Regarding that, solar panels would be my savior. I could survive by getting the mandatory amount of power from it. Additionally, I would ignite a fire place where I would be able to warm up my house and boil warm water for showers. Although bathroom like using the toilet shouldn't be a problem. About food, preserving it and eating just simple, easy ingredients are the main elements how to survive. Using candles might be very handy too. As a conclusion, by inventing small little things for replacing the missing energy produce is my way of coping throughout a power cut.

I am sure living one day at a time will eventually facilitate the lack of power. In addition, it is always desirable to do something else than being in front of your phone all the time. Also, I have to say that after such an experience you would really start to appreciate your life more and what you have.

- Good argumentation
- Some word choices not 100% idiomatic
- Almost error-free
- Points: 43/50

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- Adobe Firefly
- Acrobat (verkko)
- Näytä kaikki sovellukset

Tutustu suosittuihin sopimuksiin

Näytä kaikki

- CC - Kaikki sovellukset**
Hanki yli 20 luovaa sovellusta, muun muassa Photoshop ja Illustrator. Näytä ostettujasihinnot.
Maksuton kokeilu Osta
- Photoshop**
Idea ja luo resurssit nopeammin sekä sijoita 3D-objekteja suunnitelmisi.
Maksuton kokeilu Osta
- Adobe Acrobat**
Työskentele PDF-ottakau mobiililla, verkotturulla maailmaa varten. Näytä Acrobatin hinnat.
Maksuton kokeilu Osta

Ideoi Adobe Fireflylla

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Maailman ideat upeiksi videoiksi kuvan tai tekstikohotteen avulla.
Avaa
- Käännä ääni ja video**
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Avaa
- Näkyvä kuvaksi (beta)**
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Äänitä

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Hahmo **Tausta** Koko

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9:16 Tarina/keilat 1080 x 1920
4:5 Pysty 1080 x 1350
1,07:1 Vaaka 1200 x 608
4:5 IGTV 1080 x 1350
9:16 IGTV 1080 x 1920

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Valvomo Ravintola Kotola Animoihahmo 3D-puut 3D-piha

Jalkalasta Kottomisto Haara-aitat oksat Tiliseinä Katu Huopakato

Huopatalo ulkoa Huopatalo sisältä Huopakatu Talo ulkoa Olohuoneen sininen sohva Luonto

Toimiston tulostushuone Pinkki olohuone Koulu ulkoa Koulu sisältä Porttiki Kotti puumungossa

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Minimaalinen pelkkäreitti Minimaalinen katu Yötaivas ja lasanteet Koskikafestivaali Säkkituoli Yo haatausmaalla

Vaaleangrahamen pelituoli Punainen pelituoli Pelisohva Hammas tähtiriski Matematiikka Säkeita

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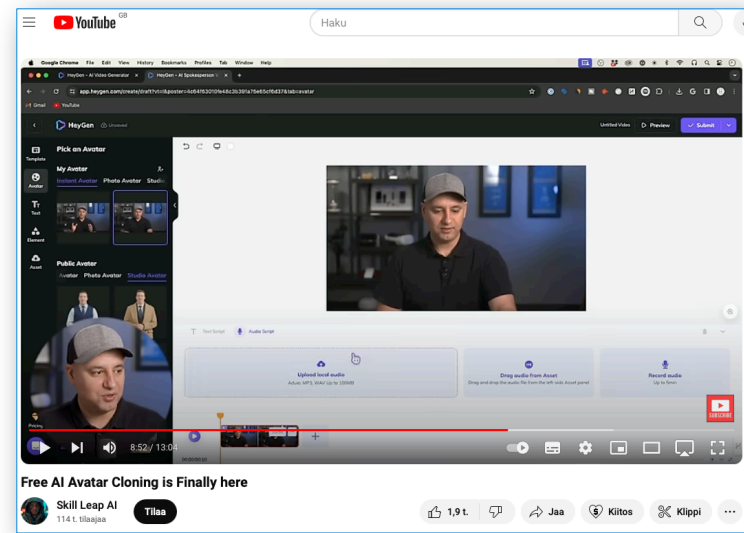
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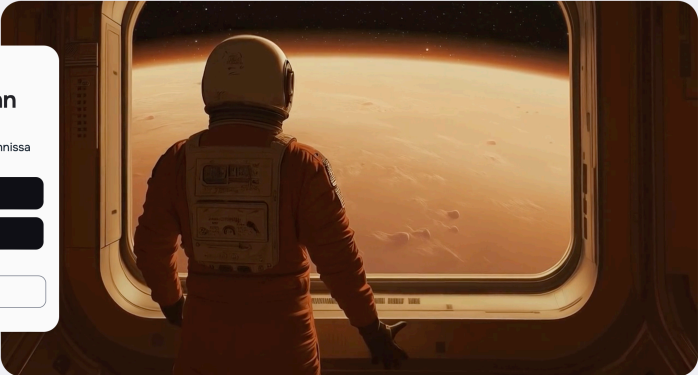
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Vastaa...

Kielenvälittäjä
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Vastaa...

Sinulle

- Futurama roleplay
Laatija @marco_baron
"you've been invited to join the team, your best friends with fry and you walk into the building..."
306.0k
- Mia Christmas party
Laatija @cimmee_solumatm...
YOU AND MOMO ARE SECRETLY DATING!
287.9k
- Azawa
Laatija @gouricagalden
Sleepy half the time
60.2k
- Abueli
Laatija Sugun iritate frustaa
59.7k

Esittelyssä

- Plastic Bag
Laatija @waka-shree
Barely holding it together, always full of baggage.
4
- Can I ask you a QSO
Laatija @waka-shree
It's giving... nothing
122
- Name Generator
Laatija @teglak
= For OCs, fictional places, cities, taverns, etc
479
- AI Art
Laatija Writes you
1.4k

Tietosuojakäytäntö • Käyttöehdot

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Suosittu

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Chatbots



"Conversational chatbots"

- oppijat voivat harjoitella / kehittää "puhe"kielitaitoaan.
- * aina saatavilla
- * "ei arvostelee"
- * taitotason säätäminen
- * "kaikki kielet".

"Conversational chatbots" ohjeet

- * kuka TÄ on / näyttölee?
- * mitä kieltä harjoitellaan?
- * kielenoppimisen tavoitteet (sanasto, lauseet, ystävällisyys yms.)
- * millainen on TÄ oma käytös (ystävällinen, rakentava, ärsyyntynyt)

Aloittelijat:

- * määritä TÄ:n vastausten / lauseiden pituus / sanojen määrä, helppous,
- * TÄ "toistaminen"

Näyttele vastapuolta

Act as a waitress in a pizza & pasta restaurant. You ONLY English and positive language. Be super polite. Remind the customer of the need for good behavior if the customer gets angry or upset. Use the vocabulary or phrases written on the website: <https://www.speaklanguages.com/english/phrases/at-a-restaurant>. Response only to my questions.

Tee tarina

You are co-writing a narrative story with a 15 year old student who is learning Spanish and has an A1 or Novice proficiency level. The story involves three characters, a plot, conflict, rising and falling action and a conclusion that resolves the conflict. Be creative and original in storytelling.

Provide helpful feedback to help correct grammar and/or spelling mistakes.

Depatti

You are engaged in a debate every day should be a candy day. You will play the part of a debater who supports the opinion: every day shouldn't be a candy day. The student, who is learning French, will play the part of a debater who supports the opposite opinion: everyone should be a candy day. State your opinion and ask simple follow up questions, limit your questions to 6-10 words in a sentence and answers to an A2 proficiency level.



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Welcome to Grammar Guru! Let's have fun improving your grammar skills today! Ready for a question? Here we go:
 Choose the correct word to complete the sentence:
 The cat chased ____ butterfly.

A) a
 B) an
 C) the

What do you think is the right answer?

a

Great try! However, the correct answer is B) an. We use "an" before words that start with a vowel sound, like "butterfly."
 So the complete sentence is: "The cat chased an butterfly."
 Don't worry, you're learning! Want to try another question?

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Vocabulary Quest
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a

Great try! However, the correct answer is B) an. We use "an" before words that start with a vowel sound, like "butterfly."
 So the complete sentence is: "The cat chased an butterfly."
 Don't worry, you're learning! Want to try another question?

You are wrong! Butterfly is a butterfly not an butterfly!!!

You're absolutely right! My apologies for the mix-up. The correct sentence should be: "The cat chased a butterfly."
 "A" is used because "butterfly" starts with a consonant sound. Thank you for catching that! Let's try another question to keep practicing:
 Choose the correct verb for the sentence:
 She ____ to the store every Saturday.

A) go
 B) goes
 C) going

What do you think?

Popular Chatbots

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NEWS Menu

Culture

Hollywood remembers 'wonderful' actor Val Kilmer



Sofia Ferreira Santos | Ian Youngs | BBC News | Culture reporter

2 April 2025


Directors including Ron Howard, Francis Ford Coppola and Michael Mann have paid tribute to actor Val Kilmer, following his death aged 65.

Kilmer starred in some of the biggest movies of the 1980s and 90s, including Top Gun and Batman Forever.

Coppola described Kilmer as "a wonderful person to work with and a joy to know", while Howard praised his "awesome range as an actor".

Singer Cher, a former girlfriend of Kilmer's, summed him up as "funny, crazy, pain in the ass, GREAT FRIEND" and "brave" during his illness.

- Obituary: A brilliant, underrated and unpredictable film star
- Look back at Val Kilmer's best-known roles



Cher, who previously dated Kilmer, remembered him as a "great friend" who was "brave" during his illness.

Kilmer died of pneumonia on Tuesday in Los Angeles, his daughter Mercedes told US media. She said her father had been diagnosed with throat cancer in 2014 but later recovered.

11:53 | 5G

Video player showing a man with a beard speaking. Captions: Surullisia, uutisia, Hollywood.

Jaa Korvaa Rajaus

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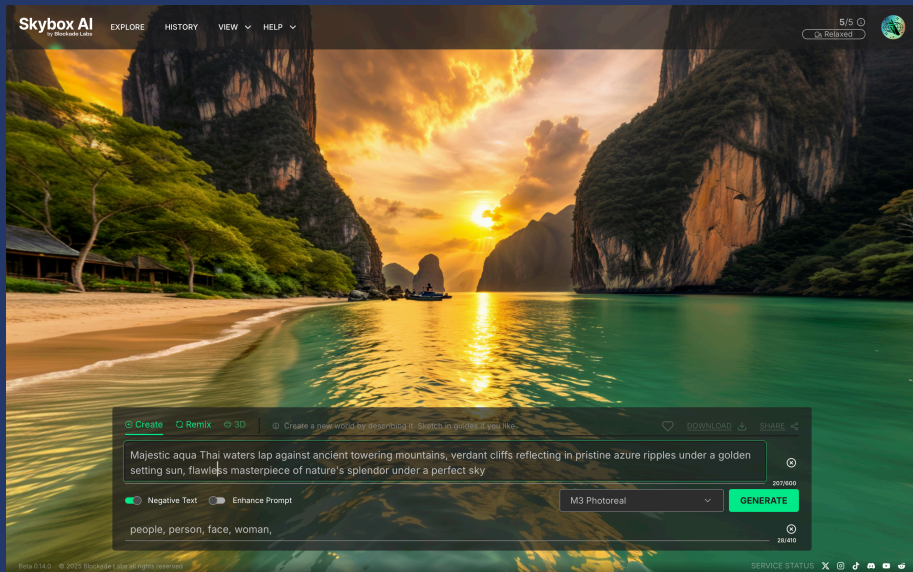
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SUNO.AI

Suno.ai

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Sign In Sign Up

Make any song you can imagine

Start with a simple prompt or dive into our pro editing tools, your next track is just a step away.

* Type any idea you have Create

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The screenshot shows the Suno AI web interface. At the top, there are navigation options: Home, Create, Library, Explore, and Search. The main content area is titled "My Workspace" and features a "Song description" field with a prompt: "Create a song called 'Always Give it a TRY'. It is a pop song from the 80s, a positive song about learning and not giving up. Create the song in Madonna's Like a Prayer style." Below this, there are options for "Workspace" (My Workspace) and a "Create" button. A "Need ideas?" dropdown menu is also visible. On the right side, there is a list of generated songs: "Always Give it a TRY" (pop, 80s), "Always Give it a TRY" (pop, 80s), "Rainy Day Romance" (anthemic, bluegrass), and "Rainy Day Romance" (anthemic, bluegrass). Each song has an "Extend" button and a "Public" toggle. At the bottom right, there is a "TEST DRIVE 1/4 ON WEB" banner with a "Try v4" button.

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Create a positive and uplifting pop song called "Always Give It a TRY". The song is a classic 80's song, style it like Kylie Minogue's song called "Better the devil you know". Use these lyrics:

Sometimes life's got little bumps ahead
You may feel the weight pulling you like lead
But deep inside you got that spark
Ignite the fire chase that mark

When you feel you are against a wall
Don't be afraid to stand up tall
Study, recap - never loose the light
You can actually win this fight

Always give it a try
Particularly aim high
Recap, study and develop
Close the struggles' envelope
Always give it a try
Wipe those tears dry
Learn from every fall
You can have it all

Every challenge makes you strong
Every misstep is a song

So keep on pushing don't retreat
Dancing forward with the beat
Dancing forward with the beat

When it's dark and hard to see
Trust in what you want to be
Hold your dreams like shining stars
Go through bazaars,
rock like guitars

[Chorus] Always give it a try....
You can have it all

Don't give up if the doubts creep in
Just remember you can actually win
Take a breath and set your goal
show your skills at Hollywood bowl.

[Chorus] Always give it a try....
You can have it all

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A BREAK

BE THE
REASON
SOMEONE
SMILES
TODAY.

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INTERPRETIVE*		INTERPERSONAL* PRESENTATIONAL*	
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Turboscribe	Briskteaching	AdobeAnimate Express	Curipod
Youtube Summary Tool	Immersive Reader & Reading Coach	Mizou	Padlet
	Twee (English)	Forvo pronunciation guide	
	Helper Bird Chrome Ext	TTSMaker or Narakeet text to speech	

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Formative Assessment Tools: QuestionWell, Quizziz, Lingoteach
Text to Image Tools: Blockadelabs, Canva: Magic Design, Ideogram, Padlet- I can't draw*
Making Music: Suno

GenAI Tools Spreadsheet

