STT	Mục đích	Prompt Câu lệnh
1	Phân tích câu hỏi trong đề thi	Analyze the following test items and provide a detailed breakdown of their specifications, including: 1. Loại câu hỏi (Question Type) – What type of question is this (e.g., grammar, vocabulary, reading comprehension)? 2. Phạm vi kiến thức (Knowledge Scope) – What language skill or grammar/vocabulary topic does it test? 3. Cấu trúc câu hỏi (Question Structure) – How is the question designed (e.g., gap-fill, sentence completion, matching, multiple-choice format)? 4. Cách thức tạo các lựa chọn gây nhiễu (Distractor Design) – How are the incorrect options (distractors) created to make the question challenging? 5. Độ khó của stem (Stem Difficulty Level) – How difficult is the question (A1, A2, B1, B2) and why?
2	Phân tích câu hỏi trong đề thi bài ngữ cảnh là văn bản	Analyze the following test items and provide a detailed breakdown of their specifications, including: 1. Loại câu hỏi (Question Type) – What type of question is this (e.g., grammar, vocabulary, reading comprehension)? 2. Phạm vi kiến thức (Knowledge Scope) – What language skill or grammar/vocabulary topic does it test? 3. Cấu trúc câu hỏi (Question Structure) – How is the question designed (e.g., gap-fill, sentence completion, matching, multiple-choice format)? 4. Cách thức tạo các lựa chọn gây nhiễu (Distractor Design) – How are the incorrect options (distractors) created to make the question challenging? 5. Độ khó của stem (Stem Difficulty Level) – How difficult is the question (A1, A2, B1, B2) and why? 6. Thể loại của văn bản (text genre) and authenticity of the text.

3	Điều chỉnh độ khó của văn bản theo mức	Adapt the text from the image to suit different English proficiency levels for Grade 9 students in Vietnam learning English as a Foreign Language. A1 Level: Use simpler sentences and basic vocabulary. Include visuals or descriptions to aid understanding. A2 Level: Keep the original meaning but highlight key terms and provide brief explanations for difficult words. B1 Level: Keep the original meaning, use common vocabulary, maintain natural sentence flow while ensuring clarity for B1-level students B2 Level: Expand the text with added statistics, real-world examples, case studies, and thinking prompts to encourage deeper understanding. Ensure that the adapted texts are presented in paragraph format for each level.
4	Điều chỉnh để văn bản dễ hơn	Simplify the text from the image for lower-level students: 1. Use only common, high-frequency words. 2. Use simple sentence structures (e.g., subject-verb-object, simple compound sentences). 3. Break long sentences into shorter, clearer sentences. 4 .Replace difficult words with easier synonyms or add definitions in parentheses. 5 . Use examples that are familiar to students' daily lives. 6. Use images, diagrams, or real-life objects to support understanding. Ensure that the adapted texts are presented in paragraph format. *Create six simplified versions of the original text, each focusing on a different adaptation method for lower-level students* Ghi chú: Chỉ cần chọn 1-2 trong số các yêu cầu trên.
5	Điều chỉnh để văn bản khó hơn	Adapt the text from the image for (a bit) higher level students: 1. Expand the text by adding real-world examples, facts, or statistics. 2. Include more complex sentence structures (*relative clauses, passive voice, conditional sentences*). 3. Introduce more advanced vocabulary (B1/B2) with explanations or context clues. 4. Transform the text into a formal academic summary or report. 5. Add idiomatic expressions or figurative language to enrich the text. Ensure that the adapted texts are presented in paragraph format. *Create five*

		versions of the original text, each focusing on a different adaptation method for higher-level students
6	Điều chỉnh văn bản theo mục tiêu cụ thể mang tính sáng tạo hơn	Adapt the text from the image for (a bit) higher level students: 1. Convert the text into a short dialogue or skit where characters discuss, debate, or explain the topic. Ensure that each character has a unique perspective and that the exchange flows naturally. 2. Reframe the text as a personal story or diary entry from the perspective of someone experiencing the topic firsthand. Include thoughts, feelings, and reflections. 3. Rewrite the text as a structured Q&A interview, where one person asks questions and another provides detailed responses. Ensure the answers are informative and engaging. 4. Convert the text into a casual and engaging blog post or social media update (e.g., Twitter thread, Instagram caption, or Facebook post). Use a friendly, conversational tone. 5. Transform the text into a persuasive argument. Support arguments with reasons and examples. Ensure that the adapted texts are presented in paragraph format. *Create five versions of the original text, each focusing on a different adaptation method for students*
7	Điều chỉnh văn bản theo chỉ số đánh giá độ khó của văn bản Flesch Reading Ease	Adapt the text from the image 1. Rewrite this text with a Flesch Reading Ease score of 90 or higher. Use very simple sentences and common words suitable for A1 learners 2. Simplify this text to achieve a Flesch score of around 85. Keep sentences short and clear, with limited complex vocabulary for A2 learners. 3. Adapt this text to a Flesch Reading Ease score of 70. Maintain natural sentence flow while ensuring clarity for B1-level students. 4. Adapt this text to a Flesh Reading Ease score of 60. Use a moderate level of complexity for B2-level students.

		5. Rewrite this text to have a Flesch Reading Ease score of 50. Use more complex sentences and advanced vocabulary to match C1-level reading. Ensure that the adapted texts are presented in paragraph format. *Create five versions of the original text, each focusing on a different adaptation method for students*
8	Tạo câu hỏi dựa trên bản phân tích cấu trúc đề thi	*Based on the analyzed test specifications, generate new multiple-choice test items that:* 1. Match the same question type (e.g., grammar, vocabulary, reading, listening). 2. Assess the same knowledge scope (e.g., relative pronouns, adjectives, quantifiers). 3. Follow the same question structure (e.g., gap-fill, sentence completion). 4. Use authentic and meaningful contexts relevant to learners. 5. Maintain a similar difficulty level (A1, A2, B1, B2). 6. Ensure that distractors are plausible but incorrect to create a valid challenge.
9	Tạo câu hỏi với định dạng phân tích câu hỏi trước đó	I generate a new multiple-choice cloze test on a specific topic while maintaining balanced difficulty and test specifications.
10	Tạo câu hỏi dạng MCQ cloze test	Create a multiple-choice cloze test on the topic of [insert topic]. The test should: 1. Follow a reading passage format with six blanks (gap-fill questions). 2. Include four answer choices (A, B, C, D) per question. 3. Test a mix of grammar and vocabulary (word forms, prepositions, collocations, relative clauses, verb patterns). 4. Maintain a difficulty level of [A2/B1/B2] based on CEFR standards. 5. Use distractors that are plausible but incorrect to ensure challenge. 6. Be contextual and relevant to real-life English usage. After generating the test, provide an analysis table explaining: 1. Grammar/vocabulary focus of each question. 2. Why the distractors are effective. 3. How the question aligns with the target difficulty level. 4. Authenticity of the passage (whether it reflects real-life language use).

11	Yêu cầu phân tích cách làm bài và giải thích	*Analyze the following multiple-choice reading comprehension test and provide a detailed chain of thought process for answering each question. Your response should include:* 1. Step-by-step reasoning for each question, explaining how a student should approach answering it. 2. Identification of key information in the passage that helps determine the correct answer. 3. Elimination strategy for incorrect answer choices (distractors), explaining why they are wrong. 4. Use of reading skills and strategies (e.g., scanning for details, inference, vocabulary in context, cause-effect relationships). 5. Final answer key with justifications for each question.
12	Yêu cầu phân tích cách làm bài và giải thích theo dạng câu hỏi	For General Reading Comprehension: Analyze the test questions using a chain of thought approach. Explain the reasoning behind each correct answer and why the incorrect choices are misleading. Identify strategies students should use when answering each question. For Vocabulary-in-Context Questions: Provide a chain of thought analysis for answering vocabulary questions in context. Explain how to determine the meaning of a word using surrounding clues, elimination strategies, and logical reasoning. For Inference-Based Questions: Explain the logical steps to answer inference-based reading questions. Provide a breakdown of how students can interpret implicit meaning, recognize subtle details, and avoid distractors that misrepresent the passage.
13	Tạo bài text	*Create a reading passage on the topic of [insert topic] for English learners at the [A1/A2/B1/B2] level. The passage should:* 1. Be [number of words] words long (e.g., 100-150 for A2, 200-300 for B1). 2. Use age-appropriate vocabulary and sentence structures. 3. Introduce [specific grammar structures] (e.g., past simple, comparatives, modal verbs). 4. Include [new vocabulary words] with contextual clues to help learners

understand them.
5. Be authentic and engaging, using real-world contexts where possible

Write a 150-word reading passage for A2 English learners about a trip to the zoo. Use simple past tense verbs and include at least five animal-related vocabulary words. The passage should have a clear beginning, middle, and end.

Write a **B1-level biography** about **Marie Curie**. Follow the three-part structure:
1. Early Life: Background, education, interest in science.
2. Career & Achievements: Nobel Prizes, discoveries in radioactivity.
3. Challenges & Legacy: Struggles as a female scientist, lasting impact on science.
   Use clear, chronological storytelling with important dates
using only basic vocabulary and past simple tense.

14	Tạo bài text theo mục đích	For Reading for Main Idea (Skimming) Create a short reading passage on [topic] that focuses on reading for the main idea. The passage should have a clear topic sentence in each paragraph and avoid unnecessary details. For Reading for Details (Scanning) Write a reading passage about [topic] with key facts, numbers, and dates so learners can practice scanning for specific details. For Inferring Meaning Create a B2-level reading passage that requires students to infer meaning from context. Include idioms, indirect speech, or implied opinions to challenge their reading comprehension.
15	Tạo hội thoại theo mục đích giao tiếp	Write a 12-line conversation between two friends discussing weekend plans for A1-level learners. Use future tense (going to/will) and include common expressions like 'That sounds great!' and 'I'm not sure yet.' Keep the language natural and easy to follow.