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Chuyên đề:

**USING AI APPLICATIONS TO ASSIST HIGH
SCHOOL TEACHERS IN DESIGNING LISTENING
AND READING TASKS FOR GIFTED STUDENTS**

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PART I: INTRODUCTION

1. Rationale

In recent years, there has been a growing demand for more effective and advanced teaching methods for gifted students, particularly those preparing for national and international English competitions (Nguyen, 2021). These students often possess strong language abilities and require materials that are not only linguistically challenging but also intellectually stimulating and relevant to real-world contexts.

However, authentic English materials—especially those suitable for advanced learners at the secondary level—remain relatively scarce (Pham & Nguyen, 2023). Many textbooks and exam preparation books are either too general or fail to capture the complexity, topical relevance, and cognitive depth required in national competitions. Moreover, recent exams increasingly feature listening and reading tasks adapted from authentic sources such as international news, opinion articles, interviews, and reports—posing a significant challenge for both teachers and learners in sourcing or designing similar practice tasks.

In spite of these limitations, the rapid advancement of Artificial Intelligence (AI), particularly tools like ChatGPT, presents new opportunities for educational developments. AI helps teachers to generate high-quality, up-to-date listening and reading tasks in a shorter time, with greater flexibility and relevance. These tools can also be tailored to suit each learner's proficiency level, interests, and cognitive needs—factors that are crucial in teaching gifted students.

More importantly, AI tools can support the cultivation of autonomous learning among gifted students (Luckin et al., 2016). Under teacher guidance, learners can interact with AI to explore language topics independently, engage with authentic texts, and develop critical thinking skills which are essential components of competition-level English.

Given these educational shifts, this study aims to explore how AI applications—especially ChatGPT—can assist teachers in designing reading and listening tasks aligned with the increasing complexity and authenticity of national and international competition formats.

Thus, we propose the topic ***“Using AI applications to assist high school teachers in designing listening and reading tasks for gifted English students.”*** This research is expected to provide a foundation for developing more personalized, effective, and AI-integrated teaching resources, ultimately helping students at our school improve their receptive skills and better prepare for high-level English competitions.

2. Aims of the study

This study aims to explore how artificial intelligence (AI) applications can support high school teachers in designing effective listening and reading tasks for gifted English learners, particularly those preparing for national or international competitions.

The first objective is to provide a comprehensive theoretical and practical foundation for using AI in language task design. This includes reviewing relevant literature, introducing common AI tools used in English language education, and analyzing current practices in teaching gifted English learners in Vietnam. The study also offers guidelines for effective teacher–AI interaction and structured prompts for generating high-level receptive skill tasks.

The second objective is to demonstrate how AI can be applied in practice by generating a set of

sample listening and reading tasks aligned with the format and cognitive demands of English competitions. These tasks will be developed using AI tools and categorized into specific types (e.g., gap-fill, matching, cloze test, inference-based questions), serving as authentic models that teachers can adapt for their classrooms.

By achieving these aims, the study seeks to bridge the gap between emerging educational technologies and classroom realities, equipping teachers with actionable knowledge and AI-integrated resources to better serve gifted English students.

3. Research methodology

In this topic we apply the following methods:

- researching documents
- summarizing through teaching experience
- Collecting and analyzing

4. Scope of the Study

This study focuses on how AI applications can assist high school teachers in designing listening and reading tasks for gifted students, particularly those in English major classes or preparing for national English competitions.

It concentrates solely on listening and reading-the two receptive skills most emphasized in academic contests-without evaluating the impact of AI-designed tasks on student performance. Instead, it explores the task creation process, highlighting practical formats such as multiple choice, gap-fill, summary completion, matching, and inference-based questions.

Task design is guided by the structure and complexity of the 2025 National Excellent Student Exam in English to ensure authenticity and relevance. The findings aim to support secondary-level teachers working with advanced learners, using only widely accessible AI tools. Other skills (speaking, writing) and specialized software fall outside the scope of this study.

5. Design of the Study

The study consists of three main parts:

Part I: Introduction – Presents the rationale, objectives, scope, methodology, and structure of the research.

Part II: Development – Includes two chapters. Chapter I reviews the theoretical background, literature on AI in language education, and the current state of teaching gifted English learners in Vietnam. Chapter II presents a collection of AI-generated task samples for both listening and reading, categorized by type and designed using structured prompts.

Part III: Conclusion – Summarizes key insights from the research and offers practical recommendations for English teachers working with gifted learners.

PART 2: DEVELOPMENT

CHAPTER I. LITERATURE REVIEW

I. Theoretical framework and AI applications in English language teaching

The use of artificial intelligence (AI) in English language instruction is reviewed in this chapter along with relevant theories, contemporary methods, and useful resources. It aims to build a comprehensive foundation for understanding how AI can support teachers in designing effective listening and reading tasks for gifted high school students. Before focusing on AI-assisted task design for advanced learners, the chapter moves from a broad review of AI in education to particular applications in language acquisition.

I.1 Overview of AI in education

The rapid development of Artificial Intelligence (AI) has had a great impact on various sectors, with education being one of the most prominent areas undergoing transformation. In education, AI is not merely a technological add-on but a transformative force that personalizes learning, enhances instructional effectiveness, and addresses inherent limitations of traditional systems. Its applications include intelligent tutoring systems, adaptive learning platforms, learning analytics, and automation of administrative tasks (Luckin et al., 2016; Popenici & Kerr, 2017). These technologies allow students to learn at their own pace with immediate feedback, while also helping educators reduce workload and design more customized instructional content. Despite its benefits, integrating AI into education also presents challenges related to ethics, data privacy, and the need for ongoing teacher training.

I.2 AI tools in English language learning

In the field of English as a Foreign Language (EFL), AI tools have proven to be valuable assets in supporting language acquisition. These tools improve several aspects of learning, such as communication, pronunciation, vocabulary, and grammar. Notable AI applications include:

Chatbots and virtual assistants: provide conversational practice and grammar feedback.

Automatic speech recognition (ASR): Receive real-time feedback to improve your pronunciation and fluency.

Natural language processing (NLP): help with grammar checking, essay scoring, and vocabulary analysis.

Adaptive platforms: Customize materials based on learners' progress.

Content generation tools: generate dynamic exercises and dialogues on demand.

Such technologies expand learning opportunities beyond traditional textbooks, making language acquisition more interactive, personalized, and engaging (Columbia University, 2023).

Given these advancements, it is important to consider how AI tools can also be applied to higher-level learning contexts—specifically, the design of receptive skill tasks for gifted students.

I.3 AI in designing listening and reading tasks

Listening and reading tasks for gifted learners must be both cognitively demanding and personally relevant. AI can enhance this process by automating, diversifying, and customizing task design to suit different learner needs. AI can:

- Generate tailored texts and audio content.
- Analyze and adjust linguistic complexity.
- Produce diverse question formats (e.g., MCQs, gap-fills, inference).

- Simulate authentic listening scenarios with different accents and speaking rates.
- Provide up-to-date materials aligned with global exam standards (e.g., IELTS, TOEFL).

These features empower educators to efficiently create high-quality materials that stimulate higher-order thinking and match the rigorous demands of competitive language examinations.

I.4 Current situation of teaching gifted English learners in Vietnam

Vietnam's education system has long prioritized the development of gifted students, including those specializing in English. Specialized schools and selective classes have been established to nurture these talents. However, the teaching of English to gifted learners still faces several difficulties:

Lack of in-depth and diverse materials: although there are many resources available for English learners, materials that are sufficiently challenging for gifted students—especially those preparing for national competitions—are still limited. There is a clear need for more advanced and varied content that aligns with their abilities.

High demand for personalization: Gifted students often exhibit diverse learning paces and styles. Traditional, one-size-fits-all teaching methods are ill-suited to meeting the personalized needs of these students. The demand for more individualized instruction is critical to their development.

Exam pressure and preparation for international tests: Gifted English learners are often required to prepare for competitive examinations, both nationally and internationally. Designing practice tasks that accurately reflect the structure and content of these exams requires considerable time and effort from educators.

Needs for teacher support: Despite their high level of training, English teachers for gifted students require for continuous professional development, particularly in the adoption of new teaching methodologies, including technological tools. Without effective support and updated training, teachers may struggle to maximize their students' potential.

Given these difficulties, the integration of technological solutions, particularly AI, in the design of listening and reading tasks could play a pivotal role in enhancing the quality of teaching and learning for gifted English students in Vietnam. AI offers the potential to overcome many of the limitations currently faced by educators, providing them with tools to create more personalized, engaging, and effective learning experiences for gifted students.

I. 5. Application of AI in designing listening and reading tasks for gifted learners

In this section the practical use of Artificial Intelligence (AI) tools in the creation of listening and reading tasks specifically designed for gifted English language learners is represented. It outlines the processes involved, provides concrete examples, and offers practical guidelines for educators to effectively utilize AI in task design.

I.5.1. AI tools utilized: ChatGPT , Gemini, ElevenLabs

In this research, ChatGPT was the major AI tool used to design listening and reading tasks for gifted students. Its advanced natural language processing capabilities, flexibility in prompt-based content generation, and adaptability to varying linguistic levels made it central to the lesson design process. Alongside ChatGPT, Gemini and ElevenLabs were also selectively used to complement content creation and audio development.

ChatGPT (main tool used): The majority of reading passages, comprehension questions, and task formats in this project were developed using ChatGPT. Teachers relied on it to create tailored

texts on various topics, aligned with B2–C1 levels, and to generate a wide range of question types—such as multiple-choice, open-ended, inference-based, and vocabulary tasks. Its ability to respond to specific prompts made it ideal for customizing material that challenges and engages gifted learners. ChatGPT also supported prompt refinement and iterative improvements through teacher–AI interaction.

Gemini: Used in a supporting role, Gemini provided alternative phrasing, text summarization, and idea expansion. It was especially useful for verifying content clarity or generating alternative reading versions, offering teachers a second lens in refining material.

Elevenlabs: This AI voice synthesis tool was employed to convert selected reading texts into high-quality listening passages. With its expressive, natural-sounding output, it allowed teachers to produce engaging listening input that mimics authentic speech patterns, useful for challenging learners' auditory comprehension.

Together, these tools enhanced the creative capacity of teachers, with ChatGPT being the dominant engine behind most of the lesson content.

I.5.2. Process of designing listening and reading tasks using AI

AI-powered listening and reading tasks using AI was conducted through a systematic workflow that maximized efficiency, customization, and alignment with the needs of gifted learners. The process followed several important steps:

Defining learning objectives and learners' needs: In the initial phase, teachers selected specific listening and reading skills to be developed (e.g., listening for details, main idea identification, inferential reading, skimming) and the areas of interest or skill gaps among gifted learners. This phase also included aligning tasks with the requirements of national examinations for which students were preparing.

Selecting appropriate AI tools: Based on the identified learning objectives, the most suitable AI tool was chosen. For instance, ChatGPT was employed for generating reading passages, while Listenwise was selected for audio content creation.

Generating core content (listening/reading content generation):

For reading: Teachers provided ChatGPT with detailed prompts specifying the topic, length, style (e.g., academic, journalistic), and desired complexity (vocabulary/grammar). A typical prompt might be: "Generate a 500-word academic article on the impact of climate change on marine ecosystems, suitable for B2-C1 level."

For listening: Teachers selected podcasts or audio segments from Listenwise based on the desired topic, voice types (native/non-native), accents, and speaking pace. If necessary, ChatGPT was used to generate custom dialogues or lecture scripts, which were then converted into audio files using text-to-speech tools.

Developing questions and exercises (question/exercise generation): Using tools like ChatGPT or Text-to-Quiz, Text-to-speech, teachers input the generated content (reading passage or audio transcript) and requested specific types of questions. For example: "Create 10 multiple-choice questions and 3 open-ended questions from this reading passage, focusing on details and inference." These tools allowed for a diverse range of question formats, from simple true/false questions to more complex tasks requiring analysis and synthesis.

Adaptation and refinement: Teachers played a crucial role in adapting AI-generated tasks to

meet the specific needs of gifted learners. This phase involved reviewing the content and questions, adjusting difficulty, length, vocabulary, and sentence structures. Adaptations included: Adding higher-order thinking questions.

Replacing basic vocabulary with more advanced terms.

Incorporating more challenging elements, such as plausible distractors in multiple-choice questions or increased speaking rates in listening tasks.

Implementation and evaluation: The refined tasks were then implemented in the classroom. Teachers collected feedback and performance data to assess the effectiveness of both the tasks and the AI tools. Evaluation focused on task completion rates, accuracy, student engagement, and overall learning outcomes.

I.5.3. Principles for teacher–AI interaction when designing listening and reading tasks for gifted students

To effectively integrate AI tools in designing high-quality listening and reading tasks for gifted learners, teachers should follow three key principles in communicating with AI:

a. Give clear and specific instructions

AI tools require well-defined input to generate meaningful outputs. Teachers should clearly specify the task type (e.g., listening for gist, reading for inference), target proficiency level (e.g., B1 or B2), topic (e.g., technology, science), and expected output format (e.g., multiple-choice, gap-fill).

Example: Instead of saying “Create a reading task,” say “Create a B2-level reading comprehension task about environmental sustainability with three inference-based multiple-choice questions.”

b. Analyze the prompt and sample tasks with AI

Teachers should co-analyze existing task samples with the AI to clarify expectations. This includes discussing question types, knowledge scope, structure, distractor creation, and difficulty level. By doing this collaboratively, teachers not only refine the prompt but also train themselves in prompt engineering—an essential 21st-century skill.

Example: “Here is a sample question testing vocabulary in context. Can you analyze the distractors and generate three similar questions with the same structure?”

c. Review and adapt the AI output

AI outputs are drafts, not final products. Teachers must critically review the content, checking for language accuracy, appropriateness, task validity, and alignment with learners’ profiles. Refinements may involve adjusting vocabulary, rewriting stems, or modifying answer choices to better suit the cognitive level and creativity of gifted learners.

Example: Ensure audio scripts are authentic and natural, and revise questions if they are too literal or too easy.

I.6. Suggested prompts for listening and reading task design

This section presents categorized prompt templates to support teachers in designing high-level listening and reading tasks for gifted English learners. The prompts reflect task types commonly found in Vietnam’s National English Gifted Student Exam and international proficiency assessments (IELTS, Cambridge C1 Advanced). To accommodate different levels of teacher expertise in AI-assisted lesson planning, each task type includes two levels of prompt design:

Basic Prompt: Suitable for teachers new to AI tools, offering straightforward, ready-to-use templates.

Advanced Prompt: Designed for experienced users seeking to fine-tune content, prompt ChatGPT

iteratively, and integrate authentic input.

All prompts can be adapted depending on learners' needs, topics of interest, and instructional goals.

I.6.1 Listening task prompts

1. True/False/Not Given listening tasks

Basic Prompt: "Please create a high-level listening comprehension task modeled after Vietnam's National English Gifted Student Examination for advanced learners (C1+ level). Provide a transcript from a lecture, interview, or academic discussion. Then, generate five T/F/NG statements that test inference, speaker intention, and subtle detail."

Advanced Extension: Include explanations for each correct answer and references to the transcript. Suggested topics: ethics in AI, historical turning points, economic policy shifts.

Task format:

- Provide a transcript of a lecture, podcast interview, academic talk, or historical discussion. The tone should be formal, intellectual, and analytical.
- Write 5 statements for the student to assess as True (T), False (F), or Not Given (NG) based on the information in the listening.
- Make sure the questions test not just literal understanding, but also inference, speaker intention, comparison, and subtle distinctions.
- Statements should vary in complexity: include factual content, speaker opinion, and implied ideas.

Answer key: – Provide correct answers (T/F/NG) for all 5 questions.

- For each answer, explain briefly why the answer is correct, with reference to the transcript.

b. Gap-fill listening tasks

Basic Prompt: "Generate a 10-question gap-fill listening task on [Topic] for C1+ learners. Provide the transcript, summary with blanks, and answer key."

Advanced Prompt: "Please create a listening gap-fill task from a news report or academic podcast, suitable for C1+ learners.

Requirements:

- Include a summary paragraph with 10 numbered blanks (Questions 1–10).
- Each blank must be filled with NO MORE THAN THREE WORDS, and all answers should be exact words from the listening transcript.
- Avoid overly simple vocabulary or redundant repetition. The task should test listening for specific information, paraphrasing, and logical inference.
- Provide the answer key with exact words for each gap (Questions 1–10).

c. Matching listening tasks

Basic Prompt: "Create a listening task with 5 statements to match with 10 options (A–J), based on a transcript. Provide the transcript, question set, and answer key."

Advanced Prompt: "Acting as an expert English teacher, generate a C1–C2 Matching Listening Task using a scientific or informative transcript.

Format your output:

- 5 numbered statements (1–5) describing ideas, facts, or inferences from the transcript
- 10 lettered options (A–J) that may be used to match, only 5 of which are correct
- A clear answer key in table format, including brief justifications for each correct match
- Requirements:

- Language level: C1–C2 (gifted learners)
- Include scientific/academic vocabulary where possible
- Avoid oversimplification — focus on accuracy and subtle distinctions in meaning
- Base all questions and options only on what is explicitly stated or logically implied in the transcript

d. Short answer listening tasks

Basic Prompt: "Create a short-answer listening task with 5 questions for gifted learners. Include transcript and answer key."

Advanced Prompt: "Please generate a Listening Comprehension task modeled after Vietnam's National Gifted Student Exam (C1+).

Task Format:

- After the transcript, write 5 Short Answer questions that require the student to answer using NO MORE THAN THREE WORDS AND/OR A NUMBER, based strictly on the content of the recording.
- Questions should focus on specific facts, data, comparisons, or clearly stated ideas (e.g., numbers, names, causes, examples, or lists).
- Avoid vague or inferential questions; make sure each answer is explicit in the transcript.
- Provide correct and concise answers (max 3 words and/or a number) for all five questions.
- Include references to the relevant part of the transcript for clarity.

I.6.2. Reading task prompts

a. Cloze test reading tasks

Basic Prompt: "Create a 10-gap Cloze test using an academic article (250–300 words) at C1 level. Provide answer key."

Advanced Prompt: "Generate a C1-level Cloze test with: – 250–300 word academic passage – 10 gaps testing collocations, idioms, discourse markers, complex grammar – Include answer key and brief grammar explanation"

The test should contain:

- At least 4 advanced collocations (e.g., "widespread ramifications", "entrenched belief systems").
- At least 2 idiomatic expressions (e.g., "cast doubt on", "fall short of expectations").
- At least 2 uses of linking phrases or discourse markers (e.g., "nonetheless", "insofar as").
- 1–2 phrasal verbs with figurative meaning (e.g., "phase out", "step up").
- 1–2 lexical distractors (i.e., all 4 options are grammatically correct but only 1 is contextually correct)
- at least 2 gaps that test complex grammar structures, similar to:
 - Relative clauses + consequence (e.g. "which in turn could reduce...")
 - Reduced imperative structures (e.g. "Consider all the energy needed...")

b. Gap-Fill reading tasks

Basic Prompt: "Design a 10-blank fill-in-the-blank task with a word bank on [Topic]. Include answer key."

Advanced Prompt: "Create a C1-level paragraph (150 words) on 'Renewable Energy Innovation' with:

– 10 blanks (grammar & collocations) – Word bank (12 words, 2 distractors) – Answer key"

c. T/F/ NG and Summary completion reading tasks

Basic Prompt: "Create a reading task with 6 T/F/NG and 8 summary completion questions. Provide full passage and answers."

Advanced Prompt: "Generate a formal, academic-style passage (500–700 words) on a topic like 'Space Exploration'. – Write 6 T/F/NG items and 8 summary completion questions (max 3 words) – Provide complete answer key with justification"

Instructions for the tasks

- 6 questions (numbered 1–6) in the True / False / Not Given format
- 8 questions (numbered 7–14) in the Summary Completion format
- Instruct: "Use NO MORE THAN THREE WORDS taken from the passage."
- The reading should resemble authentic IELTS/C1-2 content, with academic tone and high lexical resource.
- Include paraphrasing and inference-based traps to make the T/F/NG section challenging.
- Summary should follow logical structure, not verbatim lift.

d. Gap-text reading Tasks

Basic Prompt: "Create a gap-text task with 6 missing paragraphs and 7 options (A–G). Indicate the correct order."

Advanced Prompt: "Design a paragraph insertion task (Cambridge C1-style) with: – Topic: e.g., 'AI and the Future of Work' – 320-word text, 6 gaps labeled (1)–(6), 7 options A–G – Formal tone, idioms, cohesion markers – Include answer key"

Output format:

- Full text with numbered blanks
- Clearly separated A–G paragraphs
- Indicate "One is extra"
- (Optional) Provide an answer key with explanation if requested

e. Multiple choice reading tasks

Basic Prompt: "Write a C1-level reading passage with 10 multiple-choice questions. Provide answer key."

Advanced Prompt: "Generate a 450–500 word academic passage on 'Human Judgment in AI', followed by 10 MCQs: – Q1–2: Vocabulary or idioms – Q3–4: Function of example – Q5–7: Inference and logic – Q8–9: Author's tone or attitude– Q10: Sentence insertion – Provide answer key with explanation

g. Information matching tasks

Basic Prompt: "Write a 600–700 word passage in 5 parts (A–E) and match 10 statements to the sections. Include answers."

Advanced Prompt: "Create a C1–C2 academic reading on 'Digital Divide in Education', divided into Sections A–E. Write 10 information items to match to the sections. – Each item paraphrases or implies ideas – Include answer key with reasoning"

Task: After the reading, present 10 information statements (labeled 1–10) that must be matched to sections A–E. Some sections may be used more than once, or not at all.

Each information statement should:

- Contain an abstraction, inference, or paraphrased idea from the original passage (not

copy-pasted)

- Require the reader to scan, infer, or identify implication, not just match keywords.
- *“For questions 1–10, choose from sections A–E. The sections may be used more than once. Write the letter A, B, C, D or E in the corresponding numbered boxes provided.”*
- Provide the Answer Key below with justifications (optional)

In conclusion These categorized prompts aim to assist teachers in leveraging AI tools like ChatGPT for designing high-quality listening and reading tasks. Teachers are encouraged to start with basic prompts and gradually experiment with advanced ones as their confidence in prompt writing grows. The outputs from these prompts can be directly implemented in class, adapted for competition training, or refined collaboratively during professional development activities.

These prompts can also be compiled into a digital handbook or used in AI training workshops for English teachers at the secondary level.

I.7. Guidelines for using AI prompts effectively (for teachers and students)

The effectiveness of AI-generated prompts in designing listening and reading tasks depends not only on the quality of the prompt itself, but also on the user’s understanding of how to interact with AI tools effectively. This section provides systematic guidance for both teachers and students to ensure pedagogical efficacy, maximize AI potential, and avoid common mistakes.

I.7.1 For Teachers: Principles of effective prompt usage

AI tools such as ChatGPT, Gemini, or ElevenLabs offer great flexibility, but their output quality depends heavily on the user’s input. To design high-quality tasks, teachers are encouraged to follow these key principles:

a. Start with clear instructional goals

Before using any prompt, teachers should specify what the task aims to develop: e.g., inference in reading, listening for specific information, or vocabulary-in-context. These goals should be in line with students’ proficiency levels and competition requirements.

b. Choose the appropriate prompt level (Basic vs. Advanced)

This study classifies prompts into two tiers:

- Basic prompts generate foundational listening and reading tasks. These are suitable for quick task creation or general practice.
- Advanced prompts are more detailed, allowing teachers to specify lexical level, tone, task structure, distractor type, and more. These are ideal for designing competition-level materials or cognitively demanding activities.

c. Refine and adapt AI-generated content

AI outputs should be treated as drafts. Teachers are advised to:

- Review grammar, coherence, and content appropriateness.
- Adapt question wording to better fit students’ cognitive profiles.

Test task validity by completing them and identifying ambiguities or misleading distractors.

Ensure cultural and topical relevance by aligning tasks with student interest and current affairs.

d. Provide post-task feedback

Teachers should accompany AI-generated tasks with post-task discussions or reflection activities, helping students unpack why answers are correct or incorrect. This also enhances metacognitive awareness.

e. Iterate with the AI

If the output is not satisfactory, teachers can revise the prompt using techniques such as:

- Rephrasing or clarifying task type.
- Requesting a different tone or level.
- Asking the AI to “analyze and improve” a previous task.

I.7.2 For students: Guidelines for independent use

While AI tools are primarily intended to support teacher-designed materials, they can also promote learner autonomy when used with appropriate scaffolding. Advanced students—particularly those in gifted programs—may benefit from using basic prompts under supervision.

a. Start with basic prompts

Students can input simple instructions (e.g., “Create 5 listening comprehension questions about climate change”) and receive practice tasks. Teachers should provide initial modeling and safety guidelines.

b. Practice responsible prompt editing

Students should not rely entirely on AI but learn to modify prompts based on:

- Topic relevance to their interests or exam themes.
- Type of skill they want to practice (e.g., summary completion vs. T/F/NG).
- Difficulty level (asking the AI to make it harder or easier).

c. Cross-check AI outputs

Students must be taught to verify:

- Whether the answers are justified by the passage/transcript.
- Whether vocabulary or grammar fits the C1–C2 level.
- Whether the questions reflect exam logic (not too literal or vague).

d. Use AI to simulate exam conditions

Students can use tools like ElevenLabs to listen to AI-generated audio passages or time themselves while completing reading tasks. This enhances both content familiarity and test-taking strategies.

e. Maintain academic integrity

Students should be reminded that AI is a support tool, not a replacement for deep engagement with language. Excessive dependence can hinder critical thinking and authentic learning.

By following these guidelines, both teachers and students can harness the full potential of AI in a pedagogically sound and ethically responsible manner. The ultimate goal is not merely to generate tasks, but to develop a sustainable and reflective AI-enhanced teaching and learning ecosystem.

In summary, this chapter examined how Artificial Intelligence (AI) can support English language learning for gifted students by personalizing tasks, enhancing lesson design, and enabling differentiated instruction. Tools like ChatGPT, Gemini, and ElevenLabs were highlighted as valuable resources for creating engaging listening and reading activities. The Vietnamese educational context reflects a growing need for innovative methods to meet the advanced needs of gifted learners. The chapter emphasized that AI should complement, not replace, teachers in instructional design, setting the stage for the practical research in the following chapters.

CHAPTER II- AUTHENTIC LISTENING AND READING TASKS

Chapter I laid the foundation for using AI in education, especially for teaching English to gifted students. Building on that, this chapter focuses on practical listening and reading tasks designed to challenge and engage these learners. Inspired by the national English competition, the tasks-ranging from gap-fills to complex questions-reflect the cognitive demands gifted students face. These examples illustrate how AI can support teachers in creating high-level, personalized materials that meet the unique needs of gifted learners.

II.1. Listening tasks

II.1.1. Matching listening tasks

Task 1: Match the Numbered Statements (1–5) with the Correct Description (A–J). Write one letter (A–J) next to each question. You may use each letter only once.

A. Options (Statements):

Spicy food doesn't actually have a unique flavor.
Wasabi and mustard burn differently than chili peppers.
People who enjoy spicy foods still feel the same level of pain.
Some enjoy the pain of chili like they enjoy extreme sports.
Capsaicin triggers the same receptors as high heat.

B. Options (Descriptions):

A. They contain isothiocyanates which easily enter the sinuses.
B. This is because spiciness is a neurological reaction, not a basic taste.
C. They still experience pain, but they interpret it differently.
D. These compounds are fat-soluble and stay localized in the mouth.
E. Adrenaline and thrill-seeking tendencies explain this preference.
F. This is why eating hot sauce can make you sweat.
G. The Scoville scale is used to test this sensitivity.
H. Our brains react to spice as if the food were dangerous.
I. This is influenced by cultural and climate-based habits.
J. Some ancient humans may have used them as antiseptics.

Source: https://www.youtube.com/watch?v=qD0_yWgifDM

Task 2: Match the statements (1–5) with the correct descriptions (A–J). Write one letter (A–J) next to each statement. There are more descriptions than needed.

A. Statements

This vitamin's deficiency can cause coordination problems and muscle weakness.
This vitamin can be blocked by eating a certain raw food containing an anti-nutrient.
This vitamin supports mood regulation and red blood cell formation.
Its deficiency may cause night blindness and weaken the immune system.
Its lack can result in gum disease, bruising, and even fatal outcomes in historical sailors.



B. Options

A. Found mainly in citrus fruits; its absence causes scurvy.
B. Its deficiency leads to beriberi, damaging either nerves or the heart.
C. Critical for forming DNA and preventing neurological degeneration.
D. Essential for blood clotting and also produced by gut bacteria.

- E. Without it, skin can bruise easily and teeth may fall out.
- F. Found in fish and bananas, it regulates amino acid activity.
- G. Protects vitamin A and supports neurological motor skills.
- H. Deficiency linked to malformed bones in children and adults.
- I. Prevents the breakdown of fatty acids in hair and bones.
- J. Deficiency is often caused by avidin, found in raw egg whites.

Source: <https://www.youtube.com/watch?v=6gZzPE4Ln3s>

Task 3: Match each numbered statement (1–5) with the correct description (A–J). Write one letter (A–J) next to each number. Each option can only be used once.

A. Statements

- Participants who were forced to fail in round one continued underperforming later.
- Experiencing failure can threaten an individual's sense of competence.
- Students at different learning stages prefer different types of feedback.
- Success provides clearer guidance on how to repeat effective behaviors.
- Fixating too much on your mistakes may obscure your actual strengths.

B. Options

- A. Negative feedback can lower self-esteem and reduce processing of new material.
- B. The same knowledge yielded different results due to prior perceived performance.
- C. Learners sometimes misjudge whether a failure was due to effort or external causes.
- D. The effect of feedback depends on one's level of investment in the task.
- E. Positive reinforcement may help beginners stay motivated.
- F. Advanced students often have greater resilience to criticism.
- G. Identifying causes of failure can be more complex than recognizing success patterns.
- H. Concentrating solely on past errors may hinder improvement.
- I. Motivation and emotional state affect one's ability to accept mistakes.
- J. Outcomes on exams are easier to interpret when performance is high.

Source: <https://www.youtube.com/watch?v=eBz7iUJu9UM>

Task 4: Match the numbered statements (1–5) with the correct descriptions (A–J). Write one letter (A–J) next to each number. Only five answers are correct.

A. Statements

- People often lose motivation mid-way through long-term projects.
- Overwhelming social issues can cause people to disengage despite their concern.
- A strong belief in one's individual ability to create impact often predicts sustained action.
- Shared emotional reactions can strengthen unity in movements for justice.
- A simple way to reignite motivation is to divide large goals into smaller, achievable tasks.

B. Options

- A. Tracking progress relative to the endpoint can lead to discouragement.
- B. Sub-goals offer frequent moments of success that renew drive.
- C. Climate anxiety is often linked to a belief that the future is doomed.
- D. Personal passion is the strongest predictor of long-term action.
- E. People who feel stuck often don't know where to begin.
- F. Self-efficacy plays a key role in determining continued engagement.

- G. Moral outrage can help focus attention on collective threats.
- H. Social bonding has been shown to reduce feelings of burnout.
- I. The “stuck in the middle” effect is tied to how we measure our own success.
- J. People are more motivated when beginning or completing tasks.

Source: <https://www.youtube.com/watch?v=kD3-DKkiVeA>

Task 5: Match each numbered statement (1–5) with the correct description (A–J). Only five answers are correct. Each option is used once.

A. Statements

1. A Persian method enabled freezing water in the desert by using nighttime heat loss.
2. A significant innovation in home-based ice cream preparation was made by a woman in the 19th century.
3. A change in U.S. alcohol laws indirectly boosted the ice cream industry.
4. Ancient frozen treats were largely limited to society’s most privileged groups.
5. A Middle Eastern beverage influenced the invention of modern ice cream.

B. Options

- A. An Arab-origin drink inspired European milk-based frozen recipes.
- B. Home cooks could finally make ice cream thanks to a hand-powered device.
- C. Ice cream carts became common in ancient Persian marketplaces.
- D. Sky cooling allowed outdoor water to freeze under certain desert conditions.
- E. George Washington personally financed the first American ice cream parlor.
- F. Prohibition led many breweries to start producing ice cream instead.
- G. Chinese dynasties developed early refrigeration using bamboo chambers.
- H. Only the elite in early societies had access to frozen delicacies.
- I. American Civil War soldiers were given ice cream rations.
- J. Soda fountains were introduced to replace dairy shops after WWII.

Source: <https://www.youtube.com/watch?v=7K3KdgDcdYc&t=13s>

II.1.2. Gap-fill listening tasks

Task 1- Complete the summary using NO MORE THAN THREE WORDS from the recording.

When students pull an all-nighter to study, they’re disrupting their body’s natural (1) _____, which are affected by exposure to light. As it gets darker, signals are sent to the (2) _____, which controls the body's sleep-wake cycle. This leads the (3) _____ to release melatonin, a hormone that prepares the body for sleep. Additionally, a compound called (4) _____ is released to slow brain activity.

As students push through the night, their brains accumulate (5) _____, a byproduct that causes fatigue. Though caffeine helps by blocking its receptors, it may also cause (6) _____. While facts are initially stored in the hippocampus, they are only consolidated into long-term memory during (7) _____.

As sleep deprivation continues, the brain may experience (8) _____, which are short, uncontrollable episodes of sleep. After 19 hours awake, a person’s (9) _____ are as impaired as if they had consumed alcohol. Even though dopamine spikes can briefly lift mood, sleep loss weakens regulation of emotion and decision-making by the (10) _____.

Source: <https://www.youtube.com/watch?v=idrbwnWLJ7w&t=24s>

Task 2. Complete the summary using NO MORE THAN THREE WORDS from the recording.

A fictional sequence of events set in 1905 begins with (1) _____, which sets off a chain reaction preventing Einstein from making his discoveries. This scenario illustrates the (2) _____, a key idea within Chaos Theory, which challenges the (3) _____ of classical physics proposed by Isaac Newton.

Chaos Theory gained attention in the 1960s when researchers experimented with models using weather-related variables like (4) _____. The breakthrough moment for Chaos Theory came in 1961, when meteorologist (4) _____ noticed a major deviation in a weather model caused by a minor change in data. His model revealed how tiny differences could create (5) _____ over time.

Lorenz famously compared this sensitivity to the (6) _____ in Brazil causing a tornado in Texas. Chaos Theory reveals the (7) _____ of our predictions, since no calculation can perfectly capture all variables, like the position and speed of every atom.

Yet, chaos is not randomness. Effects still follow causes, and chaotic systems move along a (8) _____, often creating structured patterns such as the one in Lorenz's graph resembling (9) _____. These ideas have practical applications in fields like finance, medicine, and sociology, where a single (10) _____ can cascade into much larger outcomes.

Source: https://www.youtube.com/watch?v=r_ahZOgPTsk&t=47s

Task 3: Complete the summary below using NO MORE THAN THREE WORDS from the recording.

Between 1952 and 1953, Sydney police investigated a wave of attempted murders and deaths connected by (1) _____. Thallium's danger stems from its similarity to (2) _____, which plays vital roles in muscle function and nerve transmission. Once ingested, thallium displaces this element and causes the body to shut down.

Despite thallium's known risks, it was accessible at the time due to its use in (3) _____, marketed under the name Thall-Rat. But thallium is just one of many dangerous substances on the periodic table. Some, like (4) _____, disrupt essential metal functions in the brain and bloodstream, creating harmful (5) _____ that damage cells.

In the 19th century, mercury's dangers were revealed through its use in hat-making, which caused neurological issues known as (6) _____. Mercury binds with proteins in the body, altering their shape and rendering them useless.

Other dangers arise from reactivity. Elements in the group known as (7) _____ are especially explosive, reacting violently when exposed to water or air. Although (8) _____ is believed to be the most reactive, its instability makes it difficult to study.

Another category of threats comes from radioactive elements that emit dangerous particles. Inside the body, (9) _____ can destroy cells by bombarding them directly. These emissions originate from atoms with a (10) _____, making them unstable and highly reactive.

Source: <https://www.youtube.com/watch?v=7Vhu433hkys>

Task 4. Complete the summary below using NO MORE THAN THREE WORDS from the recording.

While invisibility is common in fiction, achieving it in reality requires manipulating (1) _____, which normally bounce off objects into our eyes. One method is to reflect them

away, but this needs (2) _____ that are difficult to maintain. Absorbing light with ultra-black coatings helps, but does not truly make objects invisible.

Scientists are instead exploring (3) _____, the bending of light as it passes through materials of different densities. This natural effect has limits, but in labs, researchers have developed (4) _____ that manipulate light beyond nature's boundaries. John Pendry was key to this innovation, creating (5) _____, tiny structures capable of bending light in unprecedented ways.

These materials led to the discovery of (6) _____, marking a turning point in invisibility research. However, creating a true cloak is difficult because refraction treats each (7) _____ differently, making it hard to avoid distortion.

Some labs mimic natural illusions like a (8) _____, but such systems require extreme temperatures. Others use specially arranged (9) _____ to bend light, but these only work from precise angles. Digital cloaking methods using cameras still struggle with (10) _____, limiting their effectiveness.

Source: <https://www.youtube.com/watch?v=iRGrY9F1cCE>

Task 5. Complete the summary using NO MORE THAN THREE WORDS from the recording.

In his quest to understand visual perception, Isaac Newton went to extremes, including staring at the sun and inserting a (1) _____. He was intrigued by (2) _____, which appear when you close your eyes after seeing bright lights. These illusions begin when (3) _____ in the retina absorb light and trigger electrical signals in the brain.

A phenomenon known as (4) _____ occurs when these cells continue firing after being overstimulated. These images typically fade quickly but may be followed by (5) _____, in which original colors appear inverted. The mechanism behind this is still debated, with one theory suggesting that (6) _____ in the retina are involved, while others focus on the brain. One explanation is that opposing color cells, such as green and red, become (7) _____ at different rates, producing a color illusion. Another illusion, known as (8) _____, can occur without light, when rubbing or applying pressure to the eyes.

Newton speculated this resulted from physically bending the (9) _____. Today, some scientists agree, believing pressure stretches the neurons and causes them to fire. Interestingly, even (10) _____ have reported similar effects due to cosmic radiation.

Source: <https://www.youtube.com/watch?v=G4VKiq9NEvM&t=38s>

II.1.3. True, false or not given listening tasks

Task 1: Listen to the news and decide whether the statements are TRUE, FALSE or NOT GIVEN.

1. Scooby-Doo's speech disorder is classified as a phonetic disorder because he physically struggles to pronounce words.
2. Scooby-Doo's unique speech pattern can be explained by a condition known as rhotacization.
3. Rhotic replacement is a commonly observed speech disorder among young children.
4. In cases of rhotacization among humans, children typically simplify their speech rather than adding complexity.
5. Scooby-Doo's speech disorder might be influenced by his frequent barking, such as saying "Ruffl!"

Source: <https://www.youtube.com/watch?v=vCn2cQHUKJ4>

Task 2: Listen to the news and decide whether the statements are TRUE, FALSE or NOT GIVEN.

1. David Chalmers introduced the term "hard problem of consciousness" to address why people have inner experiences.
2. The movie Chappie suggests that consciousness can be created solely by increasing processing power.
3. Human choices are completely independent of external factors such as genetics and environment.
4. Understanding individual neuron-level activity is essential to solving the "hard" problem of consciousness.
5. The speaker concludes that Chappie's consciousness is fundamentally the same as human consciousness.

Source: <https://www.youtube.com/watch?v=XGF4HgsRWas>

II.2.4. Short- answer listening tasks

Task 1: For questions 1-5, listen to a talk about Qatar Airways' flight route strategies and the complexities of bilateral air agreements. Answer the questions. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the corresponding numbered boxes provided.

1. What was the destination that the chairman of the Port Authority of New Jersey wanted to reach more quickly?
2. How are the level one and two airports, as compared to level three ones?
3. What must two countries sign before sending a plane to each other without causing a conflict?
4. What is unseen on the flight from Doha to Adelaide?
5. Where do the very few passengers like to stay during the flight?

source: https://www.youtube.com/watch?v=6btzCPI26to&list=PLBzkcFkxH2r4S77TEcM_oQfuDdsROXvkS&index=12

Task 2. For questions 1-5, listen to a talk about the discovery of the Hiawatha Crater and its connection to the Younger Dryas event. Answer the questions. Write NO MORE THAN FOUR WORDS taken from the recording for each answer in the corresponding numbered boxes provided.

1. What are the volcanic eruption and the asteroid impact considered as?
2. How was the silicon dioxide tetrahedra?
3. Which type of crystal can be created from the pure quartz?
4. In the context of the record, what does the abbreviation PDF stand for?
5. With the finding of shocked quartz, what can be concluded about the hole?

Source: https://www.youtube.com/watch?v=slwbWdfODtc&list=PLBzkcFkxH2r4S77TEcM_oQfuDdsROXvkS&index=7 (start at 0:46)

II.2. Reading tasks

II.2.1. Cloze test reading tasks

Task 1. For questions 1-10, read the following passage and choose the word or phrase (A, B, C, or D) that best fits each gap. Write the correct letter in the space provided.

AI and the Future of Work

Artificial Intelligence (AI) has rapidly evolved from a niche research field into a transformative force with (1) _____ implications for the global workforce. From manufacturing to marketing, algorithms are automating tasks that were once exclusively performed by humans.

For many, this trend (2) _____ alarm bells. Studies suggest that a significant portion of current jobs could be replaced by machines, especially those involving repetitive or rule-based processes. Yet, the situation is not entirely bleak. Some analysts argue that AI will not eliminate jobs altogether, but rather (3) _____ them, creating demand for new skill sets and roles.

Consider the pace at which industries are digitizing, particularly in sectors where efficiency is prioritized over human nuance. Automation, which in turn (4) _____ reduced labor costs for businesses, may also widen inequality if reskilling programs (5) _____.

A key challenge is that the benefits of AI tend to (6) _____ unevenly across society. While some high-skilled professionals may see gains in productivity, others risk falling behind in an economy that increasingly rewards adaptability.

The term “technological unemployment” has re-emerged, (7) _____ to the fear that machines will make human workers obsolete. Still, others maintain that every wave of innovation (8) _____ new opportunities in its wake.

If managed wisely, AI could (9) _____ productivity while also supporting more meaningful forms of employment. But that outcome hinges on whether we are willing to (10) _____ outdated assumptions about work, value, and progress itself.

- | | | | |
|----------------------|---------------|---------------------------|-------------------|
| A. marginal | B. widespread | C. superficial | D. proportionate |
| A. sounds | B. rings | C. sets | D. triggers |
| A. redefine | B. relocate | C. rewind | D. recall |
| A. may be leading to | | B. had led to | |
| C. which leads to | | D. which in turn leads to | |
| A. fall short | B. break out | C. come through | D. hold on |
| A. pass | B. deliver | C. distribute | D. flow |
| A. nodding | B. referring | C. committing | D. attaching |
| A. lays out | B. wipes away | C. brings about | D. pushes through |
| A. stem from | B. ramp up | C. phase out | D. fall off |
| A. cling to | B. look after | C. fit in with | D. run through |

Task 2: For questions 1–10, read the following passage and choose the word or phrase (A, B, C, or D) that best fits each gap. Write your answers on a separate answer sheet.

Urban Loneliness in the Digital Age

Despite the unprecedented connectivity offered by digital platforms, urban dwellers are reporting higher levels of loneliness than ever before. Social media, designed to bring people together, has in many cases (1) _____ an illusion of closeness that fails to satisfy deeper emotional needs.

Urban environments, while teeming with people, often (2) _____ a sense of community. The anonymity of city life, once hailed as liberating, is now increasingly seen as alienating. Loneliness in such contexts is rarely (3) _____; it tends to persist, quietly eroding mental well-being over time.

Some researchers argue that loneliness has become pathologized, treated more as a personal flaw

than a societal failure. Others suggest that technology merely (4) _____ pre-existing social trends, such as declining neighborhood ties and the rise of individualism.

Efforts to combat loneliness have gained traction, but many initiatives fall short of (5) _____ the root causes. Building meaningful connection requires more than just creating shared spaces; it demands a rethinking of urban design, work culture, and even digital norms.

In cities where people are constantly in motion, emotional connection can be (6) _____ at best. Text messages and digital interactions, while convenient, often (7) _____ the emotional nuance embedded in face-to-face communication.

Yet all is not bleak. There is a growing awareness among urban planners and policymakers that human connection must be deliberately designed into the fabric of city life. Community cafés, co-living spaces, and “third places” are slowly (8) _____ a resurgence. If supported properly, such efforts could (9) _____ the tide of isolation and help city dwellers (10) _____ a deeper sense of belonging.

- | | | | |
|----------------------|------------------|------------------|------------------|
| 1. A. fabricated | B. simulated | C. projected | D. propagated |
| 2. A. displace | B. dilute | C. deprive | D. lack |
| 3. A. transitory | B. fleeting | C. episodic | D. cyclical |
| 4. A. accelerates | B. compensates | C. conceals | D. reverses |
| 5. A. grappling with | B. tapping into | C. drifting from | D. glossing over |
| 6. A. tenuous | B. redundant | C. inevitable | D. stagnant |
| 7. A. take away | B. water down | C. strip away | D. dampen off |
| 8. A. enjoying | B. staging | C. undergoing | D. catching |
| 9. A. hold back | B. turn around | C. push through | D. ward off |
| 10. A. carve out | B. carry through | C. live up to | D. break into |

II.2.2. Gap-text reading task

Task 1. In the passage below, six paragraphs have been removed. For questions 1–6, read the passage and choose from paragraphs A–G the one which fits each gap. There is ONE extra paragraph which you do not need to use.

LIVING WITH GREEN CONSUMERISM

Green consumerism, or the conscious choice to buy environmentally friendly products, is increasingly being embraced by consumers around the world. The idea is appealing: we continue buying, but with a clean conscience. Recycled paper, organic foods, and carbon-neutral shipping offer ways to reduce environmental harm while maintaining our modern lifestyles. But can consumption ever really be sustainable?

1. There's a paradox at the heart of green consumerism. Consumption itself is a driver of environmental degradation—so attempting to solve the problem by consuming more, even “green” goods, may be inherently contradictory. Yet many corporations have adopted green marketing campaigns that encourage precisely this kind of thinking: that we can shop our way to a better planet.

2. Greenwashed campaigns often rely on vague claims—like “eco-friendly” or “natural”—without independent verification. This makes it difficult for consumers to distinguish between genuinely sustainable products and those merely designed to appeal to their environmental concerns. The line between ethical marketing and manipulation becomes blurred.

3. To be clear, not all green consumer choices are futile. Choosing products that are reusable, repairable, or locally sourced can reduce waste and emissions. But systemic change requires more than just switching brands; it demands rethinking how and why we consume in the first place.

4. Governments and institutions have a crucial role to play here. Policy tools like carbon taxes, bans on single-use plastics, or incentives for circular economy practices can guide both producers and consumers in a more sustainable direction. Voluntary consumer behavior alone may be too fragmented and inconsistent to drive large-scale transformation.

5. Still, the allure of “ethical shopping” is powerful, especially in societies where identity and morality are often expressed through purchasing decisions. People want to feel that their actions matter—and brands are quick to exploit this desire, offering solutions that are often superficial at best.

6. So perhaps the key lies not just in consuming differently, but in consuming less. Minimalism, product-sharing platforms, and community repair cafés are examples of how we can reduce environmental impact while also reshaping our values. A green future may be less about what we buy, and more about what we’re willing to give up.

Missing paragraphs (A–G)

A. These efforts might seem noble, but they often leave the core structure of overconsumption untouched. As long as the economy depends on constant consumer demand, true sustainability remains out of reach.

B. Many companies have responded to the green trend not by changing how they produce, but by adjusting how they present their products. Packaging turns green, slogans emphasize nature, and certifications—sometimes legitimate, sometimes dubious—proliferate.

C. Rather than focusing solely on consumer behavior, we should ask deeper questions about systems of production, economic incentives, and political will. Can a market-based solution truly resolve a problem that the market helped create?

D. In some cases, so-called green alternatives can even increase overall resource use. For example, producing biodegradable plastics may require more energy than conventional ones, negating the environmental gains.

E. This is where education and transparency become essential. Consumers must not only be informed, but also empowered to hold companies accountable for false claims or misleading advertising.

F. Buying “better” products may alleviate individual guilt, but it does little to address structural issues like planned obsolescence, supply chain emissions, or global inequality in consumption patterns.

G. However, we shouldn’t dismiss green consumerism entirely. It reflects a growing awareness and concern for environmental issues, and it may serve as an entry point for deeper engagement with sustainability.

Task 2. In the passage below, six paragraphs have been removed. For questions 1–6, read the passage and choose from paragraphs A–G the one which fits each gap. There is ONE extra paragraph you do not need to use.

DIGITAL SURVEILLANCE AND PRIVACY

In the digital age, surveillance is no longer confined to physical spaces or government spy agencies. Every click, purchase, and location ping is a potential data point harvested by corporations, governments, or algorithms. While this data can enhance convenience and public safety, it also raises critical concerns about the erosion of individual privacy.

1. From predictive policing and facial recognition to targeted advertising and real-time behavior tracking, the ability to monitor individuals has grown exponentially. What was once the realm of science fiction has become mundane: surveillance is now embedded in the everyday tools we use.

2. Despite these concerns, some argue that privacy is an outdated concept in a connected world. If you have nothing to hide, the logic goes, you have nothing to fear. But this reasoning overlooks the power dynamics at play—how surveillance often targets marginalized groups and concentrates control in the hands of a few.

3. What complicates the debate further is that surveillance is often marketed as a public good. Governments promote it as essential for national security or disease control. Tech companies claim it improves user experience. These narratives obscure the trade-offs involved and lull the public into passive acceptance.

4. To be sure, data-driven technologies do offer benefits. Real-time traffic management, personalized services, and public health tracking during pandemics are genuine achievements. But at what cost? Without transparency and accountability, even the best-intentioned systems can be weaponized or abused.

5. Legal frameworks often lag behind technological innovation. Regulations such as the GDPR in Europe represent steps in the right direction, but enforcement remains inconsistent. Moreover, not all countries have robust data protection laws, leading to a global patchwork that favors surveillance over rights.

6. Perhaps the most difficult question is cultural: to what extent are we willing to sacrifice privacy for convenience or security? Until this is addressed, privacy will remain a luxury for the informed and the privileged—rather than a fundamental right for all.

Missing paragraphs (A–G):

A. Surveillance tools are rarely neutral. They often reflect the biases of their creators, reinforcing existing social inequalities rather than erasing them. An algorithm trained on flawed or incomplete data can amplify discrimination rather than eliminate it.

B. Ironically, the same users who are concerned about privacy often accept invasive terms of service without reading them. Convenience, in many cases, trumps caution—and companies know this all too well.

C. What's alarming is how much of this surveillance operates invisibly. People are rarely aware of just how much of their behavior is being tracked, let alone how that data is used or sold. The opacity of data practices makes consent largely symbolic.

D. The idea that privacy is obsolete ignores the essential role it plays in democratic societies. Without privacy, dissent becomes dangerous, innovation is chilled, and autonomy eroded. The right to be left alone is more than just personal—it is political.

E. Digital surveillance is not inherently malicious; it is a tool. Like any tool, its impact depends on who wields it and for what purpose. This nuance is often lost in polarizing debates that frame

surveillance as either evil or inevitable.

F. In the absence of coordinated international standards, some tech giants set their own rules. Self-regulation may work in theory, but without transparency or external oversight, it's hard to trust that corporations will prioritize user rights over profits.

G. There is also the issue of psychological normalization. When people grow accustomed to being watched, they begin to self-censor. Over time, this can undermine creativity, dissent, and even democracy itself.

II.2.3. True / False / Not Given and summary completion tasks

Task 1. READING PASSAGE: CULTURAL HERITAGE AND TOURISM

Over the past few decades, cultural heritage has become an increasingly valuable asset in the tourism industry. No longer limited to monuments and museums, the concept of heritage now extends to living traditions, languages, rituals, and even local gastronomy. For many countries, showcasing their cultural identity to international visitors has become a strategic tool for both economic development and national branding.

The United Nations World Tourism Organization (UNWTO) estimates that cultural tourism accounts for over 40% of global tourism activity. This surge is largely due to travelers seeking more meaningful, authentic experiences rather than just leisure or recreation. As a result, historic towns, indigenous communities, and ancient pilgrimage routes have become attractive destinations for a new generation of culturally curious tourists.

Yet, this growing interest comes with consequences. When heritage is packaged as a commodity, it risks being altered or even diluted to meet tourist expectations. Local traditions may be performed more for show than for meaning, and crafts may be mass-produced to meet demand. Moreover, over-tourism in some heritage sites—such as Venice, Machu Picchu, or Kyoto—has led to environmental degradation, resident displacement, and a strained relationship between hosts and visitors.

Still, when managed responsibly, cultural tourism can revitalize local economies, preserve endangered practices, and foster cross-cultural understanding. Initiatives such as community-based tourism empower local people to narrate their own stories and control how their heritage is represented. For instance, in Bhutan, strict policies limit tourist numbers and ensure that local customs remain intact. Similarly, UNESCO's World Heritage designation has, in some cases, helped protect vulnerable sites while drawing global attention.

However, critics argue that international institutions may impose external standards that overlook local perspectives. For example, what one culture deems sacred may not fit into global conservation frameworks. In such cases, well-intentioned preservation efforts may inadvertently lead to cultural misrepresentation or loss of local agency.

As global tourism recovers after the COVID-19 pandemic, experts are calling for a more ethical, inclusive approach to heritage tourism—one that prioritizes sustainability, cultural dignity, and community participation. Striking a balance between economic opportunity and cultural integrity remains one of the key challenges in the evolving relationship between tourism and heritage.

QUESTIONS 56–61. Do the following statements agree with the information in the passage?

Write:

T (True)

F (False)

NG (Not Given)

No. Statement

- 56 Tourists today are more interested in traditional leisure activities than cultural experiences.
57 The definition of cultural heritage has expanded to include intangible aspects like food and language.
58 All UNESCO World Heritage Sites are protected from the negative effects of mass tourism.
59 Bhutan's tourism policy prioritizes cultural preservation over mass tourism growth.
60 International organizations always respect local views when preserving cultural heritage.
61 The pandemic has led to a reconsideration of how heritage tourism should be approached globally.

QUESTIONS 62–69 – SUMMARY COMPLETION

Complete the summary below using NO MORE THAN THREE WORDS from the passage.

Cultural heritage is now seen as a powerful resource in the tourism sector, with a definition that includes both (62) _____ and living customs. According to UNWTO, almost half of tourism today involves cultural elements, as travelers pursue (63) _____ experiences. However, this trend has side effects: local customs may be (64) _____ or altered to meet tourist expectations, and heritage items might be mass-produced.

Despite this, cultural tourism can bring benefits if managed well. Programs that are (65) _____ allow locals to control how their culture is portrayed. In Bhutan, for example, strict tourist limits help preserve (66) _____. But global bodies like (67) _____ have been criticized for applying uniform preservation rules that don't always reflect the views of communities involved. Experts suggest that in the post-COVID era, heritage tourism should emphasize ethical practices, cultural dignity, and (68) _____.

Task 2. READING PASSAGE: THE GLOBAL CHALLENGE OF FOOD SECURITY

Food security, defined as the availability and accessibility of sufficient, safe, and nutritious food to all people at all times, is one of the most pressing challenges of the 21st century. While technological advances in agriculture have significantly boosted food production over the past few decades, global hunger persists—and, in some regions, is intensifying. According to the Food and Agriculture Organization (FAO), nearly 735 million people faced chronic hunger in 2023, a figure that has risen partly due to economic disruptions, conflict, and climate volatility.

The paradox of food insecurity lies in its complexity: we produce enough food globally to feed the population, yet distribution remains inequitable. A large proportion of agricultural output is either wasted, poorly distributed, or diverted toward biofuel and animal feed rather than direct human consumption. Moreover, global food systems are increasingly fragile, heavily reliant on long supply chains and intensive monoculture farming that degrade biodiversity and exhaust soil health. Climate change is an aggravating factor, disrupting planting cycles and making weather patterns less predictable. Countries in the Global South, already vulnerable due to limited infrastructure and financial resources, bear the brunt of these impacts. Ironically, many of the communities most affected by food insecurity are themselves food producers, trapped in cycles of poverty and low agricultural resilience.

Efforts to address food insecurity must be multidimensional. Technological innovation—such as drought-resistant seeds, precision agriculture, and vertical farming—holds promise, but only if combined with inclusive policies that empower smallholder farmers, particularly women, who

form a substantial share of the agricultural labor force. Land rights, access to markets, education, and investment in rural infrastructure are all critical pillars of a sustainable solution.

At the global level, food security is no longer just a humanitarian issue but a geopolitical one. Export restrictions, price speculation, and dependency on a handful of “breadbasket” countries—like Ukraine or the U.S.—expose global markets to risk. The 2022 Ukraine conflict exemplified how local disruption can reverberate through food prices and availability worldwide. Strategic food reserves, regional supply chains, and stronger global governance are being explored as safeguards.

Ultimately, food security cannot be divorced from broader systemic reform. It intersects with public health, education, trade, and environmental conservation. The future of food lies not just in producing more, but in producing better—in ways that nourish people equitably, regenerate ecosystems, and insulate the vulnerable from systemic shocks.

QUESTIONS 56–61 – TRUE / FALSE / NOT GIVEN

No. Statement

- 56 The number of people experiencing hunger has significantly decreased thanks to modern agriculture.
- 57 Much of the global agricultural output is not used directly to feed people.
- 58 Food insecurity mainly affects countries that import more food than they produce.
- 59 Communities suffering the most from food insecurity are often those involved in farming.
- 60 Empowering female farmers is an important part of long-term food security strategies.
- 61 The article suggests that food security must be treated as part of a broader systems transformation.

QUESTIONS 62–69 – SUMMARY COMPLETION

Complete the summary below using **NO MORE THAN THREE WORDS** from the passage.

Food security refers to the stable access to adequate and (62) _____ food for all people. Despite the high level of global food production, many still suffer due to (63) _____ in supply. A significant share of produce is diverted away from people or lost due to waste.

Climate change disrupts traditional farming patterns, especially in the (64) _____, where infrastructure is limited. Many of the people most affected are part of the (65) _____, yet remain economically and ecologically vulnerable. Solutions must combine new technologies with (66) _____ that help marginalized farmers.

Recent conflicts have revealed how global markets can be affected by (67) _____, leading to food price volatility. Therefore, the article argues that food security should be reimaged as part of a wider reform that also considers health, trade, and (68) _____.

II.2.4. Information matching tasks

Task 1. For questions 1–10, read the following passage and choose from the sections (A–E). The sections may be used more than once. Write the letter A, B, C, D or E in the corresponding numbered boxes provided.

MISINFORMATION IN THE AGE OF SOCIAL MEDIA

A. The sheer volume and speed of information flow on social media platforms have drastically

altered the way people consume and process news. Algorithms that prioritize engagement often amplify sensational or controversial content, regardless of its factual integrity. While traditional media once acted as gatekeepers, verifying facts before publication, social media allows virtually anyone to become a content creator. This shift has made the spread of misinformation not only easier but also more virulent. Studies have shown that false information spreads significantly faster than factual news, particularly when tied to emotional or polarizing topics.

B. Combatting misinformation is not simply a matter of correcting false claims; it also involves understanding the psychological tendencies that make individuals susceptible in the first place. Confirmation bias—people’s tendency to favor information that aligns with their existing beliefs—plays a crucial role. Additionally, repetition increases perceived truthfulness, a phenomenon known as the “illusory truth effect.” Even when individuals are shown corrections or fact-checks, the original falsehood often lingers in their memory. This suggests that misinformation, once seeded, is difficult to fully eradicate, no matter how comprehensive the fact-checking mechanisms.

C. Several governments and civil society organizations have begun to respond to the misinformation crisis through legislative action, public education campaigns, and collaboration with tech companies. For instance, some nations have mandated content labeling or penalties for platforms that fail to remove harmful misinformation. However, such regulatory efforts raise complex questions about freedom of speech and censorship. Striking a balance between curbing misinformation and preserving democratic values has proven to be a significant legal and ethical challenge in the digital age.

D. A growing body of research suggests that digital literacy is one of the most effective defenses against misinformation. Equipping users with the ability to critically assess sources, identify manipulative techniques, and distinguish between credible and dubious content can greatly reduce the spread of falsehoods. Initiatives in schools and universities have begun to incorporate media literacy into their curricula, but implementation remains uneven globally. Notably, older adults—who are statistically more likely to share misinformation—are often excluded from such efforts.

E. Social media companies themselves have taken varied approaches to dealing with misinformation, ranging from content moderation to algorithmic tweaks. While some platforms have partnered with fact-checkers or introduced warning labels, others have been criticized for their lack of transparency and inconsistent enforcement. Critics argue that profit incentives tied to user engagement still take precedence over public interest. There is increasing pressure on tech firms to assume greater responsibility, yet without clear regulatory frameworks, their efforts remain fragmented and often reactive.

Questions 1–10: Match each statement with the correct section (A–E).

Write the letter A, B, C, D, or E in the numbered boxes. You may use any letter more than once.

1. The spread of false content is fueled by how social media platforms are structured.
2. Repeating a false claim increases its believability.
3. Governments are struggling to balance regulation and individual rights.
4. Media literacy programs tend to neglect older populations.
5. Platforms may act inconsistently due to a lack of clear rules.

6. Corrections often fail to fully undo the damage caused by misinformation.
7. Users are drawn to information that aligns with their existing opinions.
8. Some countries are enacting laws to curb online falsehoods.
9. Educational institutions are beginning to teach critical media skills.
10. Profit remains a major motivation behind some platforms' handling of misinformation.

Task 2. For questions 1–10, read the following passage and choose from the sections (A–E). The sections may be used more than once. Write the letter A, B, C, D or E in the corresponding numbered boxes provided.

CLIMATE CHANGE AND COMMUNICATION

Passage Sections (A–E)

A. Despite the overwhelming scientific consensus on climate change, a substantial portion of the public remains unconvinced or misinformed. One major reason is the complex and abstract nature of climate science, which makes it difficult to communicate effectively to non-experts. Unlike immediate and visible threats, climate change is gradual, global, and often invisible in day-to-day life, making it less likely to provoke a strong emotional response. Moreover, the use of technical jargon and probabilistic language by scientists tends to alienate lay audiences, reducing the urgency with which they perceive the issue.

B. Efforts to improve climate communication have increasingly turned to storytelling and visual media to bridge the gap between science and the public. By focusing on personal narratives, community impacts, and relatable experiences, communicators can make abstract scientific data more tangible. Documentaries, photojournalism, and interactive websites have been shown to enhance both understanding and emotional engagement. However, these tools must be used carefully to avoid oversimplification or emotional manipulation, which could backfire and reduce trust in the message.

C. The political polarization surrounding climate change is one of the most formidable barriers to effective communication. In some countries, attitudes toward climate change align more closely with political identity than with scientific knowledge. This leads to selective exposure to media sources and mistrust of information that challenges ideological beliefs. As a result, even well-designed messages can fail to persuade if the audience perceives the communicator as belonging to an opposing political or cultural group. In such environments, neutral framing and trusted messengers become essential.

D. Digital platforms have amplified both the spread of climate awareness and the dissemination of misinformation. While social media can mobilize climate action and connect activists across borders, it also provides a breeding ground for denialism, conspiracy theories, and false equivalence between scientific fact and fringe opinion. Algorithms that prioritize engagement may boost polarizing or misleading content. Without media literacy or content moderation, users may struggle to distinguish credible climate data from manipulative narratives.

E. A growing field of climate communication research suggests that messages emphasizing solutions and collective action are more effective than those centered on doom and despair. When individuals feel empowered to make a difference, they are more likely to engage in pro-environmental behavior. Campaigns that focus on co-benefits—such as health, job creation, and energy savings—tend to resonate more widely than those relying on fear appeals. This shift

toward hopeful framing reflects a broader move from awareness-raising to motivating sustained, meaningful action.

Questions 1–10: Match each statement with the correct section (A–E).

Write the letter A, B, C, D, or E in the numbered boxes. You may use any letter more than once.

1. People are less responsive to climate threats due to how abstract and long-term they seem.
2. Using relatable human experiences can improve understanding of climate data.
3. Beliefs about climate change are shaped more by ideology than by knowledge.
4. Emphasizing health or economic benefits can improve the effectiveness of climate messages.
5. Some communication methods can unintentionally cause distrust in the message.
6. Emotional appeals focused on catastrophe can lead to disengagement.
7. Social media can boost both helpful and harmful climate content.
8. Jargon and scientific uncertainty can limit the public's sense of urgency.
9. Choosing neutral messengers can help overcome resistance to climate information.
10. Misleading opinions may be amplified by digital platform algorithms.

In this chapter, we conducted a comprehensive examination of authentic listening and reading tasks essential for the effective instruction of gifted English language learners. The diverse task types presented—ranging from matching and gap-fill exercises to more cognitively demanding formats such as true/false/not given statements, short-answer questions, cloze tests, and information-matching activities—were systematically designed by the author based on the formats commonly found in national and regional Olympiads for gifted students. These examples underscore the importance of tasks that are not only challenging but also pedagogically relevant, capable of fostering higher-order thinking and sustained intellectual engagement. This detailed taxonomy of task types provides a critical foundation for the next phase of the study. Building upon this understanding of what constitutes effective input for gifted learners, the following chapters will examine how AI applications can support teachers in designing, adapting, and delivering such materials with greater precision and efficiency, thereby enhancing instructional quality and learning outcomes for this specialized student population.

To support practical application, we have included complete answer keys, explanations, and downloadable audio links for listening tasks. Teachers and students may refer to the Appendix for these supplementary materials.

PART 3. CONCLUSION

I. Conclusion

This study examined the integration of Artificial Intelligence (AI) tools into the process of designing listening and reading tasks for gifted English learners, with a specific focus on the context of Vietnam's National English Team training program. Grounded in both theoretical literature and practical task development, the research aimed to provide a structured approach for educators to utilize AI in enhancing the quality, relevance, and effectiveness of instructional materials for high-achieving students.

Through the exploration of AI tools, the study demonstrated that AI can serve as a valuable assistant in generating authentic, level-appropriate, and cognitively stimulating tasks. These tools not only support teachers in saving time and effort during the planning process but also allow for a higher degree of personalization and content differentiation—factors that are essential in meeting the unique academic demands of gifted learners.

Chapter I presented a comprehensive literature review on AI in education, current teaching practices for gifted students in Vietnam, and the theoretical underpinnings of listening and reading instruction. Chapter II illustrated concrete examples of listening and reading tasks aligned with the formats typically found in national Olympiads and specialized exams. These task types—ranging from gap-fill and matching to true/false/not given and information-matching exercises—highlight how AI can be applied flexibly and effectively across a wide spectrum of cognitive levels and test styles.

While the study emphasizes the strengths and potential of AI integration, it also acknowledges several limitations. These include the dependency on prompt quality, the occasional inaccuracies in AI-generated content, and the current gap in teacher training regarding AI literacy. Furthermore, issues of pedagogical sensitivity, such as tone, progression, and learner psychology, remain areas where human oversight is essential.

Despite these limitations, the research successfully contributes a practical framework for task design, prompt guidance, and curated examples. All sample tasks are accompanied by detailed answer keys, explanations, and downloadable audio links provided in the Appendix. This makes the study not only theoretically relevant but also highly applicable for teachers preparing students for high-stakes English language competitions.

Ultimately, this study hopes to serve as a stepping stone for further exploration of AI in language education, particularly for learner groups that demand advanced instructional design. It encourages educators to approach AI not as a replacement, but as a complementary tool to enhance creativity, save time, and better serve gifted students' learning journeys.

II. Recommendations

In any research paper, limitations are inevitable, and this minor thesis is no exception. While the theories and practices related to listening and reading skills, along with the AI-assisted tasks designed in this study, have demonstrated potential benefits, they remain somewhat subjective and may not capture the full range of learners' needs. To better support gifted students preparing for national English examinations, further exploration of authentic, high-level listening and reading materials is essential.

The objective of this study is to provide a foundational reference for teachers involved in training students for national English competitions. The successful application of the findings will depend largely on the professional judgment and creativity of educators. It is hoped that this research will serve as a meaningful contribution to the ongoing enhancement of teaching methods for gifted learners, particularly in the areas of listening and reading comprehension.

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KEYS AND EXPLANATIONS

Chapter II- AUTHENTIC LISTENING AND READING TASKS

II.1. LISTENING TASK

II.1.1. TYPE 1: Matching Listening

TASK 1: the science of spiciness - Rose Eveleth

Question Answer Explanation

- | | | |
|---|---|--|
| 1 | B | The script explains spiciness is not a taste but a sensory reaction. |
| 2 | A | Wasabi and mustard contain small molecules (isothiocyanates) that rise to the nose. |
| 3 | C | Research shows they don't feel less pain — they just tolerate or enjoy it. |
| 4 | E | Spicy food lovers are more likely to enjoy gambling and thrill rides. |
| 5 | F | Capsaicin activates heat-sensitive receptors, causing sweating and faster heartbeat. |

Source: https://www.youtube.com/watch?v=qD0_yWgifDM

Task 2: Every Vitamin Explained in 4 Minutes

Question Answer Explanation

- | | | |
|---|---|--|
| 1 | G | Vitamin E deficiency causes coordination and muscle issues. |
| 2 | J | Vitamin B7 absorption is blocked by avidin in raw egg whites. |
| 3 | F | Vitamin B6 regulates amino acids related to mood and red blood cells. |
| 4 | C | Vitamin A supports eye health and immunity; night blindness results from deficiency. |
| 5 | A | Vitamin C deficiency causes scurvy, common among sailors. |

Source: <https://www.youtube.com/watch?v=6gZzPE4Ln3s>

Task 3: How to overcome your mistakes

Question Answer Explanation

- | | | |
|---|---|---|
| 1 | B | The study showed participants labeled as early “failures” kept failing later. |
| 2 | A | The text explains failure can damage self-image and reduce brain processing. |
| 3 | D | Beginner vs. advanced students prefer different feedback depending on commitment. |
| 4 | J | Success is linked with clearer, actionable learning cues (e.g., study habits). |
| 5 | H | Over-focusing on failure may blind learners to their strengths and progress. |

Source: <https://www.youtube.com/watch?v=eBz7iUJu9UM>

Task 4: Why you feel stuck — and how to get motivated - Shannon Odell

Question Answer Explanation

- | | | |
|---|---|--|
| 1 | I | The “stuck in the middle” effect occurs when people shift from comparing to the starting point to focusing on how far they still have to go. |
| 2 | C | The transcript cites a 2021 global survey showing many young people believe “humanity is doomed,” contributing to disengagement. |
| 3 | F | Research indicates that belief in personal impact (self-efficacy) predicts whether someone stays engaged with difficult causes. |
| 4 | G | The American Civil Rights Movement is given as an example where collective anger unified people to push for change. |
| 5 | B | Creating sub-goals offers smaller milestones, which can boost morale and motivation through small victories. |

Explanation of Distractors (Why other options are incorrect)

- A: True in spirit, but this option restates part of option I; only one is needed.
- D: Refuted in the transcript — passion alone does not guarantee action.
- E: General insight, but not one of the main points supported with evidence.
- H: While social support is important, it's not the core idea behind unity via outrage.
- J: True but too generic — the “middle” phase is the specific focus in the transcript.

Source: <https://www.youtube.com/watch?v=kD3-DKkiVeA>

Task 5: How did ancient civilizations make ice cream? - Vivian Jiang

Question Answer Explanation

1	D	Ancient Persians used “sky cooling” — radiating heat into desert skies at night — to freeze shallow pools.
2	B	Nancy Johnson invented a hand-crank machine in 1843, revolutionizing home ice cream making.
3	F	During Prohibition (1920s), breweries like Yuengling pivoted to producing ice cream as alcohol was banned.
4	H	In ancient Rome, China, and Mughal India, frozen treats were consumed mainly by royalty and nobles.
5	A	Sharbat (Arabic for sherbet), an iced Persian beverage, inspired early European ice cream innovations.

Option Why it's incorrect

C	No reference to Persian ice cream carts; frozen treats weren't street food yet.
E	Washington loved ice cream but did not found a parlor. The figure was about personal consumption.
G	No mention of bamboo chambers; the story focused on sky cooling and mountain snow.
I	The text does not mention military distribution of ice cream.
J	Soda fountains rose earlier, during Prohibition, not post-WWII or linked to dairy shops.

Source: <https://www.youtube.com/watch?v=7K3KdgDcdYc&t=13s>

II.1.2. Gap-fill listening Exercise:

Task 1- Summary Completion – Questions 1–10

No.	Correct Answer	Reference / Explanation
1	circadian rhythms	“you're fighting against your body's natural circadian rhythms”
2	suprachiasmatic nucleus	“your eyes send signals... to a part of your brain called suprachiasmatic nucleus”
3	pineal gland	“alerts your pineal gland to start producing melatonin”
4	GABA	“neurons... release a compound called GABA”
5	adenosine	“your brain has been releasing a waste product called adenosine”
6	increased anxiety	“it might also make you jittery and increase your anxiety”
7	sleep	“Normally when you go to sleep, memories like these are consolidated...”
8	microsleeps	“Microsleeps are unpredictable periods of sleep...”
9	motor skills	“your motor skills have also taken a hit”
10	prefrontal cortex	“Your prefrontal cortex usually keeps your amygdala in check, but it still isn't firing on all cylinders.”

Task 2. The Butterfly Effect and Chaos Theory

No. Answer

- 1 Two minutes late
- 2 butterfly effect
- 3 deterministic vision

No. Answer

- 4 temperature, humidity, pressure
- 5 monumental changes
- 6 flapping of a butterfly
- 7 long-term prediction
- 8 trajectory
- 9 wings of a butterfly
- 10 slight fluctuation

Source: https://www.youtube.com/watch?v=r_ahZOgPTsk&t=47s

Task 3: The most dangerous elements on the periodic table - Shannon Odell

No. Answer

- 1 thallium poisoning
- 2 potassium
- 3 rat poison
- 4 lead
- 5 reactive oxygen species
- 6 Mad Hatter disease
- 7 alkali metals
- 8 francium
- 9 alpha particles
- 10 nuclear composition

Source: <https://www.youtube.com/watch?v=7Vhu433hkys>

Task 4. How scientists are creating real-life invisibility cloaks - Max G. Levy

No. Answer

- 1 visible light waves
- 2 precise angles
- 3 refraction
- 4 metamaterials
- 5 split ring resonators
- 6 negative refraction
- 7 wavelengths
- 8 desert mirage
- 9 glass lenses
- 10 lag and color distortion

Source: <https://www.youtube.com/watch?v=iRGrY9F1cCE>

Task 5. What are those colors you see when you rub your eyes? - Paul CJ Taylor

No. Answer

- 1 needle under his eyeball
- 2 afterimages
- 3 photoreceptor cells
- 4 positive afterimage
- 5 negative afterimage
- 6 ganglion cells
- 7 fatigued
- 8 pressure phosphenes
- 9 retina
- 10 astronauts

<https://www.youtube.com/watch?v=G4VKiq9NEvM&t=38s>

II.1.3. True, False or Not given listening task

Task 1: Listen to the news and decide whether the statements are TRUE, FALSE or NOT GIVEN.

1. Scooby-Doo's speech disorder is classified as a phonetic disorder because he physically struggles to pronounce words.

- Answer: False (F)
- Explanation: The script clearly states that Scooby-Doo's disorder is phonological, not phonetic, because he substitutes and adds R sounds rather than distorting speech.
- Reference: *"Scooby-Doo must have a phonological disorder because he is substituting and adding R sounds to words and not just distorting them."*

2. Scooby-Doo's unique speech pattern can be explained by a condition known as rhotacization.

- Answer: True (T)
- Explanation: The script identifies rhotacization as the process causing Scooby's speech pattern, though it notes his case may require a unique name.
- Reference: *"There is even a term for this. It's called rhotacization, and it involves changing consonants in words like a D or an L to an R sound."*

3. Rhotic replacement is a commonly observed speech disorder among young children.

- Answer: False (F)
- Explanation: The script explicitly mentions that this disorder is likely unknown among humans, and children usually simplify their speech instead of adding complexity.
- Reference: *"This speech disorder is likely unknown among humans."*

4. In cases of rhotacization among humans, children typically simplify their speech rather than adding complexity.

- Answer: True (T)
- Explanation: The script explains that children with rhotacization tend to de-rhotacize, making their speech simpler, as seen in the "wascally wabbit" example.
- Reference: *"Children tend to de-rhotacize their speech instead, resulting in a kind of Elmer Fudd-like pronunciation."*

5. Scooby-Doo's speech disorder might be influenced by his frequent barking, such as saying "Ruff!"

- Answer: Not Given (NG)
- Explanation: The script speculates that Scooby's speech disorder could be linked to various factors, including barking, but does not confirm this as a definite cause.
- Reference: *"Probably because he's a dog who likes to say RUFF! a lot, so we'd probably need a new name for his disorder."*

<https://www.youtube.com/watch?v=vCn2cQHUKJ4>

Task 2: Listen to the news and decide whether the statements are TRUE, FALSE or NOT GIVEN.

1. David Chalmers introduced the term "hard problem of consciousness" to address why people have inner experiences.

- Answer: True (T)
- Explanation: The script mentions that David Chalmers coined this term to discuss the reason why we have inner experiences.
- Reference: *"In 1994, philosopher David Chalmers laid out what he considered the 'easy' and the 'hard' problems of consciousness."*

2. The movie *Chappie* suggests that consciousness can be created solely by increasing processing power.

- Answer: False (F)
- Explanation: The speaker critiques this oversimplified notion, stating that consciousness involves more than reprogramming and processing power.
- Reference: *"If it were only that simple."*

3. Human choices are completely independent of external factors such as genetics and environment.

- Answer: False (F)
- Explanation: The text explicitly states that choices are shaped by genetics, environment, and brain structure.
- Reference: *"Your wants and intentions and actions are determined by your brain. And the makeup of your brain is determined by environment and your parents."*

4. Understanding individual neuron-level activity is essential to solving the "hard" problem of consciousness.

- Answer: False (F)
- Explanation: The speaker questions whether neuron-level understanding is necessary and suggests that a "top-down" approach might suffice.
- Reference: *"Do we really need to understand everything that is happening at an individual neuron level before we can actually understand consciousness?"*

5. The speaker concludes that Chappie's consciousness is fundamentally the same as human consciousness.

- Answer: Not Given (NG)
- Explanation: The speaker raises this question but does not provide a definitive conclusion.
- Reference: *"Is top-down style Chappie consciousness really that different from what you or I have?"*

Source: <https://www.youtube.com/watch?v=XGF4HgsRWas>

II.2.4. Short- answer listening tasks

Task 1: For questions 1-5, listen to a talk about Qatar Airways' flight route strategies and the complexities of bilateral air agreements. Answer the questions. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the corresponding numbered boxes provided. Nghe đến 4.43

1. His polo-themed vacation home
2. Less trafficked
3. A bilateral air agreement
4. Shenanigans
5. A Melbourne airport terminal halfway

Source: https://www.youtube.com/watch?v=6btzCPi26to&list=PLBzkcFkxH2r4S77TEcM_oQfuDdsROXvkS&index=12

Task 2. For questions 1-5, listen to a talk about the discovery of the Hiawatha Crater and its connection to the Younger Dryas event. Answer the questions. Write NO MORE THAN FOUR WORDS taken from the recording for each answer in the corresponding numbered boxes provided.

1. The two most likely dust-slingers
2. Interlocking
3. Tough six-sided prismatic crystals
4. Planar deformation features
5. A gigantic impact crater

Source: https://www.youtube.com/watch?v=slwbWdfODtc&list=PLBzkcFkxH2r4S77TEcM_oQfuDdsROXvkS&index=7

(start at 0:46)

II.2. Reading tasks

II.2.1. Cloze test reading tasks

Task 1. For questions 1–10, read the following passage and choose the word or phrase (A, B, C, or D) that best fits each gap. Write the correct letter in the space provided.

Q	Correct	Explanation
1	B. widespread	"Widespread implications" = large-scale consequences → a common academic collocation.
2	B. rings	"Ring alarm bells" = an idiom meaning to signal potential danger.
3	A. redefine	AI does not eliminate but redefines jobs – logical and academic phrasing.
4	D. which in turn leads to	A relative clause + a resulting effect → grammatically complex structure.
5	A. fall short	"Fall short of expectations" = idiom meaning to not meet expectations.
6	D. flow	"Flow unevenly" = metaphor of the flow of benefits → figurative meaning + collocation.
7	B. referring	"Referring to" means to introduce or mention – logically correct in context.
8	C. brings about	A phrasal verb meaning "to cause, to produce an effect" – fits the context of development history.
9	B. ramp up	"Ramp up productivity" = a standard economics collocation → means to significantly increase productivity.
10	A. cling to	"Cling to outdated assumptions" = to hold on to old thinking – a vivid, socio-political collocation.

Task 2: Urban Loneliness in the Digital Age

Q	Answer	Explanation
1	A. fabricated	"Fabricated an illusion" = to create a false illusion. This is an accurate academic collocation.
2	D. lack	"Urban environments... often lack a sense of community." – simply expresses absence.
3	A. transitory	"Loneliness... is rarely transitory" = rarely fleeting. Correct academic tone.
4	A. accelerates	"Accelerates social trends" – a standard collocation meaning to drive trends forward.
5	A. grappling with	"Fall short of grappling with root causes" – collocation meaning to seriously confront.
6	A. tenuous	"Tenuous connection" = weak or fragile connection – advanced academic vocabulary.
7	C. strip away	"Strip away nuance" = to remove subtlety – accurate figurative use.
8	C. undergoing	"Undergoing a resurgence" = experiencing a revival – an academic collocation.
9	B. turn around	"Turn around the tide" = to reverse a situation – an idiomatic expression.
10	A. carve out	"Carve out a deeper sense of belonging" = to gradually create – expresses personal effort.

II.2.2. gap-text reading tasks

Task 1. In the passage below, **six paragraphs have been removed**. For questions 1–6, read the passage and choose from paragraphs A–G the one which fits each gap. There is **ONE extra paragraph** which you do **not** need to use.

LIVING WITH GREEN CONSUMERISM

1. A 2. B 3. G 4. C 5. F 6.D

DETAILED EXPLANATION

1 → A

Previous sentence: *"But can consumption ever really be sustainable?"*

Paragraph A: *"These efforts might seem noble, but they often leave the core structure of overconsumption untouched..."*

Logic: The rhetorical question at the end of the previous paragraph directly sets up the central paradox—that even "green" consumption is still consumption. Paragraph A presents this contradiction clearly. The phrase *"core structure of overconsumption"* links seamlessly with *"can consumption..."*.

2 → B

Previous sentence: *"...green marketing campaigns that encourage precisely this kind of thinking."*

Paragraph B: *"Many companies have responded to the green trend not by changing how they produce, but by adjusting how they present..."*

Logic: B continues the idea of "green marketing campaigns," explaining how businesses mask their products as "green"—i.e., engaging in *greenwashing*. There's a strong thematic and lexical match (e.g., *green trend*, *packaging*, *slogans*, *certifications*).

3 → G

Previous sentence: *"...requires rethinking how and why we consume in the first place."*

Paragraph G: *"...we shouldn't dismiss green consumerism entirely. It reflects a growing awareness..."*

Logic: The preceding paragraph ends with a strong critique, and G serves as a counterbalance—moderating the tone by acknowledging that *green consumerism* is at least a helpful starting point. This "criticism → moderation" pairing is a common argumentative move.

4 → C

Previous sentence: *"Governments and institutions have a crucial role..."*

Paragraph C: *"...we should ask deeper questions about systems of production..."*

Logic: The focus shifts from individual consumer actions to the role of policy and economic systems. Paragraph C expands on the idea of *systemic change* and *political will*. The phrase *"rather than focusing solely on consumer behavior..."* signals this shift in perspective.

5 → F

Previous sentence: *"...brands are quick to exploit this desire, offering solutions..."*

Paragraph F: *"Buying 'better' products may alleviate individual guilt, but..."*

Logic: This paragraph uncovers the idea that *ethical shopping* merely soothes personal guilt without addressing systemic issues like *planned obsolescence* or *supply chain emissions*. It follows the previous line of thought closely.

6 → D

Previous sentence: *"...more about what we're willing to give up."*

Paragraph D: *"In some cases, so-called green alternatives can even increase..."*

Logic: After emphasizing that sustainable solutions may involve restraint and sacrifice, paragraph D offers a fitting counterpoint—highlighting that even green alternatives can have unintended negative effects, reinforcing the complexity of green consumption.

Task 2. In the passage below, six paragraphs have been removed. For questions 1–6, read the passage and choose from paragraphs A–G the one which fits each gap. There is ONE extra paragraph you do not need to use.

DIGITAL SURVEILLANCE AND PRIVACY

1. C 2. D 3. E 4. A 5. F 6. B

DETAILED EXPLANATION (English Translation):

1 → C

Previous sentence: *"Every click, purchase, and location ping is a potential data point..."*

C: *"What's alarming is how much of this surveillance operates invisibly..."*

Explanation:

- The phrase *"potential data point"* implies data is being collected without full user awareness, especially when linked to *convenience and safety*.
- Paragraph C explains the consequence: surveillance is largely hidden, making consent more of a formality than informed agreement.
- The logical flow is clear—C naturally follows to explain the *invisible nature of surveillance*.

2 → D

Previous sentence: *"...you have nothing to fear."*

D: *"The idea that privacy is obsolete ignores the essential role it plays in democratic societies..."*

Explanation:

- Sentence 2 critiques the “nothing to hide” argument.
- Paragraph D counters that argument by emphasizing privacy’s political function, especially in democracies.
- *"The right to be left alone is political"* is a direct and powerful rebuttal.

3 → E

Previous sentence: *"...surveillance is often marketed as a public good."*

E: *"Digital surveillance is not inherently malicious; it is a tool..."*

Explanation:

- E presents a neutral take: surveillance isn’t always harmful, but its use determines impact.
- The phrase *"not inherently malicious"* directly aligns with the idea of surveillance being *"marketed as a public good"*.
- This makes E a balanced transitional paragraph, preparing for discussions of trade-offs.

4 → A

Previous sentence: *"...best-intentioned systems can be weaponized or abused."*

A: *"Surveillance tools are rarely neutral..."*

Explanation:

- A expands on the idea that even well-meaning systems can do harm.
- The line *"trained on flawed data → amplify discrimination"* tightly links with *abuse* and *systemic consequences*.

5 → F

Previous sentence: *"...a global patchwork that favors surveillance over rights."*

F: *"In the absence of coordinated international standards..."*

Explanation:

- F builds on the lack of global legal cohesion, explaining that tech companies fill that vacuum with self-regulation.
- The phrase “*Self-regulation may work in theory...*” logically continues the discussion.

6 → B

Previous sentence: “...privacy will remain a luxury for the informed and the privileged.”

B: “*Ironically, the same users who are concerned about privacy...*”

Explanation:

- This sentence contrasts *informed users* with actual behavior—people click “*accept*” despite privacy concerns.
- B is a strong conclusion, reflecting real-world compromises with technology.

Why G is excluded:

“*When people grow accustomed to being watched, they begin to self-censor...*”

Reason:

- Though thematically powerful, G emphasizes long-term psychological impacts and value shifts.
- However, it doesn’t align as directly or naturally with any of the gaps compared to the selected paragraphs.
- It lacks tight logical flow with any preceding/succeeding sentences—hence, not chosen.

II.2.3. Type 3- True / False / Not Given and summary completion tasks

Task 1.

Q Answer Explanation

- 56 F Paragraph 2: Tourists now seek authentic, meaningful experiences, not just leisure.
- 57 T Paragraph 1: Heritage now includes “languages, rituals, gastronomy.”
- 58 F Paragraph 4: Even UNESCO sites like Venice or Machu Picchu suffer from over-tourism.
- 59 T Paragraph 4: Bhutan limits tourist numbers to preserve customs.
- 60 F Paragraph 5: “Critics argue that international institutions may impose external standards...”
- 61 T Final paragraph: Post-COVID tourism should be “ethical, inclusive...”

SUMMARY COMPLETION

Q Answer

Explanation

- 62 monuments and museums Paragraph 1: Heritage is “no longer limited to monuments and museums...”
- 63 authentic cultural Paragraph 2: Travelers seek “more meaningful, authentic experiences.”
- 64 commercialized Paragraph 3: “Packaged as a commodity” → leads to traditions being commercialized
- 65 community-based tourism Paragraph 4: “Initiatives such as community-based tourism...”
- 66 local customs Paragraph 4: Bhutan preserves “local customs”
- 67 UNESCO Paragraph 4–5: UNESCO is mentioned as the global organization, but with criticism
- 68 community participation Final paragraph: Heritage tourism should prioritize “community participation”

Task 2. READING PASSAGE: THE GLOBAL CHALLENGE OF FOOD SECURITY

✓ TRUE / FALSE / NOT GIVEN

Q Answer Explanation

- 56 F Paragraph 1: While production rose, hunger has increased, especially post-2020.
- 57 T Paragraph 2: Large amounts of food are used for biofuels and animal feed, not humans.
- 58 NG Not mentioned. The article talks about producers facing insecurity, not import-dependent countries.

Q Answer Explanation

- 59 T Paragraph 3: Many food producers themselves are affected due to poverty.
 60 T Paragraph 4: Emphasizes empowering women farmers as critical to inclusive strategies.
 61 T Final paragraph: States food security “cannot be divorced from systemic reform.”

✓ SUMMARY COMPLETION

Q Answer	Explanation
62 nutritious	From definition in Paragraph 1: “sufficient, safe, and nutritious food”
63 inequitable distribution	Paragraph 2: “distribution remains inequitable”
64 Global South	Paragraph 3: Climate change hits the Global South hardest
65 agricultural sector	Paragraph 3: “communities... are themselves food producers”
66 inclusive policies	Paragraph 4: Innovations “must be combined with inclusive policies...”
67 local disruption	Paragraph 5: Ukraine war = local disruption with global consequences
68 environmental conservation	Final paragraph: Food security is tied to “environmental conservation”

II.4. Type 4. Information Matching Task

Task 1. For questions 1–10, read the following passage and choose from the sections (A–E). The sections may be used more than once. Write the letter A, B, C, D or E in the corresponding numbered boxes provided.

Q Answer Explanation

- 1 A Describes how algorithm design prioritizes engagement, enabling misinformation to spread
 2 B Mentions the “illusory truth effect” – repetition increases belief
 3 C Discusses censorship vs freedom of speech in government regulation
 4 D Notes older adults are often excluded from literacy programs
 5 E Describes inconsistency and lack of regulatory clarity in platforms’ actions
 6 B Explains why fact-checking may not erase the effects of misinformation
 7 B Confirmation bias is clearly explained here
 8 C Refers to nations enacting content labeling laws and penalties
 9 D Talks about education systems adding media literacy
 10 E Mentions user engagement vs public interest tensions

Task 2. For questions 1–10, read the following passage and choose from the sections (A–E). The sections may be used more than once. Write the letter A, B, C, D or E in the corresponding numbered boxes provided.

CLIMATE CHANGE AND COMMUNICATION**Q Answer Explanation**

- 1 A Talks about how climate change feels distant, abstract, and not emotionally engaging
 2 B Emphasizes storytelling and relatable examples
 3 C Political identity shapes views more than facts
 4 E Co-benefits like health and job creation are discussed
 5 B Warning about emotional manipulation backfiring
 6 E “Doom and despair” approaches are less effective
 7 D Describes both pros and cons of climate content on social media
 8 A Mentions technical jargon and probabilistic language
 9 C “Trusted messengers” and neutral framing are needed
 10 D Algorithms spread misleading content without moderation