

USING ARTIFICIAL INTELLIGENCE (AI) APPS TO ASSIST TEACHERS IN DESIGNING READING AND LISTENING TASKS FOR GIFTED STUDENTS

A Pedagogical Study submitted to:

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ABSTRACT

This study explores the integration of artificial intelligence (AI) tools in designing reading and listening tasks for gifted high school students. It highlights how AI applications such as ChatGPT, Chat Qwen, and Google AI Studio can assist teachers in creating customized, challenging, and pedagogically sound materials. The research emphasizes AI's role in generating texts, comprehension questions, vocabulary exercises, and audio dialogues tailored to advanced learners' needs. By streamlining content creation, AI allows teachers to focus on instructional strategies and student engagement. The study also addresses the importance of aligning tasks with real-world reading and listening practices while promoting critical thinking and language development.

Keywords: *AI, gifted students, reading tasks, listening tasks, language learning, educational technology*

INTRODUCTION

In the evolving landscape of education, the integration of Artificial Intelligence (AI) tools into teaching practices has become a transformative force. This study aims to explore "*Using AI Apps to Assist Teachers in Designing Reading or Listening Tasks for Gifted Students*," focusing on the unique needs of high-achieving students in specialized high schools. The study is particularly relevant within the context of the 2025 Regional Scientific Workshop for Gifted Students in Vietnam's Coastal and Northern Delta Regions.

1. Reasons for Undertaking the Study

The decision to conduct this study stems from several compelling factors. First, gifted students in specialized high schools require materials that challenge their advanced cognitive abilities and foster critical thinking. However, there is a significant shortage of specialized resources tailored to these students' needs. Traditional textbooks often fail to provide the depth and complexity necessary to engage them effectively. Teachers face immense pressure to design high-quality, engaging tasks, but this process is time-consuming and resource-intensive. The lack of readily available, high-caliber materials exacerbates the challenge.

Moreover, the rapid advancements in AI technology offer unprecedented opportunities to address these gaps. AI-powered tools have demonstrated remarkable capabilities in generating content, analyzing data, and personalizing learning experiences. These tools can assist teachers in creating sophisticated reading and listening tasks that align with the intellectual demands of gifted students. By leveraging AI, teachers can save time, enhance creativity, and produce materials that are both academically rigorous and pedagogically sound. Recognizing the potential of AI in education, this study seeks to harness its power to support teachers in designing exceptional learning resources.

2. Purpose of the Study

The primary goal of this study is to utilize AI applications to develop reading and listening tasks specifically designed for gifted students. These tasks will aim to cultivate higher-order thinking skills, expand vocabulary, and improve comprehension abilities. By integrating AI into the material development process, the study intends to create resources that are not only challenging but also engaging and relevant to the students' interests. Furthermore, the study aims to demonstrate how AI tools can streamline the task-design process, enabling teachers to focus more on instructional strategies and student interaction.

3. Study Methodology

This study employs a systematic approach to achieve its objectives, encompassing four key stages:

1. Literature Review and Resource Exploration:

The first step involves identifying existing studies and guidelines on using AI in education. This includes reviewing academic papers, instructional manuals, and case studies that

highlight best practices for integrating AI tools into teaching. Special attention will be given to studies focused on gifted education and the use of AI in language learning.

2. Tool Familiarization and Practical Application:

The second stage focuses on understanding the functionalities of selected AI tools. This involves hands-on exploration of platforms such as ChatGPT, Chat Qwen or Google AI Studio to assess their capabilities in generating educational content. Practical exercises will include creating sample reading and listening tasks to evaluate the tools' effectiveness.

3. Material Development and Implementation:

In this phase, AI-generated materials will be developed and implemented in real-world classroom settings. Tasks will be designed for both individual practice and group activities, targeting students in specialized English classes and those preparing for national competitions. Feedback from students and fellow teachers will be collected to refine the materials.

4. Evaluation of Effectiveness:

The final stage involves assessing the quality and impact of the AI-assisted materials. This will be achieved through structured evaluations, including pre- and post-tests, surveys, and interviews. Additionally, Grok-3, an advanced AI evaluation tool, will be used to analyze the linguistic complexity and pedagogical alignment of the materials. The findings will help determine the overall effectiveness of the AI tools in enhancing learning outcomes.

4. Study Tools

To achieve the study's objectives, the following AI-powered tools will be utilized, each offering unique strengths:

1. ChatGPT:

Developed by OpenAI, ChatGPT is a state-of-the-art language model renowned for its ability to generate coherent and contextually appropriate text. It excels in creating diverse types of content, from short-answer questions to complex comprehension passages. ChatGPT's versatility makes it an ideal tool for designing reading and listening tasks that cater to various proficiency levels. For instance, it can generate texts on niche topics, simulate authentic conversations, and even adapt materials to match specific learning objectives.

2. Chat Qwen:

Created by Alibaba Cloud, Chat Qwen is another powerful AI assistant known for its robust natural language processing capabilities. One of its standout features is its ability to understand and respond to nuanced prompts, making it highly effective for crafting detailed and engaging tasks. Chat Qwen also supports multiple languages, which is particularly useful for bilingual or multilingual classrooms. Its user-friendly interface and fast response times further enhance its appeal for educational purposes.

3. Google AI Studio:

Powered by Google, Google AI Studio is a streamlined, web-based tool designed for rapid prototyping with the cutting-edge Gemini family of models. It is distinguished by its powerful multimodal capabilities, adept at processing not just text but also image, audio, and

video inputs. Google AI Studio excels in enabling developers and creators to quickly test ideas, build conversational agents, and generate structured data. Its intuitive interface makes it the perfect launchpad for anyone looking to explore the potential of generative AI. For instance, it allows users to fine-tune model parameters, generate ready-to-use code for API integration, and seamlessly transition a prompt concept into a functional application prototype.

This study represents an effort to bridge the gap in specialized educational resources for gifted students through the strategic use of AI. By combining the strengths of ChatGPT, Chat Qwen, and Google AI Studio, the study aims to empower teachers with cutting-edge tools to design high-quality reading and listening tasks. The findings will not only contribute to the field of gifted education but also pave the way for broader applications of AI in curriculum development. Ultimately, this initiative seeks to inspire teachers to embrace technology as a partner in fostering excellence and innovation in teaching and learning.

Through this research, I hope to demonstrate that AI is not merely a technological advancement but a catalyst for transforming education to better serve the needs of all students, especially those with exceptional potential.

THE MAIN CONTENT OF THE STUDY

The rapid advancement of AI tools presents both opportunities and challenges for teachers. With new platforms emerging at an unprecedented pace, selecting the most suitable tools for this study was a complex task. Each AI application offers unique features, and determining which aligns best with the study's objectives required careful consideration.

Acknowledging that this is a relatively new domain, the author recognizes the potential for limitations and gaps in knowledge or execution. Despite striving for accuracy and effectiveness, there may be areas where the study could benefit from further refinement or exploration. Feedback from peers and practitioners will be invaluable in addressing these shortcomings.

The study focuses on two key areas:

- 1. Designing reading comprehension materials using AI tools, aimed at enhancing critical thinking and analytical skills among gifted students.***
- 2. Developing listening tasks through AI applications, targeting advanced auditory processing and contextual understanding.***

Both sections are specifically tailored to meet the needs of specialized high school students and gifted students, ensuring that the materials are intellectually stimulating and pedagogically sound. These components collectively aim to demonstrate how AI can revolutionize the creation of educational resources for high-achieving students.

SECTION I: USING AI TO DESIGN READING TASKS

1. USING AI TO GENERATE READING PASSAGE.

Designing reading comprehension texts is a critical step in language teaching, as it allows teachers to engage students with meaningful content while assessing their linguistic and analytical skills. A well-crafted text not only captures students' interest but also aligns with their proficiency level, ensuring that the material is both challenging and accessible. To achieve this balance, it is essential to have a clear framework for creating texts tailored to specific objectives, audiences, and difficulty levels.

The formula provided below serves as a practical guide, enabling teachers to generate targeted reading materials efficiently. By specifying parameters such as length, complexity, and topic, this approach ensures that every text is purposeful, engaging, and pedagogically sound.

FORMULA PROMPT:

Write a [length]-word text at a [difficulty level] level of English proficiency on the topic of [specific topic]. Ensure the text is engaging and appropriate for [target audience, e.g., C1-level students, gifted students, etc.]. The tone should be [tone, e.g., formal, informal, academic, conversational], and the content must include [specific elements or key points, if any]. Incorporate vocabulary and sentence structures that match the specified difficulty level to ensure the text aligns with the intended learning objectives."

Example prompt:

Write a 450-word text at a C1 level of English proficiency on the topic of sustainable energy solutions. Ensure the text is informative and suitable for high school students preparing for language exams. The tone should be semi-formal, and the content must include an introduction to renewable energy sources, their benefits, and challenges in implementation. Use vocabulary related to environmental issues and complex sentences to reflect the C1 proficiency level.

This is a ChatGPT's outcome: **(Appendix 1 - Page i)**

And this is CHAT Qwen's outcome: **(Appendix 2 – page ii)**

Thus, the first and most important step: creating the reading text, has been completed. After obtaining the results, you can make adjustments (length, difficulty, etc.) to suit your purpose.

2. USING AI APPS TO DESIGN READING TASKS

Few topics in education spark as much debate as reading activities. Critics argue that traditional comprehension questions detract from the joy of reading, reducing it to a mechanical exercise of finding "right answers." For them, these questions prioritize testability over learning. However, proponents counter that well-crafted questions can foster critical thinking, stimulate

discussion, and deepen engagement with a text. Others concede that time constraints often lead teachers to rely on comprehension questions, especially when preparing students for exams.

Regardless of perspective, reading activities remain essential in language teaching. After all, what happens after reading matters. But deciding what questions to ask, which language points to focus on, or how to encourage meaningful interaction with a text can be challenging. This is where AI tools come into play, offering innovative ways to design tasks such as true/false questions, vocabulary analysis, or even speaking prompts inspired by a text.

Why Use Reading Activities?

Reading tasks serve multiple purposes:

- Assess understanding: Reading comprehension occurs internally; asking questions helps gauge what students have grasped.
- Practice skills: Like any skill, reading improves with practice. Questions simulate real-world reading goals.
- Highlight language: Texts provide opportunities to introduce new vocabulary or grammar in context.
- Spark discussion: Thought-provoking texts can naturally lead to engaging conversations.
- Develop critical thinking: Especially with younger students, questions can sharpen analytical abilities.
- Prepare for exams: Many tests require answering questions based on texts, making this a practical classroom activity.

While coursebooks offer ready-made questions, creating custom materials allows for more creativity—and challenges. Writing an engaging text is only part of the equation; designing effective follow-up activities is equally crucial. Here's where AI steps in to streamline the process.

Types of Comprehension Questions

Comprehension questions fall into three main categories:

1. Information-based: These check factual knowledge ("Who did what?") or inferential understanding ("Why might this have happened?").
2. Language-focused: These explore vocabulary, grammar, or style within the text (e.g., identifying synonyms or conditional sentences).
3. Reaction-oriented: These invite opinions, predictions, or evaluations (e.g., "What do you think happens next?").

Each type serves a specific purpose, and their format can vary depending on factors like student level, class size, or cognitive ability. Common formats include:

- Binary choices (True/False, Yes/No): Quick and accessible, ideal for beginners or large groups.
- Multiple-choice: Allows group participation while testing recall or inference.
- Short-answer: Prompts concise responses, useful for checking specific details.

- Fill-in-the-blank: Encourages attention to detail or contextual understanding.
- Open-ended: Sparks creativity or reflection, with no single "right" answer.

Matching Form and Purpose

Different question types align with different objectives. For instance:

- Closed questions (e.g., True/False) are great for checking facts but can also elicit reactions ("Did you like the story?").
- Open-ended tasks (e.g., writing summaries or predictions) promote deeper engagement without sacrificing accuracy.

Ultimately, balancing form and function ensures that reading activities remain both meaningful and enjoyable. By leveraging AI, teachers can create dynamic, tailored exercises that support diverse learning needs while saving time—a win-win for teachers and students alike.

2.1. USING AI TO DEVELOP INFORMATION-BASED QUESTIONS

Let's dive into how AI can be used to design effective reading activities and comprehension questions, starting with those that target information retrieval. The easiest and most straightforward approach is to allow AI to handle the majority of the decision-making, as illustrated in the example below.

FORMULA PROMPT:

Write [number] [type] reading comprehension questions for C1 level English students who read this text: [text]

Example prompt:

Write 10 information-based reading comprehension questions for C1 level English students who read this text: [paste the example reading passage]

This is CHAT Qwen's response: **(Appendix 3 – Page iii)**

And this is how ChatGPT responds to the prompt: **(Appendix 4 – Page iv)**

However, the questions in the example above can be answered without much effort. Students aren't required to truly comprehend the passage; instead, they simply need to locate a specific word and make a comparison. If you want your students to engage in deeper thinking and inference, consider asking the AI text generator to rephrase the questions.

Example Prompt:

Write 10 information-based reading comprehension questions for C1 level English students who read this text. When writing the questions, avoid using identical language from the text and instead paraphrase. Text: [paste the reading text].

And you can see the difference: **(Appendix 5 – Page v)**

In the example above, the language in the questions is paraphrased from the language in the text. Students need to think of synonyms to answer these correctly.

You may wish to design new reading comprehension questions based on a different passage. This could be particularly helpful if you're getting students ready for an exam and need questions that mirror the test format. In this case, using a sample can be beneficial. It's especially effective when you aim to incorporate multiple question styles for a single text.

Example prompt:

Read through the following passage 1 and the questions. Analyze the questions and what would make these challenging for readers. Then create new questions to go with passage 2.
<passage 1> [A reading passage in a past exam, for example] </passage 1> <questions> [the questions] </questions> <passage 2> [the new passage] </passage 2>

(You should write the prompt exactly as it is written here to get expected outcome)

2.2. USING AI IN SUMMARY AND INTEGRATION QUESTIONS

As mentioned earlier, one significant limitation of reading comprehension questions—particularly those centered on information—is their lack of real-world relevance. These questions often fail to reflect how we naturally interact with texts in everyday life.

One practical activity we frequently engage in after reading is summarizing. For instance, we might briefly recap a book we’re reading, a movie review we’re considering, or a blog post that could interest a coworker. Similarly, students can be encouraged to summarize texts in class. While grading summaries is more challenging than assessing true/false questions, this exercise offers greater value for language development.

How does AI fit into this? You can use AI to generate a summary of a text as an example answer. Students can then compare their own work with the AI-generated model, identifying useful ideas from the AI’s response to enhance their writing. Additionally, they can critique the model answer, suggesting ways it could be refined further.

FORMULA PROMPT:

Write a summary of this text using [number] words or less. (Use [CEFR level] English)

Text: [original text]

Example: Apply for the passage on page 8.

Write a summary of this text using 120 words or less.

ChatGPT has an answer like this: **(Appendix 6 – Page v)**

Here is how CHAT Qwen responds: **(Appendix 7 – Page vi)**

2.3. USING AI IN ALIGNING QUESTIONS TO TEXTS

At the start, I discussed how reading comprehension questions can be used to hone various reading skills, such as skimming, scanning, making connections, visualizing, predicting, summarizing, and questioning. These skills should align with the type of text being read. For instance, while readers might visualize when engaging with poetry, they wouldn’t do so with a train timetable. Similarly, one might skim through blog posts but read novels more thoroughly. Predictions are natural when diving into fiction but not when consulting travel guides.

AI apps can assist by recommending appropriate skills for different texts encountered beyond classroom settings. By presenting a text to AI, you can request suggestions on the reading strategies most likely to be applied to that genre or format. This insight can guide us in crafting relevant comprehension questions and ensure that some of the tasks students complete reflect real-world reading practices.

FORMULAR PROMPT

Read the following text. Then tell me what genre of text this is and what reading skills or strategies readers are likely to use with texts of this genre. Finally, suggest some reading comprehension questions which match these skills and strategies. Text: [text]

Example: *Read the following text. Then tell me what genre of text is and what reading skills or strategies readers are likely to use with texts of this genre. Finally, suggest some reading comprehension questions which match these skills and strategies. Text: [text on page 8]*

ChatGPT's response: **(Appendix 8 – Page vi)**

This is the answer from CHAT Qwen: **(Appendix 9 – page vii)**

By aligning these questions with the appropriate reading skills, students can effectively interact with the text and develop a comprehensive understanding of its content and implications.

2.4. USING AI IN TEACHING VOCABULARY:

You might select a passage for your students because it contains specific linguistic elements you aim to teach. Alternatively, you could opt for an engaging text that matches their proficiency level and then identify valuable language features within it. This method offers two significant benefits: the text is likely to feel authentic since your choice was driven by its impact on you (rather than its inclusion of multiple instances of a particular grammar rule, such as seven uses of the past continuous in one paragraph). Additionally, the text will likely captivate readers because it intrigued you enough to be chosen. This strategy is referred to as a text-driven approach to material design.

Now, imagine we've discovered an appealing passage. How do we determine which language aspects to emphasize? It can be overwhelming to analyze a section and tally occurrences of various grammatical structures. Artificial intelligence can assist here by compiling a list of uncommon or challenging vocabulary items to focus on.

FOMULA PROMPT:

Identify vocabulary which students at (level) may find difficult from this text: [text]

Example: *Identify vocabulary which students at C1 level may find difficult from this text: [text on page]*

I got a response from ChatGPT like this: **(Appendix 10 – Page ix)**

And this is CHAT Qwen's answer: **(Appendix 11 – Page ix)**

In case you want to focus on grammar, you can ask AI to analyze some grammatical features of a text and make suggestions for what to focus on in class.

FORMULA PROMPT:

Analyze the grammatical and discourse features in the following text. Then, make suggestions for what aspects of grammar or discourse that the students at [level] should focus on in an EFL class. Tell me how many examples of each feature there are within the text. Text: [your text]

Example: *Analyze the grammatical and discourse features in the following text. Then, make suggestions for what aspects of grammar or discourse that the students at [level] should focus on in an EFL class. Tell me how many examples of each feature there are within the text.*
Text: *[the text on page 8]*

This is ChatGPT's answer: **(Appendix 12 – Page xi)**

SUGGESTIONS FOR EFL CLASS FOCUS (FOR B2+ OR HIGHER-LEVEL STUDENTS)

At this level, students should focus on the following aspects of grammar and discourse:

1. Complex Sentence Structures

- Practice combining clauses using subordinating conjunctions (e.g., "although," "because") and coordinating conjunctions (e.g., "and," "but").
- Activity: Rewrite simple sentences into complex ones.

2. Passive Voice

- Learn how passive constructions are used in academic writing to emphasize actions or results rather than agents.
- Activity: Identify passive sentences in texts and rewrite them in active voice.

3. Relative Clauses

- Master defining and non-defining relative clauses to add precision and detail to descriptions.
- Activity: Complete gap-fill exercises with appropriate relative pronouns.

4. Nominalization

- Understand how nominalized forms create a formal tone in academic texts.
- Activity: Convert verb phrases into noun phrases (e.g., "reduce emissions" → "the reduction of emissions").

5. Cohesive Devices

- Use connectors effectively to improve paragraph coherence and logical flow.
- Activity: Match sentences with suitable transition words.

6. Hedging Language

- Develop the ability to qualify statements appropriately in academic contexts.
- Activity: Rewrite assertive sentences using hedging expressions.

7. Exemplification and Paragraph Development

- Practice structuring paragraphs with clear topic sentences and relevant examples.
- Activity: Write a paragraph on a given topic, including at least one example.

By focusing on these areas, B2+/C1 level and above students can enhance their academic writing skills and better understand texts like the one provided.

SECTION II: USING AI TO DESIGN LISTENING TASKS FOR GIFTED STUDENTS

As an English teacher who has keenly followed the rise of artificial intelligence, I've witnessed a profound shift in our pedagogical landscape. The trend of integrating high-tech tools into our teaching practice is no longer a novelty but a necessity, especially when designing bespoke materials for advanced and gifted English students. These students require more than standard textbook exercises; they need authentic, challenging, and nuanced content that hones their listening comprehension, critical thinking, and pragmatic skills. This is where AI-powered voice generation, or Text-to-Speech (TTS), has become an indispensable asset in my toolkit.

The concept of AI voice generation has evolved dramatically. We've moved far beyond the robotic, monotonous voices of the past. Modern TTS platforms like ElevenLabs, Murf.ai, and Speechelo can produce incredibly lifelike, emotionally resonant speech in a vast array of accents and languages. They allow us to transform any written text - be it a literary passage, a news article, or a custom-written dialogue—into a high-quality audio file. However, for teachers seeking a powerful, integrated, and cost-effective solution, I believe one platform stands out: **Google AI Studio**.

Within Google AI Studio, the audio generation capabilities are particularly robust, offering two distinct yet complementary functions. The **Single-speaker** function is perfect for creating clear, consistent narration. I frequently use it to record reading passages for listening tests, dictate instructions for complex tasks, or provide model pronunciations for difficult vocabulary. The voice is clean, the pacing is adjustable, and it provides a professional-grade audio track without the need for a recording studio. More excitingly, the **Multi-speaker** function allows us to create dynamic dialogues between different AI-generated personas. This is a game-changer for teaching conversational English, as we can instantly produce role-play scenarios, debates, or interview simulations with distinct voices for each character.

My strong preference for Google AI Studio stems from several compelling advantages that make it uniquely suited for creating teaching materials for high-achievers.

1. Flexibility and Customization

The tool offers unparalleled flexibility. Teachers are no longer limited to pre-recorded materials. They can source text from any domain—current events, scientific journals, historical documents, or even their own custom-written scenarios—and instantly convert it into audio. If a script needs a minor tweak, the audio can be regenerated in seconds, allowing for rapid iteration and refinement of teaching materials. This ensures the content is always relevant, challenging, and perfectly aligned with the lesson's objectives.

2. Seamless Integration with Other AI Studio Functions

Google AI Studio is an integrated ecosystem. A teacher can use a Gemini text prompt to **generate a script first**. For example, one could prompt the model: *"Write a 300-word dialogue between a skeptical historian and an optimistic archaeologist discussing a new*

discovery." The resulting text can then be directly copied into the Speech Generation tool to create the corresponding audio file. This powerful workflow streamlines the entire content creation process, from ideation to the final audio product, all within a single interface.

3. Suitability for English Language Teaching

The quality and nature of the generated speech are exceptionally well-suited for ELT. The voices are natural, with realistic pacing and intonation, providing excellent models for listening and speaking (shadowing). The multi-speaker function, in particular, is a game-changer, allowing teachers to easily simulate the authentic conversational dynamics that are often the hardest to replicate in a classroom setting.

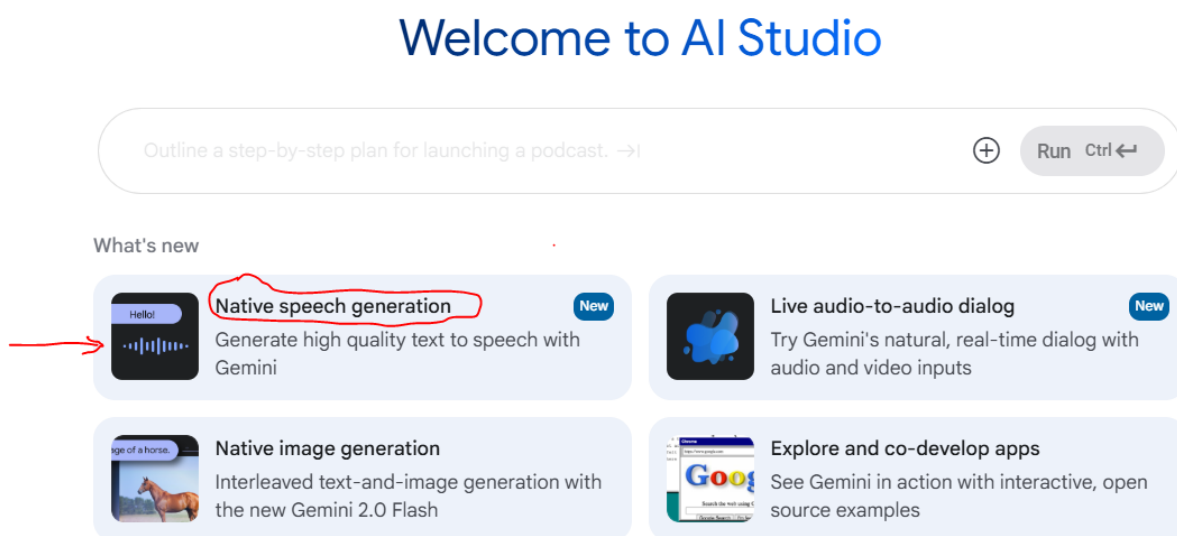
4. Ease of Use

The platform is designed for accessibility. It requires **no coding knowledge** or technical expertise. The user interface is clean, intuitive, and web-based. The process of generating audio—pasting text, clicking a button, and downloading the MP3 file—is straightforward, enabling any teacher to become a creator of high-quality audio content with minimal training.

5. Cost-Effectiveness: A Free, High-Quality Resource

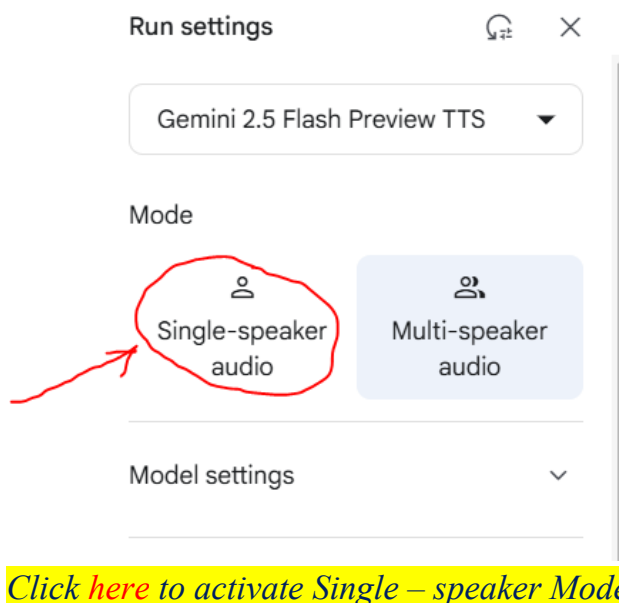
Perhaps one of its most significant advantages is that **Google AI Studio is free to use** (within generous API limits that are more than sufficient for educational purposes). This removes the financial barriers often associated with professional voice-over services or subscription-based TTS software. Schools and educational teams with limited budgets can now access a state-of-the-art tool to produce an unlimited amount of custom learning materials.

Given its enormous potential to enrich our curriculum, I plan to share detailed, step-by-step guides with my colleagues that will cover how to effectively master both single-speaker and multi-speaker audio capabilities in Google AI Studio. When used wisely, we can leverage this remarkable technology to create more engaging and effective learning experiences for our most capable students.



Google AI Studio interface with Speech Generation function.

I. GENERATING MONOLOGUES



Here is a detailed, step-by-step guide for creating a monologue in Google AI Studio's Single-Speaker Mode, specifically tailored for B2+/C1/C2 English students.

The Workflow at a Glance

Creating a monologue for language learning in AI Studio is a two-step process:

- **Generate the Script:** You will first use a Freeform prompt to ask the AI to write the monologue script for you, based on your specific requirements (topic, difficulty, length).
- **Generate the Audio:** You will then take that script, switch to Single-Speaker Mode, paste the text, choose a voice, and generate the high-quality audio file.

STEP 1: CREATE A SCRIPT (TOPIC, DIFFICULTY, AND LENGTH)

This step is about defining the content. For a B2+/C1/C2 level, you want language that is complex, nuanced, and natural.

1. Define Your Topic:

Start with a clear theme. A good topic is one that allows for opinion, reflection, or explanation.

Example Topic: Time Management Skills.

2. Specify the Difficulty Level (B2+/C1/C2):

This is the most crucial part. You need to instruct the AI to use specific linguistic features that characterize this advanced level. Don't just say "make it C1 level"; tell the AI how.

Vocabulary: Request a mix of common and less-common vocabulary (*e.g., instead of just "start," use "initiate" or "commence"*). Ask for specific idiomatic expressions or phrasal verbs.

Grammar: Ask for complex sentence structures. This includes:

Conditional sentences (*e.g., "If you had started earlier, you would have finished by now."*)

Subordinate clauses (*e.g., "The technique, which is known as time-blocking, helps to..."*)

Passive voice where appropriate (*e.g., "The tasks were prioritized by urgency."*)

Discourse Markers: Request advanced transition words and phrases to ensure a logical flow (*e.g., consequently, furthermore, nevertheless, in hindsight*).

3. Decide on the Length:

For a listening exercise, a monologue should be long enough to develop an idea but short enough to remain engaging. A good length for this level is 3 to 4 minutes.

Word Count Conversion: A natural speaking pace is about 140-160 words per minute.

Target Length: Aim for a script of 350-450 words.

STEP 2: CHOOSE THE RIGHT VOICE

Once you have your script and move to Single-Speaker Mode, the voice choice is key for a good learning experience.

Navigate to Single-Speaker Mode: In Google AI Studio, this is one of the prompt type options.

Locate the "Voice" Dropdown Menu: It's prominently displayed at the top of the Single-Speaker Mode interface.

Listen to Samples: AI Studio offers a range of high-quality, natural-sounding voices

Selection Criteria for Students:

Clarity: The voice must be exceptionally clear and easy to understand. Avoid overly stylized or character voices.

Pacing: The default pace of Studio voices is excellent for students—not too fast, not too slow.

Accent: Choose an accent you want your students to practice with (*e.g., US or GB English*).

STEP 3: FORMULATING THE PROMPT (TO GENERATE THE SCRIPT)

This is where you bring all the elements from Part 1 together into a single, detailed instruction for the AI. You will do this in a Freeform prompt in AI Studio first.

A strong prompt includes:

R(OLE) + T(ASK) + T(OPIC) + A(UDIENCE) & L(EVEL) + C(ONSTRAINTS) & F(EATURES)

Role: Tell the AI who to be (*e.g., "Act as a productivity coach"*).

Task: State the goal clearly (*e.g., "Write a monologue script"*).

Topic: Specify the subject matter (*e.g., "on the importance of time management"*).

Audience & Level: Define the target (*e.g., "for an advanced English learner at a C1 CEFR level"*).

Constraints & Features: List the specific linguistic elements you want (*word count, grammar, phrasal verbs, tone*).

STEP 4: GENERATE THE AUDIO FILE

Once you have the script from the Freeform prompt, follow these steps in Single-Speaker Mode.

Open Single-Speaker Mode: In AI Studio, create a new prompt and select "Single-Speaker Mode".

Paste Your Script: Copy the script the AI generated for you and paste it into the large text box labeled "Text to speak".

Select Your Voice: Use the dropdown menu to choose your preferred voice (e.g., en-US-Studio-O for a female US voice).

Click "Generate": AI Studio will process the text and create the audio.

Preview and Download: An audio player will appear. You can listen to the full monologue. If you are satisfied, click the "Download" button to save the audio as an MP3 or WAV file.

STEP-BY-STEP EXAMPLE (TOPIC: TIME MANAGEMENT SKILL)

Here is the complete process with a sample prompt and potential result.

STEP 1: FORMULATE THE SCRIPT-GENERATION PROMPT

Go to Google AI Studio and open a New Freeform prompt. Copy and paste the following prompt into the text box.

Act as an expert scriptwriter for educational content. Your task is to write a monologue on the topic of "Mastering Time Management".

The script must be tailored for a C1 CEFR level English learner. To achieve this, please ensure the following:

- 1. Length: The script should be between 350 and 450 words.*
- 2. Tone: Motivational, insightful, and practical.*
- 3. Vocabulary: Use sophisticated vocabulary where appropriate (e.g., "procrastination," "delegate," "optimize," "sequential").*
- 4. Grammar: Include at least one example of a third conditional sentence and use complex sentence structures.*
- 5. Phrasal Verbs: Integrate at least three natural-sounding phrasal verbs related to work or productivity (e.g., "put off," "knuckle down," "follow through").*
- 6. Structure: The monologue should have a clear introduction (hooking the listener), a body (explaining 2-3 key techniques), and a conclusion (summarizing and motivating).*

STEP 2: GET THE POTENTIAL RESULT (THE SCRIPT)

After you run the prompt above, the AI might generate a script like this. (*Potential AI-Generated Script*) (**Appendix 13 – Page xiv**)

Notice the C1 features: "paradox," "stems from," "procrastination," "knuckle down," "put off," "follow through," "consequently," "furthermore," and the third conditional sentence.

STEP 3: GENERATE THE AUDIO FILE

Now, follow the instructions from Step 4 above.

In Google AI Studio, select New Prompt -> Single-Speaker Mode.

In the Voice dropdown, select a clear, high-quality voice.

Copy the entire monologue script generated in Step 2.

Paste the script into the "Text to speak" box.

Click "Generate".

Listen to the preview.

Click "Download" to save your MP3 file.

You can listen to the generated audio file here:

[https://drive.google.com/file/d/1HSVCI9hm9HaXbSQYQbWeIncJX74t5R62/view?](https://drive.google.com/file/d/1HSVCI9hm9HaXbSQYQbWeIncJX74t5R62/view?usp=drive_link)

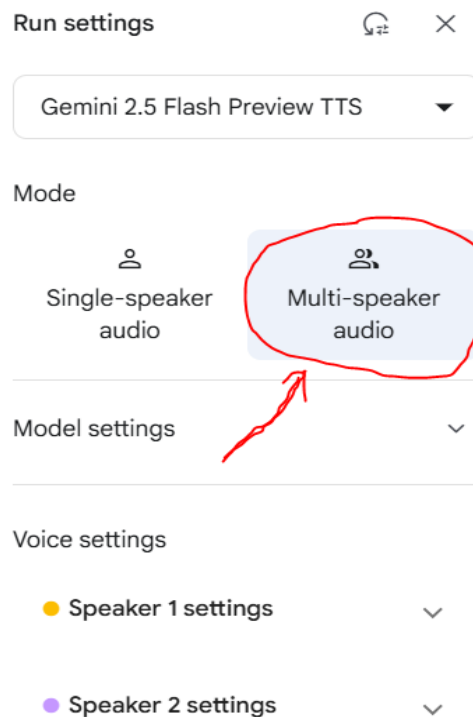
[usp=drive_link](https://drive.google.com/file/d/1HSVCI9hm9HaXbSQYQbWeIncJX74t5R62/view?usp=drive_link)

Or scan this QR Code:



You now have a custom-made, C1-level listening exercise ready for your students. They can use it for listening comprehension, transcription, shadowing practice, or vocabulary acquisition.

II. GENERATING DIALOGUES



Click [here](#) to activate Multi-speaker Mode

Now, I will continue with a comprehensive, step-by-step guide to creating high-quality conversations for B2+/C1 CEFR students. This workflow leverages the power of Gemini for script creation and the Text-to-Speech (TTS) API for audio generation, all within the AI Studio environment.

Here are the detailed instructions.

Overview of the Workflow

Our process will involve two main steps within Google AI Studio:

1. **Script Generation:** Using a "Freeform prompt" with the Gemini Pro model to write a sophisticated, level-appropriate dialogue.
2. **Audio Generation:** Using the "Text-to-Speech" (TTS) feature with Multi-Speaker Mode to bring the script to life with distinct, natural-sounding voices.

1. HOW TO CREATE A SCRIPT ON A SPECIFIC TOPIC, DIFFICULTY, AND LENGTH

The key to controlling the output is precise prompt engineering. You need to give the model clear constraints and context.

Concept: For a B2+/C1 level, students need to handle complex sentence structures, nuanced vocabulary, idiomatic language, and abstract concepts. Your prompt must explicitly ask for these features.

Step-by-Step Instructions:

1. **Open Google AI Studio:** Navigate to aistudio.google.com.
2. **Create a New Prompt:** On the main screen, click Create new and select Freeform prompt.
3. **Define the Core Elements in Your Prompt:**
 - **Role:** Tell the model what it is. (e.g., *"You are an expert scriptwriter for ESL materials."*)
 - **Task:** State the main goal. (e.g., *"Write a conversation..."*)
 - **Topic:** Be specific. (e.g., *"...on the topic of using AI with morality and ethics."*)
 - **CEFR Level (Crucial):** Explicitly state the target level and what it entails. This is the most important instruction for controlling difficulty. (e.g., *"The conversation must be suitable for B2+/C1 CEFR level students."*)
 - **Linguistic Features:** Detail the language you want. (e.g., *"Include phrasal verbs, conditional clauses (second and third), and nuanced vocabulary related to technology and ethics."*)
 - **Length & Structure:** Define the conversation's length. (e.g., *"The conversation should be between two speakers and have 8-10 turns in total."*)
 - **Format:** Specify the output format to make it easy to use later. (e.g., *"Label the speakers clearly as 'Speaker 1' and 'Speaker 2'."*)

Example and Explanation:

Here is a well-structured prompt for creating the script.

You are an expert curriculum developer and scriptwriter for advanced English language students.

Your task is to write a natural-sounding conversation between two speakers, Liam and Chloe, on the topic of 'Using AI with Morality'.

The conversation must be suitable for B2+/C1 CEFR level students. To achieve this, ensure the script includes:

- A mix of complex and compound sentences.*
- Nuanced vocabulary related to ethics, technology, and consequences (e.g., 'double-edged sword', 'unforeseen consequences', 'ethical framework', 'accountability').*
- At least two examples of conditional clauses (e.g., 'If we had considered..., we might have avoided...').*
- Natural-sounding idiomatic language.*

The conversation should be approximately 8-10 turns long. Format the output clearly, with each speaker's name on a new line before their dialogue.

Why this prompt works:

- **expert curriculum developer:** Sets a high-quality context for the model.
- **B2+/C1 CEFR level:** The model understands this standard and will adjust its vocabulary and syntax complexity accordingly.
- **Nuanced vocabulary, conditional clauses, idiomatic language:** These are specific, actionable instructions that directly map to C1-level skills.
- **8-10 turns long:** Controls the length precisely.
- **Format the output clearly:** Saves you time on reformatting later.

2. HOW TO CHOOSE THE SPEAKERS WITH THE RIGHT VOICE

After generating your script, you'll move to the Text-to-Speech tool. The voice choice is critical for learner comprehension and engagement.

Concept: For B2/C1 students, you can introduce more variety. Using different accents (e.g., US, UK, Australian) is an excellent way to challenge their listening skills. The voices should be clear but have a natural cadence and intonation.

Step-by-Step Instructions:

1. **Generate the Script:** Run the prompt from Step 1. Once you have a script you're happy with, copy it.

2. **Navigate to the TTS Tool:** In AI Studio, you can either find the Text-to-Speech API in the list of available tools or simply start a new prompt and write your text there, then look for the speaker options. *However, the dedicated Multi-speaker mode requires a specific format.*

3. **Preview Voices:** Before formatting your script, you can test voices. In the TTS interface, there's a dropdown menu for Voice.

- Select different voices (e.g., English (US) - Voice A (Female), English (UK) - Voice C (Male)).
- Type a simple sentence and click Generate to hear a preview.

4. **Make a Decision:**

- **Clarity:** Is the voice easy to understand?
- **Naturalness:** Does it sound like a real person, with realistic pauses and intonation?
- **Contrast:** Are the two voices different enough to be easily distinguished? Choosing one male and one female voice, or two different accents, is highly recommended.

Example and Explanation:

For our "AI and Morality" script, let's say we have two speakers, Liam and Chloe.

- **For Liam:** We could choose English (UK) - Voice *Zephyr* (Male). This voice might have a thoughtful, slightly more formal tone that fits a discussion on ethics.
- **For Chloe:** We could choose English (US) - Voice *Puck* (Female). This could provide a good contrast in accent and pitch, making the dialogue dynamic and easier for students to follow who said what.

This choice exposes students to two of the most common English accents, a key skill at the C1 level.

3. FORMULATE THE PROMPT

This section is about the final, polished prompt that brings together all the elements for script generation. The example provided in Step 1 is the ideal formulation. Let's reiterate its core components for clarity.

The Master Prompt Formula:

[ROLE] + [TASK & TOPIC] + [TARGET AUDIENCE & LEVEL with LINGUISTIC SPECIFICATIONS] + [LENGTH & FORMAT]

Example Prompt (re-stated for emphasis):

You are an expert curriculum developer and scriptwriter for advanced English language students.

Your task is to write a natural-sounding conversation between two speakers, Liam and Chloe, on the topic of 'Using AI with Morality'.

The conversation must be suitable for B2+/C1 CEFR level students. To achieve this, ensure the script includes:

- *A mix of complex and compound sentences.*
- *Nuanced vocabulary related to ethics, technology, and consequences (e.g., 'double-edged sword', 'unforeseen consequences', 'ethical framework', 'accountability').*
- *At least two examples of conditional clauses (e.g., 'If we had considered..., we might have avoided...').*

- Natural-sounding idiomatic language.

The conversation should be approximately 8-10 turns long. Format the output clearly, with each speaker's name on a new line before their dialogue.

4. HOW TO GENERATE AUDIO IN MULTI-SPEAKER MODE

This is where you turn your text script into a two-person conversation. It requires a specific formatting tag.

Concept: The AI Studio TTS engine needs to be explicitly told when to switch speakers. You do this by adding a [speaker: Voice Name] tag before each line of dialogue.

Step-by-Step Instructions:

1. **Get Your Final Script:** Generate the script using the prompt above.
2. **Copy the Script:** Copy the entire conversation text.
3. **Go to the Text-to-Speech Interface:** Open the TTS tool in AI Studio.
4. **Format for Multi-Speaker Mode:** Paste the script into the text box. Now, you must choose the voices that suit your characters.
 - *(Note: The exact voice names like Zephyr (Bright); Puck (Upbeat); Charon (Informative); Kore (Firm); Fenrir (Excitable)... can be found in the TTS voice selection dropdown. Use the specific name provided there.)*
5. **Generate the Audio:** Once your script is fully formatted with the correct tags, click the Generate button.
6. **Listen and Download:** AI Studio will process the request and generate a single audio file where the voice changes according to your tags. You can play it back and download the MP3 file.

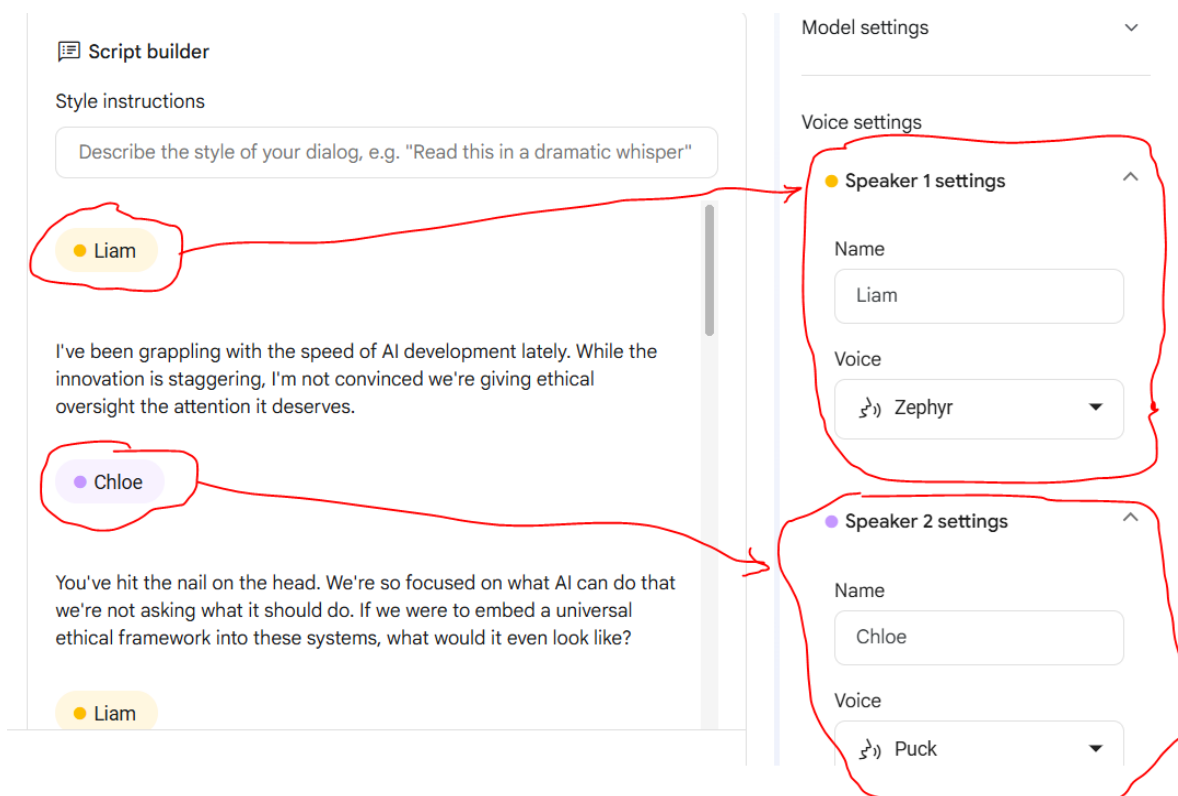
Example and Explanation:

Let's say Gemini produced this short snippet:

Liam: The proliferation of AI is a classic double-edged sword, isn't it? The potential for good is immense, but so is the risk.

Chloe: I agree. And what worries me is accountability. If an autonomous AI makes a decision with disastrous outcomes, who is ultimately responsible?

Here is how you would format it for TTS Multi-Speaker Mode:



This precise formatting is non-negotiable for the tool to work correctly. It tells the engine: *"Read the following text with the male voice of Zephyr. Then, switch and read the next part with the female voice of Puck."*

5. CLEAR EXAMPLE PROMPTS AND POTENTIAL RESULTS

Here is a complete, end-to-end example for your topic.

Final Prompt

You are an expert scriptwriter for advanced English language learning materials (ESL/EFL).

Your task is to write a compelling and natural-sounding conversation between two speakers, a British man named Liam and an American woman named Chloe. The topic is the complex relationship between the advancement of Artificial Intelligence and human morality.

The script's language level must be B2+/C1 on the CEFR scale. To ensure this, you must:

- 1. Use sophisticated and nuanced vocabulary (e.g., 'inherently biased', 'ethical oversight', 'codify morality', 'autonomous systems').*
- 2. Incorporate at least one second conditional and one third conditional sentence.*
- 3. Include at least two common English idioms or phrasal verbs naturally within the dialogue.*
- 4. Structure the conversation to be 8 turns long.*

5. *The speakers should have slightly different viewpoints to create a more engaging discussion.*

Format the output perfectly for a script, with the speaker's name (Liam or Chloe) on its own line above their dialogue.

Final Formatted Text for Multi-Speaker TTS (Appendix 14 – Page xiv)

You can listen to the generated audio file here:

https://drive.google.com/file/d/1cHcDvBge38nNxFe7j1uUnvPGdtjFgUSF/view?usp=drive_link

Or scan this QR code:



By following this process, you can efficiently create rich, level-appropriate, and engaging audio conversations for your B2+/C1 students directly within Google AI Studio.

In summary, Google AI Studio's Gemini Speech Generation feature is a versatile, powerful, and highly accessible tool that represents a significant advancement for technology-enhanced language learning. Its ability to produce natural-sounding single-speaker and multi-speaker audio from any custom text provides teachers with an unprecedented capacity to develop bespoke, challenging, and engaging materials. For the specific needs of gifted student teams, this tool empowers teachers to move beyond generic content and build a rich, tailored curriculum that truly pushes the boundaries of the students' linguistic abilities.

III. ADDING SOUND EFFECTS

To enhance the authenticity of your audio, consider incorporating sound effects. For instance, if your dialogue is set in a train station or airport, including ambient background sounds can make it more immersive. Numerous free resources for sound effects are available online, such as Pixabay and ZapSplat. Once you've downloaded the desired files, integrate them into your audio files using a software called VEGAS PRO VEGAS PRO, a useful tool designed for audio manipulation. While VEGAS PRO was originally created for recording and editing music, it offers all the essential features needed for voice editing as well.

(You can download VEGAS PRO from this link: <https://tinhte.vn/thread/download-sony-vegas-pro-17-huong-dan-cai-dat-va-su-dung.3878433/>).

You can also adjust the volume of the effect sound by drag volume bar left or right.

And here are how the audio files like after adding sound effect:

The monologue:

https://drive.google.com/file/d/1Ui7uxFtTB1QaHsS4BDZ5Vv_YgbTWlsqB/view?usp=drive_link

You can also scan this QR code to listen to the audio file:



The dialogue:

https://drive.google.com/file/d/11BRAim8IL5MYSI3arjEbNhHbp22yCsRV/view?usp=drive_link

You can also scan this QR code to listen to the audio file:



IV. DESIGNING TASKS FOR LISTENING MATERIALS

After you have finished with the generation of audio files, I will show you how to create listening activities associate with the audio files. It's a fantastic way to create high-quality, customized listening materials very efficiently.

The key principle here is that since you generated the audio in Google AI Studio, you already have the perfect, word-for-word transcript. This transcript is the "source code" we will use to instantly generate our exercises.

We will use a large language model (like the one in Google AI Studio's chat mode, or another like ChatGPT, Claude, etc.) to act as our expert teaching assistant.

The Core Workflow: The "Master Prompt"

The process for each exercise type is similar. You will open a new chat window with an AI and provide it with a "Master Prompt" that contains four key elements:

1. **Role and Context:** Tell the AI who it should be (e.g., an ESL teacher) and who the exercise is for (advanced students).
2. **The Transcript:** Provide the full text you used to generate the audio.
3. **The Specific Task:** Clearly state which exercise you want it to create.
4. **Formatting Instructions:** Tell it exactly how to present the exercises and the answer key.

Let's break this down for common listening exercise types.

1. GENERATING TRUE / FALSE / NO INFORMATION STATEMENTS EXERCISES

This exercise is excellent for testing detailed comprehension and the ability to distinguish between what is stated, what is contradicted, and what is simply not mentioned.

Goal: To push students beyond simple comprehension to critical listening, forcing them to identify if information is explicitly stated, implied, contradicted, or omitted.

Instructions:

1. Open a new chat prompt in your preferred AI tool.
2. Copy and paste the following template, replacing the placeholder text with your actual transcript.

The Prompt to Use:

You are an expert EFL teacher creating a listening exercise for advanced (C1-level) students.

*Based on the following audio transcript, create a set of **8** "TRUE / FALSE / NO INFORMATION" statements.*

Instructions for the statements:

- Ensure there is a good mix of TRUE, FALSE, and NO INFORMATION statements.
- The statements should test for detailed understanding, not just general ideas.
- Paraphrase the information from the transcript. Do not use direct quotes. This forces students to understand the meaning, not just recognize words.
- For the "NO INFORMATION" statements, make them plausible and related to the topic, but ensure the answer cannot be found or inferred from the text.

After the list of statements, provide a separate, clearly marked Answer Key that includes a brief explanation for each answer, especially for the FALSE and NO INFORMATION ones.

Here is the transcript:

[PASTE YOUR FULL TRANSCRIPT HERE]

Why this prompt works:

- **expert EFL teacher:** Sets the right professional tone and quality expectation.
- **advanced (C1-level):** Calibrates the difficulty of the vocabulary and sentence structure in the statements.
- **Paraphrase the information:** This is the crucial step for an advanced exercise. It prevents students from simply "matching" words they hear.
- **Plausible...NO INFORMATION:** This makes the exercise genuinely challenging, as students can't just guess.
- **Separate, clearly marked Answer Key:** This is a practical time-saver for you. The explanations are vital for student feedback.

2. GENERATING SHORT ANSWER QUESTIONS EXERCISES

This exercise tests a student's ability to extract specific, key information (like names, numbers, reasons, places) from the audio.

Goal: To assess active recall of specific details and data points mentioned in the audio.

Instructions:

1. Open a new chat prompt.
2. Copy and paste the following template, adding your transcript.

The Prompt to Use:

You are an expert EFL teacher creating a listening exercise for advanced students.

Based on the following audio transcript, generate 6 short-answer questions.

Instructions for the questions:

- *The questions should target specific details mentioned in the text (e.g., reasons, quantities, names, locations).*
 - *The answers should be concise and directly derivable from the transcript.*
 - *Use a variety of "Wh-" question words (What, Why, Where, Who, How many, etc.).*
- After the list of questions, provide a separate, clearly marked Answer Key with the specific answers as found in the text.*

Here is the transcript:

[PASTE YOUR FULL TRANSCRIPT HERE]

Why this prompt works:

- **target specific details:** Focuses the AI on creating questions that require close listening, not just general understanding.
- **answers should be concise:** Ensures the exercise is a "short answer" task, not an essay-writing task.
- **Variety of "Wh-" question words:** Guarantees a good range of question types, testing different kinds of information retrieval.

3. GENERATING A GAP-FILL SUMMARY EXERCISES

This is a fantastic exercise for assessing a student's grasp of the main ideas, the logical flow of the text, and key vocabulary.

Goal: To check comprehension of the overall gist and the relationship between key concepts and vocabulary within the text's structure.

Instructions:

1. Open a new chat prompt.
2. Copy and paste the following template, including your transcript.

The Prompt to Use:

You are an expert EFL teacher creating a listening exercise for advanced (C1-level) students.

Based on the following audio transcript, create a gap-fill summary exercise.

Instructions for the task:

1. *First, write a concise summary of the entire transcript, capturing the main points.*

2. *From that summary, select 8-10 key words or short phrases to remove. These should be important terms that are central to understanding the summary.*
3. *Replace the removed words with numbered gaps, like this: (1) _____.*
4. *Finally, provide a separate, clearly marked Answer Key. The key should list the numbers and the corresponding words that fill the gaps.*

Here is the transcript:

[PASTE YOUR FULL TRANSCRIPT HERE]

Why this prompt works:

- **Step-by-step instruction (First, write... Then, select...):** This guides the AI to produce a more logical and coherent exercise. It creates a good summary first, then strategically removes words, which is better than just picking random words from the main text.
- **key words or short phrases:** This ensures the gaps are meaningful and test comprehension, not just random prepositions or articles.
- **central to understanding the summary:** This focuses the exercise on the most important information.

EXAMPLE EXERCISES

In these examples, I use the transcript I have previously generated. (Appendix 13)
And here are the exercises created by using the aforementioned prompts:

1. TRUE/FALSE/ NO INFORMATION STATEMENTS EXERCISE

Listening Comprehension Exercise: The Paradox of Productivity

Instructions: *Listen to the audio. For each statement below, decide if it is TRUE, FALSE, or if there is NO INFORMATION given in the recording.*

1. The speaker claims that the feeling of being unproductive often stems from a lack of sufficient effort during the day.
☐ TRUE ☐ FALSE ☐ NO INFORMATION
2. According to the speaker, relying on moments of inspiration to begin difficult work is an unreliable method.
☐ TRUE ☐ FALSE ☐ NO INFORMATION
3. Completing your most significant task at the start of the day can make your other responsibilities seem less demanding.
☐ TRUE ☐ FALSE ☐ NO INFORMATION
4. The 'eating the frog' technique was originally developed by a famous business author.
☐ TRUE ☐ FALSE ☐ NO INFORMATION
5. The Eisenhower Matrix is presented as a tool to help individuals deal with all their urgent tasks more rapidly.
☐ TRUE ☐ FALSE ☐ NO INFORMATION

6. The speaker suggests that the main goal of time management should be to schedule and optimize every part of your day.

☐ TRUE ☐ FALSE ☐ NO INFORMATION

7. The speaker describes in detail how the Eisenhower Matrix separates tasks into four specific categories.

☐ TRUE ☐ FALSE ☐ NO INFORMATION

8. An analogy related to aviation is used to contrast being in control of your schedule with simply reacting to events.

☐ TRUE ☐ FALSE ☐ NO INFORMATION

ANSWER KEY

1. **FALSE.** The speaker explicitly states that the problem "stems not from a lack of effort, but from a flawed approach to managing our most finite resource: time."

2. **TRUE.** The speaker says, "It's tempting to put off the most demanding tasks, telling ourselves we'll handle them when we feel more inspired. But inspiration is a fickle visitor." This directly supports the idea that inspiration is unreliable.

3. **TRUE.** This is a paraphrase of the sentence: "Consequently, everything else feels easier in comparison."

4. **NO INFORMATION.** The text mentions the name of the strategy ('eating the frog'), but it gives no details about its origin or who developed it.

5. **FALSE.** The speaker suggests the matrix helps you realize that many 'urgent' tasks "could have been delegated or simply ignored," not that it helps you complete them all more quickly. The goal is to distinguish between the urgent and the important, and act accordingly.

6. **FALSE.** The speaker states the opposite: "Ultimately, mastering time management isn't about optimizing every single second." The goal is "intentionality" and creating "space for what truly enriches your life."

7. **NO INFORMATION.** While the Eisenhower Matrix is mentioned as a tool that "forces you to categorize tasks," the speaker does not provide any specific details on what those categories (or quadrants) are.

8. **TRUE.** The speaker uses the metaphor of being "the pilot of your day, not just a passenger reacting to turbulence" to illustrate this point.

2. SHORT ANSWER EXERCISE

Listening Exercise: Mastering Your Time

Instructions: *Listen to the audio clip about time management. Then, answer the following questions with a short phrase or sentence based on the information you heard.*

Questions:

1. According to the speaker, why do people often feel exhausted yet unaccomplished at the end of the day?

2. What is the nickname given to the strategy of tackling your most important task first?
3. When does the speaker recommend you handle your most demanding tasks?
4. What specific tool is mentioned to help categorize tasks?
5. According to the principles discussed, what are two ways that many 'urgent' tasks can be handled?
6. Ultimately, what is mastering time management about, rather than just optimizing every second?

ANSWER KEY

1. Because they fall into the trap of being busy rather than productive (OR have a flawed approach to managing time).
2. Eating the frog.
3. First thing in the morning.
4. The Eisenhower Matrix.
5. They could have been delegated or simply ignored.
6. It's about intentionality.

3. GAP – FILL SUMMARY EXERCISE

Listening Exercise: The Principles of Effective Time Management

Instructions: *Listen to the audio. Then, read the summary below and fill in the gaps with **NO MORE THAN TWO WORDS** from the recording.*

Summary

The speaker addresses the common paradox of feeling exhausted without (1)_____, which stems from being busy rather than (2)_____. The first proposed solution is to confront (3)_____ by tackling the most demanding task first, a strategy which builds (4)_____ for the rest of the day. The second solution involves (5)_____ between (6)_____ and important tasks, which helps you avoid reacting to distractions and instead focus on what aligns with your long-term goals. Ultimately, the speaker argues that true mastery of time is not about optimizing every second, but about (7)_____. It requires the (8)_____ to follow through on what truly matters, which in turn creates space for a more (9)_____ life.

ANSWER KEY

1. significant accomplishment	2. productive
3. procrastination	4. momentum
5. distinguishing	6. urgent
7. intentionality	8. discipline
9. enriching	

You can also apply the same method as above to create exercises with **dialogues** as the source.

FINAL SUGGESTIONS: THE TEACHER'S REVIEW

The AI is your incredibly fast, creative, and tireless assistant, but **you are still the teacher**. Always take 2-3 minutes to review the AI's output.

- **Check the Answer Key:** Make sure the AI's answers are 100% correct according to your transcript.
- **Tweak for Nuance:** You might want to rephrase a T/F/NI statement to be slightly more subtle or change a word in the gap-fill to a better synonym to challenge your students more.
- **Is "No Information" truly "No Information"?** Double-check that the answer can't be inferred in some way by a very clever student.

By following this process, you can turn any piece of text and its AI-generated audio into a complete, professional, and challenging listening lesson in a matter of minutes.

CONCLUSION

The integration of technology, particularly artificial intelligence, into education is an inevitable and essential trend to enhance teaching quality, especially for gifted students. This study has demonstrated the significant potential of AI applications in designing effective reading and listening tasks, providing innovative solutions that cater to the unique needs of advanced students. However, it is important to acknowledge certain limitations, such as time constraints and my own technical knowledge with AI tools, which may have impacted the depth and scope of this study.

Despite these challenges, I remain committed to further exploring and understanding the possibilities that AI offers in education, as we strive to adapt to the ever-evolving demands of modern teaching and learning. I sincerely invite feedback, suggestions, and collaboration from fellow teachers to refine and expand the outcomes of this study, ensuring that it contributes meaningfully to the advancement of educational practices for gifted students.

THE END

APPENDIXES

Appendixes	Contents	Page Reference
1.	Sustainable Energy Solutions: A Path to a Greener Future In recent years, the global demand for energy has increased significantly, raising concerns about the environmental impact of traditional fossil fuels. As a result, sustainable energy solutions have gained prominence as viable alternatives. Renewable energy sources, such as solar, wind, hydro, and geothermal power, offer a cleaner and more sustainable way to meet the world's growing energy needs. While these sources provide numerous environmental and economic benefits, their widespread adoption is not without challenges. One of the primary advantages of renewable energy is its minimal impact on the environment. Unlike fossil fuels, which release greenhouse gases and contribute to global warming, renewable energy sources produce little to no emissions. For instance, solar panels convert sunlight into electricity without generating carbon dioxide, while wind turbines harness the power of the wind to generate energy without burning any fuel. Additionally, renewable energy is inexhaustible, ensuring a long-term supply of power that does not deplete natural resources. Beyond environmental benefits, the transition to sustainable energy solutions also offers economic advantages. Many countries are investing in green technologies, creating job opportunities in industries related to solar panel installation, wind farm maintenance, and research into more efficient energy storage systems. Furthermore, as renewable technologies improve and production costs decrease, clean energy is becoming increasingly affordable. In some regions, solar and wind power are already cheaper than coal or gas-fired electricity. Despite these benefits, there are significant obstacles to implementing renewable energy on a global scale. One major challenge is the intermittency of some energy sources. Solar power, for example, depends on sunlight, making it less effective at night or during cloudy weather, while wind energy requires consistent wind speeds to generate electricity efficiently. To address this issue, advancements in energy storage, such as high-capacity batteries, are crucial to ensuring a stable power supply. Additionally, the initial investment in renewable energy infrastructure can be costly. Building solar farms, wind turbines, and hydroelectric dams requires substantial funding, which may be a barrier for developing countries. Governments and private companies must work together to provide financial incentives and technological support to facilitate the transition. In conclusion, sustainable energy solutions present a promising alternative to fossil fuels, offering environmental and economic benefits while ensuring long-term energy security. However, overcoming the challenges of storage, reliability, and cost remains essential to making renewable energy the dominant source of power in the future. Through continued innovation and global cooperation, a cleaner and more sustainable world is within reach.  So sánh với Claude 	4

Sustainable Energy Solutions: A Path to a Greener Future

In an era of rapid industrialization, the global demand for energy has surged, bringing with it significant environmental challenges. Fossil fuels, the primary source of energy for centuries, are finite and major contributors to climate change, air pollution, and ecological degradation. In response, renewable energy sources—such as solar, wind, hydroelectric, geothermal, and biomass—have emerged as sustainable alternatives. These energy sources harness natural processes that are continuously replenished, offering a cleaner and more sustainable way to meet the world's energy needs.

Renewable energy provides numerous benefits, making it a cornerstone of efforts to combat climate change. First, it significantly reduces greenhouse gas emissions, helping to mitigate global warming. For instance, replacing coal-fired power plants with solar farms or wind turbines can drastically cut carbon dioxide levels. Economically, renewable energy fosters job creation in engineering, manufacturing, and construction while reducing dependence on imported fuels. It also improves public health by minimizing air pollution, which is linked to respiratory and cardiovascular diseases. Furthermore, renewable energy aligns with sustainability principles, ensuring future generations inherit a planet capable of meeting their needs.

Despite its advantages, the transition to renewable energy faces several challenges. One major issue is the intermittent nature of certain sources. Solar panels generate electricity only during daylight hours, and wind turbines depend on consistent wind patterns. This variability necessitates advanced energy storage systems, such as batteries, to ensure a stable power supply. However, current storage technologies remain expensive and limited in capacity. Additionally, transitioning to renewable energy requires substantial investments in infrastructure, including grid modernization and transmission networks. Many regions lack the financial resources or political will to undertake these projects, while existing grids were designed for centralized fossil fuel-based systems, complicating integration.

Environmental concerns also arise with some renewable energy projects. Large-scale hydropower dams can disrupt ecosystems and displace communities, while wind farms may pose risks to wildlife, particularly birds and bats. Striking a balance between clean energy development and biodiversity preservation is essential. Public perception and entrenched fossil fuel interests further complicate progress, requiring policymakers to enact regulations that incentivize renewables while phasing out subsidies for non-renewable sources.

Overcoming these challenges demands innovation, collaboration, and education. Researchers are exploring next-generation battery technologies and smart grid systems to optimize energy distribution. International cooperation is crucial, with developed nations supporting developing countries through funding and technology transfer. Education also plays a key role, empowering young people to advocate for sustainability and adopt eco-friendly practices.

As high school students preparing for language exams, you are part of a generation that can lead the charge toward a sustainable future. By understanding the complexities of renewable energy and advocating for its adoption, you can help shape policies that prioritize both humanity and the planet. The choices we make today will define the legacy we leave for tomorrow.

3	Here are 10 information-based reading comprehension questions designed for C1-level English students based on the provided text: Factual Questions 1. What are the main environmental challenges caused by the use of fossil fuels mentioned in the text? 2. Name three renewable energy sources discussed in the text and briefly explain how they work. 3. According to the text, what are two economic benefits of renewable energy? Detail-Oriented Questions 4. Why is energy storage considered important for renewable energy systems like solar and wind power? 5. What is one example of an environmental concern associated with large-scale hydropower projects? 6. How does the text suggest international cooperation can support the transition to renewable energy? Inference-Based Questions 7. Based on the text, why might some regions struggle to adopt renewable energy technologies? 8. What does the author imply about the role of public perception in advancing renewable energy adoption? Overall Understanding Questions 9. In your own words, summarize the main argument of the text regarding renewable energy as a solution to global challenges. 10. The text ends by emphasizing the importance of young people in shaping a sustainable future. What actions does the author suggest students could take to contribute to this goal?	6
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4	Here are 10 information-based reading comprehension questions for C1-level students: 1. What is the primary reason for the increasing global focus on sustainable energy solutions? 2. Name four renewable energy sources mentioned in the text and explain how at least one of them generates electricity. 3. How do renewable energy sources differ from fossil fuels in terms of environmental impact? 4. What economic benefits does the transition to sustainable energy offer? 5. Why is intermittency considered a challenge for renewable energy sources? Provide an example from the text. 6. How does energy storage technology help overcome the challenges of renewable energy? 7. What are the financial barriers to implementing renewable energy in developing countries? 8. How are governments and private companies expected to support the adoption of renewable energy? 9. According to the text, in what ways is renewable energy becoming more affordable? 10. What is the author's overall view on the future of sustainable energy, and what conditions must be met for its widespread adoption? These questions focus on comprehension, analysis, and synthesis, aligning with C1-level reading skills.        So sánh với Claude	6
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5	 Qwen2.5-Max 10:36 AM Here are 10 information-based reading comprehension questions for C1-level English students. The questions paraphrase the content of the text to encourage deeper understanding and critical thinking: 1. What are some of the environmental issues caused by the continued reliance on traditional energy sources? 2. How do renewable energy options differ from fossil fuels in terms of availability and environmental impact? 3. In what ways does switching to renewable energy contribute to reducing health problems among populations? 4. Why is it important to develop advanced systems for storing energy when using certain renewable sources? 5. What obstacles might prevent some regions from upgrading their infrastructure to support renewable energy? 6. How could large-scale projects like hydropower dams negatively affect both ecosystems and human communities? 7. What role do government policies play in encouraging the shift away from non-renewable energy sources? 8. Why is international collaboration considered essential for advancing renewable energy technologies globally? 9. How can educational initiatives empower younger generations to promote environmentally friendly practices? 10. What message does the text convey about the responsibility of current generations in shaping the future of energy use?	6
6	Sustainable energy solutions, including solar, wind, hydro, and geothermal power, offer a cleaner alternative to fossil fuels, reducing greenhouse gas emissions and ensuring long-term energy security. These sources also provide economic benefits by creating jobs and lowering energy costs. However, challenges such as intermittency and high initial investment hinder widespread adoption. Energy storage advancements and financial support are crucial for overcoming these barriers. Despite obstacles, renewable energy remains a promising solution for a greener future. Global cooperation and innovation will be key to making sustainable energy the dominant power source and addressing environmental concerns.        So sánh với Claude	7

7	 Qwen2.5-Max The text highlights the urgent need to transition from fossil fuels to renewable energy sources like solar, wind, and hydroelectric power to combat climate change and environmental degradation. Renewable energy reduces greenhouse gas emissions, improves public health, and fosters economic growth by creating jobs and reducing reliance on imported fuels. However, challenges such as the intermittent nature of renewables, expensive storage technologies, and infrastructure limitations hinder progress. Environmental concerns, including ecosystem disruption and wildlife risks, also require attention. Overcoming these barriers demands innovation, international collaboration, and education to promote sustainable practices. Younger generations, particularly students, play a vital role in advocating for clean energy adoption and shaping policies that balance human needs with planetary health, ensuring a sustainable legacy for the future.     	7
8	Genre of the Text <i>The text is an informative or expository article. It provides factual information about sustainable energy solutions, discussing their advantages and challenges. The purpose is to educate readers about the topic rather than persuade or entertain.</i> Reading Skills and Strategies <i>When reading texts of this genre, readers are likely to use the following skills and strategies:</i> 1. Skimming – <i>To get a general idea of the topic and main points.</i> 2. Scanning – <i>To locate specific details, such as types of renewable energy or challenges in implementation.</i> 3. Identifying Main Ideas and Supporting Details – <i>To understand key points and how they are elaborated.</i> 4. Making Inferences – <i>To understand implications, such as the need for technological development.</i> 5. Understanding Cause and Effect – <i>To analyze relationships, such as how fossil fuels contribute to global warming.</i> 6. Recognizing Problem-Solution Structure – <i>To follow the discussion of challenges and possible solutions.</i> Reading Comprehension Questions 1. <i>What is the main purpose of this text?</i> 2. <i>How do renewable energy sources differ from fossil fuels in terms of their impact on the environment?</i>	8

	3. Which renewable energy sources are mentioned, and how do they generate electricity? 4. What economic benefits are associated with renewable energy? 5. What are the main challenges in adopting renewable energy on a global scale? 6. Why is energy storage technology important in addressing renewable energy challenges? 7. How does the author structure the discussion of sustainable energy? 8. What role do governments and private companies play in promoting renewable energy? 9. What is the relationship between technological advancements and the affordability of renewable energy? 10. What conclusion does the author draw about the future of renewable energy?	
9	Genre of the Text <i>This text belongs to the expository/informative genre. It presents factual information about renewable energy, its benefits, challenges, and implications for the future. The tone is semi-formal, aiming to educate readers on a specific topic while encouraging critical reflection.</i> Reading Skills or Strategies Likely to Be Used <i>Readers of this genre are likely to employ the following skills and strategies:</i> 1. <i>Skimming: To get a general overview of the text's main ideas (e.g., renewable energy as a solution to environmental challenges).</i> 2. <i>Scanning: To locate specific details, such as examples of renewable energy sources or challenges in implementation.</i> 3. <i>Summarizing: To condense key points into a concise summary of the text's purpose and arguments.</i> 4. <i>Analyzing: To break down the structure of the text and evaluate the author's claims and evidence.</i> 5. <i>Connecting: To relate the content to prior knowledge about climate change, sustainability, or energy systems.</i> 6. <i>Predicting: To anticipate potential solutions or outcomes based on the challenges discussed.</i> 7. <i>Inferring: To deduce implicit messages, such as the urgency of transitioning to renewable energy or the role of education in fostering change.</i> 8. <i>Evaluating: To assess the credibility and relevance of the information provided.</i> Suggested Reading Comprehension Questions <i>Questions for Skimming</i> 1. <i>What is the primary purpose of this text?</i> 2. <i>How does the author introduce the concept of renewable energy, and why is it important?</i>	8

	Questions for Scanning 3. Name three renewable energy sources mentioned in the text and briefly explain how they work. 4. According to the text, what are two environmental concerns associated with renewable energy studies? Questions for Summarizing 5. In your own words, summarize the advantages of renewable energy outlined in the text. 6. What are the main obstacles to implementing renewable energy systems globally? Questions for Analyzing 7. How does the author organize the information in the text? Identify at least two structural features (e.g., introduction, problem-solution). 8. What evidence does the author provide to support the claim that renewable energy improves public health? Questions for Connecting 9. Can you think of any real-world examples where renewable energy has been successfully implemented? How do they compare to the scenarios described in the text? Questions for Predicting and Inferring 10. Based on the challenges discussed in the text, what innovations might be necessary to make renewable energy more accessible worldwide? 11. What message do you think the author wants to convey to high school students about their role in shaping the future of energy use? Questions for Evaluating 12. Do you agree with the author's emphasis on education as a key factor in advancing renewable energy? Why or why not? 13. How credible do you find the information presented in the text? Provide reasons to justify your opinion. Rationale for Question Types - Skimming and Scanning Questions: These help readers identify the main ideas and specific details quickly, which is essential for understanding expository texts. - Summarizing Questions: Encourage readers to synthesize information and present it concisely, reinforcing comprehension. - Analyzing and Evaluating Questions: Promote higher-order thinking by requiring readers to assess the text's structure, arguments, and reliability. - Connecting, Predicting, and Inferring Questions: Foster deeper engagement by linking the text to broader contexts or prompting logical deductions.	
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10	Here are some vocabulary words and phrases from the text that B2+ students may find difficult, along with explanations: 1. Sustainable – Able to be maintained over time without depleting resources or harming the environment. 2. Prominence – The state of being important or widely recognized. 3. Viable – Capable of working successfully; feasible. 4. Adoption – The act of beginning to use something new. 5. Inexhaustible – Unlimited; impossible to use up completely. 6. Deplete – To reduce the amount of something significantly. 7. Transition – The process of changing from one state to another. 8. Intermittency – The state of occurring irregularly or not continuously. 9. Advancements – Developments or improvements in a particular field. 10. Infrastructure – The basic systems and structures needed for a society or industry to function (e.g., power plants, roads). 11. Substantial – Large in amount or importance. 12. Barrier – Something that makes progress difficult or prevents it. 13. Incentives – Financial or other rewards that encourage specific actions. 14. Facilitate – To make something easier or help it progress. 15. Reliability – The quality of being dependable and consistent. These words are crucial for understanding discussions on energy, technology, and environmental issues at a C1 level.	8
11	<i>Here is a list of vocabulary that B2+/C1 level students may find challenging from the text, along with explanations for why these words might pose difficulties:</i> 1. Technical and Specialized Terms - <i>Industrialization: Refers to the development of industries in a country or region. Students may not be familiar with this term unless they've studied economics or history.</i> - <i>Fossil fuels: A technical term referring to non-renewable energy sources like coal, oil, and gas.</i>	8

	<i>Its conceptual nature can make it challenging.</i> - <i>Hydroelectric: Relating to electricity generated by water. This is a compound word that combines "hydro" (water) and "electric," which might confuse students.</i> - <i>Geothermal: Energy derived from heat within the Earth. The combination of "geo" (Earth) and "thermal" (heat) could be unfamiliar.</i> - <i>Biomass: Organic material used as fuel. This term is highly specific and may not be part of general vocabulary.</i> - <i>Intermittent: Describing something that occurs at irregular intervals. This word is abstract and less commonly used in everyday language.</i> 2. Abstract and Complex Concepts - <i>Sustainability: The ability to meet current needs without compromising future generations. This concept is abstract and requires contextual understanding.</i> - <i>Mitigate: To make something less severe. It's more formal than synonyms like "reduce" or "lessen."</i> - <i>Degradation: The process of deterioration or decline in quality. This word is both formal and conceptually complex.</i> - <i>Incentivize: To encourage or motivate someone to do something through rewards. A formal verb that may not appear frequently in casual English.</i> - <i>Transition: A change from one state or condition to another. While not overly difficult, its use in academic contexts can challenge students.</i> 3. Formal Academic Vocabulary - <i>Surged: Increased rapidly and suddenly. More formal than simpler alternatives like "rose" or "grew."</i> - <i>Drastically: Extremely or significantly. This adverb is more advanced than basic intensifiers like "very" or "a lot."</i> - <i>Substantial: Large in amount or degree. A more formal synonym for "considerable" or "big."</i> - <i>Complicate: Make something more difficult or complex. Often used in academic writing but less common in spoken English.</i> - <i>Crucial: Extremely important or essential. A higher-level synonym for "important."</i> 4. Less Common Phrases and Expressions - <i>Phase out: Gradually stop using something. A phrasal verb that may require explanation.</i> - <i>Strike a balance: Find a compromise between two opposing factors. An idiomatic expression that could confuse students.</i> - <i>Grid modernization: Refers to updating electricity networks. Highly specialized and unlikely to be part of general vocabulary.</i>	
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	- <i>Entrenched interests</i>: Deeply rooted or established stakeholders. Both words are formal and conceptually challenging. - <i>Legacy we leave</i>: The impact or inheritance passed on to future generations. A metaphorical phrase that requires interpretation. 5. Words with Multiple Meanings - <i>Harness</i>: Use or control something for a particular purpose. Can also mean "to put harnesses on animals," causing potential confusion. - <i>Disrupt</i>: Interrupt or disturb. In this context, it refers to ecosystems, but students might associate it with everyday disruptions (e.g., traffic jams). - <i>Capacity</i>: Ability or maximum output. This word has several meanings across different domains, making it versatile but tricky. <i>Why These Words Are Challenging</i> - Many of these terms are technical, formal, or abstract, requiring background knowledge or exposure to academic English. - Some words are infrequently encountered outside specific fields like science, technology, or policy. - Others involve complex concepts or metaphors that demand deeper comprehension skills. <i>By identifying these potentially difficult words, teachers can pre-teach them, provide glossaries, or incorporate them into vocabulary-building activities to support B2+ students.</i>	
12	<i>Analysis of Grammatical and Discourse Features</i> <i>1. Grammatical Features</i> <i>Below is a breakdown of the grammatical features present in the text, along with examples:</i> <i>a) Complex Sentences (Subordination and Coordination)</i> - <i>Definition</i>: Sentences that combine multiple clauses using conjunctions or relative pronouns. - <i>Examples</i>: 1. "In an era of rapid industrialization, the global demand for energy has surged, bringing with it significant environmental challenges." 2. "Fossil fuels, the primary source of energy for centuries, are finite and major contributors to climate change, air pollution, and ecological degradation." 3. "Solar panels generate electricity only during daylight hours, and wind turbines depend on consistent wind patterns." 4. "Many regions lack the financial resources or political will to undertake these studies, while existing grids were designed for centralized fossil fuel-based systems, complicating integration."	9

	- Count: 7 complex sentences. b) Passive Voice - Definition: A grammatical construction where the subject receives the action rather than performing it. - Examples: 1. "Renewable energy provides numerous benefits, making it a cornerstone of efforts to combat climate change." 2. "This variability necessitates advanced energy storage systems, such as batteries, to ensure a stable power supply." 3. "Policymakers are required to enact regulations that incentivize renewables while phasing out subsidies for non-renewable sources." - Count: 5 instances of passive voice. c) Relative Clauses - Definition: Clauses that provide additional information about a noun, often introduced by relative pronouns like "that," "which," or "who." - Examples: 1. "Fossil fuels, which have long been the backbone of global energy systems, are finite and contribute to climate change." 2. "These energy sources harness natural processes that are continuously replenished." 3. "Education also plays a key role, empowering young people to advocate for sustainability and adopt eco-friendly practices." - Count: 6 relative clauses. d) Conditional Structures - Definition: Sentences that express hypothetical situations or conditions. - Examples: 1. "If we want to prepare our students for such tests, we'll need to do something similar in class." (Implied condition) 2. "Striking a balance between clean energy development and biodiversity preservation is essential, requiring policymakers to act if progress is to be made." - Count: 2 conditional structures. e) Nominalization - Definition: Turning verbs or adjectives into nouns, often to create a more formal tone. - Examples: 1. "The transition to renewable energy faces several challenges." 2. "Public perception and entrenched fossil fuel interests further complicate progress."	
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	3. <i>"International cooperation is crucial, with developed nations supporting developing countries through funding and technology transfer."</i> - Count: 4 nominalizations. f) Lexical Cohesion (Repetition and Synonyms) - Definition: Repeating key terms or using synonyms to maintain coherence. - Examples: 1. Repetition: <i>"Renewable energy" is repeated throughout the text.</i> 2. Synonyms: <i>"Sustainable alternatives" vs. "cleaner solutions."</i> - Count: 8 instances of lexical cohesion. 2. Discourse Features Below is a breakdown of discourse features present in the text: a) Cohesive Devices (Connectors and Transition Words) - Definition: Words or phrases that link ideas and improve flow. - Examples: 1. <i>"In response, renewable energy sources have emerged as sustainable alternatives."</i> 2. <i>"First, it significantly reduces greenhouse gas emissions... Furthermore, renewable energy aligns with sustainability principles."</i> 3. <i>"However, current storage technologies remain expensive and limited in capacity."</i> - Count: 10 cohesive devices (e.g., "in response," "first," "furthermore," "however"). b) Hedging Language - Definition: Phrases that soften claims to make them more cautious or tentative. - Examples: 1. <i>"One major issue is the intermittent nature of certain sources."</i> 2. <i>"This variability necessitates advanced energy storage systems, such as batteries, to ensure a stable power supply."</i> - Count: 3 hedging expressions. c) Exemplification - Definition: Providing examples to clarify or support a point. - Examples: 1. <i>"For instance, replacing coal-fired power plants with solar farms or wind turbines can drastically cut carbon dioxide levels."</i> 2. <i>"Large-scale hydropower dams can disrupt ecosystems and displace communities, while wind farms may pose risks to wildlife, particularly birds and bats."</i> - Count: 4 examples. d) Topic Sentences and Paragraph Structure	
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	- Definition: Clear topic sentences followed by supporting details. - Examples: 1. "Despite its advantages, the transition to renewable energy faces several challenges." 2. "Environmental concerns also arise with some renewable energy studies." - Count: 6 well-structured paragraphs.	
13	<i>Have you ever reached the end of a day feeling utterly exhausted, yet as if you've accomplished nothing of significance? It's a common paradox, and it stems not from a lack of effort, but from a flawed approach to managing our most finite resource: time. Many of us fall into the trap of being busy rather than productive.</i> <i>The first step to reclaiming your day is to confront procrastination head-on. It's tempting to put off the most demanding tasks, telling ourselves we'll handle them when we feel more inspired. But inspiration is a fickle visitor. The key is to knuckle down and tackle your most important task first thing in the morning. This strategy, often called 'eating the frog', creates momentum that will carry you through the rest of the day. Consequently, everything else feels easier in comparison.</i> <i>Furthermore, we must distinguish between the urgent and the important. Urgent tasks scream for our attention, but they are often not aligned with our long-term goals. An effective technique is the Eisenhower Matrix, which forces you to categorize tasks. If you had implemented this strategy sooner, you would have already realized how many 'urgent' tasks could have been delegated or simply ignored. It's about being the pilot of your day, not just a passenger reacting to turbulence.</i> <i>Ultimately, mastering time management isn't about optimizing every single second. It's about intentionality. It's about deciding what truly matters and having the discipline to follow through on those commitments. By doing so, you don't just get more done—you create space for what truly enriches your life. So, what will you take control of today?</i>	15
14	Liam: <i>I've been grappling with the speed of AI development lately. While the innovation is staggering, I'm not convinced we're giving ethical oversight the attention it deserves.</i> Chloe: <i>You've hit the nail on the head. We're so focused on what AI can do that we're not asking what it should do. If we were to embed a universal ethical framework into these systems, what would it even look like?</i> Liam: <i>Exactly. Morality isn't a simple dataset you can upload. If we had tried to codify morality 50 years ago, it would reflect the biases of that era. We risk creating inherently biased autonomous</i>	21

	<i>systems.</i> Chloe: <i>That's a chilling thought. It makes you wonder about the unforeseen consequences. Take autonomous vehicles, for instance. In a no-win scenario, who does it choose to save? The programming reflects a moral choice.</i> Liam: <i>Precisely. And that choice is made by a handful of developers. This is where I think we're dropping the ball. There needs to be a much broader, public discourse on these issues.</i> Chloe: <i>I couldn't agree more. We need to get ahead of the curve before we're left dealing with the fallout. The genie is already out of the bottle, but we can still influence how it behaves.</i> Liam: <i>If we had established international standards for AI ethics from the beginning, we wouldn't be playing catch-up now. Hindsight is a wonderful thing, I suppose.</i> Chloe: <i>True, but it's never too late to start. The conversation itself is the first step toward creating accountability and a more conscientious approach to innovation.</i>	
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