

Language
Cert

**Using AI tools to prepare students for English certification
exams in an inclusive environment**

Speaker



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Language
Cert



D-ID

1. What do you think about these AVATARS?
2. Would your students be interested in creating these videos?



Agenda

1. Artificial Intelligence Tools
2. The Benefits of Using AI to Enhance Language Learning
3. Inclusive AI Tools for Language Learning
4. How AI Can Aid in Enhancing Language Learning Techniques
5. Key Points of Using AI for Learning



1. Artificial Intelligence Tools

Role of technology in education

In recent years, the rapid advancement of artificial intelligence (AI) has opened new possibilities in learning.

In particular, chatbots have gained popularity as a way to enhance language learning.

By engaging in conversations with students, chatbots can provide:

- instant feedback
- personalized tutoring
- an engaging learning experience

What is ChatGPT?

ChatGPT is a chatbot developed by OpenAI, one of the leading AI research organizations in the world.

ChatGPT is based on a language model called GPT-3, which has been trained on a massive corpus of text and can understand inputs and generate outputs in natural language, much like a human tutor.



1. Have you ever tried ChatGPT?

2. For what language-related activities can we use it?



How does ChatGPT work?

“Alright ChatGPT, give me a challenge that will help me learn.”

J give me 10 advanced idioms on food to practice

Sure, here are ten advanced idioms related to food:

1. To have a lot on one's plate - To have a lot of responsibilities or tasks to deal with.
Example: "I can't meet you for lunch today, I have a lot on my plate at work."
2. To have a sweet tooth - To have a strong liking or craving for sweets.
Example: "I have a sweet tooth, so I always have a dessert after dinner."
3. To spill the beans - To reveal a secret or information that was supposed to be kept secret.
Example: "I can't believe you spilled the beans about the surprise party!"
4. To be a tough nut to crack - To be difficult to understand or solve.
Example: "The math problem was a tough nut to crack, but I finally figured it out."
5. To butter someone up - To flatter or praise someone in order to gain their favor or get something from them.
Example: "I think he's just buttering the boss up so he can get a promotion."
6. To be in a pickle - To be in a difficult situation.
Example: "I'm in a real pickle now that I missed my flight."
7. To be

J put 5 sentences from the past into the future using going to

1. Past: I went to the beach last summer.
Future with "going to": I'm going to visit the beach next summer.
2. Past: She ran a marathon last year.
Future with "going to": She's going to run a marathon next year.
3. Past: We traveled to Europe three years ago.
Future with "going to": We're going to travel to Europe again next year.
4. Past: They started their own business last month.
Future with "going to": They're going to expand their business next year.
5. Past: He bought a new car two years ago.
Future with "going to": He's going to trade in his car for a newer model next year.

Sure, here's a gap fill exercise on the present perfect tense:

Complete the following sentences with the correct form of the verb in parentheses in the present perfect tense.

1. I _____ (finish) my homework already.
2. She _____ (travel) to many countries in the last year.
3. They _____ (not see) that movie yet.
4. He _____ (eat) lunch yet today.
5. We _____ (visit) that museum twice this month.
6. She _____ (not clean) her room yet.
7. He _____ (exercise) three times this week.
8. They _____ (not decide) where to go on vacation yet.
9. She _____ (read) three books in the last two weeks.
10. I _____ (not hear) from my friend in a long time.

Answers:

1. have finished
2. has traveled



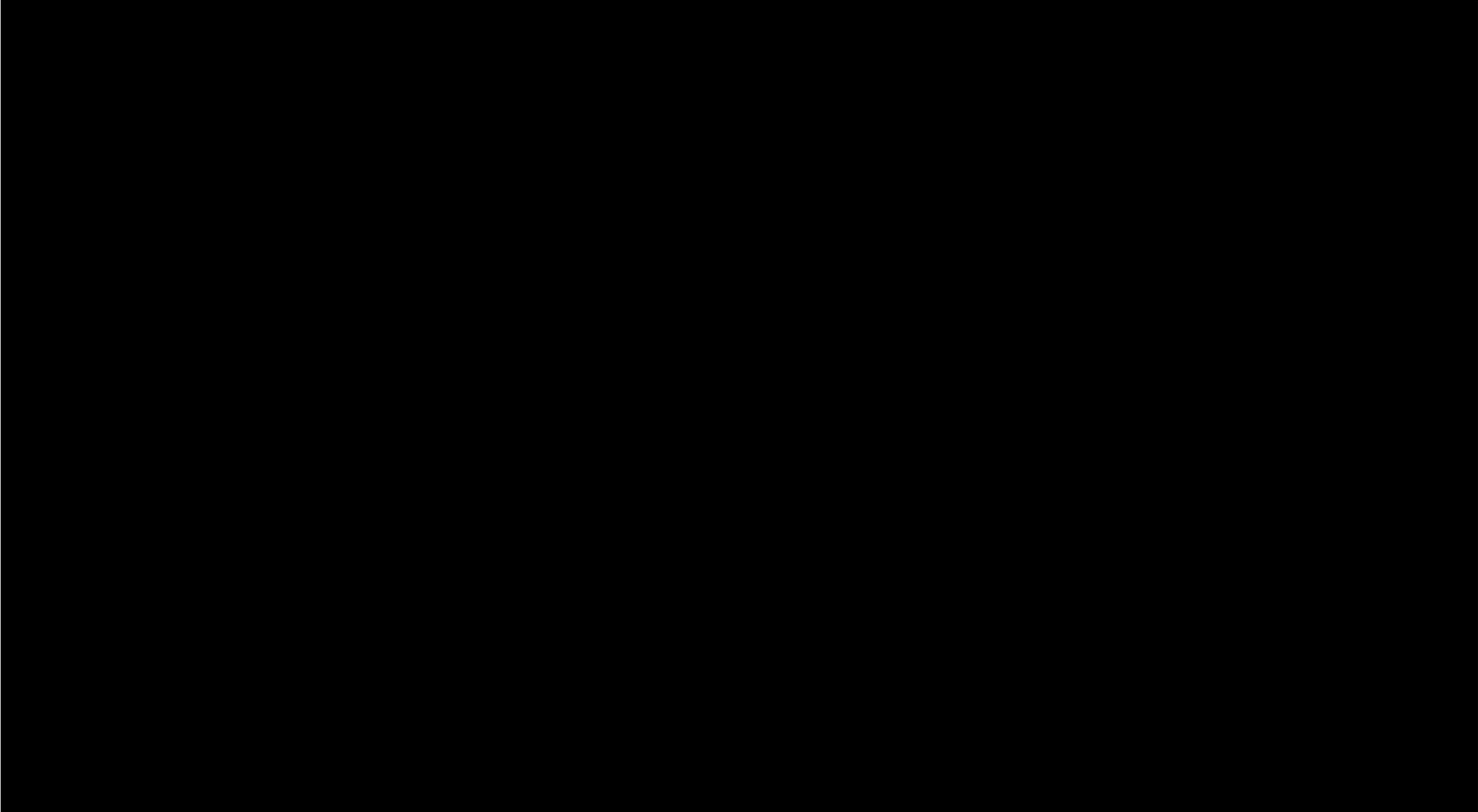
- + New chat
- Today
 - Rhyming words for "blue"
 - 0:00 Reducing carbon footprint le
- terday
 - Ginnastica ritmica trionfale.
- Previous 7 Days
 - Improve English Skills.
- March
 - Livorno's Multicultural Cemet
 - ChatGPT Integrated Apps
 - ChatGPT for Language Learn
 - B2 Use of English Exercises
 - Language Assessment Resul
 - Speech Therapy Recommen
 - Terapia per problemi del ling
- j.paolinelli@britishschool...

Model
Default (GPT-3.5)

ChatGPT PLUS

give me 10 CEFR level C2 idioms on food to practice

ChatGPT may produce inaccurate information about people, places, or facts. [ChatGPT May 3 Version](#)



AI Tools for Language Learning

- **Speech Recognition Software:** This tool can analyze students' pronunciation and provide feedback on accent, intonation, and fluency.
- **Language Translation Software:** This tool can translate texts, articles, or conversations from different languages, providing students with a more immersive and diverse learning experience.
- **Language Learning Apps:** These apps utilize AI algorithms that adapt to each individual student, offering immediate feedback and accelerating the learning process.
- **By employing a combination of these tools, educators can offer students a more innovative, engaging, and captivating language learning experience.**

2. Inclusive AI Tools for Language Learning



Intrinsic Motivation

Extrinsic Motivation

Motivated to perform an activity to earn a reward or avoid punishment



Intrinsic Motivation

Motivated to perform an activity for its own sake and personal rewards



Task-Based and Project-Based Learning



Motivating students to learn out of a genuine desire to learn is, for me, the true essence of teaching!

There's a need for more student-centered approaches where the students' needs are at the core of the lesson content:

TBL: Task-Based Learning that focuses on activities rather than a specific grammar point or lexical area.

PBL: Project-Based Learning that encourages a higher level of thinking beyond mere vocabulary and structural learning.

Benefits of Using AI-powered Software in Language Teaching

- Chat software adapts to the student's level, pace, and interests. Unlike a human tutor who might have limited time and resources, students can communicate with chatbots whenever and wherever they want, for as long as they need.
- They can practice and receive immediate feedback, ask all the questions they want, and feel at ease. This way, students can rapidly improve compared to traditional learning support methods by gaining instant rewards.
- Chat software fosters creativity and encourages critical thinking. This technology also provides prompts and suggestions that assist students in writing essays, stories, poems, and also gives them feedback on grammar usage and writing style. The creation of prompts itself enhances their ability to communicate in English.
- AI can be used as an inclusive tool.

3. The Benefits of Using AI to Enhance Language Learning



Algor – Strumento Inclusivo

Claude Monet also known as Oscar-Claude Monet or Claude Oscar Monet (November 14, 1840 – December 5, 1926) was a founder of French impressionist painting, and the most consistent and prolific practitioner of the movement's philosophy of expressing one's perceptions before nature, especially as applied to plein-air landscape painting. The term Impressionism is derived from the title of his painting Impression, Sunrise. Claude Monet was born on November 14, 1840 on the fifth floor of 45 rue Laffitte, in the ninth arrondissement of Paris. He was the second son of Claude-Adolphe and Louise-Justine Aubrée Monet, both of them second-generation Parisians. On May 20, 1841, he was baptized into the local church parish, Notre-Dame-de-Lorette as Oscar-Claude. In 1845, his family moved to Le Havre in Normandy. His father wanted him to go into the family grocery store business, but Claude Monet wanted to become an artist. His mother was a singer. On the first of April 1851, Monet entered the Le Havre secondary school of the arts. He first became known locally for his charcoal caricatures, which he would sell for ten to twenty francs. Monet also undertook his first drawing lessons from Jacques-François Ochart, a former student of Jacques-Louis David. On the beaches of Normandy in about 1856/1857 he met fellow artist Eugène Boudin who became his mentor and taught him to use oil paints. Boudin taught Monet "en plein air" (outdoor) techniques for painting.

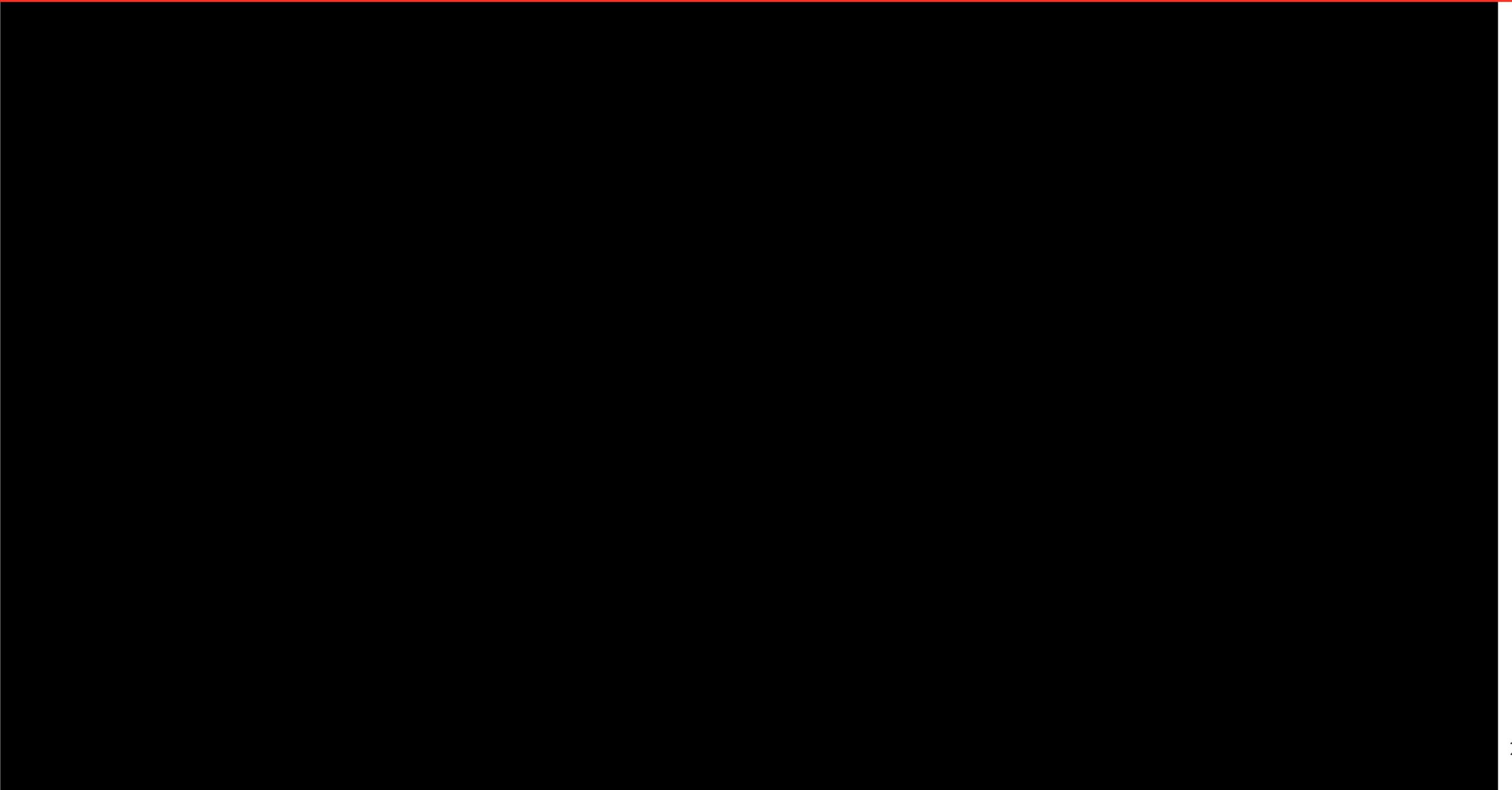
Scan the QR code

Scan the code below with your phone, take pictures of your book pages and follow the instructions!

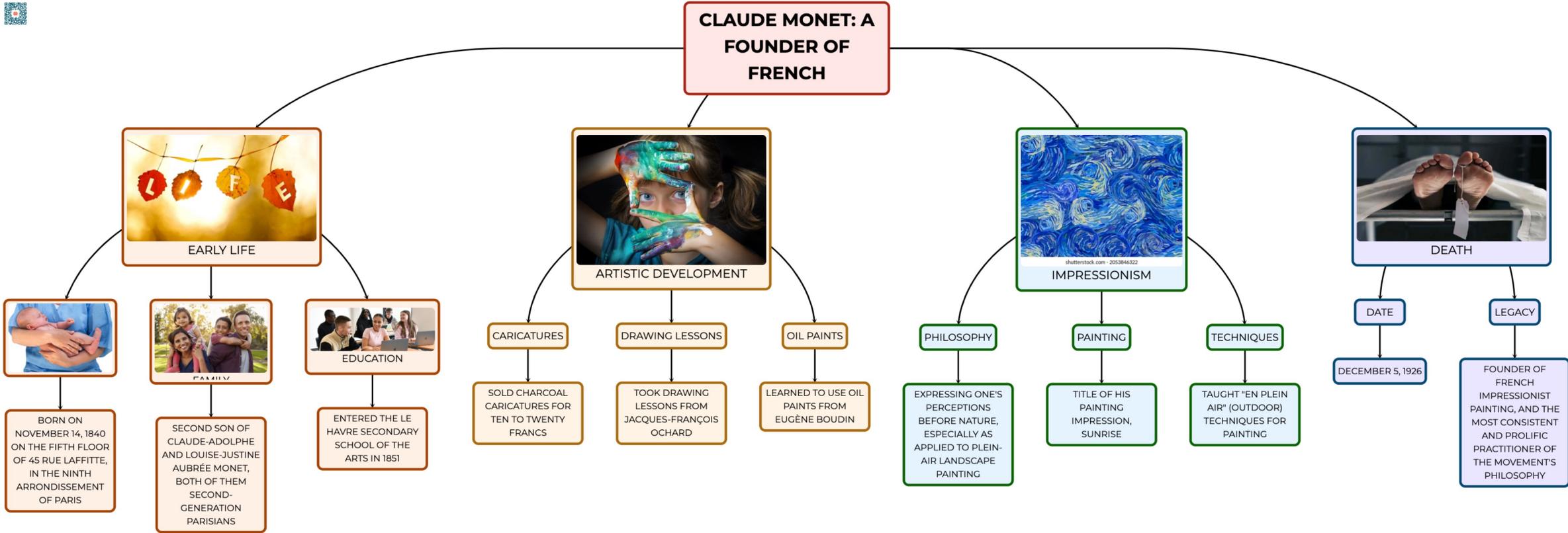


or [load photos from your device](#)





Algor – Strumento Inclusivo



Natural Reader – Strumento Inclusivo

Add:

- Document**
Add PDF, office documents and files from local storage or cloud
- Text**
Input or paste text to read
- Images**
Add scanned images, photos or screenshots
- Webpage**
Listen to the contents of a webpage

or type, paste, and edit text here.

Professional text-to-speech program that converts any written

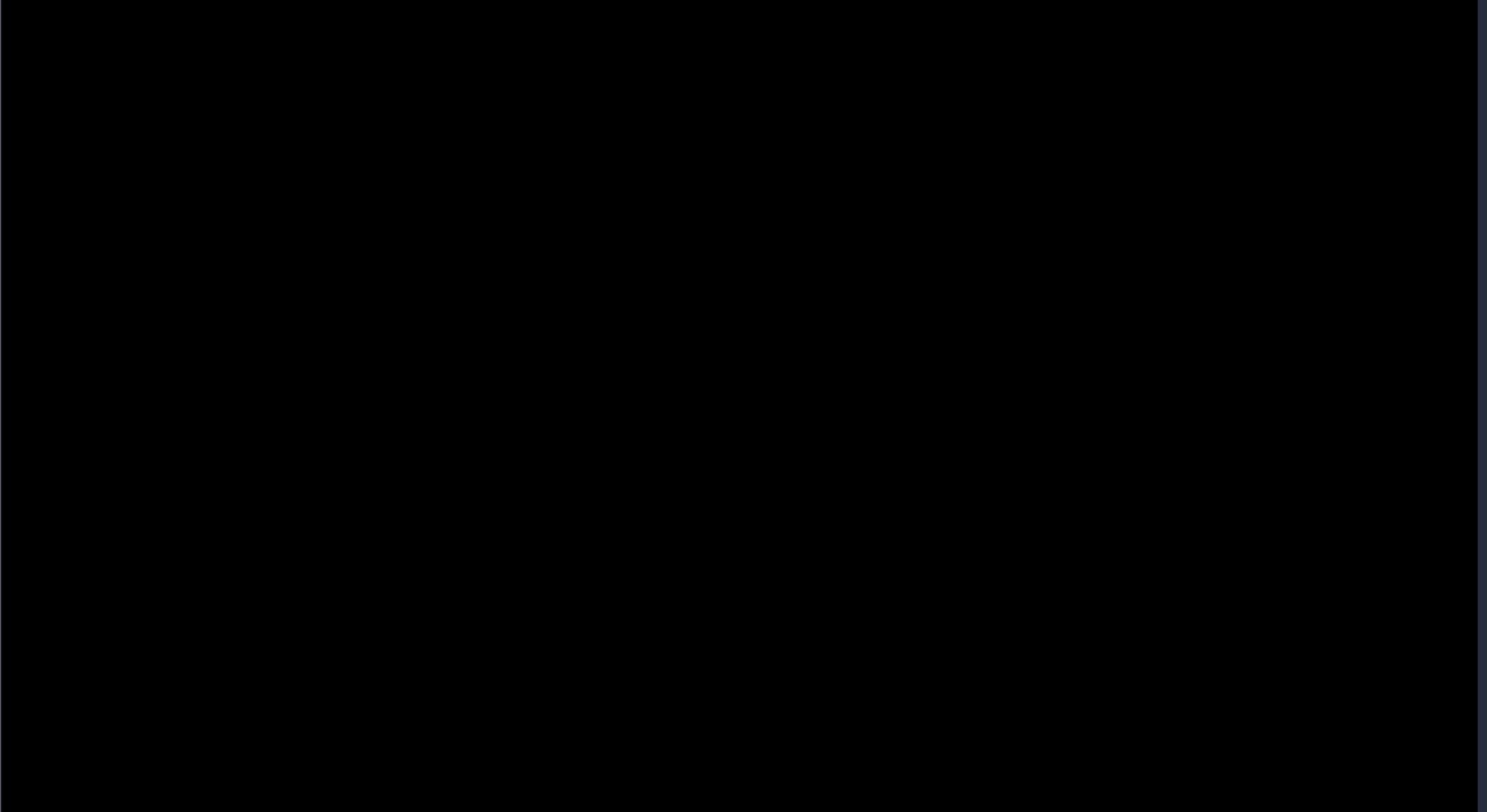
paid subscriptions to our applications to meet different budgets. Our Plus subscription includes exclusive features, our newest and most advanced voices. Plus Voices -sounding text to speech that matches the patterns and es.

the Premium Voices for 20 minutes per day and the Plus day. Or use any available Free Voices unlimitedly.

go with our mobile app. By using the mobile camera, you listen to physical books and notes.

If you are interested in using our voices for non-personal use such as for Youtube videos, e-Learning, or other commercial or public purposes, please check out our Natural Reader Commercial web application.

Our Chrome extension allows you to listen to webpages, Google Docs, online Kindle



ElevenLabs

ElevenLabs

Speech Synthesis

VoiceLab

History

Resources ▼

Speech Synthesis

Unleash the power of our cutting-edge technology to generate realistic, captivating speech in a wide range of languages.

Settings

Joanna ▼

+ Add voice

Voice Settings ▼

Eleven Multilingual v2 ▼

Text

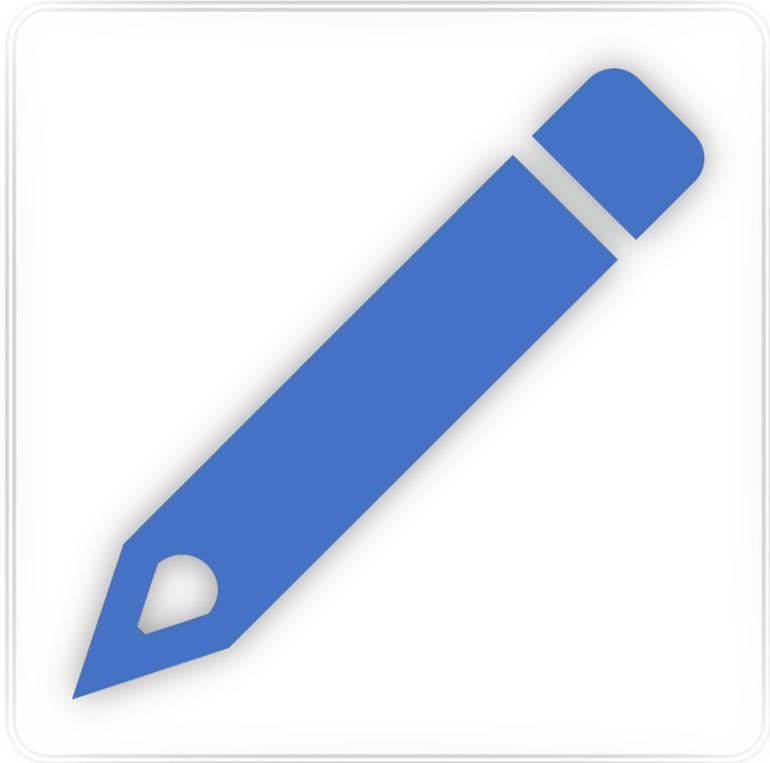
This is my cloned voice. Will AI ever be able to clone a Scottish accent?



Instant Voice Cloning

Clone a voice from a clean sample recording. Samples should contain 1 speaker and be over 1 minute long and not contain background noise.

Correcting using correction codes



- Create a correction code with your class:
increases self-reflection and self-correction

^= Preposition

V= Verb

S= Subject

Instatext: correggere con IA

Dr Tomas Streyer looked around the control room at his team of scientists and engineers. He was excited and frightened but he tried to seem calm. In a few minutes, they might start to discover something amazing: how the universe began.

He looked out of the window at the beautiful blue summer sky and tried to breathe slowly.

'Ready,' he said. He pressed the first button and the complicated computers and machines came to life.

'Set,' he said. He pressed the second button and switched on the large particle accelerator that lay under the towns and fields of Switzerland.

'Go,' he said. And, at exactly twelve o'clock, he pressed the final button.

For a second, he felt as if he was blind, because everything went completely black. Tomas shouted in shock, but the lights were already on again. That was not part of his plan. He had no idea what had just happened.

'Everybody, check the systems!' he ordered. But nothing seemed to be wrong with them. The particle accelerator was working perfectly.

Dr. Tomas Streyer looked around the control room at his team of scientists and engineers. He was excited and anxious, ~~frightened~~ but he tried to remain ~~seem~~ calm. In a few minutes, they might ~~start~~ to discover something amazing: how the universe came to be ~~began~~.

He looked out ~~of~~ the window at the beautiful blue summer sky and tried to breathe slowly.

ready ~~Ready~~, he said. He pressed the first button and the complicated computers and machines came to life.

ready ~~Set~~, he said. He pressed the second button and turned ~~switched~~ on the large particle accelerator that lay beneath ~~under~~ the cities ~~towns~~ and fields of Switzerland.

go ~~Go~~, he said. And, at exactly twelve of the ~~o'~~ clock, he pressed the last final button.

For a second, he felt as if he were ~~was~~ blind, because everything went completely black. Tomas cried out ~~shouted~~ in fright ~~shock~~, but the light ~~was~~ lights were already back ~~on~~ again. This ~~That~~ was not part of his plan. He had no idea what had just happened.

'Check all Everybody, ~~check~~ the systems!' he ordered. But there did not seem ~~nothing seemed~~ to be anything wrong with them. The





improve my English: I'm so happy to be doing this webinar today. I have learnt so much and preparing it has shown me that AI will have a great impact on language learning. I'd like to thank languagecert and orizzonte scuola for giving me this great opportunity to learn and show people just how far technology has come.



Great start! Here are some suggestions for improvement:



1. Use contractions: In casual conversations, it is common to use contractions. They make the sentence sound more natural and fluent. For example, "I'm" instead of "I am," "can't" instead of "cannot." Use contractions throughout your text.
2. Use active voice: Active voice makes your sentences clearer and more engaging. Use it whenever possible. For example, instead of "I have learned so much," say "I learned so much."
3. Vary sentence length: Your sentences are currently of similar length. Varying sentence length will make your writing more interesting and easier to read.
4. Use synonyms: You have repeated "great" twice in your text. Using synonyms will make your writing more varied and interesting.

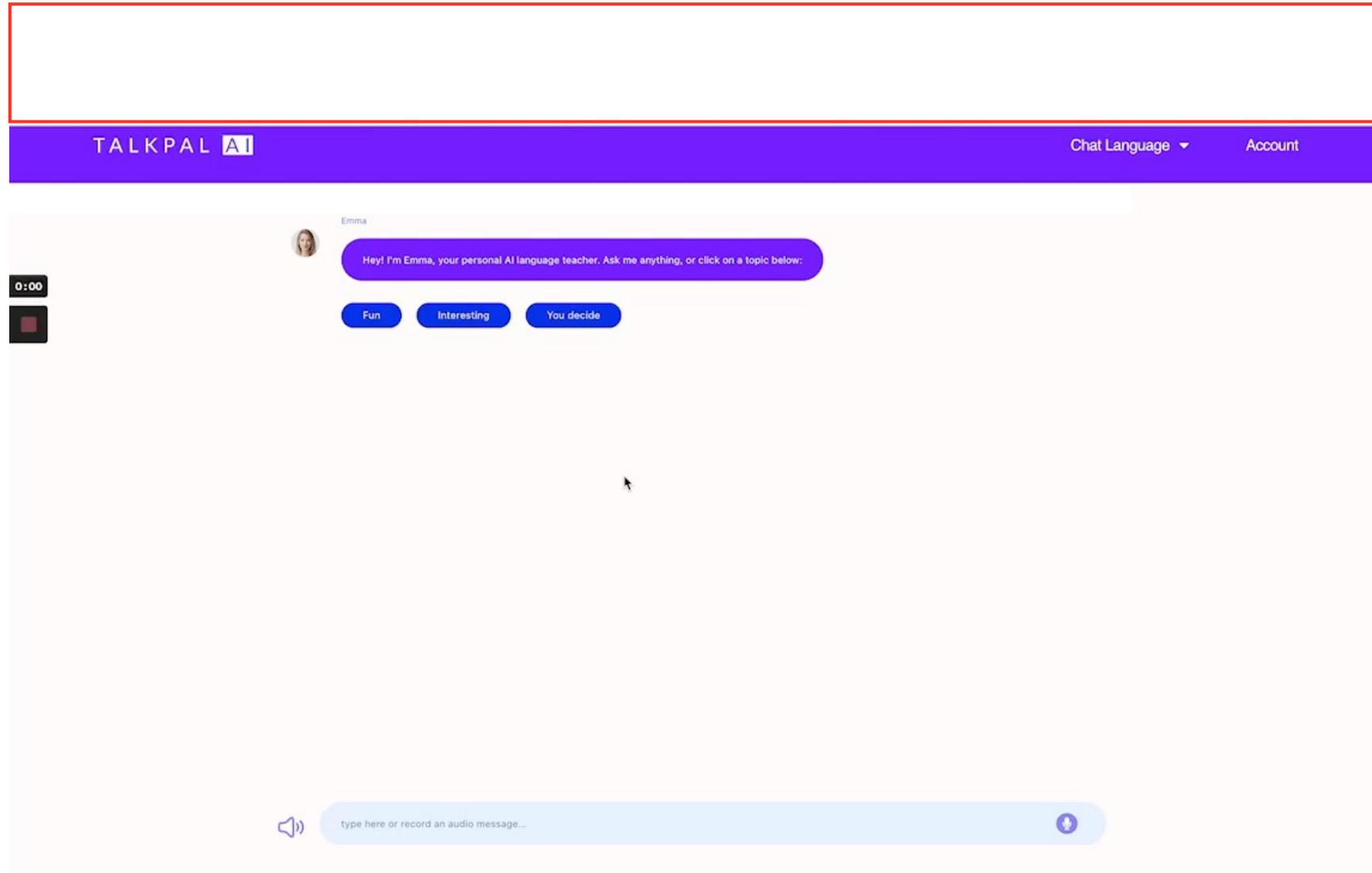
With these tips in mind, here's an improved version of your text:

"I'm thrilled to be presenting this webinar today. I've learned a great deal, and preparing for it has shown me just how much AI will impact language learning. I want to express my gratitude to languagecert and orizzonte scuola for providing me with this amazing opportunity to learn and showcase the incredible advancements in technology. The world has come a long way, and I'm excited to share this progress with others."

4. How AI can Aid in Enhancing Language Learning Techniques



Talkpal AI: exam topics



Attività: PBL Exam topics: Carbon Footprint



How can we help to reduce our carbon footprint?

Carbon footprints aren't good at all for our environment, so society is contriving many ways to reduce them:



- **Eat healthy:** eat lower on the food chain because the production of meat involves lots of gases emitted by the bred animals and causes the cut of many trees to create cleaner fields
- Bring a **reusable bag** when you shop

- Buy a **laptop** instead of a **computer**: they need less energy to charge and to work
- **Switch off** and **unplug** your devices and lights when you leave a room: it would be a waste of energy
- Use the **stairs** instead of the elevator
- **Shut** the **windows** when the climate control system is on
- Take **shorter showers**
- Only do **full loads** of **laundry** to avoid wasting water
- If you have to **move house**, then go in a place where you know you **won't need** any **air conditioning**
- **Avoid** using **cars**. Ride a bicycle or walk more than before

- **Avoid drinking** water from plastic bottles;
- **Reduce, reuse** and **recycle** the products;
- Use **bicycles** or **public transport**;
- **Don't buy** things that you don't need: if we all bought fewer items, the production would be less and with it the dispersion of energy;



- **Replace** old bulbs with **LED bulbs**: these reduce electricity consumption;
- **Switch off** your **Wi-Fi** when you're not at home: your Wi-Fi router consumes as much energy as a small fridge;
- **Reduce** the heating by 1°C
- **Don't store** unnecessary data in the cloud;
- Choose **energy-efficient** products with an 'A' label.

My Thoughts About the Project

Think about what you did in this project, and how well the project went. Write your comments in the right column.

Student Name:	FRANCESCO PELLEGRINI
Project Name:	CARBON FOOTPRINT
Driving Question:	CALCULATE YOUR CARBON FOOTPRINT WHAT IS A CARBON FOOTPRINT?
About Yourself:	
What is the most important thing you learned in this project:	I LEARNED THAT I HAVE A BIG CARBON FOOTPRINT AND THAT I DON'T CARE A LOT ABOUT IT
What do you wish you had spent more time on or done differently:	I HAD TO SPEND MORE TIME TO FIND OUT INFORMATION ABOUT HOW CAN WE REDUCE OUR CARBON FOOTPRINT
What part of the project did you do your best work on:	I DID MY BEST ON THE PART THAT SAID THAT WE HAD GOT TO FIND OUT SOMETHING ABOUT HOW WE CAN CALCULATE OUR CARBON FOOTPRINT
About the Project:	
What was the most enjoyable part of this project:	IN MY OPINION THE MOST ENJOYABLE PART OF THE PROJECT WAS ABOUT WHAT IS THE CARBON FOOTPRINT
What was the least enjoyable part of this project:	IN MY OPINION THERE WASN'T A LEAST ENJOYABLE PART OF THE PROJECT
How could your teacher(s) change this project to make it better next time:	IN MY OPINION THIS PROJECT CAN'T BE CHANGED TO DO IT BETTER

- + New chat
- Today
 - Reduce Carbon Footprint.
 - 0:00 Translation Request: Italian
 - Translation Request: Italian
 - Motivazione studenti interattiv
- Yesterday
 - C2 Food Idioms
 - Rhyming words for "blue"
 - Reducing carbon footprint less
- Previous 7 Days
 - Ginnastica ritmica trionfale.
 - Improve English Skills.
- March
 - Livorno's Multicultural Cemete
 - ChatGPT Integrated Apps
- J.paolinelli@britishschool...

Model
Default (GPT-3.5)

ChatGPT PLUS

create a CEFR B1 lesson plan on how to reduce our carbon footprint

ChatGPT may produce inaccurate information about people, places, or facts. [ChatGPT May 3 Version](#)

Using ChatGPT to generate new ideas

J what activities could I create for a lesson on reducing the carbon footprint at CEFR B1 level of english



Here are some activity ideas that you could use for a lesson on reducing the carbon footprint at CEFR B1 level of English:   

1. Brainstorming: Begin the lesson by brainstorming with your students on the various activities that contribute to carbon footprint. This will help to create a list of actions that can be taken to reduce it.
2. Vocabulary building: Next, introduce new vocabulary related to the topic such as "greenhouse gases", "renewable energy", "carbon offsetting", "sustainable living" and "eco-friendly alternatives". Encourage students to use these words in their writing and speaking.
3. Group discussion: Divide students into groups and ask them to discuss various ways of reducing their carbon footprint. Each group can then present their ideas to the rest of the class.
4. Role-playing: Assign students roles of different people in different scenarios such as a supermarket cashier, a car salesman, or a city planner. They can act out different situations, such as encouraging the use of reusable bags or promoting electric cars, and practice persuasive language skills.

5. Writing prompts: Provide writing prompts such as "Why it's important to reduce our carbon footprint", "My carbon footprint reduction plan" or "How I can live a more sustainable life". Students can then share their written work with the class.
6. Infographic creation: Challenge students to create an infographic illustrating the various ways to reduce the carbon footprint. They can use text, images, and graphs to present their ideas visually.
7. Research project: Assign students to research a topic related to reducing carbon footprint, such as "Benefits of cycling to work" or "Advantages of solar power". They can present their findings to the class using PowerPoint or another presentation tool.

These activities will help students to develop their language skills while also learning about important environmental issues and practical solutions to reduce carbon footprint.

Using ChatGPT to generate new ideas



create some language exercises at CEFR B1 level using this vocab: "greenhouse gases", "renewable energy", "carbon offsetting", "sustainable living" and "eco-friendly alternatives".



Sure, here are some language exercises using the vocabulary of "greenhouse gases", "renewable energy", "carbon offsetting", "sustainable living" and "eco-friendly alternatives" at CEFR B1 level:

1. Vocabulary Match: Match the words on the left with their definitions on the right.
2. greenhouse gases a. energy generated from sources that are replenished naturally
3. renewable energy b. living in a way that meets the needs of the present without compromising the ability of future generations to meet their own needs
4. carbon offsetting c. gases, such as carbon dioxide and methane, that trap heat in the Earth's atmosphere and contribute to global warming
5. sustainable living d. reducing or balancing carbon emissions by investing in projects that reduce or remove greenhouse gases from the atmosphere
6. eco-friendly alternatives e. options that are environmentally responsible and minimize harm to the planet
7. Gap-fill: Complete the sentences with the correct words from the vocabulary list.

8. _____ are gases that trap heat in the Earth's atmosphere and contribute to global warming.
9. _____ is energy generated from sources that are replenished naturally, such as solar, wind or hydro power.
10. _____ involves reducing or balancing carbon emissions by investing in projects that reduce or remove greenhouse gases from the atmosphere.
11. _____ means living in a way that meets the needs of the present without compromising the ability of future generations to meet their own needs.
12. _____ are options that are environmentally responsible and minimize harm to the planet.
13. Sentence Completion: Complete the following sentences with the appropriate word from the vocabulary list.
14. I try to reduce my carbon footprint by using _____ whenever possible.
15. The government is investing in _____ to reduce our dependence on fossil fuels.
16. To offset the carbon emissions from our trip, we decided to participate in a _____ program.
17. _____ is a lifestyle that promotes environmental sustainability by reducing waste, conserving resources, and minimizing harm to the planet.
18. _____ such as electric cars, reusable bags, and solar panels, are becoming more and more popular as people seek to live a more sustainable lifestyle.

DALL E: creating presentations

 **DALL-E** History Collections

Edit the detailed description Surprise me Upload →

a teacher who has just finished doing an important webinar looking relieved Generate



The interface shows a text input field with the prompt "a teacher who has just finished doing an important webinar looking relieved" and a "Generate" button. Below the input are four generated images: 1. A woman with glasses and a light blue sweater celebrating with her arms raised. 2. A man with glasses and a headset, smiling and giving a thumbs up. 3. A woman with glasses and a purple sweater celebrating with her arm raised. 4. A woman with long dark hair, wearing a colorful top, holding a blue pen and looking thoughtful.



New Tome Upgrade

0:00

1

+

Title

- Add text tile
- Add AI Image tile
- Create page about...
- Document to presentation... **BETA**
- Create presentation about... >

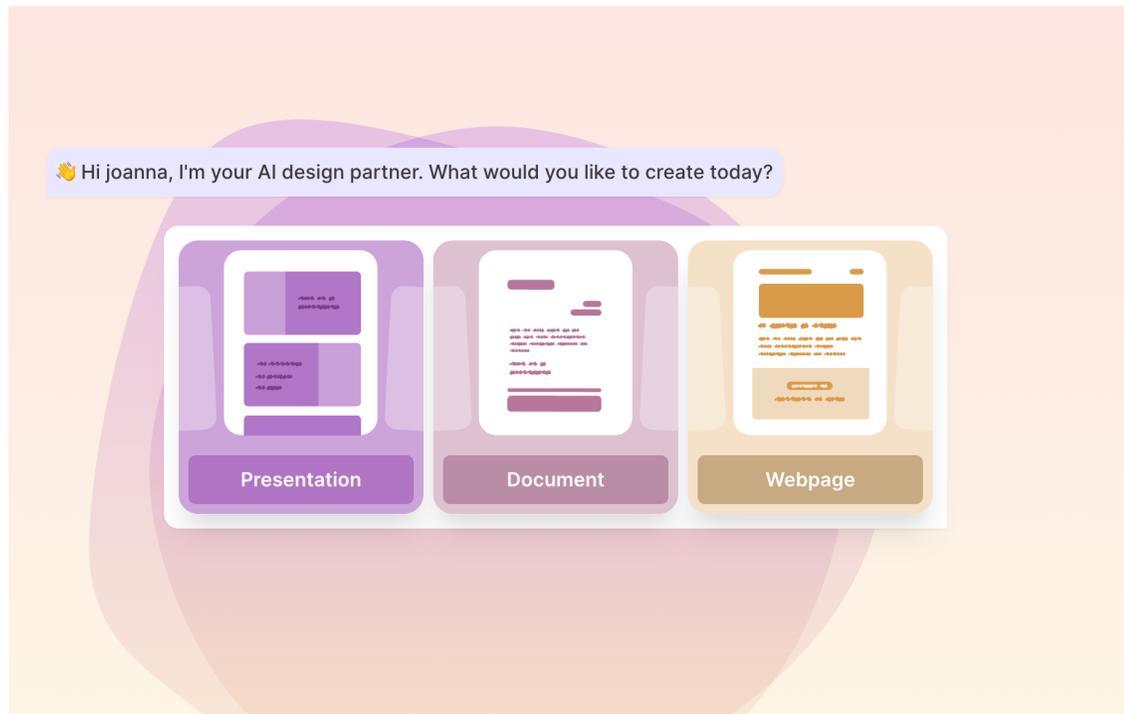
What would you like to do?

+

+

+

GAMMA: creazione di presentazioni



reducing the carbon footprint? Sounds interesting!
Let me come up with a few ideas...

Here's an outline for you. What do you think?

You can edit this outline, or continue as is:

- Introduction
- What is a carbon footprint?
- Why reduce it?
- Individual actions to reduce carbon footprint
- Organizational actions to reduce carbon footprint
- Policy and global action
- Conclusion

Try again

Continue →



GAMMA: creating web-pages

using AI tools for education? Sounds interesting!
Let me come up with a few ideas...

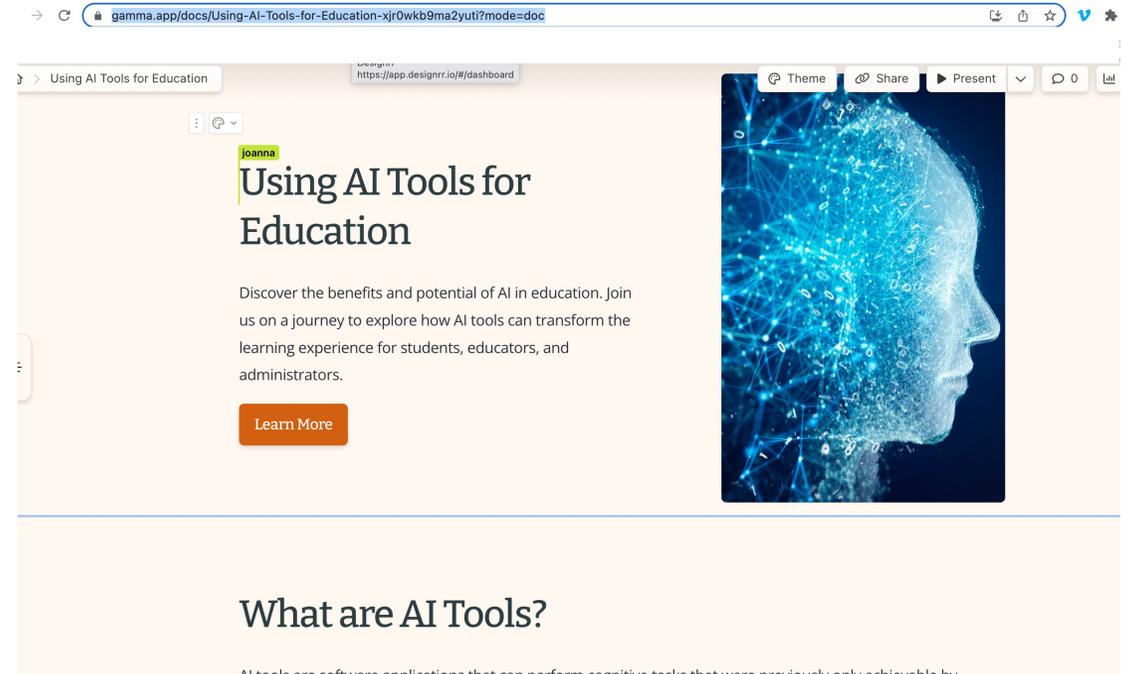
Here's an outline for you. What do you think?

You can edit this outline, or continue as is:

- What are AI tools?
- Benefits of using AI tools in education
- How AI tools can improve the learning experience for students
- Examples of AI tools being used in education today
- Possible future advancements in AI tools for education
- Potential concerns and challenges associated with using AI in education
- Conclusion and overall outlook on the use of AI tools in education

Try again

Continue →



Clicca su questo link che trovi nel chatbox:

<https://gamma.app/docs/Using-AI-Tools-for-Education-xjr0wkb9ma2yuti>

Synthesia: creating videos

The screenshot shows the Synthesia dashboard interface. On the left is a navigation sidebar with options: Home, Videos, Trash, Assets, Library, Avatars, What's new?, Academy, and Help. The main area is titled 'Create new video' and includes buttons for 'Import PowerPoint' and 'New video'. Below this are sections for 'Templates' (Banking Template, Office Inter, Instructional Manual Title, Weekly Business Update, Light Theme) and 'Recent videos'. A white dialog box is overlaid in the center, titled 'Import PowerPoint' and showing 'Importing file (3%)' with a progress indicator. Below the dialog, a table lists recent videos with their titles, update times, durations, and status (Ready).

Video Title	Updated	Duration	Status
Upload your own back...	Updated 3 minutes ago	00:00:30	Ready
My first Studio video	Updated 5 minutes ago	00:01:18	Ready
Creating your custom avatar	Updated 20 minutes ago	00:01:01	Ready
Add text & elements to your video	Updated 20 minutes ago	00:00:50	Ready

D-ID: creating videos

D-ID Create Video DISCARD VIDEO GENERATE VIDEO

Untitled video

BG Wide

Choose a presenter Generate AI presenter **New**

ADD

joanna paolinelli BSP
8 credits left

Script Audio

Type your script here, you can start from scratch or use our script-generation feature below.

3875 Chara...

Language: English (United St...)

Voices: Jenny

Styles: assistant

NVIDIA Maxine: Creating Videos



Figure 1. NVIDIA Maxine Eye Contact reposing a person's eyes to appear like they are looking at the camera

In your opinion, what is my greatest passion that I use to motivate my students?



Activity: Writing Song Lyrics



Certainly! Here are 50 words that rhyme with "blue":

1. Ado
2. Avenue
3. Clue
4. Crew
5. Cue
6. Dew
7. Do
8. Drew
9. Due
10. Ensue
11. Flu
12. Glue
13. Hue
14. Jew
15. Knew
16. Moo
17. New
18. Outdo

 Regenerate response

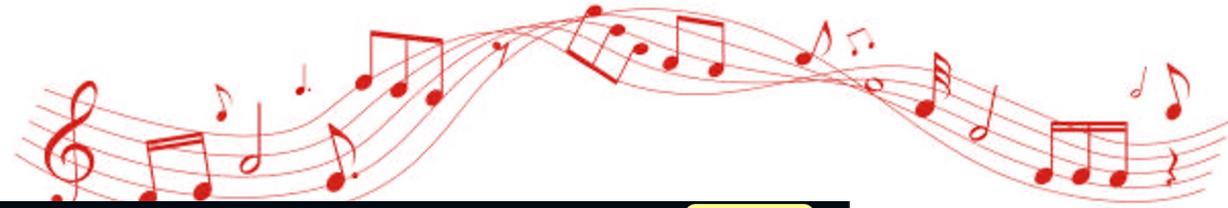
Activity: Writing song lyrics



BLUE
Memories lost in my dreams
won't come back again
My past and my future
have made me another man
Then the wind hits me
taking me over the light
starting to open my heart
it lights up in the night
I'm flying
I'm singing
In blue painted in blue
Watching this wonderful view
I am dreaming of flying and reaching the clouds
while the sun rises up through the sky
And the world hides away
I'm up here
and I'm happy to stay
Such a sweet melody
sounds in harmony just for me



Soundraw: Musica e IA

A screenshot of the Soundraw website interface. The top navigation bar includes the Soundraw logo, and links for 'Create Music', 'License', 'FAQ', 'API for businesses', 'Pricing', 'Sign in', and a yellow 'Sign Up' button. Below the navigation is a grid of 18 mood categories, each with a representative image and a label: 'Angry' (man's face), 'Busy & Frantic' (crowded stairs), 'Dark' (skull), 'Dreamy' (bokeh lights), 'Elegant' (woman in black dress), 'Epic' (eagle), 'Euphoric' (woman with 'EXCITED ABOUT LIFE' shirt), 'Fear' (woman with green face), 'Funny & Weird' (wolf head), 'Glamorous' (woman in gold dress), 'Happy' (woman smiling), 'Heavy & Ponderous' (dark storm clouds), and 'Love' (glowing heart).

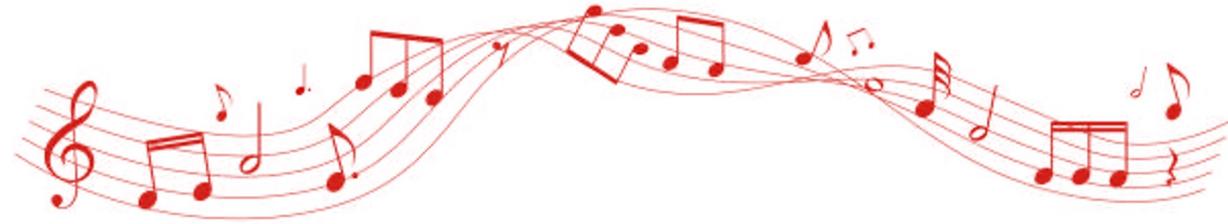
SOUNDRAW Create Music License FAQ API for businesses Pricing Sign in **Sign Up**

Angry Busy & Frantic Dark Dreamy Elegant Epic

Euphoric Fear Funny & Weird Glamorous Happy Heavy & Ponderous

Love

Soundraw: Musica e IA



SOUNDRAW Create Music License FAQ API for businesses Pricing Sign in Sign Up

Mood Genre Theme Length 3:00 Tempo Instruments + Video Preview

0:00 Happy x

001 Acoustic, ... Happy 110 BPM 2:56 Pro mode

0:00 0:08 0:17 0:26 0:34 0:43 0:52 1:01 1:09 1:18

Energy Low Low Low Low Low Low Medium Medium Low Low

002 Pop, Rock Happy 112 BPM 3:02

SOUNDRAW Create Music License FAQ API for businesses Pricing Sign in Sign Up

Dreamy x Acoustic x

Track ID	Mood	Genre	BPM	Duration	Waveform	Actions
001	Dreamy	Acoustic	88 BPM	1:59	[Waveform]	[Play] [Stop] [Volume] [Heart]
002	Dreamy	Acoustic	80 BPM	2:02	[Waveform]	[Play] [Stop] [Volume] [Heart]
003	Dreamy	Acoustic	95 BPM	2:03	[Waveform]	[Play] [Stop] [Volume] [Heart]
004	Dreamy	Acoustic	85 BPM	1:54	[Waveform]	[Play] [Stop] [Volume] [Heart]
005	Dreamy	Acoustic	95 BPM	2:03	[Waveform]	[Play] [Stop] [Volume] [Heart]
006	Dreamy	Acoustic	90 BPM	1:59	[Waveform]	[Play] [Stop] [Volume] [Heart]

Pro mode

Attività: Generare Musica da un testo

MusicLM: Musica e IA



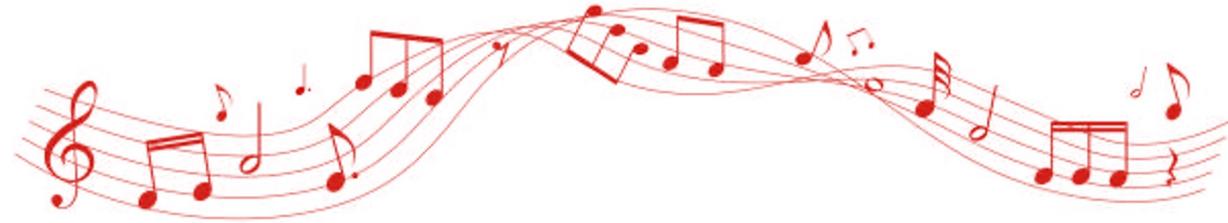
MusicLM: Generating Music From Text

| paper | dataset |

Andrea Agostinelli, Timo I. Denk, Zalán Borsos, Jesse Engel, Mauro Verzetti, Antoine Caillon, Qingqing Huang, Aren Jansen, Adam Roberts, Marco Tagliasacchi, Matt Sharifi, Neil Zeghidour, Christian Frank
Google Research

Abstract We introduce MusicLM, a model generating high-fidelity music from text descriptions such as *"a calming violin melody backed by a distorted guitar riff"*. MusicLM casts the process of conditional music generation as a hierarchical sequence-to-sequence modeling task, and it generates music at 24 kHz that remains consistent over several minutes. Our experiments show that MusicLM outperforms previous systems both in audio quality and adherence to the text description. Moreover, we demonstrate that MusicLM can be conditioned on both text and a melody in that it can transform whistled and hummed melodies according to the style described in a text caption. To support future research, we publicly release MusicCaps, a dataset composed of 5.5k music-text pairs, with rich text descriptions provided by human experts.

MusicLM: Musica e IA



0:00

Audio Generation From Rich Captions

Caption	Generated audio
The main soundtrack of an arcade game. It is fast-paced and upbeat, with a catchy electric guitar riff. The music is repetitive and easy to remember, but with unexpected sounds, like cymbal crashes or drum rolls.	▶ 0:00 / 0:30 🔊 ⋮
A fusion of reggaeton and electronic dance music, with a spacey, otherworldly sound. Induces the experience of being lost in space, and the music would be designed to evoke a sense of wonder and awe, while being danceable.	▶ 0:12 / 0:30 🔊 ⋮
A rising synth is playing an arpeggio with a lot of reverb. It is backed by pads, sub bass line and soft drums. This song is full of synth sounds creating a soothing and adventurous atmosphere. It may be playing at a festival during two songs for a buildup.	▶ 0:06 / 0:30 🔊 ⋮
Slow tempo, bass-and-drums-led reggae song. Sustained electric guitar. High-pitched bongos with ringing tones. Vocals are relaxed with a laid-back feel, very expressive.	▶ 0:00 / 0:30 🔊 ⋮

1 2 3

Activities to prepare students for LC exams

Assessment criteria for LanguageCert IESOL Speaking Expert C1

Criteria		Description
Task Fulfilment and Coherence	Task Fulfilment	The candidate is able to fulfil the tasks by interacting flexibly and effectively. The candidate can manage the conventions of turn taking and can clearly relate contributions to those of the interlocutor. In fulfilling the tasks, the candidate provides evidence of flexibility. For example, detailed complex descriptions are produced, subtopics are clearly connected and each point in an argument is fully supported before an appropriate conclusion is reached. Content is consistently relevant to both the topic and to the interaction and misunderstandings do not occur.
	Coherence	The candidate can use a range of connectors and cohesive devices to produce clear, smoothly flowing, well-structured discourse, with a good degree of control.
Accuracy and Range of Grammar		The candidate uses a wide range of C1 level structures with a high level of accuracy. A few errors may occur when complex structures are attempted, but these are generally corrected.
Accuracy and Range of Vocabulary		The candidate uses a broad range of vocabulary at C1 level to deal with the tasks effectively with a good level of control. The use of vocabulary is appropriate to the context or situation, and candidates can compensate for occasional gaps in vocabulary knowledge through circumlocution. Although a few slips may occur, there are no major vocabulary errors.
Pronunciation, Intonation and Fluency	Pronunciation and Intonation	The candidate's pronunciation is consistently clear and can be readily understood. Stress and intonation patterns are sufficiently controlled for meaning to be supported and subtleties of meaning to be conveyed.
	Fluency	The candidate is able to use language in a fluent and spontaneous manner with no noticeable pauses or hesitations. Only conceptually difficult subjects hinder a completely smooth flow of language.



LanguageCert IESOL B2 Sample Interview Gogo

C1 Markscheme

	Task Fulfilment and Coherence	Accuracy and Range of Grammar	Accuracy and Range of Vocabulary	Pronunciation, Intonation and Fluency
3	<ul style="list-style-type: none"> - Tasks are fulfilled with flexibility and confidence - Turn taking is spontaneous, flexible and wholly natural - Contributions are always fully relevant and sufficiently detailed - Points are supported with precise and complex supporting detail - Discourse is consistently clear, smooth-flowing and well structured - Linking and cohesive devices are used very effectively 	<ul style="list-style-type: none"> - A wide range of C1 level grammar is used effectively - There is a consistently high level of accuracy and control - Errors are very rare and unobtrusive 	<ul style="list-style-type: none"> - A consistently broad range of C1 level vocabulary is used - Choice of vocabulary is consistently appropriate and effective - Errors are rare and unobtrusive 	<ul style="list-style-type: none"> - Pronunciation is consistently clear and natural - Stress and intonation patterns are used effectively to convey subtleties of meaning - A spontaneous flow of natural language is maintained without effort - No evident hesitations
2	<ul style="list-style-type: none"> - Tasks are fulfilled with ease and confidence - Turn taking is naturally handled - Contributions are always relevant and detailed - Intended message is clearly communicated across the range of tasks - Discourse is clear, smooth flowing and well-structured - Linking and cohesive devices are used effectively 	<ul style="list-style-type: none"> - A wide range of C1 level grammar is used - There is a high level of accuracy and control - A few errors may occur in more complex structures 	<ul style="list-style-type: none"> - A broad range of C1 vocabulary is used to deal with the tasks - Choice of vocabulary is generally appropriate and effective - Some minor vocabulary errors occur, but do not impede communication 	<ul style="list-style-type: none"> - Pronunciation is clear and easily understood - Stress and intonation patterns are appropriate and used to support meaning - The flow of language is generally maintained despite some hesitation - No undue strain on the listener
1	<ul style="list-style-type: none"> - Tasks remain largely unfulfilled - Communication is unclear in places and puts strain on the listener - There is undue reliance on support from the interlocutor - Little natural turn taking takes place - Contributions lack relevance - Intended message is not always successfully communicated - Limited use of cohesive devices results in poorly flowing discourse 	<ul style="list-style-type: none"> - Range of grammar is too limited to deal with the C1 level tasks - Frequent errors are noticeable, and are not corrected 	<ul style="list-style-type: none"> - Range of vocabulary is too limited to deal with the C1 level tasks - Vocabulary errors are noticeable, and not corrected 	<ul style="list-style-type: none"> - Unclear pronunciation may lead to undue strain on the listener - Inappropriate stress and intonation patterns may impede communication - Hesitation is noticeable in places
0	<ul style="list-style-type: none"> - The tasks are unfulfilled, and the intended message is not 	<ul style="list-style-type: none"> - Inadequate range of grammar to deal 	<ul style="list-style-type: none"> - Lacks the vocabulary to 	<ul style="list-style-type: none"> - Unclear pronunciation and/or

Feedback IA: Poised



The screenshot shows the Poised AI interface for a meeting on May 9th, 2023, at 12:41pm. The interface includes a sidebar with navigation options: Home, My Progress, Meetings, Learning, and Settings. The main content area displays a notification that transcripts and recordings will be deleted after 1 week. Below this, the meeting title and duration (6 min) are shown. A 'Key Takeaways (3)' section is highlighted, showing an 'Inspiration' metric with a green dot. The feedback text states: "You brought energy and enthusiasm to the meeting!" and "Your energy was higher than usual." A large green arc gauge shows a score of 92% on a scale from Low to High. Below the gauge, a tip suggests to "Speak like you're having a conversation." The 'Confidence' metric is shown with a red dot and the text "You could have sounded more confident by". On the right, a video player shows a woman speaking, with a transcript below it. The transcript includes: "From Visa to Rome in the, in the train? I'd say about three, yeah, two and a half hours. Not far." and "Yes, yes. So we have to take money out Fiona." The transcript is segmented into 'Good' blocks with timestamps: 2:10, 3:19, 4:29, and 4:47. A 'Show all' button is at the bottom right.

Feedback IA: Poised



Home

My Progress

Meetings

Learning

Settings

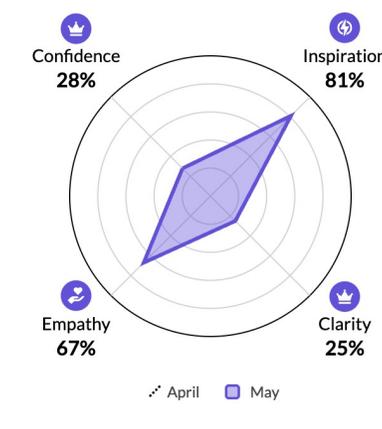
Refer a friend

joanna paolinelli BSP

My Progress

Overview Confidence Clarity Inspiration Empathy Emotion

joanna paolinelli BSP
Executive in Education



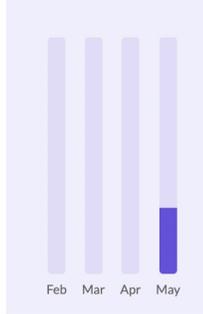
Category	April	May
Confidence	28%	28%
Inspiration	81%	81%
Clarity	25%	25%
Empathy	67%	67%

4 mins Total talk time | 3 Total meetings

Confidence

You spoke with more confidence than **28%** of all executive education professionals

Strengths: Pauses, Hedging Words
Growth areas: Eye Contact

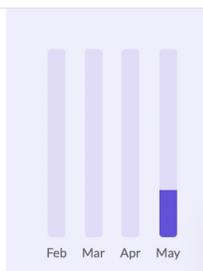


Month	Performance
Feb	Low
Mar	Low
Apr	Low
May	28%

Clarity

You spoke with more clarity than **25%** of all executive education professionals

Strengths: Conciseness, Pace



Month	Performance
Feb	Low
Mar	Low
Apr	Low
May	25%

FEEDBACK IA: SEMBLY

The screenshot displays the SEMBLY interface. At the top, there is a red rectangular box. Below it, the SEMBLY logo and 'Guest' are on the left, and a 'Start Free Trial' button is on the right. The main content area shows an 'Audio Upload | May 9, 2023 1:04 PM' with a user profile picture. Below the title, it indicates the upload date and time: 'May 9, 2023 · 12:12 PM - 1:05 PM · joanna paolinelli BSP', along with 'Completed' and 'General/Other' tags. A table of timestamps and topics is shown, with a yellow highlight on the first two rows. At the bottom, there is a video player control bar showing '06:02' and '53:28'.

SEMBLY | Guest Start Free Trial

Audio Upload | May 9, 2023 1:04 PM

May 9, 2023 · 12:12 PM - 1:05 PM · joanna paolinelli BSP Completed General/Other

Timestamp	Topic
00:03	New Year's meeting and the number 2023 as a lucky number
01:16	How it feels to be teaching that far away
03:29	Online courses and the freedom of working remotely
04:49	Voice messages from Joanna and Catriona
05:58	Project teaching and online learning in Pisa
16:31	The workshop in presents, a live workshop, probably in February
17:51	New Era meeting and change in the ownership of British school Pisa
33:32	The difference between the partita eva and normal contracts
38:03	The Monte Aura contract, and the TFR at the end of each year
41:09	Team approach to resolve the problems for teachers in Pisa
51:17	COVID Money and closing both luca schools

06:02 53:28

Activities to prepare students for LC exams- Listening

Languagecert International ESOL B2 Listening

Part 3: 7 questions (write notes on the message pad based on information in the recording)

Task

Listen twice to a radio broadcast, narrative, presentation, etc.

- to identify specific information
- Jot down answers of 1 to 5 words

TIP: Get your students to create a podcast on a topic of their choice and create a task for the other students.

College Library Rules and Regulations

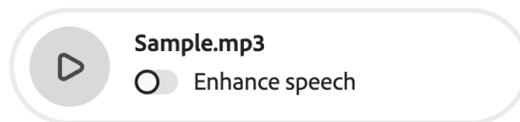
1. Place to show identity cards:
.....
2. When to check out *Reserves*:
.....
3. Where to read reference books:
.....
4. Punishment for damaging books:
.....
5. Where to put unwanted paper:
.....
6. Maximum time for computer use:
.....
7. Who are computers sometimes reserved for:
.....

Adobe Podcast: Audio e IA

Remove noise from voice recordings with speech enhancement

Speech enhancement makes voice recordings sound as if they were recorded in a professional studio.

Hear an example of enhanced speech



Drag and drop audio

MP3 and WAV files only

500 MB max size and 1 hour max duration per upload. Up to 3 hours total per day.

Upload

Descript: Audio e IA

Untitled

Emily

Correct

Overdub

Climate change is a species. Human activity
over the past century has pushed the planet on the brink of an environmental
disaster. Yet we're told that there are still things we can do to minimise the damage.
Reducing your carbon footprint is one such action. We take a look at what this means and
what steps you can take.

Playback

0:00

Audio

Audio Effects

Reverb



Video editing

Editing video in Descript is as easy as using docs and slides.

[Learn more →](#)



Podcasting

Multitrack audio editing, as easy as a doc.

[Learn more →](#)



Screen recording

Instantly capture, edit, and share screen/webcam recordings.

[Learn more →](#)



Transcription

Industry-leading accuracy and speed, with powerful correction tools.

[Learn more →](#)



Clip creation

Repurpose content as clips using templates, subtitles, and more.

[Learn more →](#)



AI voices

Create your own ultra-realistic text to speech voice clone, or pick from stock voices.

[Learn more →](#)

Want to play from where clicked? Hold **⌘** when

00:18.1



0:08.000 0:08.500 0:09.000 0:09.500 0:10.000 0:10.500 0:11.000 0:11.500

ital disaster. ... Yet we're told that there ai still things we can do to minimise the d



Resemble AI: Audio e IA

The screenshot displays the Resemble AI interface for text-to-speech generation. At the top, a blue header reads "Reducing your carbon footprint". Below this, a navigation bar includes tabs for "Emphasis", "Emotion", "Language", "Phoneme", and "Variable". A dropdown menu is set to "English - American". The main text area contains the sentence: "Carbon footprint is the total amount of greenhouse gases that are emitted into the atmosphere as a result of human activities". A green highlight is applied to the word "footprint". To the right, a vertical volume slider is shown with "100%" at the top and "0%" at the bottom. A dropdown menu is open, listing "Apply Preset", "Angry", "Annoyed", "Question", "Happy", and "Create new preset...". Below the text, a play button is visible. At the bottom of the interface, a black notification banner states "You have voices waiting to be cloned!" with a yellow button labeled "Complete Voice Cloning".

English - American)

Set Language

Carbon footprint is the total amount of greenhouse gases that are emitted into the atmosphere as a result of human activities

3.42 WORDS PER SECOND 126 / 3,000

You have voices waiting to be cloned! Complete Voice Cloning

Activities to prepare students for LC exams

PART 2 (3 minutes)

I: Now, Part Two. We are going to role-play some situations. I want you to start or respond.
First situation (*choose one situation from A*).

A

- I'm your new neighbour. I start.
Hello. My name's _____. I've just moved in next door.
- We're flatmates. You don't really want to go out tonight. I start.
Come on, we'll be late if we don't go soon.
- We're in a queue in a cafeteria. I start.
Excuse me, have we met before?
- We're colleagues. I start.
You know the boss is retiring at the end of the month... what shall we do?

C: (*Responds.*)

I: (*Role-play the situation with the candidate – approximately two turns each.*)

I: Second situation (*choose one situation from B*).

B

- You're just leaving my party and realise you don't have enough money to get a taxi home. You start.
- You bought tickets for the cinema tonight. Tell me where and when to meet. You start.
- I am your teacher/boss. You have just arrived very late at school/work. You start.
- We're colleagues. You want me to cover for you this weekend. You start.

You

can we do a roleplay at a CEFR B1 level of english? ✓

Feedback: Your message looks good!

Emma



Sure, we can do a roleplay at a B1 level. What type of scenario would you like to practice?

You

Let's pretend you are my new neighbour and we have just met ✓

Feedback: Your message looks good!

Emma



Great! Nice to meet you as well. What do you think of our neighborhood so far?

Resemble AI: Audio e IA

TITLE

ROLEPLAY

VOICE: Beth (English - American) | TEXT: Hi, nice to meet you | 4.50 WORDS PER SECOND | 20 / 3,000

VOICE: Justin (English - American) | TEXT: Nice to meet you too. How long have you been living here? | 4.50 WORDS PER SECOND | 20 / 3,000

Characters Used: 91 / 20,000. Last Saved: 1 minute ago

5. Key Points of Using AI for Learning



Takeaways

- AI tools can support the learning and teaching process, BUT they cannot replace the human and emotional relationship between TEACHER and STUDENT.
- We need to differentiate between affective and effective learning. "Affective" describes something influenced by emotion, while "effective" describes something that produces a desired outcome. Artificial intelligence can assist us greatly in the effective aspect, allowing educators to focus on the affective aspect.
- Emphasize the importance of learning over performance. Encourage students to use AI as a tool for practice and skill improvement.
- Work on activities where students need to collaborate, present, and discuss, using reflective tasks that stimulate metacognition, as an excellent way to enhance the learning process.
- Prioritize privacy and security. Teachers must ensure that ChatGPT complies with data protection regulations and inform students about their rights and responsibilities regarding privacy.



Thank You