

Prompts to create a standardized 90 minute lesson using AI

Use a **standardized sequence of prompts** for each week's lesson rather than asking AI to create the entire lesson in one step. This gives you more control over the level, difficulty, accuracy, lesson flow, and amount of repetition.

For a Business English Level 1 example, the following reusable AI prompt sequence could be used. You would simply replace *Greetings Across Cultures* with any other lesson topic.

1. Set the course, level, topic, and learning objectives

Create a 90-minute university ESL lesson for Business English Level 1 on “**Greetings Across Cultures.**” The is for Japanese university students with approximately **CEFR A2–B1, or TOEIC 550–780 level English.**

Use clear, practical English appropriate for this level. The lesson should focus on English that students can actually use in international business situations. Begin with a brief introduction explaining the topic and 3–4 things students should be able to understand or do by the end of the lesson.

2. Create warm-up discussion and vocabulary

- Create 5 simple discussion questions that introduce the topic and encourage students to talk about their own experiences.
- Then provide 5 important vocabulary words or expressions related to the topic as a matching exercise. Give the words numbered **1–5** and the definitions lettered **A–E**. Do not put the answers next to the questions.
- Provide an answer key separately.

3. Create a reading activity

Write an original 3–4 paragraph reading passage about “*Greetings Across Cultures.*” Include the following:

- Realistic examples from international business and different cultures.
- Keep the reading interesting, practical, and approximately 350–450 words.
- After the reading, create at least 5 multiple-choice comprehension questions, each with four choices (A–D).
- Make sure only one answer is clearly correct.

4. Add a second activity based on the reading

Create 5 matching questions based specifically on information in the reading. Students should have to understand the reading rather than simply match vocabulary definitions. Provide **items 1–5 and choices A–E**. Include a separate answer key.

5. Create the listening/cloze activity

Write out a 1–2 minute listening script about an international business greeting situation related to the lesson topic. Then create a student version with 8–10 blanks that students fill in while listening. Focus the blanks on useful vocabulary and expressions from the lesson. After the exercise, provide the complete teacher script with all missing answers in bold and a separate numbered answer key.

6. Create short pair/small-group practice activities

Create 5 short pair or small-group activities that allow students to practice the lesson vocabulary and expressions. Include a mixture of mini-dialogues, matching situations with appropriate greetings, correcting inappropriate greetings, short role-plays, and choosing appropriate expressions.

Each activity should take approximately 2–4 minutes and require students to speak English.

7. Find short videos related to the lesson

Find **1–3 authentic short videos** that provide students with a visual, real-world perspective on “*Greetings Across Cultures*.” The videos may come from YouTube or another reliable source, and should show, explain, or demonstrate greetings, cultural differences, body language, or international business communication.

Each video should preferably be **3–5 minutes** long and must not exceed 6 minutes. The language and content should be appropriate for CEFR A2–B1 TOEIC 550–780 level university ESL students.

Provide the exact video title, source or channel, running time, and direct URL. Verify that each video and URL actually exists and is accessible before recommending it. Do not invent or approximate video titles or URLs.

For each video, briefly explain why it is useful for the lesson and provide 2–3 simple questions students can answer or think about while watching.

Mark this section “*Optional if time permits*.” If there is not enough class time, the teacher may assign one or more of the videos for students to watch outside class.

8. Create the main discussion activity

Create 5 discussion questions for pairs or small groups. The questions should move beyond simple factual answers and encourage students to compare cultures, explain opinions, solve problems, and apply what they learned from the vocabulary, reading, listening, pair work, and videos. Keep the language appropriate for the aforementioned levels.

9. Create a short homework assignment

Create a short homework assignment related directly to “*Greetings Across Cultures*” that students will complete during the following week. It should take approximately 20–30 minutes.

- The homework may be a short written essay, research assignment, cultural comparison, observation task, or preparation for a brief report. It should reinforce something students learned during the lesson rather than introduce a completely unrelated topic.
- Clearly explain what students must do, how much they should write or prepare, and what they must submit to the teacher for checking and feedback (information will vary depending on the class).
- Also create a brief follow-up activity for the beginning of the next class. Depending on the number of students, they may report what they learned to the whole class, in pairs, or in small groups.

ADVICE: Check the entire lesson for flow, level, and repetition

Review the entire lesson. Make sure the activities progress naturally from:

- **Introduction → Warm-up → Vocabulary → Reading → Listening → Speaking Practice → Video → Discussion → Homework**
- Remove unnecessary repetition. Make sure important vocabulary introduced early in the lesson is recycled throughout the reading, listening, speaking activities, videos, discussion, and homework. Check that the lesson is appropriate for the stated ESL level and can realistically be completed in approximately 90 minutes, with the video section optional if time is limited.

Check every question and answer for accuracy

AI often makes small mistakes, so carefully check every **multiple-choice, matching, vocabulary, reading, listening, and other objective question**. Make sure each question has **one clear and unambiguous correct answer** and that every reading and listening answer is supported directly by the passage or script.

Check that matching exercises do not accidentally allow more than one reasonable answer. Correct any inaccurate, confusing, or ambiguous questions before producing the final lesson.

Create the final student and teacher versions

Now create the final lesson in **two versions**.

- **Student Version:** Include all lesson instructions, readings, questions, vocabulary activities, listening cloze, pair/group activities, verified video information and URLs, discussion questions, and homework, but do not show the answers.
- **Teacher Version:** Use the same organization as the student version but provide the correct answers immediately after each relevant section. Include the complete listening script **with all missing words or phrases in bold**. Also include suggested answers or teaching notes where appropriate.

The overall teaching progression would therefore be:

Introduce → Activate prior knowledge → Vocabulary → Reading → Listening → Controlled speaking practice → Visual/video reinforcement → Freer discussion → Homework/application

Reusable master prompt

Once you are satisfied with the structure you decide, you could use the following master prompt for virtually any lesson:

Create a **90-minute university ESL lesson** on **[TOPIC]** for **[COURSE/LEVEL]** students at approximately **CEFR, TOEIC [LEVEL]**. Use practical, natural English appropriate for university students.

Structure the lesson in this order:

- (1) brief introduction and 3–4 learning outcomes;
- (2) 5 introductory discussion questions and a 5-item vocabulary matching exercise;
- (3) an original 3–4 paragraph, approximately 350–450-word reading followed by at least 5 multiple-choice comprehension questions and 5 content-based matching questions;
- (4) a 1–2 minute listening/cloze exercise with 8–10 blanks;
- (5) 5 short pair/small-group speaking activities practicing the target vocabulary and expressions;
- (6) 1–3 authentic short videos providing a visual, real-world perspective on the topic;
- (7) 5 broader pair/small-group discussion questions; and

(8) a short homework assignment to be completed during the following week and submitted to the teacher and/or briefly presented at the beginning of the following week's class.

For the **videos**, use YouTube or another reputable source. Videos should preferably be **3–5 minutes long** but never longer than 6 minutes. Provide the exact title, source/channel, running time, and **verified direct URL** for every video. Verify that each URL actually exists and leads to the stated video. **Never invent or approximate a video or URL.** Include 2–3 simple viewing questions for each video. Label the video section "*Optional if time permits,*" so the videos can instead be viewed outside class when necessary.

For the **homework**, create a practical **20–30 minute assignment** connected directly to the lesson. It may involve a short essay, research activity, cultural comparison, observation task, or preparation for a brief report. Clearly state what students must complete and what they must **submit to the teacher for checking and feedback**. Include a short follow-up activity for the next class in which students can share their findings with the whole class, a partner, or a small group.

Recycle the lesson's key vocabulary throughout the **reading, listening, pair work, video activities, discussion, and homework**. Activities should progress from easier, controlled tasks to more communicative and independent use of English. Review the entire lesson for CEFR-level appropriateness, natural progression, unnecessary repetition, and realistic timing. Check every objective question and answer for **accuracy and ambiguity**. Finally, provide separate **Student and Teacher Versions**, with the Teacher Version containing all answer keys and the complete listening script with the missing answers in **bold**.