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Teachers can customize these by incorporating student names or locally relevant details, thereby increasing student connection and engagement with the material.....7

To make the vocabulary more accessible, the teacher could prompt the AI to embed contextual clues that clarify word meanings. If the resulting text proves lower or higher than students’ level, it can be upgraded or simplified (e.g., “Adjust the Lexile level”), allowing for differentiation based on learner proficiency. Furthermore, AI tools can generate multiple texts on the same theme at varying levels of complexity, supporting repeated exposure to target language (Moorhouse, 2024). Teachers can also request AI to design corresponding questions to assess students’ comprehension. Thus, these tools enable teachers to design reading tasks in multiple formats and familiarize students with the questions in the NEC examinations.....7

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CHATER I. INTRODUCTION

1.1 Rationale

For learners of English as a foreign language (EFL), reading, one of the most vital skills to acquire, plays an indispensable role in the language acquisition. Strong reading comprehension capabilities help learners improve their English proficiency and enhance their performance in other academic subjects, especially in the National English Competitions for the gifted. Strenuous efforts have been made to enhance their reading comprehension skills, which require students not only to understand surface-level information but also to interpret deeper meanings, analyze arguments, and draw inferences from complex texts.

Despite continuous efforts to enhance these skills, many students still face difficulties due to the lack of high-quality, level-appropriate, and skill-specific reading materials. This shortage is especially evident when it comes to advanced reading tasks that are both challenging and tailored to the cognitive abilities of gifted learners.

With recent developments in artificial intelligence (AI), there are new opportunities to support the teaching and learning of reading comprehension. AI-powered tools like Chat GPT can assist educators in creating a wide variety of adaptive reading exercises, generating instant feedback, and customizing materials based on learners' strengths and weaknesses. These technologies can make reading practice more dynamic, efficient, and responsive to individual needs.

For all the above-mentioned reasons, the present study has been conducted under the title: **"Designing a System of Reading Tasks for Gifted Students with the Support of Chat GPT."**

1.2 Aims of the paper

The research aims at:

- designing a system of reading tasks for students at B2–C1 levels with the support of Chat GPT
- exploring the effectiveness of using the system after applying it in real classroom practice.

1.3 Methodology

In this research, we only focused on the application of CHAT GPT to design a system of reading exercises for the 10th form English majored students. This main methodology used in this method was experimental. First, students' English levels are evaluated via a standardized test. Then, they will experience the learning process in which a system of reading comprehension exercises designed with the support of CHAT GPT is applied to English learning. Finally, another test will be conducted to assess the effectiveness of this method.

To gather essential data, the author utilized multiple instruments including a survey questionnaire, an academic IELTS reading test, a pre-test and a post-test. The academic IELTS reading test was administered at the beginning of the study ensure that the participants were at a similar level of English proficiency. The pre-test and post-test were then used to measure any improvement in the students' reading comprehension performance after the intervention.

1.4 Scope of the study

This study focuses on building a A system of exercises used to develop students' reading comprehension skills, which is tailored specifically for gifted secondary school students, particularly those preparing for national academic competitions. The reading tasks are intended to enhance reading skills such as inference-making, critical reading, and interpretation of complex texts, etc.

The scope is limited to English reading materials at the B2–C1 level and does not extend to other language skills such as writing, speaking, or listening. The study utilizes Chat GPT as a support tool to assist in the creation of texts, comprehension questions.

1.5 Significance of the study

This study holds both theoretical and practical significance in the field of language education, particularly in teaching reading comprehension to gifted students. Academically talented learners often require more challenging, thought-provoking materials to match their cognitive abilities. However, in many educational settings, especially in Vietnam, there is a lack of systematically designed resources that target higher-order reading skills such as inference, synthesis, and critical evaluation.

By developing a system of reading tasks with the support of Chat GPT, this study explores how artificial intelligence can assist educators in generating personalized and advanced-level reading materials. The AI-assisted approach offers flexibility, speed, and creativity, allowing teachers to efficiently create tasks that are both engaging and intellectually demanding.

Furthermore, the findings of this study may contribute to the growing body of research on integrating AI into education. It provides practical suggestions for language teachers who wish to adopt AI tools in designing reading comprehension tasks for high-achieving students. Ultimately, this research seeks to improve the quality of gifted education and foster autonomous learning through meaningful, well-structured reading practice.

CHAPTER II. DEVELOPMENT

This chapter presents a brief review of the literature on the topics that are generally related to the research in this thesis.

2.1 The definitions of reading

Reading has been defined in various ways depending on its purpose, features, and cognitive processes. In second language learning, it is widely regarded as a key skill for academic achievement. Carrell (1988) emphasizes that without strong reading proficiency, learners struggle to succeed, while Anderson (1999) suggests that regular reading exposure significantly contributes to overall language development.

Anderson (1999) defines reading as “an active, fluent process” involving interaction between the reader and the text to construct meaning. Aebersold and Field (1997) add that comprehension is shaped by the reader’s purpose, background knowledge (schema), and reading strategies. Readers may read for full understanding, for general ideas (skimming), or to locate specific information (scanning).

Other scholars view reading as a problem-solving process (Walker, 1992), a psycholinguistic act of reconstructing meaning (Goodman, 1971), or an active integration of new and existing knowledge (Rubin & Thompson, 1994). Despite differing definitions, most agree that reading is an interactive, meaning-making activity essential to second language success.

2.2 Reading Models

For the few last decades, reading researchers have been studying the relationship between the reading process (what goes on in the brain) and teaching reading methodology. Though there have been many models of reading, Silberstein (1994) claimed that “text comprehension requires the simultaneous interaction of two models of information processing”. The two reading models are Bottom-up process, Top-down process.

2.2.1 Bottom-up Reading Model

The bottom-up model explains reading as a step-by-step process that starts from recognizing letters and words, then moves on to understanding phrases, sentences, and the whole text. In this view, reading is seen as a linear decoding activity, where meaning is built from smaller to larger language units—starting with phonemes and moving up to sentences. Supporters of this model believe that readers must first understand individual words and sentence structures before they can understand the overall message. Nuttall (2005) describes this process as similar to using a magnifying glass to examine each detail carefully. However,

this method may not always lead to full comprehension. Sometimes, readers can read most of the words but still fail to understand the text's meaning.

One major criticism of the bottom-up model is that it focuses too much on language knowledge and ignores the reader's background knowledge or expectations. Eskey (1973) points out that this model overlooks how a reader's prior experience and understanding of the world contribute to the reading process. Because of these limitations, and the rise of top-down approaches, the bottom-up model has lost popularity in modern reading theory.

2.2.2. Top-down Reading Model

The top-down model views reading as a meaning-driven process. Instead of starting with letters or words, the reader begins with ideas, expectations, or predictions about the text. These predictions are based on the reader's background knowledge—also called *schemata*—which includes past experiences, knowledge, and concepts.

According to Goodman (1967), reading is a "psycholinguistic guessing game" where readers make hypotheses about meaning, then check and confirm those ideas as they read. Strategies such as predicting, inferring, and focusing on meaning are central to this model. The more background knowledge the reader brings to the text, the more effectively they can understand it.

This model emphasizes that reading is not just about taking meaning from the page, but also about bringing meaning to it. As readers use their schemata to understand the text, they also strengthen their overall language ability. However, some researchers have pointed out limitations. For example, Stanovich (1980) argues that forming hypotheses can be slower than decoding, while Samuels and Kamil (1988) suggest that readers with little prior knowledge may struggle to apply top-down strategies effectively.

In summary, top-down reading helps readers understand the main ideas and overall meaning of a text. However, like the bottom-up model, it has its limitations—especially when used alone. As a result, researchers have proposed the interactive model, which combines both approaches to improve reading comprehension.

2.2.3. Interactive Processing

The interactive model combines both top-down and bottom-up approaches in the reading process. While top-down processing involves using background knowledge and predictions to understand the text, bottom-up processing focuses on decoding the actual words and sentence structures. In practice, these two processes work together at the same time. Nuttall (1996) explains that reading involves a constant shift between these two approaches. A reader may use top-down strategies to guess the meaning, then switch to bottom-up techniques

to confirm their understanding. He emphasizes that both are necessary for effective reading. This model is widely accepted because it makes use of the strengths of both top-down and bottom-up processing while reducing their individual weaknesses. It helps readers better understand texts, especially complex ones, by using multiple strategies flexibly.

2.3 Reading Comprehension

Reading comprehension is commonly defined as the ability to understand and extract important information from a written text efficiently. According to Grellet (1981), it involves finding the required details quickly, while Swan (1975) emphasizes that good comprehension means reading accurately and effectively to gain the most meaning. Richards and Thomas (1987) describe it as a shared understanding between the reader and the writer.

However, comprehension is not just about recognizing words and sentences. Díaz and Laguado (2003) explain that it is a complex process involving various skills such as predicting, inferring, evaluating, and identifying the writer's viewpoint. Similarly, Pang et al. (2003) point out that reading involves both word recognition—linking written symbols to spoken language—and comprehension—making sense of words, sentences, and whole texts. This process also relies on the reader's background knowledge, vocabulary, grammar, and reading strategies.

In summary, reading comprehension is an active and complex mental process where readers interact with the text, apply their knowledge and experience, and uncover both explicit and implicit meanings. Without comprehension, reading has little value. Therefore, helping students develop strong reading comprehension strategies is essential in language education.

2.4 Reading strategies

According to the purpose of reading, researchers categorize reading into skimming, scanning, intensive, extensive and repeated reading.

2.4.1 Skimming

Skimming is a fast reading strategy used to get the general idea or overall structure of a text without focusing on details. It helps readers understand the main topic, how the text is organized, and the writer's purpose or tone. Unlike scanning, which is used to find specific information, skimming gives a broad overview of the content.

According to William (1984), skimming means glancing quickly through a text and sampling parts of it to understand its overall message. Grellet (1981) and Hedge (2000) also agree that skimming involves reading titles, introductions, headings, first lines of paragraphs, and summaries to grasp the main idea.

The University of Hawaii suggests steps such as reading the title, first paragraphs, topic sentences, and any highlighted words, as well as looking at visuals like charts or graphs.

Skimming is especially useful for previewing materials like newspapers, magazines, brochures, or long articles to decide what to read more carefully.

In the classroom, skimming is often used at the beginning of a reading lesson to give students an overview of the text before they read in more detail. It also helps learners manage their reading time and focus on the most important parts of the text.

2.4.2 Scanning

Scanning is a reading strategy used to quickly locate specific information without reading the entire text. While skimming gives an overall idea, scanning focuses on finding particular details such as names, dates, symbols, or keywords. It is often used when searching for answers to specific questions.

Hedge (2000) describes scanning as the process of searching rapidly through a text to find a specific piece of information, such as train times, items in a directory, or key facts in an academic article. William (1996) adds that scanning helps readers ignore irrelevant content and focus only on what they need.

This technique involves quick eye movements and is not always done in a straight line. The reader usually knows what they are looking for and stops reading once they find the target information.

Although scanning is limited in scope compared to skimming, it is an essential skill, especially in reading comprehension tasks where locating precise details is required. To read effectively, learners should know when and how to combine both skimming and scanning, depending on their reading goals.

2.4.3 Intensive reading

Intensive reading (IR) is a detailed reading approach where learners focus closely on the language used in the text rather than just the general meaning. It often involves reading short texts carefully to understand specific information, sentence structures, vocabulary, and the writer's intention.

According to Nuttall (1996), intensive reading requires students to study a text under the teacher's guidance or follow a task that forces them to focus on the details. Grellet (1981) adds that IR helps students extract precise information and understand how meaning is constructed. The goal is full comprehension—both of the content and how language is used to express it. This method has some key characteristics:

- The reading materials are often selected by teachers, so they may not always match students' interests or levels.

- Actual reading time may be limited due to other classroom activities like discussions and answering questions.
- Reading is slow and careful, often involving looking up words or analyzing grammar.
- It is typically a guided activity with frequent interaction between students and the teacher.
- While IR is commonly used in classrooms and useful for building accuracy, some researchers suggest that extensive reading may offer greater benefits in improving overall reading fluency and motivation.

2.4.4 Extensive reading

Extensive reading (ER) refers to reading a wide range of material, usually outside the classroom, for general understanding and personal interest. It is often called “free voluntary reading” by researchers such as Krashen, Hill, and Holden. Hill and Holden (1990) emphasize that students who read for pleasure tend to be better readers and have a wider vocabulary, as they are exposed to language in a relaxed, low-pressure environment.

According to Nuttall (1982), reading extensively in a foreign language is one of the most effective ways to improve language skills, second only to living in the target language environment. In ER, students choose what they want to read, read independently, and are not required to complete tasks afterward. They are free to stop reading if the text is too difficult or not interesting.

ER helps students build reading habits, increase motivation, and develop their language skills naturally. Although it is usually done silently and individually, it can be more effective when supported by a teacher as part of a structured reading program.

In conclusion, both extensive and intensive reading play vital roles in language learning. They are not opposites but rather complementary approaches that together help learners improve comprehension, vocabulary, and overall language proficiency.

2.5 The factors influencing Reading Comprehension

Many factors can affect a reader’s ability to understand a text. These may come from the reader, the writer, or the text itself. Key influences include the reader’s background knowledge, cultural understanding, motivation, and the type of text being read. Other factors such as age, gender, personality, and reading speed can also play a role, though they tend to have less impact. Tyler and Chard (2000) note that fluency is a major factor—students who struggle with basic decoding often have weaker comprehension. Cartwright (2006) adds that successful readers are flexible; they shift focus from decoding words to understanding meaning in context. Students who fail to balance both may face difficulties in comprehension.

Another issue is motivation. Roberts and Wilson (2006) report that many students, especially as they get older, are reading less for pleasure. A lack of interest or positive attitude toward reading often results in weaker comprehension. These researchers suggest that classroom instruction methods may partly contribute to this decline in motivation. Studies show that students with negative attitudes toward reading are often poor readers.

In short, reading comprehension is influenced by a range of cognitive, emotional, and social factors. To improve students' reading ability, teachers need to consider not only reading strategies but also learners' motivation, background, and attitudes.

2.6 Artificial intelligence in language education

AI has increasingly become a vital component of educational technology, particularly in English Language Teaching (ELT). AI applications in ELT span a wide range of functions, including intelligent tutoring systems, automated feedback, machine translation, and speech recognition for pronunciation practice. These tools support personalized learning by adapting content and feedback to individual learners' needs, thereby promoting learner autonomy and flexibility. Several AI-powered platforms such as Grammarly and automated essay scoring systems are useful self-study websites to improve writing skills. The integration of AI in ELT is further propelled by the broader trend of digital innovation in education, which emphasizes technology-enhanced learning environments and the development of digital literacy among both learners and educators.

2.6.1 The use of Artificial Intelligence (AI) tools to develop reading materials

The content-generation capabilities of AI tools empower language teachers to create nearly any type of multimodal instructional resource, including written texts, visuals, audio, and video content. Traditionally, language teachers have relied heavily on commercially produced materials and published reference books, often lacking the confidence to develop resources themselves (McGrath, 2016). However, tailoring materials to suit local contexts and student needs—through selecting, adapting, or designing them—can significantly enhance their relevance and impact on learning (Tomlinson, 2011). When viewed as instructional partners, AI tools can help educators produce personalized content that is suitable for learners' interests, readiness, preferences, and learning profiles.

Tomlinson (2011) outlines five core principles for developing and evaluating learning materials: (1) Providing learners with exposure to language in use, (2) Promoting emotional (affective) engagement, (3) Stimulating cognitive engagement, (4) Focusing learners' attention on linguistic form through meaning, and (5) Offering opportunities for communicative language use.

AI tools can assist teachers in modifying their materials to meet these principles, while also addressing specific local and contextual needs. Research indicates that high-quality language learning materials should be authentic, meaningful, rich in content and variety, and offer opportunities for diverse language experiences (McGrath, 2016). Given that commercial textbooks often struggle to meet these demands across diverse learner populations, AI tools present a valuable alternative.

For example, teachers can use conversational AI tools to craft texts illustrating particular vocabulary or grammatical features within a defined genre. A teacher might request a genre-specific text situated in a particular context or related to a specified topic and containing a set list of adjectives. Teachers can also use AI to produce comprehension questions designed to develop specific skills, such as inference-making. Additionally, fostering emotional engagement can enhance the language learning process. What is more, AI tools can generate a wide array of creative and engaging formats-such as jokes, stories, songs, poems, games, and cartoons. Teachers can customize these by incorporating student names or locally relevant details, thereby increasing student connection and engagement with the material.

To make the vocabulary more accessible, the teacher could prompt the AI to embed contextual clues that clarify word meanings. If the resulting text proves lower or higher than students' level, it can be upgraded or simplified (e.g., "Adjust the Lexile level"), allowing for differentiation based on learner proficiency. Furthermore, AI tools can generate multiple texts on the same theme at varying levels of complexity, supporting repeated exposure to target language (Moorhouse, 2024). Teachers can also request AI to design corresponding questions to assess students' comprehension. Thus, these tools enable teachers to design reading tasks in multiple formats and familiarize students with the questions in the NEC examinations.

Finally, AI's analytical and generative capabilities can also support language teachers in designing assessment tasks and test items. Educators can consult conversational AI tools for suggestions on appropriate assessment types based on their goals and collaborate with these tools to develop tasks. Generative AI can also automate the creation of test items (Shin & Lee, 2023). Researchers have already begun exploring the use of AI for generating reading assessments. For example, Shin and Lee (2023) conducted a blind study comparing reading passages and questions from Korea's College Scholastic Ability Test (CSAT) with those generated by ChatGPT. Teachers were generally unable to distinguish between the two in terms of natural flow and language, though they did find the CSAT items more engaging and comprehensive.

Similarly, Kohnke et al. (2023) showed that ChatGPT could produce reading comprehension questions based on Alice's Adventures in Wonderland. Much like how teachers can collaborate with AI to create instructional materials, they can also co-develop

assessments. This process begins with identifying the purpose of the assessment and then working with a GenAI tool to design a valid and reliable task. For example, a teacher aiming to assess students' comprehension of a particular topic or genre could use the tool to create multiple-choice questions targeting specific skills such as identifying the main idea, finding details, or interpreting specific information.

AI chatbots can also help generate assessment instructions in multiple languages, broadening accessibility. To get the most effective results, teachers should experiment with different prompts and be specific about the item formats they need—whether multiple choice, short or long answer, cloze tests, or fill-in-the-blank items. In addition to conversational tools, there are specialized platforms for test creation. Tools like Quizbot, for instance, can generate various question types from different media formats, including PDFs, videos, websites, and audio content. While conversational AI can perform similar functions, teachers must provide clear context and carefully review AI-generated content to ensure it aligns with assessment objectives and quality standards.

Generative AI platforms like Poe enable language teachers to create custom chatbots and tools tailored to specific tasks, such as grading with a particular rubric or delivering feedback based on a chosen method. These custom chatbots help teachers perform repetitive tasks more consistently and efficiently. Such platforms also allow users to fine-tune prompts and upload specific reference materials, like rubrics or example responses, that the chatbot can use to inform its answers. To enhance the chatbot's performance, teachers may need to adjust the prompts or instructions to better guide the tool in completing the task accurately.

2.6.2 Skills to interact with Generative Artificial Intelligence tools effectively

An essential skill is the ability to interact with Generative Artificial Intelligence tools. This kind of interaction has been called prompting, or prompt engineering but it can also be understood as Generative AI interactional competence or prompt literacy (Maloy & Gattupalli, 2023). This interactional competence can be defined as the ability to craft quality prompts and engage in an iterative dialogic process with a Generative AI tool until the most relevant and valuable output is achieved. Scholars and educators have suggested that implementing well-designed prompts can significantly affect the output generated by Generative Artificial Intelligence tools (Knoth et al., 2024), and the ability to engage in back-and-forth interactions means that the user can 'refine' or 'expand' on the response through a dialogic iterative process. Users can tailor the tone or style of the output or request alternative ideas or information. However, poorly designed prompts can lead to insufficient precision or undesired responses (Knoth et al., 2024).

The teachers need three essential aspects to effectively prompt when they engaged Generative Artificial Intelligence tools as part of their lesson-planning process: 1. content knowledge; 2. critical thinking, and 3. iterative design (Moorhouse et al., 2024). Content or pedagogical knowledge allows the user to craft a prompt that includes essential information needed for the Generative Artificial Intelligence tool to interpret the task. In language teaching, this could include providing information about the learners (e.g., age, proficiency, interests, needs), teaching objectives (e.g., language points, language skills), teaching methodologies (e.g., task-based language teaching), and contextual considerations (e.g., lesson length, class size, facilities) that allows the Generative Artificial Intelligence tool to provide more focused responses, but also allows the teacher to evaluate the content generated by the tool.

Next, language teachers need critical thinking, which is the ability to evaluate, verify, and question the generated outputs, as well as being able to detect hallucinations (inaccurate information), biases, or unsuitable responses, and adjust prompts accordingly. In language teaching, this could mean evaluating whether cultures and languages are adequately represented in responses, and whether the suggestions provided are suitable to the learners and teaching context.

Finally, language teachers need to be able to engage in an iterative design process with the conversational AI chatbot or other Generative Artificial Intelligence tools to move towards the desired output. Throughout the lesson planning process, the teachers are actively engaged in decision-making, deciding whether to make further requests, give feedback to the AI chatbot, seek opinions, or ask for refinement depending on their satisfaction with the generated content.

To craft the initial prompt, various frameworks have been proposed. Although each framework has slightly different suggestions on the components that constitute a good prompt, several key elements are common:

1. Be specific: be as detailed as possible.
2. Include context information: provide background information and include as much data as possible.
3. Use simple language: write in clear and direct language.
4. Give steps: break down complex tasks into steps.
5. Involve iterative and refinement processes: review responses from initial prompts and engage in back-and-forth conversation until you get the desired content.

CHAPTER III. THE STUDY

3.1 The current situation of teaching reading skills for gifted students in our school.

- **The students' background**

At our school, reading materials for gifted students mainly relies on sources taken from actual national selection exams used in specialized high schools across the country. These texts are carefully selected to reflect the level of difficulty expected in academic competitions. In addition, advanced reading texts from CPE (Certificate of Proficiency in English) preparation books are also used to help students deal with complex language and ideas. Teachers frequently introduce authentic articles from international newspapers and online publications, covering a wide range of topics such as science, education, environment, and current affairs. These materials expose students to real-world English and encourage critical thinking.

In classroom activities, students are often asked to read challenging texts and complete comprehension tasks such as answering open-ended questions, summarizing, paraphrasing, or analyzing the writer's purpose and tone. Skimming, scanning, inference-making, and vocabulary guessing in context are also practiced. Group discussions and peer feedback sessions are encouraged to help students share perspectives and deepen their understanding of the texts.

The teacher plays a central role as a facilitator, guide, and evaluator. Teachers carefully select appropriate texts, design reading tasks, and provide pre-reading guidance to activate students' background knowledge. During reading, teachers support learners in identifying key information, understanding difficult vocabulary, and interpreting deeper meanings. After reading, they lead discussions, correct misunderstandings, and offer constructive feedback.

Student participation is highly valued in the reading classroom. Gifted students are encouraged to ask questions, express opinions, and connect reading topics to real-life issues. They are also trained to use reading strategies independently and to reflect on their progress. This active involvement helps students not only improve their comprehension but also develop confidence and autonomy as advanced language learners.

- **Challenges students are facing in developing reading skills**

Although gifted students often have great language skills, many of them still encounter difficulties when preparing for the reading tasks in the NEC examination. One of the biggest problems is that the reading materials available are not always suitable for exam preparation. Many students try to use authentic news articles or online texts, but these texts are often too long, too general, or not designed to match the question types in the exam. As a result, students

cannot practice the exact skills they need, such as filling in summaries, matching information, or dealing with True/False/Not Given questions.

Another challenge is that students themselves are not capable of choosing or designing reading texts that are both useful and appropriate. Most of them rely only on the CPE textbook or past exam papers.

In addition, the themes of the NEC examinations reading texts are often very broad and academic. Students are expected to understand complex topics that require comprehensive background knowledge. But many students do not have enough real-world knowledge to understand the texts deeply. This makes it hard for them to connect ideas, guess meaning from context, or understand the writer's purpose.

Another problem is low motivation. Some students do not enjoy reading long and difficult texts, especially when the content seems too far from their daily life. This affects their concentration and limits their engagement with the reading tasks.

Finally, there is a shortage of suitable learning materials. Apart from the main textbook, students don't have many high-quality reading resources to practice with. They also need more help from teachers to understand how to approach different types of questions.

In short, even though students are talented, they still need well-designed reading materials, better strategies, and more support to improve their reading skills for the NEC examinations.

3.2. Methods of designing a System of Reading Tasks for Gifted Students with the Support of ChatGPT

- **Strategies to interact with ChatGPT**

In this research, the strategies suggested by Bozkurt, Aras, and Ramesh C. Sharma. (2023) are applied:

1. Define the objective: Clearly articulate the purpose of the prompt. What kind of response or information are you seeking? Identify the specific learning outcome or desired interaction.
2. Understand the model's capabilities: Familiarize yourself with the AI language model's strengths, limitations, and the types of queries it performs well on. This knowledge will help you craft prompts that align with the model's expertise. In some cases, you can jailbreak the AI language model by giving it specific roles.
3. Be clear, to the point, and concise: Write prompts that are straightforward and unambiguous. Avoid unnecessary complexity or vagueness, as it may lead to confusing or irrelevant responses.
4. Provide context: Set the scene or context for the prompt, enabling the AI model to understand the task or subject matter better. Contextual cues can guide the model's response and ensure it stays on topic.

5. Provide examples: If you can, provide examples of the kind of output you want the language model to generate. This will help the language model understand what you are looking for.
6. Fine tune, optimize and debug prompts: Refine prompts iteratively to elicit more accurate, relevant, and contextually appropriate responses from the model. When prompts are not yielding the desired results or producing inaccurate or irrelevant responses, debugging prompts becomes necessary to diagnose and resolve these issues
7. Specify the format: If you require a particular format or structure in the response, clearly indicate it in the prompt. For instance, if you want a step-by-step answer or a pros-and-cons analysis, include instructions accordingly.
8. Include key details: If there are specific elements or variables that should be considered in the response, mention them explicitly. This helps guide the model's attention and ensures it incorporates relevant information.
9. Test and iterate: Experiment with different variations of prompts and evaluate the model's responses. Adjust and refine the prompts based on the desired outcomes and the quality of the generated responses.
10. Consider safety and ethics: Ensure that prompts avoid generating biased or harmful content. Be mindful of potential risks and adhere to ethical guidelines when crafting prompts to maintain responsible AI usage.

- **Prompts used in ChatGPT**

You are an expert curriculum developer and exam creator specializing in English proficiency assessments (CEFR C2 level and upper). Your task is to generate a complete English exam for the "2025-2026 Academic Year" that is structurally identical to the provided model.

****Core Theme:**** All content must revolve around the topics of ****Artificial Intelligence**** and ****Climate Change****.

****Overall Structure:****

The reading exam must have similar format, question length, difficulties, types of questions similar to the question 26 to 95 in the attached file

You will generate each section sequentially. After you output a complete section, pause and wait for me to type "CONTINUE" before generating the next one. A complete and separate answer key, including explanation, must be provided at the very end.

****SECTION II: READING (8.0 points)****

Generate this section based on the following structure:

****II.1. LANGUAGE IN USE (3.0 points)****

****Part 1: Questions 26-35 (MCQ Cloze):**** Create a 250-word passage about the challenges of AI energy consumption. Include 10 multiple-choice questions testing C2 level vocabulary, phrasal verbs, and collocations.

* **Part 2: Questions 36-40 (Word Formation):** Create a 150-word passage about renewable energy sources. Include 5 gaps where the user must form the correct word from a given root word. The answers are highly uncommon words.

* **Part 3: Questions 41-45 (Error Correction):** Create a 150-word passage with 5 grammatical errors of 5 types: subject-verb agreement, tense, prepositions, article. The user must identify and correct the errors.

* **II.2. READING COMPREHENSION (5.0 points)**

* **Part 1: Questions 46-55 (Open Cloze):** Create a 250-word passage on the topic of "smart cities" and their environmental impact. Include 10 gaps to be filled with ONE suitable word each.

* **Part 2: Questions 56-69 (Complex Task Set):** Create a 700-word passage analyzing a case study of a company that successfully used AI to reduce its carbon footprint.

* **Questions 56-61:** 6 True/False/Not Given statements.

* **Questions 62-69:** An 8-gap summary of the passage to be completed with NO MORE THAN THREE WORDS from the passage.

* **Part 3: Questions 70-75 (Removed Paragraphs):** Create a 600-word argumentative text about geoengineering. Remove 6 paragraphs from the main body. Provide the 6 removed paragraphs plus one extra distractor paragraph in a jumbled list (A-G).

* **Part 4: Questions 76-85 (Multiple Choice):** Create a 600-word academic passage discussing the psychological impact of climate change anxiety. Include 10 multiple-choice questions testing inference, detail, tone, and author's purpose.

(Wait for "CONTINUE")

ANSWER KEY

Finally, provide a complete and clearly formatted answer key for all sections

Notes: A Word Document providing the sample NEC test will be attached so that Chat GPT can produce similar questions. The topic, the question types and levels can be adjusted by adding more instructions to the prompt. The reading tasks generated are exemplified in the appendix. The generated tasks are then be checked for accuracy and unwanted content.

3.3. Procedures

The experimental study was conducted over a period of six weeks during the second semester. Prior to the treatment, students' general English proficiency was assessed based on their first-term English test results. This baseline data was used to ensure that the two classes—Class 10A2 (experimental group) and Class 10A1 (control group)—were equivalent in terms of language competence at the start of the study.

A pre-test on reading comprehension and use of language was administered to both groups simultaneously. The test followed the format of the Vietnamese National English Gifted Exam and consisted of eight academic reading and vocabulary tasks, including guided cloze, open cloze, word formation, error correction, matching information, gapped text, and IELTS/TOEFL-style reading comprehension. Students' answers were scored based on accuracy, lexical and grammatical range, and comprehension.

During the treatment phase, both groups were taught the same six units (Units 6–10 and a review unit) from the Grade 10 English textbook, in accordance with the national curriculum. However, only the experimental group (Class 10A2) received additional reading-focused practice tasks that were specially designed with the support of AI tools. These tasks were tailored to each unit's topic and constructed to reflect the structure and difficulty level of NEC reading sections.

Each week, students in the experimental group were provided with a set of AI-assisted thematic reading tasks, including:

- Guided cloze tests focusing on topic-specific vocabulary and collocations.
- Open cloze and word formation exercises developing lexical accuracy and grammatical control.
- Error identification tasks enhancing grammar awareness in context.
- Gapped text and matching information tasks that developed scanning and cohesion recognition skills.
- TOEFL-style and IELTS-style reading passages requiring detailed comprehension, inference, and summary completion.

Students were required to complete these exercises both during class and as homework. Each week, at least 6 periods (45 minutes each) were allocated to task instruction, guided practice, and feedback. Students' engagement and performance were monitored continuously by the teacher through participation logs and in-class reviews.

To enhance motivation and learning effectiveness, personalized feedback was provided after each task, focusing on strategies for better comprehension, improved vocabulary usage,

and logical reasoning. Some exercises were co-created or refined using ChatGPT to ensure task variety, topical relevance, and alignment with cognitive demands of high-stakes exams. In contrast, the control group (Class 10A1) followed the same textbook units and class schedule but did not receive any additional task-based instruction. They completed textbook reading activities and general comprehension exercises without exposure to targeted or AI-supported task types.

At the end of the experimental period, both groups took a post-test of the same format and difficulty level as the pre-test, but with new reading texts and items. The post-test aimed to measure improvements in reading skills and vocabulary use. Students' results were analyzed and compared between groups to assess the effectiveness of the AI-assisted thematic task system in improving reading proficiency. The table below outlines the weekly instructional procedures for both the experimental group (Class 10A2) and the control group (Class 10A1), with assessment integrated in half of Week 1 and Week 7. An extract of reading tasks for week 4 is included in the appendix.

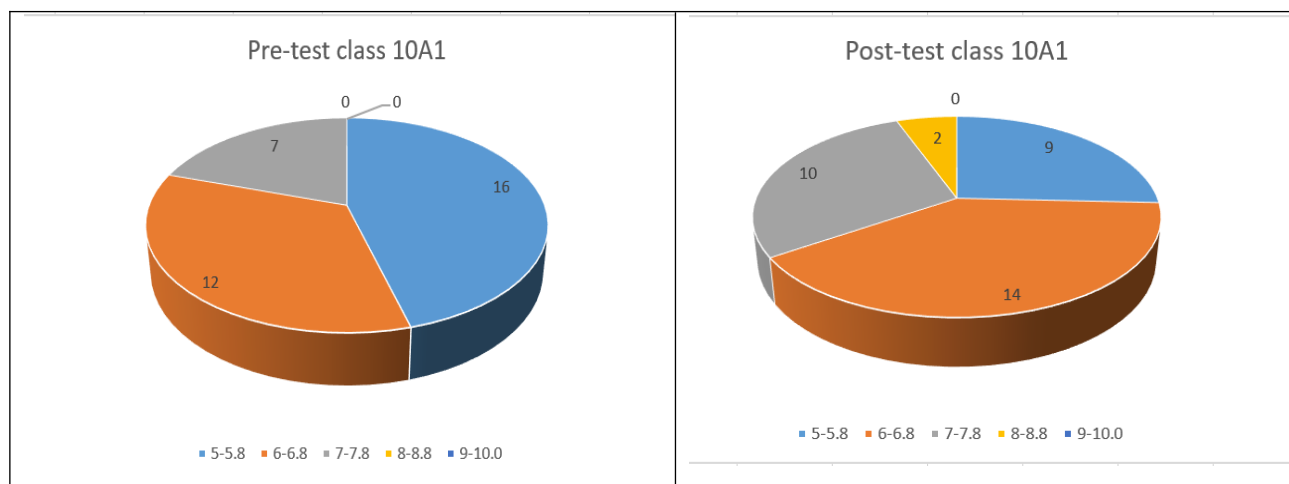
Week	Focus	Experimental Group Tasks (10A2)	Control Group Tasks (10A1)
Week 1	Pre-test + Introduction	- Take pre-test (first 3 lessons) - Learn task formats: Guided cloze, Open cloze, Word formation, Error correction, Matching info, Gapped text, IELTS/TOEFL reading - Begin Unit 6: Guided cloze + vocabulary intro	- Take same pre-test - Read Unit 6 text and answer questions - Do vocabulary matching
Week 2	Unit 6: Gender Equality	- Error identification (5 sentences) - Word formation (5 blanks) - IELTS reading (T/F/NG + summary gap-fill) - Homework: Open cloze	- Read 2 passages from textbook - Answer comprehension questions - Look up and memorize 10 new words

		task - Peer review & teacher feedback	
Week 3	Unit 7: International Organisations	- Word formation task - Open cloze reading - TOEFL-style reading (10 questions) - Matching information to paragraphs - Homework: Error correction worksheet	- Read about UNESCO/UNICEF - Complete multiple-choice questions - Write a 100-word summary
Week 4	Unit 8: New Ways to Learn	- Guided cloze on digital learning - Gapped text (7 insertions) - Error correction on digital tools - Homework: Write paragraph summarizing a tech tool	- Watch short video on e-learning - Answer comprehension questions - Translate key vocabulary
Week 5	Unit 9: Protecting the Environment	- IELTS reading (13 questions) - Summary completion task - Matching info to paragraphs - Homework: Word formation + cloze consolidation	- Do textbook reading activities - Fill in vocabulary tables - Write an opinion paragraph
Week 6	Unit 10: Ecotourism	- TOEFL reading: tourism focus (10 questions) - Open cloze task - Guided cloze task + review of all formats	- Read tourism article - Answer comprehension questions - Highlight new words and translate

		- Homework: Full mini mock test	
Week 7	Post-test + Reflection	- Take full-format post-test (first 3 lessons) - Review test in class - Complete attitude survey - Receive personalized feedback	- Take same post-test - Review key mistakes with teacher - Fill out general learning feedback form

3.4 Findings and discussion

3.4.1 Results from pre-test and post-test of the control group.



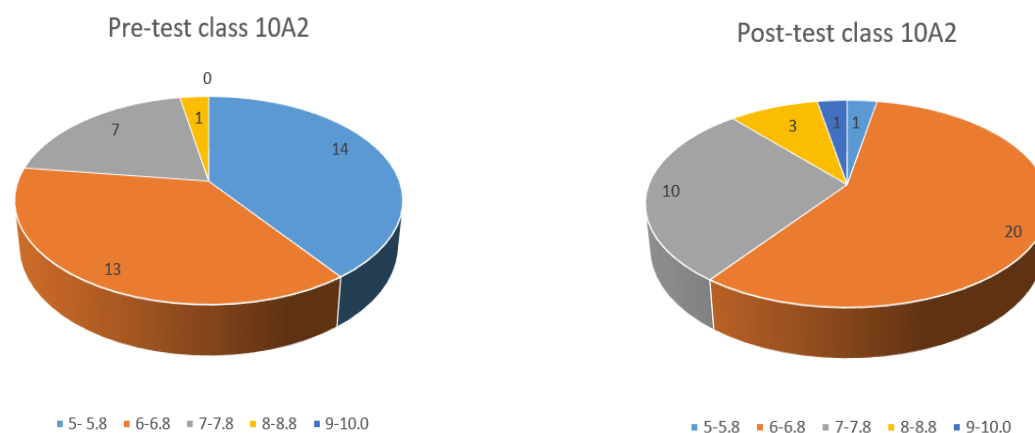
The two pie charts show the distribution of students in Class 10A1 across four score bands before and after the experimental period. This class was the control group, meaning they followed the regular curriculum without any additional task-based reading intervention. In the pre-test, the largest proportion of students (16) scored in the 5.5–6.8 band, which is considered a lower-intermediate level. This suggests that a majority of students began the study with basic or limited reading comprehension skills. Another 12 students were in the 6.8–7.8 range, showing average performance. Only 7 students achieved scores between 7.8 and 8.8, and no students reached the highest band (8.8–10.0).

In the post-test, there was a slight shift toward higher bands. The number of students in the lowest range (5.5–6.8) dropped from 16 to 9, which is a notable improvement. At the same time, the number of students scoring between 6.8 and 7.8 increased from 12 to 14, and those in the 7.8–8.8 band rose from 7 to 10. Most significantly, for the first time, 2 students reached the top score band (8.8–10.0), which had no participants in the pre-test.

Despite these small gains, the majority of students remained in the middle bands, and the overall pattern of performance did not change drastically. The number of students in the lowest band decreased, but not dramatically, and most students only moved up by one band level, if any.

This shows that the control group made some progress, likely as a result of regular instruction and textbook-based practice. However, without focused and structured support such as thematic task-based exercises, the improvement was limited in both scale and depth. Very few students reached advanced reading proficiency, and the group's average performance stayed within the intermediate range.

3.4.2 Results from pre-test and post-test of the experimental group.



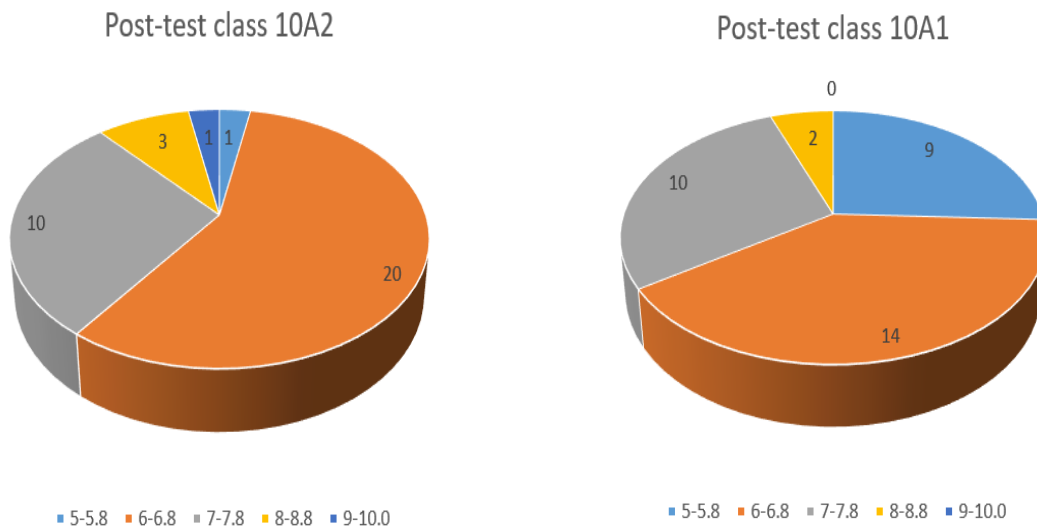
The pie charts compare the reading test scores of Class 10A2 before and after the six-week experimental period. This class was the experimental group, which received additional task-based reading practice using materials designed with AI support.

In the pre-test, the majority of students scored in the lower bands. Specifically, 14 students were in the 5.5–6.8 range, and 13 students were in the 6.8–7.8 band. Only 7 students reached the 7.8–8.8 level, and just 1 student achieved a score in the highest band (8.8–10.0). After the experiment, the post-test results showed a clear improvement. The number of students in the 5.5–6.8 band dropped significantly from 14 to only 2. At the same time, 17 students reached the 6.8–7.8 range, making it the largest group. There was also a strong increase in higher-level performance, with 10 students scoring between 7.8 and 8.8, and 3 students achieving scores in the 8.8–10.0 band. This was a noticeable change compared to the pre-test, where only one student was in that top range.

This data suggests that the experimental group made significant progress during the six-week period. Not only did the number of low-scoring students decrease, but many students

also moved into higher bands, especially those above 7.8. The number of students in the highest band tripled, and the middle band (6.8–7.8) became stronger and more consistent. These results clearly show that the use of AI-supported, task-based reading exercises helped students improve their reading comprehension and vocabulary skills more effectively than regular instruction alone. The improvement was not only in average performance but also in the number of high-achieving students.

3.4.3 Results from post-test of the experimental group and the control group



The pie charts compare the post-test results of two classes after the intervention. Overall, students in the experimental group showed clearer improvement than those in the control group. In Class 10A2, most students moved to higher score bands, with only one student remaining at the lowest level. Many students achieved scores above 7.8, and several reached the top band. This suggests that the AI-supported tasks helped students not only improve their reading comprehension but also apply strategies more effectively.

In contrast, the control group made only slight progress. A large number of students still stayed in the lower bands, and few reached the highest levels. Although there was some improvement, it was not as significant as in the experimental group.

These results highlight the impact of using AI-designed reading tasks in the classroom. The experimental group's better performance shows that this method can support faster learning and lead to stronger outcomes in reading skill development.

3.4.4 Results from survey questionnaires.

Stt		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The reading tasks helped	37.14%	45.71%	17.15%		

	me understand how to deal with different question types (e.g., gap-filling, matching, summary completion).					
2.	I feel more confident when reading and understanding academic texts after the program.	51.42%	42.85%	5.73%		
3.	The weekly practice helped me improve my vocabulary and grammar in context.	40%	60%	0%		
4.	The tasks designed with ChatGPT were more interesting or helpful than normal textbook exercises.	34.28%	65.72%	0%		
5.	I could see my progress in reading skills gradually	42.85%	51.42%	5.73%		
6.	I think reading tasks like these should be used more in English lessons.	91.42%	8.58%	0%		
7.	Overall, the GPT-supported reading tasks were useful and helped me become a better reader.	71.42%	28.58%	0%		

The results of the student survey show a generally positive attitude toward the GPT-supported reading tasks. In the first statement, 82.85% of students either strongly agreed (37.14%) or agreed (45.71%) that the reading tasks helped them understand how to deal with different question types, while only 17.15% remained neutral and no student disagreed. This suggests that most students found the reading tasks effective in cultivating reading skills.

For confidence building, 94.27% of students reported feeling more confident when reading and understanding academic texts after the program, with more than half (51.42%) choosing “strongly agree.” This indicates a strong improvement in students’ reading self-

efficacy. Similarly, all students (100%) acknowledged that the weekly practice helped them improve their vocabulary and grammar in context, with 60% agreeing and 40% strongly agreeing, showing that regular practice was perceived as beneficial.

The tasks designed with the support of Chat GPT were especially well received. A significant number of students (65.72%) agreed and 34.28% strongly agreed that these tasks were more interesting or helpful than normal textbook exercises, confirming the appeal of AI-assisted materials. When it comes to students' perception of progress, 94.27% felt they could see gradual improvement in their reading skills, and only 5.73% remained neutral.

Regarding future use, 100% of students supported the idea that similar tasks should be used more often in English lessons, with a strong majority (91.42%) selecting "strongly agree." This shows high interest and approval for integrating such tasks into regular teaching. Finally, 100% of the participants agreed that the GPT-supported tasks were useful and helped them become better readers, with 71.42% choosing "strongly agree," indicating strong overall satisfaction with the program.

Overall, the combination of high percentages of agreement across all statements and the absence of disagreement suggests that students not only benefited from the tasks academically but also had a positive experience with the AI-supported learning approach. The results highlight the potential of GPT-based reading activities to support comprehension, vocabulary development, confidence, and learner engagement.

CHAPTER IV. CONCLUSION

4.1 Conclusion

The main aim of this study was to explore whether reading tasks supported by Chat GPT could help improve the reading comprehension skills of gifted students in the English major class. Over a period of 7 weeks, the experimental group (class 10A2) worked with a series of reading exercises that focused on specific themes, question types, and vocabulary development. These exercises were carefully designed with the support of Chat GPT to match the students' level and interests. The control group (class 10A1) followed the regular school curriculum without these additional materials.

The results from the post-tests clearly showed that students in the experimental group made more noticeable improvement compared to the control group. More students in class 10A2 achieved higher marks after the program, especially in the higher score bands. This suggests that regular practice with targeted reading activities helped students understand texts more deeply, use reading strategies more effectively, and feel more confident when working with academic materials.

In addition to test scores, the feedback from the student survey provided strong support for the usefulness of the experiment. Most students responded positively, saying that the weekly tasks helped them deal better with different question types, improved their vocabulary in context, and made the lessons more interesting. Many learners also felt more motivated and confident in reading after the program. The results show that Chat GPT can be a helpful tool for teachers in creating suitable reading materials and giving students more chances to practice.

In conclusion, using AI-supported reading tasks in the classroom can bring many benefits for language learning, especially for students with higher potential. With the right guidance, clear instructions, and meaningful topics, students can develop important reading skills, improve their academic performance, and become more active readers. Compared to traditional methods, this approach led to stronger outcomes and higher levels of learner engagement.

4.2 Limitations

This study has several limitations that should be considered. First, the sample size was limited to only 35 students from one English-major class at a single high school. As a result, the findings may not fully represent the experiences or progress of students from other classes, schools, or learning backgrounds. A larger and more diverse sample would help increase the reliability and generalizability of the results.

Second, all the reading tasks in this study were designed using only one AI tool – Chat GPT. While Chat GPT was helpful in generating materials and ideas, relying on a single tool may limit the variety and types of input texts or questions. Using multiple sources or combining Chat GPT with other educational platforms could lead to richer and more balanced task designs.

In addition, the study focused only on reading comprehension. Other skills such as writing, listening, or speaking were not explored. Also, the short time frame of seven weeks may not be enough to fully measure long-term improvement or retention.

Despite these limitations, the study offers useful insights into how AI tools like Chat GPT can support teachers in designing effective reading tasks, especially for high-level learners preparing for national exams.

4.3 Recommendations

Based on the limitations of this study, several recommendations can be made for future research and teaching practice. First, it is recommended that similar studies be carried out with a larger and more diverse group of students. Involving learners from different schools, grades,

or regions would help improve the generalizability of the findings and give a clearer picture of how AI-supported tasks work in different contexts.

Second, teachers and researchers are encouraged to combine Chat GPT with other tools and resources when designing reading materials. While Chat GPT is effective for generating quick content, using it alongside textbooks, authentic texts, and digital platforms can lead to more diverse and exam-oriented tasks. For instance, QuillBot and Grammarly support sentence rewriting and error correction; ReadTheory provides leveled comprehension texts with multiple-choice questions; and Newsela or CommonLit offer engaging nonfiction articles suitable for advanced reading tasks such as matching, summarizing, and gap-filling.

4.4 Implication for further study

Third, future research could explore the impact of AI-supported exercises on other language skills such as writing, speaking, or listening. Since language learning is an integrated process, applying similar methods to different skill areas could lead to more comprehensive improvement.

Finally, it is suggested that longer-term studies be conducted to observe students' progress over time. A longer treatment period would help measure the lasting effects of AI-assisted learning and give more accurate insights into students' development.

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APPENDIX

PRE TEST

READING (50 points)

Part 1. *For questions 46 – 55, read the passage and fill each of the following numbered blanks with ONE suitable word. Write your answers in the corresponding numbered boxes provided.*

In a society where health and fitness have become obsessional, the (46) _____ of meat, with its links with heart disease, arthritis etc, is becoming common amongst individuals who care about (47) _____ they put into their bodies. In the same way, there are those who are justifiably concerned about the quantities and types of chemicals and steroids which are used in (48) _____ farming to raise levels of productivity, quality and, consequently, profitability. Calves and lambs grow at prodigious rates as various treatments are administered (49) _____ orally and intramuscularly. Logically, chemicals introduced into animal flesh are then consumed further up the (50) _____ chain. Studies have indicated that growth hormone treatments and vaccines administered to animals intended for human consumption may be responsible for a variety of (51) _____ including serious hormonal imbalances and hyperactivity in children.

Increasing (52) _____ of modern farming techniques and methods is also changing perspectives and attitudes on a more humanitarian level. Calves are (53) _____ of light and allowed insufficient floor space in order to produce the anemic flesh which society recognizes as the delicacy, veal. Hens (54) _____ their natural process of ovulation disturbed by exposure to artificial periods of day and night. There are those will not eat meat (55) _____ because they cannot condone the suffering undergone by animals.

Your answers:

46.	47.	48.	49.	50.
51.	52.	53.	54.	55.

Part 2. *Read the following passage and do the tasks that follow.*

THE THYLACINE

The extinct thylacine, also known as the Tasmanian tiger, was a marsupial that bore a superficial resemblance to a dog. Its most distinguishing feature was the 13-19 dark brown stripes over its back, beginning at the rear of the body and extending onto the tail. The thylacine's average nose-to-tail length for adult males was 162.6 cm, compared to 153.7 cm for females.

The thylacine appeared to occupy most types of terrain except dense rainforest, with open eucalyptus forest thought to be its prime habitat. In terms of feeding, it was exclusively carnivorous, and its stomach was muscular with an ability to distend so that it could eat large

amounts of food at one time, probably an adaptation to compensate for long periods when hunting was unsuccessful and food scarce. The thylacine was not a fast runner and probably caught its prey by exhausting it during a long pursuit. During long-distance chases, thylacines were likely to have relied more on scent than any other sense. They emerged to hunt during the evening, night and early morning and tended to retreat to the hills and forest for shelter during the day. Despite the common name 'tiger', the thylacine had a shy, nervous temperament. Although mainly nocturnal, it was sighted moving during the day and some individuals were even recorded basking in the sun.

The thylacine had an extended breeding season from winter to spring, with indications that some breeding took place throughout the year. The thylacine, like all marsupials, was tiny and hairless when born. Newborns crawled into the pouch on the belly of their mother, and attached themselves to one of the four teats, remaining there for up to three months. When old enough to leave the pouch, the young stayed in a lair such as a deep rocky cave, well-hidden nest or hollow log, whilst the mother hunted.

Approximately 4,000 years ago, the thylacine was widespread throughout New Guinea and most of mainland Australia, as well as the island of Tasmania. The most recent, well-dated occurrence of a thylacine on the mainland is a carbon-dated fossil from Murray Cave in Western Australia, which is around 3,100 years old. Its extinction coincided closely with the arrival of wild dogs called dingoes in Australia and a similar predator in New Guinea. Dingoes never reached Tasmania, and most scientists see this as the main reason for the thylacine's survival there.

The dramatic decline of the thylacine in Tasmania, which began in the 1830s and continued for a century, is generally attributed to the relentless efforts of sheep farmers and bounty hunters with shotguns. While this determined campaign undoubtedly played a large part, it is likely that various other factors also contributed to the decline and eventual extinction of the species. These include competition with wild dogs introduced by European settlers, loss of habitat along with the disappearance of prey species, and a distemper-like disease which may also have affected the thylacine.

There was only one successful attempt to breed a thylacine in captivity, at Melbourne Zoo in 1899. This was despite the large numbers that went through some zoos, particularly London Zoo and Tasmania's Hobart Zoo. The famous naturalist John Gould foresaw the thylacine's demise when he published his *Mammals of Australia* between 1848 and 1863, writing, 'The numbers of this singular animal will speedily diminish, extermination will have its full sway, and it will then, like the wolf of England and Scotland, be recorded as an animal of the past.'

However, there seems to have been little public pressure to preserve the thylacine, nor was much concern expressed by scientists at the decline of this species in the decades that followed. A notable exception was T.T. Flynn, Professor of Biology at the University of Tasmania. In 1914, he was sufficiently concerned about the scarcity of the thylacine to suggest

that some should be captured and placed on a small island. But it was not until 1929, with the species on the very edge of extinction, that Tasmania's Animals and Birds Protection Board passed a motion protecting thylacines only for the month of December, which was thought to be their prime breeding season. The last known wild thylacine to be killed was shot by a farmer in the north-east of Tasmania in 1930, leaving just captive specimens. Official protection of the species by the Tasmanian government was introduced in July 1936, 59 days before the last known individual died in Hobart Zoo on 7th September, 1936.

There have been numerous expeditions and searches for the thylacine over the years, none of which has produced definitive evidence that thylacines still exist. The species was declared extinct by the Tasmanian government in 1986.

For questions 56-60, complete the notes below. Write ONE WORD ONLY from the passage for each answer. Write your answers in the corresponding numbered boxes provided.

THE THYLACINE

Appearance and behaviour

- looked rather like a dog
- had a series of stripes along its body and tail
- ate an entirely 56. _____ diet
- probably depended mainly on 57. _____ when hunting
- young spent first months of life inside its mother's 58. _____

Decline and extinction

- last evidence in mainland Australia is a 3,100-year-old 59. _____
- probably went extinct in mainland Australia due to animals known as dingoes
- reduction in 60. _____ and available sources of food were partly responsible for decline in Tasmania

Your answers:

56.	57.	58.	59.	60.
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For questions 61-68, decide whether the following statements are TRUE (T), FALSE (F) or NOT GIVEN (NG). Write your answers in the corresponding numbered boxes provided.

61. Significant numbers of thylacines were killed by humans from the 1830s onwards.
62. Several thylacines were born in zoos during the late 1800s.
63. John Gould's prediction about the thylacine surprised some biologists.
64. In the early 1900s, many scientists became worried about the possible extinction of the thylacine.
65. T.T. Flynn's proposal to rehome captive thylacines on an island proved to be impractical.
66. There were still reasonable numbers of thylacines in existence when a piece of legislation protecting the species during their breeding season was passed.
67. From 1930 to 1936, the only known living thylacines were all in captivity.

68. Attempts to find living thylacines are now rarely made.

Your answers:

61.	62.	63.	64.	65.	66.	67.	68.
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Part 3. In the passage below, seven paragraphs have been removed. For questions 69 – 75, read the passage and choose from paragraphs A – H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write your answers in the corresponding numbered boxes provided.

MUTUAL HARM

In forests and fields all over the world, plants are engaged in a deadly chemical war to suppress other plants and create conditions for their own success. But what if we could learn the secrets of these plants and use them for our own purposes? Would it be possible to use their strategies and weapons to help us improve agriculture by preventing weeds from germinating and encouraging growth in crops? This possibility is leading agricultural researchers to explore the effects plants have on other plants with the aim of applying their findings to farming.

69	
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Allelochemicals, however, are part of a plant's defence system and have a secondary function in the life of the organism. The term *allelopathy* comes from the Greek: *allelo* and *pathy* meaning 'mutual harm'. The term was first used by the Austrian scientist Hans Molisch in 1937, but people have been noting the negative effects that one plant can have on another for a long time.

70	
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Allelopathy can be observed in many aspects of plant ecology. It can affect where certain species of plants grow, the fertility of competitor plants, the natural change of plant communities over time, which plant species are able to dominate a particular area, and the diversity of plants in an area.

71	
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Observations of the phenomenon included poor growth of some forest trees, damage to crops, changes in vegetation patterns and, interestingly, the occurrence of weed-free areas. It was also realised that some species could have beneficial effects on agricultural crop plants and the possible application of allelopathy became the subject of research.

For example, a small fast-growing tree found in Central America, sometimes called the 'miracle tree', contains a poison that slows the growth of other trees but does not affect its own seeds. Chemicals produced by this tree have been shown to improve the production of rice.

There may be at least three applications of allelopathy to agriculture. Firstly, the allelopathic properties of wild or cultivated plants may be bred into crop plants through genetic modification or traditional breeding methods to improve the release of desired allelochemicals and thus improve crop yield. Secondly, a plant with strong allelopathic properties could be used to control weeds by planting it in rotation with an agricultural crop and then leaving it to rot and become part of the soil in order to inhibit the growth of weeds.

Despite the promising uses of allelopathic chemicals, agricultural scientists are still cautious. Firstly, allelopathic chemicals may break down and disappear in the soil more easily than artificial chemicals. Secondly, allelopathic chemicals may be harmful to plants other than weeds.

Missing paragraphs:

- A. Similarly, box elder - another tree - stimulates the growth of bluestem grass, which is a tall prairie grass found in the mid-western United States. Many weeds may use allelopathy to become ecologically successful; a study in China found that 25 out of 33 highly poisonous weeds had significant allelopathic properties.*
- B. Finally, naturally occurring allelopathic chemicals could be used in combination with man-made chemicals. Boosting the efficiency of man-made herbicides could lead to a reduction in the amount of herbicides used in agriculture, which is better for the environment.*
- C. Plants can release allelopathic chemicals in several ways: their roots can release chemicals directly into the soil, and their bark and leaves can release chemicals into the soil as they rot. Initially, scientists were interested in the negative effects of allelopathic chemicals.*

- D.** *Allelopathy is a common biological phenomenon by which one organism produces biochemicals that influence the growth, survival, development, and reproduction of other organisms. These biochemicals are known as allelochemicals and have beneficial or detrimental effects on target organisms.*
- E.** *The phenomenon by which an organism produces one or more chemicals that influence the growth, survival and reproduction of other organisms is called allelopathy. These chemicals are a subset of chemicals produced by organisms called secondary metabolites. A plant's primary metabolites are associated with growth and development.*
- F.** *Thirdly, allelopathic chemicals could persist in the soil for a long time and may affect crops grown in the same field as the allelopathic plants at a later date. Because the effects of allelopathic chemicals are not yet fully known, agricultural scientists will need to continue to study the biological war between plants.*
- G.** *Today research is focused on the effects of weeds on crops, the effects of crops on weeds, and how certain crops affect other crops. Agricultural scientists are exploring the use of allelochemicals to regulate growth and to act as natural herbicides, thereby promoting sustainable agriculture by using these natural chemicals as an alternative to man-made chemicals.*
- H.** *In 300 BC, the Greek philosopher Theophrastus noticed that pigweed had a negative effect on alfalfa plants. In China, around the first century AD, the author of Shennong Ben Cao Jing described 267 plants that have the ability to kill pests.*

Your answers:

69.	70.	71.	72.	73.	74.	75.
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Part 4. *For questions 76 – 85, read the passage and choose the answer A, B, C, or D which you think fits best according to the text. Write your answers in the corresponding numbered boxes provided.*

THE ARMCHAIR SPORTS FAN

Let's start with the hardware. This weekend around 50 backsides in Britain are luxuriating in the leathery embrace of the La-Z-Boy Oasis recliner, the 'ultimate sports fan's armchair', which comes with a built-in electric beer cooler, a massage and heating system; and which, for a suitable premium over its basic price tag, can be ordered in the livery of the owner's favourite team. Their success, according to the firm's marketing boss, is due to the fact that 'Sports fans don't just want a place to sit. They need a genuinely understanding chair.'

And a *genuinely understanding family*. Life used to be relatively simple for sofa-bound sports fans. All you had to do was to open the bottles of beer and endure the drivel of the commentators with reasonable grace. Television sport - at least of a calibre above moto- cross

- was a fairly occasional treat. But things have changed, with profound consequences both for sport and society. There is now a mass of live sport - not just recorded highlights - and something somewhere in the world is always happening.

But here's the paradox; as more people follow sport on television, fewer are up to participating in it for real. The streets of Britain are awash with premature physical wrecks dressed, without any sense of irony, in expensive trainers and designer track suits. The average town centre looks like an Olympic warm- up zone. But we are fatter and less active than any generation in history and we haul this clobber into pubs, where grown men in soccer shirts howl like dogs at television sets.

The armchair sports fan is no mug, though. He has served his time on the soccer terraces and the cricket ground. Most likely the race track, too. And he knows that what he once believed about bearing first-hand witness to live sport is so much guff. He's had enough of shivering in the rain while the local low-lifes steal his car radio. On occasion, he may have splashed out for a ticket to a grand prix and wondered why all he saw was a flash as the drivers zipped past. Above all he has learned that his eyes and ears and any other sentient resources he can muster are no match for the awesome technological wizardry television now brings to sports coverage.

The armchair sports fan knows, therefore, exactly why it is better to watch at home. Even if he ends up with a divorce, he doesn't want to miss out on anything important. The camera now takes him to places he could otherwise never dream of going to. There are cameras in golf holes and in jockeys' hats.

Television sport isn't so much staged as choreographed. Sports that were once thought to be beyond the reach of television, like ocean racing or rock climbing, have been turned into authentic spectacles by the ingenuity of the camera.

But the techno-wonders of the armchair age don't end there. Digital television already allows viewers to choose camera angles, replays and highlights. But how about this for advanced armchair viewing? Japanese technicians have invented a video recorder with action-sensitive software that will automatically cut out the dull parts of any sporting fixture. And it's all for the benefit of the (typically) 30-50-year-old, sedentary, semi-skilled or lower middle class male with a packet of crisps, an England football shirt and looming marital problems.

Or is it? Sport as big business is so recent a phenomenon that the pure economics of it are still evolving. All the armchair fan really needs to know, vaguely, is that he'll be paying the bill. The modern era of commercialisation really began in the rancorous aftermath of the 1976 Montreal Olympics, which left Canada with a financial deficit so huge it almost toppled the country's government. Eight years later, when the games arrived in Los Angeles, the lessons had been learned.

The LA committee packaged the games up and sold them to the highest bidders. The television networks were ruthlessly played off against each other for the maximum possible payout. The financial result was as spectacular as Montreal's was embarrassing, and sport has

never been the same since. Everyone now knew where the real money was to be made, and it wasn't from a handful of diehards in the stadium.

[A] Now the armchair fan is king. [B] Promoters defer to him, athletes pay homage to him, companies understand the urgent need to involve him. [C] Family campaigners fear rises in divorce rates, the collapse of community cohesion, and the further detachment of children reared on a neat diet of televised sport. [D]

One inescapable effect of this is the rise of the self-made expert, the man who couldn't sink a putt from 10 cm but will tell you that Tiger Woods is playing the wrong shot. But where will it end? Where else is there for the cameras to go? Will they follow the players home to bed? Still, there is one thing the armchair sports fan can be sure of: increased comfort. La-Z-Boy's next model will probably have an optional heated pizza tray.

76. Why does the armchair sports fan need 'a genuinely understanding family'?
- A. Because he spends so much money on sport.
 - B. Because he spends so much time watching sport.
 - C. Because he spends so much on personal comfort.
 - D. Because he needs their sympathy when his team lose.
77. What does the change the writer is describing in the second paragraph consist of?
- A. People used to go out to watch sport, instead of staying at home.
 - B. The broadcasts are more intelligent than they used to be.
 - C. The more interesting sports never used to be shown.
 - D. There are now many more sports options to choose from on TV.
78. What is the irony that the sports fans described in the third paragraph are unaware of?
- A. They watch sport but no longer take part in it.
 - B. They enjoy watching sport despite their poor state of health.
 - C. The clothes they wear are totally inappropriate.
 - D. They are well dressed but behave badly.
79. The word "mug" in paragraph 4 is CLOSEST in meaning to _____.
- A. a deceiver
 - B. a stupid person
 - C. an ugly face
 - D. a stealer
80. What is the main advantage for sports fans watching it at home?
- A. They can see much better.
 - B. They avoid bad weather.
 - C. There is no chance of being robbed.
 - D. It is cheaper.
81. Which of the sports fan's problems does the latest invention aim to deal with?
- A. seeing what has happened from a different angle
 - B. seeing what has happened several times
 - C. being bored
 - D. involving the rest of the family in the activity

82. What was the main cause of the transformation that has produced the modern armchair sports fan?
- A. The TV companies could now afford to provide greater variety.
 - B. Political considerations following the 1976 Olympic Games.
 - C. The realisation that the fans would pay any price they were asked.
 - D. Competition between TV companies to attract audiences for sports events.
83. The word “**toppled**” in the eighth paragraph is CLOSEST in meaning to _____.
- A. shrank
 - B. dismissed
 - C. overthrew
 - D. disqualified
84. Which of the following square brackets [A], [B], [C] or [D] best indicates where in the paragraph the sentence “**No one can be sure what the consequences will be.**” can be inserted?
- A. [A]
 - B. [B],
 - C. [C]
 - D. [D]
85. What point is the writer making about armchair sports fans in the last paragraph?
- A. That after watching so much sport they think they know more than world champions.
 - B. That they are so curious about the lives of sports people that they want to see them off the field.
 - C. That by this time there is nothing more that can be offered to them.
 - D. That all they really care about is comfort, rather than sport.

Your answers:

76.	77.	78.	79.	80.
81.	82.	83.	84.	85.

Part 5. You are going to read an article about sleep. For questions 86-95, choose from the sections (A–E). The sections may be chosen more than once.

- A = Something Like a House*
- B = The Tenderness of Wolves*
- C = Waterland*
- D = Welcome to Hard Times*
- E = Eclipse of the Sun*

About which novel is the following stated?

- 86. It was written by somebody who chose to visit the area only briefly.
- 87. It attracted a criticism which pleased its author.
- 88. It contrasts the lives of people living in different locations.
- 89. It was the author's first book of this type.
- 90. It fails to make all of its local references clear to the reader
- 91. It is really a type of crime novel.
- 92. It is regarded as one of the best novels of its type.
- 93. It contains at least one inaccurate detail.

94. It was praised for the way it describes the life of ordinary people.
95. It was written by someone who lacked the financial resources to travel.

GULLIBLE'S TRAVELS

- A. A few years ago, presenter Mark Lawson conducted a memorable radio interview with the author Sid Smith, who had just won an award for his debut novel *SOMETHING LIKE A HOUSE*. Set in China during the Cultural Revolution, the novel received critical acclaim for its evocation of peasant life. Lawson, impressed by Smith's depiction, asked if he spoke fluent Chinese. Smith said no, he didn't. Lawson asked if he'd worked in China. No, he hadn't. at this point Lawson became agitated. "But you've been to china," he said. There was a short pause, followed by Smith's calm assertion that actually he hadn't. Lawson was right to be astounded. Although set in the past and told through an Englishman, the story is full of odd details about life in the China of the period that you'd think would take years of first-hand experience to note. Not just physical things, such as the river sand in the bottom of a cup of tea, but social niceties such as Madame Tao judging her neighbours by how far up the valley they collect their water. What was most enjoyable about the interview, though, was Smith's refusal to be even slightly apologetic. He found his China in the London Library; from films, newspapers and the Internet. Who's to say that this gave him any less valid a picture of China than he might have gained on a trip to modern-day Beijing?
- B. Another novel written by a foreigner who's never set foot in the country concerned is Stef Penney's *THE TENDERNESS OF WOLVES*. Set in the icy wilderness of Northern Ontario, it's essentially a whodunit: a local boy goes missing after a murder is committed and his mother sets off into the snowbound forests to find him and prove his innocence, with the help of an Indian tracker. It's a novel in which the landscape plays a crucial part as individuals pit themselves against it and the fierce weather. Penney excuses herself slightly by setting the novel in 1867 - a place no author can get to. She also uses outsiders' eyes - Mrs Ross, and most of the inhabitants of the frontier settlement, are Scottish immigrants (Penney herself is Scottish). She notices what they would - like the surprise of iced-up moustaches, and how quickly a cup of tea loses its heat in sub-zero temperatures.
- C. A novel often cited as exemplary in depicting a place is *WATERLAND*, Graham Swift's saga of several generations of Fenlanders. The Crick family lacks ambition and drive, driven to "unquiet and sleep-defeating thoughts" by the insistently flat, monotonous land; while the Atkinsons, who live on the only hill, get "ideas", spot gaps in the market, and make a fortune brewing beer. As an example of how landscapes shape characters, it is perhaps unmatched in contemporary fiction. Yet Swift is not a Fenlander, and according to his agent made just a few fleeting visits to the Fens after he'd begun his novel. Swift lives in London and presumably could have travelled to the Fens more often had he wished to. Is it possible that a partial knowledge of the place suited him?

- D. American novelist E.L. Doctorow wrote his western WELCOME TO HARD TIMES "never having been west of Ohio". Although it's a wholly satisfying example of the genre, such an approach is vulnerable to errors. After the book came out, an old lady from Texas wrote to Doctorow to say that she could tell he'd never been out west because of the character who "made himself a dinner of the roasted haunch of a prairie dog", a prairie dog's haunch, she said, "wouldn't fill a teaspoon". Doctorow was delighted and let the line stand in future edition, being "leery of perfection". Too much accuracy, he realised, might suck the life out of the novel.
- E. Too ardent a straining for accuracy is a charge that could be levelled at Phil Whitaker's novel ECLIPSE OF THE SUN. Set in a fictional town in an imagined India (Whitaker has said that he couldn't afford the trip), the novel has clearly been meticulously researched. He has grasped the implied insult of answering in English a question passed in Marathi; that Indians love the word "auspicious". He gives us bidis, rikkas, and lakhs, plates of jalebi and the performances of yagnas, while resisting the urge to explain. The BBC's India correspondent Mark Tully found no fault in its depiction of small-town India. Yet Whitaker runs the risk of making his characters too Indian, too perfect. Perhaps if he'd been to India he'd have found a people that were odder, less typical, than the country he discovered through research. Or perhaps, if he'd gone to India, he wouldn't have written the book at all.

ANSWER KEY: READING (5,0 điểm)

Part 1. (0,1 điểm cho 1 câu trả lời đúng)

46. exclusion	47. what	48. intensive	49. both	50. food
51. disorders	52. awareness	53. deprived	54. have	55. because

Part 2. (0,1 điểm cho 1 câu trả lời đúng)

56. carnivorous	57. scent	58. pouch	59. fossil	60. habitat
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61. T	62. F	63. NG	64. F	65. NG	66. F	67. T	68. NG
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Part 3. (0,1 điểm cho 1 câu trả lời đúng)

69. E	70. H	71. C	72. G	73. A	74. B	75. F
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Part 4. (0,1 điểm cho 1 câu trả lời đúng)

76. B	77. D	78. C	79. B	80. A
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81. C	82. D	83. C	84. C	85. A
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Part 5. (0,1 điểm cho 1 câu trả lời đúng)

86. C	87. D	88. C	89. A	90. E
91. B	92. C	93. D	94. A	95. E

POST TEST

IV. READING (50 points)

Part 1: For questions 46-55, fill in each of the following numbered blanks with ONE suitable word. Write your answer in the corresponding numbered boxes provided.

To all intents and (46) _____, Jill had left her successful job as a lawyer to have a (47) _____ for six months and everyone expected her to return to her highly-paid job. But in reality she was on her way to East Africa to work as a volunteer in an orphanage, intent on staying there for ever. (48) _____ since she was six, she had been fascinated by stories about Africa and then horrified by the conditions (49) _____ which millions of children live. Two years ago she had gone on an expensive safari holiday with her friends to Uganda but she didn't enjoy the holiday. Until she had seen children washing in the filthy puddles (50) _____ their shacks, the situation hadn't seemed real to her. As a result, (51) _____ returning to her hotel, she made a decision that would change her life for ever. No (52) _____ had she arrived home than she sold her house and got a job as a volunteer with the intention of making a difference to children's lives. She (53) _____ didn't tell anyone what she was doing in case they tried to talk her (54) _____ of it. (55) _____ all the secrecy.

Your answers:

46.	47.	48.	49.	50.
51.	52.	53.	54.	55.

Part 2: For questions 56-68, read the passage and write your answer in the corresponding numbered boxes provided.

Hydroelectric Power

Hydroelectric power is America's leading renewable energy resource. Of all the renewable power sources, it's the most reliable, efficient, and economical. Water is needed to run a hydroelectric generating unit. It's held in a reservoir or lake behind a dam, and the force of the water being released from the reservoir through the dam spins the blades of a turbine. The turbine is connected to the generator that produces electricity. After passing through the turbine, the water re-enters the river on the downstream side of the dam.

Hydroelectric plants convert the kinetic energy within falling water into electricity. The energy in moving water is produced in the sun, and consequently is continually being renewed.

The energy in sunlight evaporates water from the seas and deposits it on land as rain. Land elevation differences result in rainfall runoff, and permit some of the original solar energy to be harnessed as hydroelectric power. Hydroelectric power is at present the earth's chief renewable electricity source, generating 6% of global energy and about 15% of worldwide electricity. Hydroelectric power in Canada is plentiful and provides 60% of their electrical requirements. Usually regarded as an inexpensive and clean source of electricity, most big hydroelectric projects being planned today are facing a great deal of hostility from environmental groups and local people.

The earliest recorded use of water power was a clock, constructed around 250 BC. Since then, people have used falling water to supply power for grain and saw mills, as well as a host of other uses. The earliest use of flowing water to generate electricity was a waterwheel on the Fox River in Wisconsin in 1882.

The first hydroelectric power plants were much more dependable and efficient than the plants of the day that were fired by fossil fuels. This led to a rise in number of small to medium sized hydroelectric generating plants located wherever there was an adequate supply of falling water and a need for electricity. As demand for electricity soared in the middle years of the 20th century, and the effectiveness of coal and oil power plants improved, small hydro plants became less popular. The majority of new hydroelectric developments were focused on giant megaprojects.

Hydroelectric plants harness energy by passing flowing water through a turbine. The water turbine rotation is delivered to a generator, which generates electricity. The quantity of electricity that can be produced at a hydroelectric plant relies upon two variables. These variables are (1) the vertical distance that the water falls, called the "head", and (2) the flow rate, calculated as volume over time. The amount of electricity that is produced is thus proportional to the head product and the flow rate. So, hydroelectric power stations can normally be separated into two kinds. The most widespread are "high head" plants and usually employ a dam to stock up water at an increased height. They also store water at times of rain and discharge it during dry times. This results in reliable and consistent electricity generation, capable of meeting demand since flow can be rapidly altered. At times of excess electrical system capacity, usually available at night, these plants can also pump water from one reservoir to another at a greater height. When there is peak electrical demand, the higher reservoir releases water through the turbines to the lower reservoir. "Low head" hydroelectric plants usually exploit heads of just a few meters or less. These types of power station use a weir or low dam to channel water, or no dam at all and merely use the river flow. Unfortunately their electricity production capacity fluctuates with seasonal water flow in a river.

Until only recently people believed almost universally that hydroelectric power was an environmentally safe and clean means of generating electricity. Hydroelectric stations do not release any of the usual atmospheric pollutants emitted by power plants fuelled by fossil fuels so they do not add to global warming or acid rain. Nevertheless, recent studies of the larger

reservoirs formed behind dams have implied that decomposing, flooded vegetation could give off greenhouse gases equal to those from other electricity sources.

The clearest result of hydroelectric dams is the flooding of huge areas of land. The reservoirs built can be exceptionally big and they have often flooded the lands of indigenous peoples and destroyed their way of life. Numerous rare ecosystems are also endangered by hydroelectric power plant development. Damming rivers may also change the quantity and quality of water in the rivers below the dams, as well as stopping fish migrating upstream to spawn. In addition, silt, usually taken downstream to the lower parts of a river, is caught by a dam and so the river downstream loses the silt that should fertilize the river's flood plains during high water periods.

Theoretical global hydroelectric power is approximately four times larger than the amount that has been taken advantage of today. Most of the residual hydro potential left in the world can be found in African and Asian developing countries. Exploiting this resource would involve an investment of billions of dollars, since hydroelectric plants normally have very high building costs. Low head hydro capacity facilities on small scales will probably increase in the future as low head turbine research and the standardization of turbine production, reduce the costs of low head hydro-electric power production. New systems of control and improvements in turbines could lead in the future to more electricity created from present facilities. In addition, in the 1950's and 60's when oil and coal prices were very low, lots of smaller hydroelectric plants were closed down. Future increases in the prices of fuel could lead to these places being renovated.

Questions 56-63 Do the following statements agree with the information given in the passage? Write in the corresponding numbered boxes provided: TRUE if the statement agrees with the information, FALSE if the statement contradicts the information, NOT GIVEN if there is no information

56. Canada uses the most hydroelectric power in the world today.
57. An early use of hydroelectric power was in the timber industry.
58. The first hydroelectric power stations were more effective than those using competing energy sources.
59. People have been drowned by the flooding of their traditional territory when reservoirs are created.
60. Nowadays, agriculture below hydroelectric dams is not affected by the change in water flow.

Questions 61-64 Complete each of the following statements with words taken from the reading passage. Write NO MORE THAN THREE WORDS for each answer. Write your answers in corresponding numbered boxes provided.

61. The origin of hydroelectric power is the _____ produced when water obeys the laws of gravity.
62. How far water drops to the turbines in a power station is known as _____.

63. A drawback to low head hydroelectric power stations is that they depend on _____.

64. Derelict hydroelectric power stations could be _____ in the future.

Questions 65 – 68 Using NO MORE THAN THREE WORDS from the passage to answer the following questions. Write your answers in corresponding numbered boxes provided.

65. What proportion of the world's electricity supply is provided by hydroelectric power?

66. How is the flow rate of a hydroelectric power station quantified?

67. When do high head power plants use surplus electricity to transfer water to a second reservoir?

68. What underwater action can lead to the production of pollution similar to that produced by fossil fuel power stations?

Your answers:

56.	57.	58.	59.	60.
61.	62.			
63.	64.			
65.	66.			
67.	68.			

Part 3: For questions 69 -75, 7 paragraphs have been removed from the extract. Choose from the paragraphs A - H the one which fits each gap (69 -75). Write your answer in the corresponding numbered boxes provided.

Whether or not open-plan offices, where employees have their own enclosed spaces, create a productive working environment for employees has been the subject of much debate, but there is a strong argument that the benefits of an open-plan working environment go beyond the purely financial. I once had the chance to visit New York's City Hall, during the period when Michael Bloomberg, the former trader-turned-financial information-mogul, was working there as mayor. As I entered his empire, I experienced a small shock.

69. _____

The man himself sat in a vast, airy, open-plan room, surrounded by officials and banks of giant data screens, showing information on issues as varied as traffic flows or public satisfaction with the police. Anybody holding a meeting was encouraged to sit on a central, raised dais, rather than scuttle into a private hole; the idea, as one employee explained, being to encourage a climate of transparency and collaboration.

70. _____

Is the open-plan spirit associated with those environments appropriate to other work contexts? It is a fascinating and important question. Many of us spend an inordinate amount of time in an office environment, and as anthropologists, architects and psychologists often note, the way we are physically organised shapes how we work and think in a profound way.

71. _____

So it was that the quasi-cubicle system was born, but it was as much a reflection of natural human instincts as it was dictated by the practicalities of the work itself. What gradually emerged were ‘offices’ where so much paper had to be dealt with that a tradition of piling it high around individual desks became the norm – a feeling of privacy being the not unwelcome by-product.

72.

Consequently, ‘flat top’ desks proliferated, to permit oversight, even though in reality bosses continued to retreat to private offices away from the staff whenever the opportunity arose. Then, in 1965, an industrial designer called Robert Propst hit on the ingenious idea of the cubicle office system, and it became fashionable to divide office workers once again, to preserve privacy.

73.

There is some evidence that removing physical barriers does indeed bring people closer to one another and does promote casual interactions. This was the conclusion in an utterly fascinating piece in the Harvard Business Review in 2011. This should be required reading for any bosses planning an office design. But there’s a roughly equal amount of evidence that because open spaces reduce privacy, they don’t foster informal exchanges and may actually inhibit them.

74.

Moreover, to promote collaboration, office bosses must not only approve informal debate, but also promote shared activities within a semi-private space. Congregating around photocopiers and coffee machines helps employees bond and share creative ideas, whereas creating formal ‘lounges’ does not. Scandinavian Airlines is apparently a wonderful case study for how to get things wrong.

75.

But, as someone who has worked in both a rabbit warren and an open-plan environment, I strongly favour the latter, and wish that more governments would adopt the system. After all, anything that promotes greater transparency and egalitarianism seems a thoroughly good idea. Knocking down walls may seem like mere symbolism; but, like all symbols, it can be a powerful place to start.

Missing paragraph

- A. But in our own times, that pendulum has swung back. Most large companies have – like Bloomberg – embraced the idea of open-plan space in the hope of promoting collaboration. In truth, corporate experiences of this arrangement are very mixed, as two decades of research by management consultants shows.
- B. During my career as a journalist, I have often walked through government buildings, and have become accustomed to seeing a rabbit warren. Across the western world, senior officials typically work from offices interconnected by corridors, guarded by secretaries in ante-chambers. This building though, was different.

- C. How Bloomberg’s open-plan design at City Hall stacks up, on these criteria, is tough to assess from the outside. The employees I spoke to seemed pretty happy, but it may have been early days. Received wisdom suggests that open-plan tends to become less attractive as people get older, and may not be equally suited to all kinds of business.
- D. In theory, anyone in such a space can see – and yell at – everyone else; much as they can on a modern financial trading floor or at a newspaper. This, of course, is no accident given that Bloomberg spent most of his career building the financial information giant that bears his name.
- E. It was the changing nature of work itself and the emergence of mobile technology that led to that evolution. Companies started experimenting with a mix of cubicles, open workstations, private offices and group workstations. In some cases, these were not assigned to one particular individual, but were available to any employee of the company on either a reservable or first-come, first-served basis.
- F. The key issue to address, apparently, is whether employees feel any sense of control. People must feel confident that they can converse without being interrupted or overheard and must also be able to avoid interacting whenever they want. Without that possibility, staff will instead choose to conduct important business out of the office, or retreat into private ‘cyber caves’, doing their work entirely online.
- G. The trend towards separation intensified, as clerks started to surround their desks with more papers and machines, and bosses expressed hierarchies by retreating to a superior enclave. But in the early twentieth century, a new idea spread in American companies: that top managers should watch their workers to keep productivity high. H Yet, generally, we barely even notice our surroundings. Except, that is, when somebody such as Bloomberg tries to shake things up. The idea of an ‘office’ let alone its layout – has not been constant. It first cropped up in Ancient Roman times, when magistrates worked in temples and palaces. These typically included a place for storing documents, and this developed into the place where the scribes actually worked.

Your answers:

69.	70.	71.	72.	73.	74.	75.
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Part 4: For questions 76–85, read the following passage, and choose the best answer (A, B, C, or D) according to the text. Write your answers in the corresponding numbered boxes provided.

1. The craft of perfumery has an ancient and global heritage. The art flourished in Ancient Rome, where the emperors were said to bathe in scent. After the fall of Rome, much of the knowledge was lost, but survived in Islamic civilizations in the Middle Ages. Arab and Persian pharmacists developed essential oils from the aromatic plants of the Indian peninsula. They developed the processes of distillation and suspension in alcohol, which allowed for smaller amounts of raw materials to be used than in the ancient process, by which flower petals were

soaked in warm oil. This knowledge was carried back to European monasteries during the Crusades.

2. At first, the use of fragrances was primarily associated with healing. Aromatic alcoholic waters were ingested as well as used externally. Fragrances were used to purify the air, both for spiritual and health purposes. During the Black Death, the bubonic plague was thought to have resulted from a bad odour which could be averted by inhaling pleasant fragrances such as cinnamon. The Black Death led to an aversion to using water for washing, and so perfume was commonly used as a cleaning agent.

3. Later on, the craft of perfume re-entered Europe, and was centred in Venice, chiefly because it was an important trade route and a centre for glass-making. Having such materials at hand was essential for the distillation process. In the late seventeenth century, trade soared in France, when Louis XIV brought in policies of protectionism and patronage which stimulated the purchase of luxury goods. Here, perfumery was the preserve of glove-makers. The link arose since the tanning of leather required *putrid* substances. Consequently, the gloves were scented before they were sold and worn. A glove and perfume makers' guild had existed here since 1190. Entering it required 7 years of formal training under a master perfumer.

4. The trade in perfume flourished during the reign of Louis XV, as the master glove-and-perfume makers, particularly those trading in Paris, received patronage from the royal court, where it is said that a different perfume was used each week. The perfumers diversified into other cosmetics including soaps, powders, white face paints and hair dyes. They were not the sole sellers of beauty products. Mercers, spicers, vinegar-makers and wig-makers were all cashing in on the popularity of perfumed products. Even simple shopkeepers were coming up with their own concoctions to sell.

5. During the eighteenth century, more modern, capitalist perfume industry began to emerge, particularly in Britain where there was a flourishing consumer society. In France, the revolution initially disrupted the perfume trade due to its association with aristocracy, however, it regained momentum later as a wider range of markets were sought both in the domestic and overseas markets. The guild system was abolished in 1791, allowing new high-end perfumery shops to open in Paris.

6. Perfume became less associated with health in 1810 with a Napoleonic ordinance which required perfumers to declare the ingredients of all products for internal consumption. Unwilling to divulge their secrets, traders concentrated on products for external use. Napoleon affected the industry in other ways too. With French ports blockaded by the British during the Napoleonic wars, the London perfumers were able to dominate the markets for some time.

7. One of the significant changes in the nineteenth century was the idea of branding. Until then, trademarks had had little significance in the perfumery where goods were consumed locally, although they had a long history in other industries. One of the pioneers in this field was Rimmel who was nationalized as a British citizen in 1857. He took advantage of the spread of railroads to reach customers in wider markets. To do this, he built a brand which conveyed

prestige and quality, and were worth paying a premium for. He recognised the role of design in enhancing the value of his products, hiring a French lithographer to create the labels for his perfume bottles.

8. Luxury fragrances were strongly associated with the affluent and prestigious cities of London and Paris. Perfumers elsewhere tended to supply cheaper products and knock-offs of the London and Paris brands. The United States perfume industry, which developed around the docks in New York where French oils were being imported, began in this way. Many American firms were founded by immigrants, such as William Colgate, who arrived in 1806. At this time, Colgate was chiefly known as a perfumery. Its Cashmere Bouquet brand had 625 perfume varieties in the early 20th century.

76. The purpose of the text is to

- A. compare the perfumes from different countries.
- B. describe the history of perfume making.
- C. describe the problems faced by perfumers.
- D. explain the different uses of perfume over time.

77. Which of the following is NOT true about perfume making in Islamic countries?

- A. They created perfume by soaking flower petals in oil.
- B. They dominated perfume making after the fall of the Roman Empire.
- C. They took raw materials for their perfumes from India.
- D. They created a technique which required fewer plant materials.

78. Why does the writer include this sentence in paragraph 2? *During the Black Death, the bubonic plague was thought to have resulted from a bad odour which could be averted by inhaling pleasant fragrances such as cinnamon.*

- A. To explain why washing was not popular during the Black Death.
- B. To show how improper use of perfume caused widespread disease.
- C. To illustrate how perfumes used to be ingested to treat disease.
- D. To give an example of how fragrances were used for health purposes.

79. Why did the perfume industry develop in Paris?

- A. Because it was an important trade route.
- B. Because of the rise in the glove-making industry.
- C. Because of the introduction of new trade laws.
- D. Because of a new fashion in scented gloves.

80. What does “putrid” mean (paragraph 3)?

- A. Bad-smelling
- B. Rare
- C. Prestigious
- D. Numerous

81. Which of the following people most influenced the decline of perfumes as medicine?

- A. Louis XIV
- B. Louis XV
- C. Rimmel
- D. Napoleon

82. In paragraph 4, it is implied that

- A. master glove and perfume makers created a new perfume each week.
- B. the Royal Court only bought perfume from masters.

- C. mercers, spicers and other traders began to call themselves masters.
 D. cosmetics were still only popular within the Royal Courts.
83. How did the French Revolution affect the Parisian perfume industry?
 A. The industry declined then rose again.
 B. The industry collapsed and took a long time to recover.
 C. The industry was greatly boosted.
 D. The industry lost most of its overseas customers.
84. Which of the following is NOT true of Rimmel?
 A. He was one of the first people to utilise trademarks.
 B. He created attractive packaging for his products.
 C. His products were more expensive than other brands.
 D. He transported his goods to potential customers by train.
85. What is implied about the New York perfume industry?
 A. It was the fastest-growing perfume industry in the world at that time.
 B. It was primarily developed by immigrants arriving from France.
 C. It copied luxury fragrances and sold them cheaply.
 D. There was a wider range of fragrances available here than elsewhere.

Your answer

76.	77.	78.	79.	80.
81.	82.	83.	84.	85.

Part 5: For questions 86-95, read the text below and choose your answer. Write your answer in the corresponding numbered boxes provided.

- A. One of the biggest temptations for someone new to the travel game is to look at everything through rose-tinted glasses, and this typically comes out in their writing. They paint everything to be magical and perfect, and their stories are laid out in romantic, flowery language. But the reality is that over time the road will lose its lustre, and any reader who knows that is going to see right through your prose. Not to mention that the harsh realities of a place are often just as interesting as the poetry used to describe it - probably even more interesting. Look over what you've written, and if it seems as if you've just written a brochure, you might want to have another look. It might be your limited perspective that is causing the issue - perhaps you're still caught up in the magic of the road. Or perhaps you are too caught up in selling the romance of travel.
- B. Although getting off the beaten track is always a good idea when travelling, travel writers nonetheless feel they need to capture the biggest sites that everyone comes to a specific country to see. So even if they are the more adventurous type, they end up going to the same places that everyone else goes to. It may depend on what audience you're writing for, but the best advice is always to head in the opposite direction to everyone else and just see what happens. In another country, the seemingly mundane

often creates the most interesting, humorous and exciting moments. If you are stuck to the biggest attractions by assignment, always look for another angle and point out things that others miss. Rolf Potts' story about trying (and failing) to crash the set of *The Beach* when it was being filmed in Thailand (featured in his book *Marco Polo Didn't Go There*) was far better than many other travel stories I've ever read.

- C. An extremely valuable habit for a writer to form, especially in this genre, is the habit of taking notes. Travel is exciting, and while you are caught up in the moment, it is easy to think to yourself that there is no way it will slip from the forefront of your mind. But as the day winds down, you will find yourself sitting in front of your laptop screen, trying your hardest to grasp the best details out of what happened. Carry a small notebook on you at all times. And don't only take it out when you think you are going to do something worthy of a story, because you never know when good fodder for a story will jump out of nowhere.
- D. Writers always want to seem like an authority on their subject, but when you are a travel writer, always experiencing new places and new things, you will never be the complete authority on anything. Don't be afraid to reveal your awkward moments, your embarrassments and your mishaps. These are the things that other readers who have travelled can relate to and it makes you seem more human.
- E. Finally, if you want to produce good content on the road, you should be willing to take risks - if your idea of world travel is sitting in world-class resorts with a bottle of sunblock in one hand and a cold ice tea in the other, you will be waiting a long time for anything interesting to happen. Hop on the backs of motorbike taxis where death on the road seems a certainty. Eat eyeballs, barbecued rats, giant fried beetles and anything else they throw on your plate. Sample that home-made whisky from the dusty bottle some farmer hands you while touring through the middle of nowhere. Go hang-gliding in the Swiss Alps. In short, get out there and live the road. Bad things will happen here and there, but the same would be true if you never left your home. And all the other adventures you have in between, well, those are the dreams that good travel writing (and life) are made of.

In which section are the following mentioned?

- 86. the desirability of conveying a more personal message
- 87. the danger of writing in too transparent a fashion
- 88. the downside of subjecting yourself to an uneventful travel experience
- 89. the idea of being restricted by work commitments
- 90. the need to adopt a more reckless approach
- 91. the advantages of being prepared for an idea to pop up
- 92. the dangers of writers getting carried away by their own enthusiasm
- 93. the technique of trying to see things from a different perspective
- 94. the need to earmark something significant

95. the realization that writers are not infallible

Your answers:

86.	87.	88.	89.	90.	91.	92.	93.	94.	95.
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ANSWER KEY: READING (5,0 điểm)

46. purposes	47. sabbatical	48. ever	49. in	50. outside
51. on	52. sooner	53. deliberately/ Intentionally/ purposely	54. out	55. Hence

56. NOT GIVEN	57. TRUE	58. TRUE	59. NOT GIVEN	60. FALSE
61. Kinetic energy			62. (The) head	
63. Seasonal water flow			64. Renovated	
65. 15%			66. Volume over time	
67. At night			68. Decomposing flooded vegetation	

69.B	70.D	71.H	72.G	73.A	74.F	75.C
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76.B	77.A	78.D	79.C	80.A
81.D	82.B	83.A	84.A	85.C

86.D	87.A	88.E	89.B	90.E	91.C	92.A	93.B	94.C	95.D
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POST-EXPERIMENT SURVEY QUESTIONNAIRE

Title: Evaluating the Effectiveness of ChatGPT-Supported Reading Tasks in English Language Learning

Researcher:

Institution:

Date:

Instructions:

Please indicate the extent to which you agree or disagree with the following statements by ticking (✓) the appropriate box. Your responses will be kept confidential and used solely for research purposes.

STT	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The reading tasks helped me understand how to deal with different question types (e.g., gap-filling, matching, summary completion).					
2.	I feel more confident when reading and understanding academic texts after the program.					
3.	The weekly practice helped me improve my vocabulary and grammar in context.					
4.	The tasks designed with Chat GPT were more interesting or helpful than normal textbook exercises.					
5.	I could see my progress in reading skills gradually					
6.	I think reading tasks like these should be used more in English lessons.					
7.	Overall, the GPT-supported reading tasks were useful and helped me become a better reader.					

Additional Comments (Optional):

Please write any suggestions, reflections, or feedback below.

SAMPLE EXERCISES

WEEK 4: NEW WAYS TO LEARN

Part 1: *Read the text and choose the word that best fits each of the blanks in the following passage.*

Experiential learning has gained (26) _____ across Telangana schools. The PARAKH report presents compelling data that affirms the depth of experiential integration in Telangana's government schools. Teachers across the state report a high (27) _____ of structured co-curricular activities designed to foster creativity, collaboration, and critical thinking. These figures reflect a strong systemic effort to (28) _____ the rigidity of academic instruction by embedding platforms that nurture student agency and experiential engagement. Through science fairs, sports events, and literary (29) _____, students are exposed to environments where learning is not restricted to (30) _____ syllabi but is instead rooted in exploration and reflection. Nevertheless, the report reveals a slight imbalance: while cultural and sports initiatives enjoy near-universal presence, activities like science exhibitions and literary engagement, which are more closely linked to academic skill-building, see relatively lower (31) _____. This signals an opportunity for calibrated policy focus and resource allocation to strengthen academically aligned experiential learning.

In stark contrast to the progress made in experiential formats, Social-Emotional Learning remains an underdeveloped and inconsistently implemented aspect of Telangana's school ecosystem. Further qualitative data (32) _____ an equally troubling picture. Nearly 35% of teachers observed that students' emotional well-being was adversely affected by the tone and actions of educators. Moreover, 27% acknowledged difficulties in managing emotional or behavioural (33) _____, indicative of insufficient training or support in SEL methodologies. This absence of structured emotional (34) _____ has far-reaching implications. Students who feel emotionally unsafe or disconnected from their environment are far less likely to benefit from experiential activities, no matter how well-designed. The same (35) _____ for educators: a teacher operating under emotional fatigue or stress cannot effectively facilitate meaningful learning experiences.

26.A. velocity

B. currency

C. ground

D. prominence

- | | | | |
|--------------------|----------------|-------------------|---------------------|
| 27. A. prevalence | B. likelihood | C. incidence | D. occurrence |
| 28. A. transgress | B. traverse | C. transcend | D. overcome |
| 29. A. forums | B. portals | C. fraternities | D. cohorts |
| 30. A. prescribed | B. unavoidable | C. deemed | D. descriptive |
| 31. A. intake | B. uptick | C. absorption | D. uptake |
| 32. A. portrays | B. paints | C. draws | D. depicts |
| 33. A. disruptions | B. outbursts | C. deficiencies | D. deviations |
| 34. A. gallow | B. scaffolding | C. framework | D. interference |
| 35. A. holds true | B. rings true | C. carries weight | D. remains relevant |

Source: <https://timesofindia.indiatimes.com/education/news/telangana-is-focussing-on-experiential-learning-and-sel-in-schools-reveals-report-how-it-helps-in-overall-development-of-students/articleshow/122493876.cms>

Answers:

26. B	28. C	30. A	32. B	34. B
27. C	29. A	31. D	33. A	35. A

Part 2: *Give the correct form of the given word to complete each of the following sentences.*

DIDACT	INSTRUCT	APPRAISE	LAP	INNOVATE
VALUE	WORK	INITIATE	REPETE	BREAK

When new tools are adopted without first (36) _____ the performance and use of current technologies, the consequences can be significant. Financially, institutions may find themselves paying for (37) _____ platforms or unused licenses. (38) _____, faculty and staff may experience platform fatigue, juggling multiple systems with redundant features, inconsistent interfaces, and varying levels of support. Students, too, suffer when digital learning environments become fragmented and confusing. Consider a district that implements a new learning management system (LMS) while still supporting legacy systems from previous (39) _____. Teachers may be unsure which tool to use, parents may receive communications from multiple platforms, and students may encounter varying expectations across courses. The result can be frustration, underuse, and often, a return to analog (40) _____. Poorly implemented technologies can have a negative impact on morale as well.

Source: <https://www.techlearning.com/how-to/maximizing-existing-technology-before-adding-more-what-to-know>

Answer:

36. evaluating	38. Instructionally	40. workarounds
37. overlapping	39. initiatives	

Part 3: **For questions 46-55, fill in each of the following numbered blanks with ONE suitable word. Write your answer in the corresponding numbered boxes provided.**

With technology (46) _____ the way we take in and interpret information, more companies across the world are developing apps, devices and tools that lean into this (47) _____. For instance, many study resources now include QR codes that can be (48) _____ by mobile phones. These allow students to access more study materials, including (49) _____ content. Another example of this is AI-powered research tools such as Scholarcy. Created as a way for busy students and researchers to keep on (50) _____ of their reading, Scholarcy breaks long and complex articles, reports and book chapters into bite-sized summaries which help users quickly see how relevant the text is to their studies and make it easier to read long-form content on smartphones. Other developers have created specific mobile apps to allow people to learn on the (51) _____. That means that students can learn a language with Duolingo's short lessons or learn the basics of coding with Mimo's interactive (52) _____ exercises while on the train to work, cooking, or even watching TV. There's plenty of (53) _____ for this to evolve in the future, too. A new app from company EY shows the potential: they've recently launched a free app which aims to (54) _____ girls to pursue STEM careers. Girls between the ages of 13 and 18 can complete digital activities, watch short videos, and carry out real-world experiments at their own pace, all while working (55) _____ incentives such as work shadowing women who have successful careers in various STEM fields.

Answers:

46. shaping

50. top

54. inspire/ encourage

47. shift

51. move/go

55. towards

48. scanned

52. bite-sized

49. interactive

53. scope/opportunities

Source: <https://www.scholarcy.com/blog/how-smartphones-are-changing-the-way-we-study>

Part 4:

In 2025, 5 big trends will shape education - Forbes

As we move into 2025, education stands at the intersection of rapid technological advancement, societal transformation, and the ongoing push to empower all learners. The challenges and opportunities before us demand bold action, creative thinking, and collaboration. Building on the key trends that we saw emerge across 2024, five important themes will likely shape the education landscape this year.

From Beta To Impact: Advancing AI in Education

In 2025, AI is moving beyond beta-phase applications and evolving into fully realized tools that reshape the classroom experience. The promise of AI isn't just in doing things faster; it's in doing them better. Research from NCEE and others show that the collective efficacy of teachers drives student learning. The most powerful innovations from AI in education will supplement, not supplant the role of teachers.

[1]

As AI applications and use cases move from pilot projects, beta tests, and small-scale implementation, front and center are several key questions: How can we fully unlock AI's potential while ensuring it centers on human relationships and learning? How far can we go in crafting AI-driven tools that elevate teaching as a profession? The year ahead will be about leaders taking intentional and informed steps toward answering these questions.

Tapping The Power of Learning Ecosystems

The boundaries between formal and informal learning continue to blur, and 2025 is the year to fully embrace learning ecosystems that unite schools, communities, and beyond. Such learning ecosystems bring people and institutions together to support young people, expand our idea of where learning can occur, and provide intentional support for developing fundamental skills and accelerated opportunities.

From The Enough Initiative in Maryland — a powerful example of community-led efforts championed by state leadership — to local partnerships between schools and a network of community partners in cities like Newport, Rhode Island, Columbus, Ohio, Memphis, Tennessee, and more. These learner-centered ecosystem approaches demonstrate the power of collective action and how “deep learning” can occur in a way that students find engaging and fun.

[2]

Bringing outside organizations and institutions into the academic pathways of students benefits young people in powerful ways. It also offers a chance to rethink, redefine, and revamp the role of educators; creating richer and more varied environments for teaching and learning to take place. By weaving together the resources of schools and communities, the learning ecosystem approach can create environments where every learner has the robust choice, opportunity, and support they need to succeed academically and thrive personally.

Regions Rising: Education As An Economic Engine

[3]

In these regional strategies, state and local governments work hand-in-hand with business and industry leaders to build strong partnerships. Together, they work to harmonize regulatory frameworks and workforce requirements, align curriculum, and recognize teacher qualifications across borders. These initiatives reduce labor shortages, enable teacher exchanges, and enhance workforce readiness. For example, regional professional development networks and institutional capacity-building programs have improved education outcomes in emerging economies, creating skilled local talent pools and reducing reliance on attracting skilled workers from elsewhere.

The emergence of regional talent hubs, tailored to local industries and strengths, ensures systems can specialize while collaborating. This cooperation mitigates skill shortages and fosters economic resilience on a local and state level. Technology plays a critical role, enabling blended learning that combines local classroom teaching with expertise from regional hubs.

By leveraging shared resources, these models benefit an array of geographies from urban to rural, and lower costs, especially important for resource-constrained areas, while ensuring students gain globally relevant skills.

[4]

Fostering Real-World Skills And Long-Life Learning

The workforce of tomorrow demands modern skills — and education must keep pace. Thriving in a rapidly changing world requires a lifelong commitment to learning and the skills to adapt. In the year ahead, look for schools to accelerate efforts to build meaningful pathways that prepare students for life beyond graduation. These pathways aim to help students discover their passions and cultivate the ability to learn independently.

Today's career-connected learning will continue to focus deeply on new forms of apprenticeships, cross-sector learning opportunities, and a commitment to learning across one's long life. High school is becoming a moment for young people to participate in work-based learning experiences, positioning them to earn valuable credentials and transition seamlessly into meaningful careers.

[5]

Charting A Brighter Future For Education In 2025

[6]

Education has always been a catalyst for progress, and 2025 will be no different. By harnessing the collective energy of schools, communities, and industries, we can create an education system that doesn't just adapt to change but drives it — building a brighter, more prosperous future for all.

A - The distinction between formal and informal education is being rewritten through partnerships that coordinate in-school and out-of-school learning with other community partners — like urban farms, science non-profits, parks, and businesses. These kinds of partnerships are opening the school doors to service learning that is incorporated into the school day, having individual classes or whole grade levels identify and solve problems in their communities. Makerspaces in libraries and community settings encourage young people to put creativity to use in new ways that help students develop future-ready skills like critical thinking and problem solving. The idea of schooling is expanded, not just in terms of where it takes place, but also how and what is studied, learned, and recognized.

B - While early applications focused on efficiency — streamlining grading and lesson planning — the year ahead will likely bring deeper implementation of tools designed to foster authentic collaboration between teachers and AI. These innovations grant educators not just support, but true agency and voice, enabling them to push the boundaries of pedagogy, refine their craft, and explore new teaching approaches.

C - Across the globe, regions are transforming education into an economic engine, aligning schools, businesses, and communities to drive shared prosperity. Regional talent hubs are emerging as drivers of economic development, a nascent dynamic observed several years ago

that will likely continue to accelerate in 2025 and years ahead. Regional alliances, solutions, and strategies can address local challenges while boosting global competitiveness, strengthening economic resilience, and fomenting long-term prosperity.

D - In 2025, the question is how to build systems where all sectors move forward together while honoring unique local contexts. Education will need to lead the way, powering economies and creating opportunities for all.

E- The trends outlined here are not just priorities for educators; they are imperatives for society. Meeting the challenges of today — and tomorrow — requires us to embrace new tools and approaches while staying grounded in the core mission of education: to empower every learner to thrive.

F- Schools are rightly shifting toward preparing learners for a world where work is continuously evolving and longer life expectancies require ongoing skill development. What's ahead is not about vocational training as we knew it, but rather about creating resilient, adaptable thinkers who thrive in dynamic future work environments and workforce contexts.

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

Part 5:

Business schools are redefining their approach to education — embracing new ways to equip future executives for a rapidly changing world. And the winners of this year's Responsible Business Education award for teaching show how academics are reimagining curricula by integrating sustainability, experiential learning and advanced technologies to tackle global challenges. These programmes mark a turning point in responsible business education, say the judges, because it shows institutions are recalibrating their material to address the societal need for a more sustainable future, while also aligning with business's demands for profits. Outside the top five winners, the pool of submissions also included highly commended programmes that fell outside the criteria of being grounded in academic research. However, these submissions illustrated new ways in which academics are interacting with content. Some stood out, including a project from Saïd Business School, where an academic turned a classic case study into a movie. Megan Kashner — one of the judges, and director of social impact and sustainability at Northwestern University's Kellogg School of Management — believes this year's entries show how academia is emphasising in-the-field teaching to future business leaders. She says: "We are teaching our students increasingly practical skills and giving them the opportunity to practise the impossibly complex conversations [and] decision-making in negotiations that are actually what's going to push [achievable] sustainability in business." Eric Cornuel, another of the judges and president of the European foundation for management development network association, agrees. He says the submissions this year "mark both a transformation in the teaching approach implemented but also a change in the relationship that business schools have with their social environment". A novel approach to negotiation You can't have an MBA without having a negotiation course, and Insead's puts a fresh spin on tradition. The online, four-week Advanced Negotiations course at the French business school

tackles the complexity of sustainability issues by focusing on case studies from the global south. With close to 150 students enrolled in 2023, and expectations for that number to keep rising, the course offers case studies on stakeholder management in a mining company in Latin America, labour management negotiations in India and governance of cross-cultural differences in the Middle East. Sustainability should not just be a topic of discussion, but must permeate the entire negotiation

Horacio Falcão, professor of management practice of decision sciences at Insead “We argue that sustainability is a crucial negotiation variable,” say the academics overseeing the course, who include Horacio Falcão, professor of management practice of decision sciences at Insead. “We train participants to adopt win-win strategies, emphasising that these methods foster sustainable outcomes where no party feels marginalised. Win-win strategies help build stronger, collaborative relationships essential for addressing sustainability challenges.” Falcão says the course “teaches students to use sustainable negotiation tactics to forge antifragile, inclusive deals, even under the most challenging conditions”. The course has been adapted for the modern era, say the academics behind it, because of the realisation that sustainability cannot be “imposed” in local communities, but needs to be an “inclusive and respectful negotiation process”. Sustainability should not just be a topic of discussion, the academics add, but “must permeate the entire negotiation engagement, integrating both content and process to increase the likelihood of successful, sustainable agreements”. Kashner, one of the judges, says the take on negotiations is innovative: “This is truly a novel, and needed, approach to teaching about responsible leadership in a sustainability context. By focusing on the intersection of negotiations and sustainability, these faculty members have brought impossible decisions and interests that sit at cross-purposes to life for students. I want to dig into this material and consider how I can integrate it into my teaching.”

Group thinking HEC Paris’s 2050NOW learning experience brought together more than 300 participants — including students, academics and business leaders — to think about how to bring companies into a more sustainable future. Held for the first time in April 2024, the course combined immersive multimedia experiences with deep conversations from all stakeholders, to envision a better world. By involving stakeholders in collective problem-solving, the programme sought to redefine education as a collaborative tool for impact. Participants “travelled” via video to Kinshasa, described as a “mega city” and followed “Adama”, a leader working for a European multinational company who is struggling to have her voice heard among her colleagues at headquarters. The initiative, say the organisers, was designed to “illustrate the longitudinal impact of key business decisions and to mobilise the audience to intervene and identify solutions together”. It brought to life the “often tenuous” relationships between business decisions and the world they affect.

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Maureen Sigliano, executive director of Impact Company Lab — an experimentation platform — at HEC, says the experience is “a transformational milestone” for the French business school, as it looks to empower business leaders “to reinvent a more sustainable future”. She adds: “There was a

newfound understanding that a just transition and business resilience will not be possible unless decision makers experience and include the voices of the places where sustainability issues are most pressing. The power of interactive theatre and scenario planning was recognised as a very effective way to experience what lies ahead.” Gorgi Krlev, associate dean and professor of sustainability at ESCP business school and a Responsible Business Education awards judge, thinks the initiative is “really outstanding” because it engages stakeholders in finding a solution to the climate issue. He wonders, however, about the “next steps” and says it is important to make sure that the “immersive experience leads to a solution and implementation”. He adds: “That’s a huge challenge.” Follow the leader MBA courses are often criticised for lacking hands-on experience for future executives. London Business School’s Sustainability Leadership and Corporate Responsibility programme, however, tackles that head on by bringing alumni to share their experiences from diverse sectors — from energy to luxury. LBS alumni share their expertise in how to deal with sustainability dilemmas faced by leaders in the field, helping students create both social and economic value in diverse industries. Interactivity is key. Students prepare questions during their pre-session assignments, which helps them think deeply about how they can use the knowledge in their own careers. They are required to write profiles of other LBS alumni in leadership positions as part of a group assignment. And their final coursework requires them to assess their own leadership strengths, set measurable goals, and develop next steps to boost their leadership skills. Ioannis Ioannou, associate professor of strategy and entrepreneurship at LBS, says the course stood out because of its focus “on the leadership needed to address the complexities of sustainability”. He says: “What makes it truly unique is the direct involvement of LBS alumni who are at the forefront of driving sustainable change. These leaders share their personal journeys, offering students a first-hand look at the challenges of navigating resistance, making tough trade-offs and fostering innovation in demanding environments. By learning from these real-world experiences, students build the skills to lead responsibly, balance competing priorities and inspire others to create meaningful, lasting transformation.” Cornuel says the course is not only a forum where students and alumni discuss dilemmas from the field but also a leadership course. He says: “Far from certain courses that become more ecology and sustainability courses than management courses, this course never loses sight of the issue of creating value in business.” Being there Many business schools now use virtual reality and UNSW Sydney Business School’s Diverse Horizons: VR for Transformative Inclusive Education project was selected by the judges as an example that breaks new ground. It immerses students in the realities of marginalised groups. The programme uses VR as a tool to show students some of the challenges faced by disabled individuals. It aims to achieve a simple goal: to help students rethink their role in addressing excluded groups’ needs. Each tutorial session has individual VR goggles for up to 25 students at once, allowing each student to have an experience that emphasises the personal dimension. In the Elements of Marketing course, academics introduced a VR module entitled Riding with Amy. It puts students in the shoes of a

woman with disability, to build solidarity and respect. The VR module assumes that learning is best achieved by experiencing situations. Eric Cornuel, Responsible Business Education awards judge, says the course “breaks away from the idea that learning takes place by presenting the material to be studied, from the outside”. He says: “It marks a major shift away from the case study [and] assumes that learning is best achieved by experiencing situations.” The course emphasises the importance of addressing real-world inequities in business education.

(Source: Teaching awards: Rising to the challenge - Financial times)

For questions 1–6, decide whether each of the following statements is True (T), False (F), or Not Given (NG).

1. The Responsible Business Education award is given only to programmes based on academic research.
2. One submission involved transforming a written case study into a film.
3. Megan Kashner believes students need more opportunities to memorise key negotiation strategies.
4. The Insead course teaches students to impose sustainability principles on local communities.
5. HEC Paris used immersive technology to recreate the environment of an African city.
6. London Business School’s programme encourages students to assess their own leadership qualities.
7. UNSW Sydney’s VR programme was the first to be implemented in Australian business schools.

For questions 8-14, read the summary and fill in each space with NO MORE THAN THREE WORDS taken from the passage.

In response to a rapidly changing world, business schools are redesigning their teaching methods to prepare future leaders more effectively. The focus of award-winning programmes this year is on (8)_____, experiential approaches, and advanced technologies.

At Saïd Business School, a traditional case study was turned into (9)_____, showing new forms of engaging content. One judge highlighted how academia is now prioritising (10)_____ to help students navigate real-life dilemmas.

At Insead, a negotiation course highlights the role of sustainability as a (11)_____ in business interactions. Students are trained to use (12)_____ strategies to form stronger, collaborative relationships. The course underlines that sustainability must be part of both content and (13)_____ in any negotiation.

HEC Paris’s 2050NOW project immersed over 300 stakeholders in a simulation set in (14)_____, allowing them to tackle sustainability challenges collectively through interactive storytelling.

Answer:

1F 2T 3F 4F 5T 6T 7NG

14. sustainability

17. negotiation variable

20. Kinshasa

15. a movie

18. win-win

16. in-the-field teaching

19. process

Part 6: *Read the passage and write your answer in the corresponding numbered boxes provided.*

Digitalization and the importance of data literacy

As our world becomes increasingly digital, more and more processes and activities, essential aspects of everyday life, research, and work, are taking place digitally. [A] All kinds of data are constantly analyzed and processed to enhance our everyday experiences. [B] One example is health data, information like sleep patterns, exercise routines, and food intake, can be continuously tracked via smartphones and smartwatches. [C] Utilizing data analytics, insights are used to refine training schedules and offer personalized nutrition plans. [D] As a result of this digitalization, the amount of available data is rapidly growing. Research is becoming increasingly data-intensive. This opens up great potential but also brings the need to face entirely new challenges.

Interdisciplinary knowledge of how to deal with data in a planned and secure manner and its consciously and ethically appropriate use is becoming crucial for almost all areas of business, as well as the everyday social lives of all people. Therefore, data literacy, i.e., the ability to collect, visualize, critically evaluate, and consciously use data will become a core competence across all disciplines. It is essential to teach and sharpen comprehensive knowledge and skills in data literacy at all levels of education.

We come into contact with data incessantly, and the word data is regularly used in everyday life. But what is data? The Cambridge Dictionary states that data is: “information, especially facts or numbers, collected to be examined and considered and used to help decision-making or information in an electronic form that can be stored and used by a computer; information, especially facts or numbers, collected to be examined and considered and used to help with making decisions; information in an electronic form that can be stored and processed by a computer”. Although this is already a fairly broad definition, the Merriam-Webster Dictionary adds: “[...] information in digital form that can be transmitted or processed; information output by a sensing device or organ that includes both useful and irrelevant or redundant information and must be processed to be meaningful”.

This does not provide an easy-to-grasp definition of data. However, it should be noted that data is a multifaceted term that needs to be reflected accordingly in the definition of competencies. What can already be read here, however, is that data can be collected, processed, used for decision-making, and stored. Data, therefore, follows a specific data life cycle. A well-defined data lifecycle provides a sound basis for developing a competence model, as it already provides a specific structure and allows the individual competencies to be aligned with it.

Many similar definitions exist for the lifecycle of data. Only a few stand out due to their special features. J.M. Wing, for example, presents a very detailed data life cycle. She proposes considering the following stages: ‘Generation’, ‘Collection’, ‘Processing’, ‘Storage’, ‘Management’, ‘Analysis’, ‘Visualization’, ‘Interpretation’ and even ‘Human’.

Some parts of data processing are particularly important in higher education and research. Data generated or used as part of the research process is referred to as research data. It comprises factual material generally recognized in the scientific community as necessary for validating research results. Research data often represents reality at a specific point in time and is, therefore, often singular and difficult or costly to recover. In addition, the reproducibility of research and its results is crucial for its integrity and trustworthiness. Therefore, appropriate archiving, publication, and the possibility of reusing data are especially important in research. As a result, many higher education institutions worldwide have sought to develop a dedicated research data lifecycle that integrates the specific concerns of academics and their research data.

Source: <https://arxiv.org/html/2504.15690v1>

76. What is the main purpose of the passage?
- A. To explain how smartwatches function in health monitoring.
 - B. To define the term “data” for the general public.
 - C. To argue that data literacy is essential in the digital life.
 - D. To present a history of data processing technologies.
77. What does the author suggest about the role of data in daily life?
- A. It is mostly used by researchers and scientists.
 - B. It is becoming less relevant due to privacy concerns.
 - C. It plays a key role in improving everyday decisions and activities.
 - D. It is only important in business and government sectors.
78. The word “incessantly” in the passage is closest in meaning to:
- A. sporadically
 - B. perpetually
 - C. unintentionally
 - D. deliberately
79. According to the passage, why is the definition of “data” considered complex?
- A. It varies widely depending on the dictionary consulted.
 - B. It excludes the idea of irrelevant information.
 - C. It must be updated to include artificial intelligence terms.
 - D. It is too technical for people outside the research field to understand.
80. What does the phrase “reproducibility of research” most likely mean in the context of the paragraph?
- A. The ability to repeat an experiment and obtain the same or similar results.
 - B. The process of archiving data for future storage and analysis.
 - C. The ease with which research findings can be published in scientific journals.
 - D. The transfer of research materials from one institution to another for collaboration.

81. The passage mentions smartwatches and smartphones primarily to:
- A. demonstrate the health risks of using digital devices.
 - B. introduce how daily data is collected and processed.
 - C. criticize people's reliance on personal technology.
 - D. show that fitness technology is too data-dependent.
82. What does the author imply about future education systems?
- A. They will rely less on data and more on traditional methods.
 - B. Data literacy will only be taught to science majors.
 - C. All students will need to develop data literacy as a core skill.
 - D. Ethics will no longer be a major concern in education.
83. What is the function of the dictionary definitions in paragraph 3?
- A. To criticize dictionary publishers for being too vague.
 - B. To prove that the term "data" has only one accepted meaning.
 - C. To show the range of interpretations the word "data" can have.
 - D. To compare how British and American dictionaries are written.
84. Where would the following sentence best fit?
 "This development not only expands access to information but also demands greater responsibility in handling it."
- A. [A] B. [B] C. [C] D. [D]
85. Summary Question – Choose the THREE correct answers.
 Which of the following statements summarize the most important ideas from the passage?
- A. Digital technologies have increased the importance of data in daily life and research.
 - B. Data literacy is becoming a necessary competence across many areas of life.
 - C. Dictionaries fail to define data in a way that most readers can understand.
 - D. Research data must be preserved carefully to maintain scientific integrity.
 - E. Smartphones and smartwatches have made traditional education less relevant.
 - F. The data life cycle includes only collection, storage, and deletion of data.

Answers:

76.C	79.A	82.C	85. A,B,D
77.C	80.A	83.C	
78.B	81.B	84.D	

Part 7: *Read the text below and choose your answer. Write your answer in the corresponding numbered boxes provided.*

A. Today's world demands digital literacy as a foundational skill for civic, social, and economic participation. In the same way reading and mathematics have long been considered essential components of early education, digital skills must now be viewed as equally indispensable. Despite this, many educational systems still prioritize traditional subjects and treat digital literacy as an optional or extracurricular subject. This disconnect between real-

world demands and curricular focus creates a significant learning gap. Students who do not receive structured instruction in digital tools and critical digital thinking are less prepared to navigate the increasingly complex information environment they encounter every day. Without intervention, this could widen social inequalities, particularly in under-resourced regions.

B. Digital literacy is more than just knowing how to operate a computer or navigate apps—it encompasses a comprehensive understanding of how digital information is created, communicated, and interpreted. A digitally literate individual must be able to assess the credibility of online sources, detect manipulation or misinformation, and engage with content critically and ethically. Additionally, skills such as managing personal data, setting up strong privacy settings, and understanding digital footprints are now crucial for safety and autonomy in the online world. As cyber threats, online harassment, and digital propaganda become more sophisticated, teaching these competencies is no longer optional—it is a requirement for responsible citizenship in the digital era.

C. Digital tools have the power to revolutionize classroom learning, making education more interactive, inclusive, and adaptive. From AI-powered tutoring platforms that offer personalized feedback to collaborative tools that connect students across the globe, technology offers dynamic possibilities. Yet the mere presence of digital devices does not guarantee improved learning outcomes. Many teachers report lacking the training, confidence, or institutional support to use these tools effectively. Pedagogical integration is key: when digital resources align with learning goals and are embedded within thoughtful lesson plans, they can enhance both comprehension and engagement. Investment in teacher professional development and infrastructure is necessary to realize the full benefits of educational technology.

D. While digital learning is becoming more central, the digital divide remains a pressing issue worldwide. In many low-income and rural areas, basic internet access is limited or unreliable. Even where connectivity exists, it may not be affordable, stable, or equitable. Additionally, groups such as girls, individuals with disabilities, and marginalized communities often face systemic barriers that prevent them from fully participating in digital learning. These inequalities are not merely technological—they are social and political. Bridging the digital divide requires more than hardware: it calls for inclusive digital policies, community-level support, and deliberate efforts to ensure accessibility for all learners, regardless of location or background.

E. In recognition of these growing needs, an increasing number of national education systems have started integrating digital skills into their formal curricula. In some countries, digital

citizenship, coding, and media literacy are taught as core subjects beginning in primary school. These reforms signal a paradigm shift: no longer is digital literacy seen as an advanced or optional skill, but as a baseline requirement for full participation in society. Successful implementation, however, depends on aligning these curricular changes with adequate teacher training, assessment tools, and infrastructure investment. The process is complex but essential, as schools must equip students not just to use technology, but to shape the digital world ethically and creatively.

In which section are the following mentioned?

- 86. Many schools still overlook digital skills in core curricula.
- 87. Internet access alone doesn't ensure real engagement.
- 88. Gaps in access often reflect deeper social inequalities.
- 89. Teachers need more support to use tech effectively.
- 90. Making digital skills essential means reforming education.
- 91. Digital citizenship includes ethics and privacy.
- 92. Devices are used, but teaching methods often lag.
- 93. Tools without clear instruction don't improve learning.
- 94. Curriculum updates reflect a shift toward digital futures.
- 95. Youth aren't always as digitally skilled as assumed.

Source: UNESCO: The case for digital literacy in education

Answers:

- | | | | | |
|--------------|--------------|--------------|--------------|--------------|
| 86. A | 88. D | 90. A | 92. C | 94. E |
| 87. D | 89. C | 91. B | 93. C | 95. B |

ANSWER GENERATED BY CHATGPT USING THE SAMPLE PROMPT

SECTION II: READING (8.0 points)

II.1. LANGUAGE IN USE (3.0 points)

Part 1: Questions 26–35 (MCQ Cloze)

Instructions: Read the following passage and choose the best option (A, B, C, or D) for each blank. Write your answers on the answer sheet.

The Growing Energy Burden of Artificial Intelligence

As artificial intelligence (AI) continues to revolutionize industries and reshape the global economy, one challenge remains largely (26) ____: its insatiable appetite for energy. From data centers to algorithmic training processes, the carbon (27) ____ of AI is climbing at a troubling pace. Training a single large language model can now generate as many emissions as five cars over their entire (28) ____.

One major contributor to this issue is the increasing complexity of machine learning models, which require (29) ____ computing power to process massive datasets. The demand for

faster and more energy-intensive processors has led to a (30) _____ in the energy consumption of tech giants. While some companies attempt to (31) _____ their impact by investing in renewable energy, critics argue that these efforts merely (32) _____ the surface of a much deeper problem.

The current AI boom has (33) _____ a tension between innovation and environmental sustainability. Policymakers and developers alike are being urged to integrate energy-efficient practices into the (34) _____ of AI design. If ignored, the environmental cost of intelligence automation may soon (35) _____ its economic and societal gains.

- | | | | |
|-------------------|---------------|----------------|---------------|
| 26. A. discarded | B. overlooked | C. dispelled | D. refuted |
| 27. A. footprint | B. benchmark | C. deposit | D. saturation |
| 28. A. legacy | B. lifespan | C. mileage | D. warranty |
| 29. A. relentless | B. disposable | C. exponential | D. singular |
| 30. A. downshift | B. spike | C. relapse | D. residue |
| 31. A. mitigate | B. nullify | C. counteract | D. devalue |
| 32. A. skirt | B. graze | C. scratch | D. dent |
| 33. A. ignited | B. compelled | C. processed | D. contracted |
| 34. A. backbone | B. framework | C. rollout | D. blueprint |
| 35. A. undermine | B. propel | C. overrun | D. bypass |

Part 2: Questions 36–40 (Word Formation)

Instructions: Read the passage below. Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line. Write your answers on the answer sheet.

The Rise of Uncommon Renewables

While solar and wind power dominate discussions of sustainable energy, lesser-known (36) _____ sources are making quiet yet meaningful contributions. One such example is osmotic energy, produced where freshwater meets saltwater, yielding a (37) _____ flow of power. Though not yet commercially (38) _____, these methods show enormous potential for niche applications. Another curious case is piezoelectric energy, drawn from mechanical stress in materials. While this field still faces (39) _____ hurdles, especially in scalability and cost-effectiveness, continued research may lead to a breakthrough. The development of these sources depends heavily on interdisciplinary (40) _____ between scientists, engineers, and policymakers.

CONVENTION
GRADUAL

VIABILITY

TECHNOLOGY
COLLABORATE

Part 3: Questions 41–45 (Error Correction)

Instructions: The passage below contains five errors. Identify and correct the underlined word or phrase in each numbered line. Each line has only ONE error.

AI and the Climate Forecasting Revolution

Artificial intelligence has revolutionized climate modeling, but not without its flaws. Some of the data sets used in training are (41) based on outdated parameters that don't accurately reflect current atmospheric dynamics. Moreover, researchers often rely (42) in proprietary algorithms whose decision-making processes are opaque. While these tools can process vast amounts of information, there is an urgent need (43) of transparency. Another concern is the lack of (44) the standardized benchmarks when comparing the results of various AI models. Despite these issues, AI's potential in predictive analytics remains (45) high valuable to both scientists and policymakers.

II.2. READING COMPREHENSION (5.0 points)

Part 1: Questions 46–55 (Open Cloze)

Instructions: Read the passage below and fill in each gap with ONE suitable word. Write your answers on the answer sheet.

Smart Cities and Their Environmental Impact

In the face of rising global temperatures and rapid urbanization, "smart cities" have emerged as a potential solution to reduce environmental degradation. These technologically advanced urban areas use digital infrastructure to improve the (46) _____ of public services, from waste management to traffic control. A defining feature of smart cities is their use of real-time data to respond to environmental challenges (47) _____ they occur.

One of the most promising applications is energy optimization. Sensors and AI systems monitor consumption and automatically adjust lighting, heating, and cooling systems in buildings, thereby reducing (48) _____ emissions. Additionally, transportation in smart cities is being reimaged: shared electric vehicles, AI-guided public transit, and smart traffic lights all aim to (49) _____ the city's carbon footprint.

However, the picture is not entirely positive. The technologies that (50) _____ these cities smart—particularly AI and cloud computing—consume large amounts of energy themselves. Moreover, the rapid deployment of smart technologies can unintentionally (51) _____ socio-economic inequality if not managed carefully. Access to digital infrastructure may be limited to wealthier populations, further (52) _____ the divide between rich and poor.

Another concern is the accumulation of electronic waste, which, if not handled responsibly, could lead to severe environmental (53) _____. For smart cities to truly contribute to sustainability, digital development must go (54) _____ technological efficiency; it must be inclusive and ecologically mindful. Only then can such cities become models for sustainable (55) _____ in the 21st century.

Part 2: Questions 56–69 (Complex Task Set)

Read the text below and do the tasks that follow.

AI Meets Sustainability: The GreenShift Case Study

In 2018, GreenShift Technologies, a mid-sized manufacturing company based in Sweden, faced a significant dilemma. Its production process was efficient but highly carbon-intensive, emitting well above EU-mandated levels. The leadership was torn between downsizing production or investing in an untested integration of AI systems to optimize resource use. After a heated internal debate, they chose the latter.

The transformation began with the integration of AI-powered sensors across the company's four production plants. These sensors gathered vast amounts of data in real time, from energy usage to equipment heat signatures. This information was processed through a custom-built AI platform that generated predictive analytics. For example, it could forecast when machines would overheat or underperform, allowing preventative maintenance that reduced both downtime and energy waste.

GreenShift's AI system also revolutionized its supply chain. The algorithm analyzed traffic patterns, supplier efficiency, and weather data to determine optimal delivery routes and timings. This reduced fuel consumption by 23% in the first year alone. Additionally, AI helped eliminate overproduction by predicting product demand more accurately, cutting material waste by nearly 30%.

One of the company's boldest initiatives involved installing an AI-driven climate control system in its warehouses. Instead of operating on static timers or thermostats, the system adjusted airflow and temperature dynamically, responding to outside weather conditions, human occupancy, and machinery activity. This resulted in a 40% drop in HVAC-related energy consumption.

GreenShift also implemented a "carbon ledger," a blockchain-based tool integrated with their AI system. It recorded emissions data transparently and immutably. This innovation didn't just aid internal audits—it also enabled the company to communicate sustainability metrics to clients and stakeholders in real time, enhancing its reputation and client trust.

However, the transition wasn't seamless. The initial costs were steep, and many employees resisted automation, fearing job loss. To mitigate this, GreenShift launched a year-long reskilling program. Over 70% of its workforce received training in AI system operations, data interpretation, and digital ethics. This approach didn't just retain staff—it empowered them to become stakeholders in the company's new sustainability mission.

By 2022, GreenShift had halved its carbon emissions, improved operational efficiency by 45%, and seen a 19% increase in client acquisition. Its AI-centric model has since inspired other manufacturers across Europe to rethink sustainability not as a constraint, but as a technological opportunity.

Questions 56–61: True / False / Not Given

Instructions: Read the statements and decide whether they are True (T), False (F), or Not Given (NG).

- 56. GreenShift Technologies considered relocating its production to reduce emissions.
- 57. The AI system predicted technical issues before they caused any disruption.
- 58. Supply chain changes were driven mainly by new international trade policies.
- 59. The climate control system adapted based on both internal and external factors.
- 60. GreenShift's blockchain tool improved transparency in sustainability reporting.
- 61. GreenShift had to reduce its workforce due to the automation process.

Questions 62–69: Summary Completion

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

GreenShift's AI Transformation

GreenShift's journey toward sustainability started with real-time data collection from its plants using (62) _____, which helped identify inefficient equipment patterns. Its (63) _____ also improved routing and scheduling of deliveries, leading to a significant cut in (64) _____ usage. Overproduction was curbed through precise (65) _____ forecasting, reducing unnecessary material consumption. A smart (66) _____ system adapted to changing conditions and halved HVAC energy needs.

To monitor environmental impact, GreenShift adopted a blockchain-based (67) _____, which enabled accurate tracking and communication of emissions. Facing internal pushback, the company launched a (68) _____ to retrain its staff. As a result, GreenShift significantly cut carbon emissions and boosted (69) _____ by nearly one-fifth.

Part 3: Questions 70–75 (Removed Paragraphs) Topic: Geoengineering

Instructions: You are going to read a text about geoengineering. Six paragraphs have been removed from the text. Choose from the paragraphs A–G the one which fits each gap (70–75). There is one extra paragraph you do not need to use.

GEOENGINEERING: A RISKY PLANETARY HACK?

Geoengineering—the deliberate manipulation of Earth's climate—was once considered science fiction. Today, as climate change accelerates and political action stalls, these radical solutions are gaining traction in both academic and governmental circles.

[70]

Proponents argue that solar radiation management (SRM), a subset of geoengineering, could be deployed quickly and inexpensively to reflect a fraction of sunlight back into space. This might involve dispersing aerosols into the stratosphere or brightening clouds over oceans. Advocates see this as a crucial “plan B” if global emissions remain unchecked.

[71]

Opponents warn that such interventions are fraught with uncertainty. Our climate system is a deeply interconnected web. Manipulating one aspect—such as sunlight—could trigger cascading consequences across rainfall patterns, agricultural systems, and biodiversity. A sudden halt in SRM efforts, whether due to geopolitical tension or economic failure, could even lead to a phenomenon called “termination shock,” where temperatures spike rapidly in a matter of years.

[72]

Despite these risks, research into geoengineering is growing. Harvard’s SCoPEX project, which aims to test stratospheric aerosols, has sparked global debate. Critics see it as a slippery slope toward normalizing climate manipulation. Yet scientists insist that research does not equate to deployment—and that understanding these technologies is crucial in case we need to deploy them someday.

[73]

The ethical dimensions are equally complex. Who decides the optimal global temperature? What if one nation benefits from cooling, while another suffers drought or crop loss? Such dilemmas make geoengineering not only a scientific challenge but a moral one.

[74]

Another concern is the risk of “moral hazard.” If geoengineering is viewed as a viable solution, it may reduce the urgency of decarbonization. Governments and corporations could delay cutting emissions, knowing that a technological fix exists in the wings.

[75]

Geoengineering remains, at best, a planetary experiment with no control group. Its potential is vast—but so are its risks. Perhaps the most responsible path forward is rigorous, transparent research, guided by international consensus, while simultaneously accelerating efforts to reduce emissions and adapt to a changing world.

Removed Paragraphs (A–G): Choose the correct one for each blank above

A. While geoengineering does not aim to fix all aspects of climate change, proponents suggest it could buy valuable time while mitigation strategies scale up. This temporary relief could prevent worst-case climate outcomes, such as the collapse of ice sheets or runaway warming.

B. Some critics liken geoengineering to “playing God” with the planet, arguing that such interventions reflect a technocratic mindset that prioritizes control over caution. They point

out that many of the worst ecological crises have stemmed from overconfidence in our ability to manipulate nature.

C. Scientists estimate that volcanic eruptions offer insight into SRM's effects. For instance, the 1991 eruption of Mount Pinatubo lowered global temperatures by 0.6°C for a year. These natural analogues are part of why SRM is considered potentially effective, if controversial.

D. Unlike carbon removal, which directly addresses the cause of global warming, SRM treats the symptoms. Critics argue that it risks ignoring the root of the problem: humanity's overdependence on fossil fuels.

E. Historically, many large-scale climate interventions have been attempted without full knowledge of the consequences. Examples include deforestation projects and water diversion schemes, which often led to long-term ecological damage.

F. The urgency around climate change is forcing scientists and policymakers to consider tools that were previously off-limits. With rising sea levels, intensifying storms, and food insecurity, climate interventions are moving from fringe ideas to policy discussions.

G. Legal frameworks for geoengineering are almost nonexistent. As of now, no international treaty governs solar radiation management. Without global rules, unilateral deployment could trigger political tensions or even conflict.

Part 4: Questions 76–85 (Multiple Choice)

Instructions: Read the following passage and choose the correct answer (A, B, C, or D) for each of the questions 76–85. Write your answers on the answer sheet.

Climate Anxiety: The Silent Psychological Strain

In recent years, as headlines oscillate between climate catastrophe and inaction, a growing number of individuals—particularly young people—are experiencing what psychologists are now calling “climate anxiety” or “eco-anxiety.” Unlike traditional anxiety disorders rooted in personal trauma or neurological imbalance, this form of distress stems from a profound awareness of environmental degradation and a perceived lack of control over the planet's fate.

While not yet classified as a clinical disorder in diagnostic manuals like the DSM-5, climate anxiety is no less real in its effects. Patients report symptoms ranging from chronic worry and insomnia to nihilism and avoidance behaviors. Young people, especially those exposed to climate discourse via social media, often describe feeling paralyzed by fear about the future, skeptical of career prospects, and uncertain about starting families.

Experts debate whether this form of anxiety is pathological or simply a rational response to an irrational world. Dr. Marie Chen, a clinical psychologist and researcher in eco-psychology, argues that “this isn't disordered thinking—it's appropriate distress in the face of scientific consensus.” Others caution against over-pathologizing concern, noting that distress may in fact signal healthy moral engagement.

However, climate anxiety is not experienced equally across demographics. Research indicates that indigenous communities and residents of disaster-prone areas often exhibit higher levels of distress, but for different reasons. In such cases, the anxiety is tied less to fear of future outcomes and more to immediate loss—of land, of livelihood, of identity. This distinction challenges one-size-fits-all solutions and urges culturally sensitive approaches to mental health care.

Social media, while a catalyst for awareness, can also intensify anxiety through constant exposure to climate disasters and political inaction. The phenomenon of “doomscrolling”—endlessly consuming bleak news—feeds a cycle of despair and helplessness. Despite this, platforms also host climate activist communities that can transform anxiety into action, fostering collective agency and resilience.

Some psychologists are beginning to develop therapeutic interventions tailored to eco-anxiety. These include cognitive-behavioral strategies, mindfulness techniques, and activism-based group therapy. Central to many approaches is the idea of agency—helping individuals reclaim a sense of purpose through small but meaningful action. As Dr. Chen notes, “Hope isn’t naïve. It’s a muscle we build through engagement.”

Ultimately, while climate anxiety poses real challenges, it may also offer a strange kind of clarity. In forcing us to confront uncomfortable truths, it has the potential to become not a pathology but a catalyst—a psychological reckoning that pushes us toward responsibility, resilience, and renewal.

Questions 76–85: Choose the correct answer (A, B, C, or D)

76. What is the main idea of the passage?

- A. Climate anxiety is a growing mental health crisis requiring medical intervention.
- B. Climate anxiety is both a symptom and a possible motivator for change.
- C. Only young people are significantly affected by eco-anxiety.
- D. Climate anxiety should be added to psychological diagnostic manuals.

77. According to the passage, why is climate anxiety difficult to categorize as a mental illness?

- A. It does not produce any physical symptoms.
- B. It is primarily a media-driven phenomenon.
- C. It may be a rational response to reality.
- D. It affects only a small percentage of the population.

78. The author suggests that climate anxiety in indigenous communities is more related to:

- A. political instability.
- B. hypothetical future scenarios.
- C. current existential threats.

D. social media misinformation.

79. The term “doomscrolling” refers to:

A. a coping mechanism for managing climate-related stress.

B. ignoring environmental news as a form of denial.

C. compulsive consumption of negative climate news.

D. learning about solutions to the climate crisis.

80. What does Dr. Chen imply about hope in the context of climate anxiety?

A. It is naïve and unrealistic in the face of data.

B. It can be cultivated through action and engagement.

C. It must come from government policy changes.

D. It is only helpful for people in privileged communities.

81. Which of the following best describes the author’s tone in the final paragraph?

A. Apathetic but detached

B. Critical and disillusioned

C. Cautiously optimistic

D. Sarcastic and informal

82. The main function of paragraph 4 is to:

A. introduce scientific research on eco-therapy.

B. highlight the disproportionate impact of climate anxiety.

C. provide statistics about youth mental health.

D. argue that social media is the root cause of anxiety.

83. Which of the following best captures the contrast made in the passage?

A. Rational versus irrational fear

B. Scientific evidence versus religious belief

C. Youth anxiety versus elderly denial

D. Hope versus helplessness

84. According to the passage, social media plays a dual role in eco-anxiety by:

A. spreading misinformation and deterring action.

B. minimizing the importance of climate change and creating community.

C. amplifying distress and facilitating collective action.

D. connecting patients to psychologists and validating their fears.

85. What would be an appropriate title for this passage?

A. The Media’s Role in the Climate Debate

B. Eco-Anxiety: Diagnosing a New Disorder

C. Climate Catastrophes and Cultural Collapse

D. When Fear Becomes Fuel: Understanding Climate Anxiety

ANSWER KEY

II.1. LANGUAGE IN USE (3.0 points)

Part 1: MCQ Cloze (26–35)

Q	Answer	Explanation
26	B	“Overlooked” fits best—AI energy consumption is often ignored.
27	A	“Carbon footprint” is the standard collocation for emissions.
28	B	"Lifespan" is the correct term for the total operational duration of a car.
29	C	“Exponential” describes rapid, accelerating growth.
30	B	“Spike” means a sudden increase in energy usage.
31	A	“Mitigate” means to lessen a negative impact.
32	C	“Scratch the surface” means to deal with only a small part of a problem.
33	A	“Ignited” here metaphorically means triggered or initiated a debate.
34	D	“Blueprint” fits in the context of design and planning.
35	A	“Undermine” means to weaken the benefits.

Part 2: Word Formation (36–40)

Q	Answer	Explanation
36	unconventional	From “convention” — meaning non-mainstream energy sources.
37	gradational	A rare adjective form describing slow change in energy flow.
38	viable	“Commercially viable” is a common collocation.
39	technological	Correct adjective form for hurdles related to tech.
40	collaboration	Noun form from “collaborate”; interdisciplinary collaboration is key.

Part 3: Error Correction (41–45)

Line	Incorrect	Correct	Explanation
41	based on	drawn from	"Based on" is awkward; "drawn from" is better for data.
42	in on	“Rely on”	“Rely on” is the correct phrasal verb.
43	of for	“Need for transparency”	“Need for transparency” is correct collocation.
44	the Ø (omit)	“Lack of standardized benchmarks”	“Lack of standardized benchmarks”—no article needed.
45	high valuable	highly valuable	Correct adverb + adjective combination.

II.2. READING COMPREHENSION (5.0 points)

Part 1: Open Cloze (46–55)

Q	Answer
46	efficiency
47	as
48	carbon
49	reduce
50	make
51	exacerbate
52	widening
53	harm
54	beyond
55	living

Part 2: AI Case Study (56–69)

True/False/Not Given (56–61):

Q	Answer	Explanation
56	F	No mention of relocating production.
57	T	AI predicted when machines would underperform.
58	F	Supply chain changes were due to AI analysis, not trade policy.
59	T	Climate control responded to internal and external conditions.
60	T	Blockchain ledger improved real-time sustainability transparency.
61	F	No staff were laid off; most were retrained.

Summary Completion (62–69):

Q	Answer
62	AI-powered sensors
63	algorithm
64	fuel
65	demand
66	climate control
67	carbon ledger
68	reskilling program
69	client acquisition

Part 3: Removed Paragraphs (70–75)

Q	Answer	Explanation
70	F	Introduces the rising urgency driving geoengineering debates.
71	D	Contrasts SRM with root-cause solutions like carbon removal.
72	C	Offers historical volcanic precedent to support SRM potential.
73	G	Introduces the legal vacuum surrounding climate intervention.
74	B	Expands on the ethical dilemma—technological overreach.
75	A	Summarizes the cautious optimism: geoengineering as temporary relief.

Distractor Paragraph (Not used): E**Part 4: Multiple Choice (76–85)**

Q	Answer	Explanation
76	B	The author shows that anxiety is valid but can be transformative.
77	C	Experts suggest climate anxiety is a rational reaction.
78	C	Indigenous communities face immediate loss, not just future risk.
79	C	"Doomscrolling" means compulsively reading negative news.
80	B	Dr. Chen sees hope as active, built through engagement.
81	C	The tone is cautiously optimistic—acknowledging both fear and purpose.
82	B	Paragraph 4 discusses how anxiety differs by community.
83	D	The main contrast is despair vs hope, helplessness vs empowerment.
84	C	Social media amplifies anxiety and builds community action.
85	D	This title captures the theme: fear as motivation for engagement.