

Part 1

Read three short texts about channels.

Answer questions 1 to 4 based on the short texts about channels (A to C).

Which channel

1 helps teenagers to study? _____

2 has old international films? _____

3 is available 24 hours a day? _____

4 plays movies only in the evening? _____

A	B	C
Channel Astra is great for viewers of all ages. "School Bus Gang" is aired here. It is popular among kindergarten children. You can also watch new movies – both local and international. They are shown from 9:00 p.m. to midnight. The programming ends with the national anthem at 12:00 a.m.	Kesuma is a family-friendly channel. There are programmes to teach living skills like cooking and sewing. Secondary school English programmes are on from 2:00 p.m. to 4:00 p.m. You can also learn English by watching the last programme of the day, "British News", from 7:00 p.m. to 8:00 p.m.	Channel Galaxy has famous movies from America and England, especially famous movies from the 1970s and 1980s. You can watch movies of your choice anytime. But you have to pay for them with a credit card. There are no news or learning channels here.



Part 2

Read a letter from Patricia Hall to Mr John Greene.

Answer questions 5 to 9 based on the letter.

Dear Mr John Greene,

- 1 This letter is to draw your attention to several problems in the apartment that I am renting from you at Royale Gardens, Apartment 7A.
- 2 Over the past two to three months, I have made three requests to fix the front step, the damaged pipe in the kitchen and the broken window in the bedroom. You keep saying you will make the repairs, but you have not.
- 3 Just last Thursday, I talked to you about repairing the front steps and the broken pipe in the kitchen. You said you would come over on Saturday to do the work. The front step has been broken for months. Somehow the cement has cracked and parts have broken off, leaving edges that may cut my feet if I step on them. This might happen at night when the lighting is not good and if I am in a hurry.
- 4 The water is leaking from the kitchen sink, causing damage to the kitchen shelves and the walls. The wood has become discoloured, and the doors no longer close properly. Pieces of plaster have fallen off, and I can see the wiring inside the wall. On the one hand, a lot of water is being wasted. On the other hand, due to the dampness, the cockroach problem has become worse. Also, the water may leak to the floor below mine.
- 5 There is also a broken window in the bedroom. This is causing cold air from the air conditioner to escape and my electricity bill to go up. I have pasted a piece of paper over the broken glass but it is not effective. The room is too warm for me to sleep well, and this is a big problem for me. The air conditioner may spoil in the long run but since it belongs to you, I am not too concerned about this. I am also worried that the rest of the glass may fall and hurt me.
- 6 I have called the health department to ask whether the three aforementioned problems in the apartment are dangerous to health. I was told that the open broken window in the bedroom is definitely a health hazard. The health officers have advised me to put my requests in a letter. I have already made my complaint to you verbally, but no action has been taken. I have thought about moving out because the rent is expensive.
- 7 I have thought about getting workmen to do the repairs but you are supposed to keep my apartment liveable. I will not pay any more rent until you make the repairs. Thank you for your prompt attention.

Sincerely

Patricia Hall



5 Patricia asked for the front step to be repaired because

- A the sharp edges might injure her
- B the cement pieces get in her way ✓
- C the broken step makes her house look ugly ✗

6 What is the reason for the problems in the kitchen?

- A The walls are wet.
- B The pipes are broken.
- C The shelves are dirty.

7 Patricia's biggest problem with the broken window is

- A) the room is too hot at night
- B) the electricity bill has increased ✓
- C) the air conditioner will be damaged

8 Patricia mentioned the health department in the letter to

- A make the owner refund the house rent
- B warn the owner about the health rules ✓
- C push the owner into doing the repairs ✓

9 Patricia wrote the letter to

- A ask for the rent to be reduced ✗
- B put the complaint in writing
- C give a moving out notice



Part 3*Read a text about helping people.**Answer questions 10 to 14 based on the text.*

- 1 Four years ago, Juliette Wright gave birth to her second child, a big baby boy. Hudson grew so fast that Juliette Wright was left with a lot of unworn baby clothes. Feeling lucky to have a healthy family, Juliette Wright from Brisbane, Australia, wanted to give the clothes to less fortunate mothers. When she phoned her local charities, Juliette Wright was shocked to find none of them needed more baby clothes. She asked them what they really did want. Their responses were surprising.
- 2 One women's shelter was in urgent need of closed-toe work boots. A family living at the shelter had been separated from their husband and father because he couldn't find work. With experience working in road construction, the only thing stopping him from finding work was the right safety gear. "I learnt that a simple item could pull a family out of poverty," says Juliette Wright.
- 3 Helpers at another women's aid organisation said they could use new underwear. "People donate used underwear but staff refuse to accept it out of respect for clients," one told her. Juliette Wright talked with her friends and together they bought dozens of pairs of underwear.
- 4 When she dropped off this donation, Juliette Wright was filled with a sense of purpose. "I felt so good because I'd met a need in the community." Imagine, she thought, how good it would be to feel that way every day. Juliette Wright felt the wider community, if given the right opportunity, might like to join her in what she calls "direct giving".
- 5 Her enthusiasm was contagious. A close friend who worked as a graphic designer offered to create a logo to add some seriousness to Juliette Wright's new found passion for locating items to meet charities' specific needs. The logo featured the word GIVIT. What she needed was a website where charities could post requests for specific goods. People with goods to give could then go to the website to find these requests. Ideally, potential givers could do this by searching postcodes. Charities would need to coordinate the logistics of drop off and delivery.
- 6 Juliette Wright employed a babysitter to take care of Hudson and his big sister Sara. She began to visit local charities to discuss GIVIT. Then she and her husband used AUD5000 of their own money to pay for the website's development. GIVIT was launched in February 2010. Within two weeks, Juliette Wright was managing the lists full-time from her home on the outskirts of Brisbane. Her greatest contribution came in early 2011. When the Queensland floods hit, the government requested GIVIT to help. Over three weeks, GIVIT matched more than 30 000 donations.

(Adapted from Reader's Digest, 2013)

- 10 Nobody wanted Juliette Wright's baby clothes because
A mothers preferred to dress their babies in new clothes
B Hudson's clothes were too big for most babies his age
C many places already had clothes available to give away
- 11 The requests for boots and underwear show that
A families are often shy to ask for what they need
B small items can mean a lot to people who need them
C people helping at charity organisations respect the people in need
- 12 Juliette Wright set up GIVIT because
A the public requested a new kind of collection station
B her friends wanted to give things directly to poor people
C centres were having difficulty getting items people needed
- 13 Which of the following describes GIVIT?
A People in need select items they want on the website.
B People search for nearby places that need their things.
C Juliette Wright's friend delivers the things to people in need.
- 14 Juliette Wright put her children under a babysitter's care because she expected to
A be away from the home for long periods
B spend a lot of time managing the organisation
C help the government find items needed by the poor



Part 4*Read two texts about ants.**Answer questions 15 and 16 based on Text 1.***Text 1**

- 1 My dad says people look like ants when seen from a great height. I often think about his words when I fly. I lean forward a little in my seat and look out of the window. Our flight to Peru has yet to reach cruising altitude. Below us, I can just about make out roads, houses and fields, cows in a pasture, here and there a village, and a city in the far distance. It's not a bad analogy, I think. Everything I can see from up here is something I have encountered in my research on ants: Fixed roads, spectacular buildings, agriculture, livestock farming. I let myself sink back into my seat.
- 2 The parallels don't stop there, if you think about it. Ants live in cities, just like people. In times of peace, they go about their work, sharing the labour fairly. Each has a job, from the wet nurses in the nursery to the architects, construction workers, and housekeepers in the nest, to the hunters and gatherers, who ensure that everyone is fed. But peace does not last forever, even among ants. Neighbours fight over the borders of their territory and wage bitter wars on one another. Invaders overwhelm unsuspecting colonies. The weaker members are carried off and enslaved. Ants look on as whole empires rise and fall. Just like us.
- 3 Of course, the parallels don't necessarily mean that ants and humans are the same, or that ants would do a better job of being human than we do. That kind of thinking is way off the mark. Many similarities have only emerged because we have applied terms of human social structures to the organisational structures of ants. Take, for example, ant queens. They have almost nothing in common with human monarchs — unless you know of any queens who literally gave birth to all of her subjects.
- 4 It's impossible to deny the parallels between people and ants, but these commonalities have emerged in different ways — for ants, they are solely the result of natural selection; for us, they are also the result of civilisation, technology and a system of moral values, but we often find similar problems confronting us: How can a large number of individuals live together in a small space? How do groups make do with limited resources? How do we stand our ground in an environment full of potential dangers? Commonalities and differences: Perhaps it is this combination of the two that makes ants so fascinating to us.
(Adapted from Suzanne Foitzik & Olaf Fritzsche's *Empire of Ants: The Hidden Worlds and Extraordinary Lives of Earth's Tiny Conquerors*, 2021)



15 According to the writer, ants and people

- A live separately from one another when given a choice ✗
- B choose to fight rather than run away when conflict occurs ✗
- C rely on the queen to increase the population when needed ✗

16 The writer ends Text 1 with questions to make readers

- A aware of how ants and people have shared behaviours ✓
- B think about how ants and people adapt to living together ✗
- C consider how ants compete with people for territory to survive



Answer questions 17 and 18 based on Text 2.

Text 2

- 1 This is a transcript of an interview about ants with Edward O. Wilson, a professor at Harvard University, also known as the Ant Man.
- 2 Q: In *Naturalist*, you write that images from your youth created a “gravitational force” that pulled your research career and still defines you as a scientist. What were some of those formative experiences?

- 3 A: I had the good fortune of growing up in the beautiful environment of the Gulf Coast states, which remained relatively unexplored in natural history when I was a boy. Many species of frogs, salamanders and fishes (not to mention insects) were still unknown to science. At a very early age, I felt the excitement of an explorer-naturalist. I was able to have that experience before I reached high school age, and I had my career set. It has consisted substantially of trying to repeat these early experiences through one cycle after another of research.

- 4 Q: Once you embraced nature and became an explorer-naturalist, how did your interest become focused on insects?

- 5 A: When I was seven years old, I lost the sight in my right eye in an accident. I therefore grew up with vision in only one eye, but fortunately it was relatively acute, particularly for objects at a short distance. Since I was destined to be a scientist, perhaps a naturalist or biologist, my disability directed me towards insects, which don't require exceptional distance vision. I embraced this path wholeheartedly.

- 6 Q: Why did you specialise in ants?

- 7 A: I include ants among what I like to call the little things that run the Earth. They, and many other groups of abundant insects, are extremely important in maintaining the balance of nature in the land environment as predators, scavengers, feeders on vegetation and soil workers. Each has a vital role, mirroring human society. Worldwide, they are more important than earthworms in the role of soil workers. Ants are essential to our existence. We tend to overlook them because they are hard to see — the ant is only about one-millionth the size of the human being — but they are there in vast numbers. I have made an estimate, or educated guess I suppose, that at any given time there are somewhere between a million million and 10 million million ants alive. Remarkably, that immense legion adds up to approximately the same total mass as humanity.

(Adapted from Neil A. Campbell's *Biology*, 4th Edition, 1996)

- 17 Science became Edward O. Wilson's passion because

- A he was involved in studies of natural history during his school days ✓
 B he was encouraged to become a researcher after the accident ✕
 C he was surrounded by wildlife since he was young ✓

- 18 In the last paragraph, the writer is

- A concerned about the massive number of ants in nature ✗
 B enthusiastic about ants as an essential part of the earth's ecosystem ✓
 C optimistic about the survival of ants among larger animals in the environment



Answer questions 19 and 20 based on Text 1 and Text 2.

- 19 Both texts agree that
- A new relationships between ants and humans are emerging
 - B organisational structures in ant and human worlds are similar
 - C future research involving ants and their connections to humans is necessary
- 20 Which of the following is explained differently in Text 1 and Text 2?
- A The agent of food supplies in ant communities
 - B The behavioural patterns of humans and ants
 - C The source of inspiration for studying ants



Part 5

Read a text about how conversational styles make or break relationships. Six sentences have been removed from the text. Choose from the sentences A to G the one which fits each gap (21 to 26). There is one extra sentence which you do not need to use.

- 1 You're sitting in a cafe or at a party — and suddenly you feel lonely. You wonder, "What do all these people find to talk about that's so important?"
- 2 Usually the answer is, nothing. Nothing that's so important. 21 _____.
- Very little of what is said is important for the information expressed in the words. That doesn't mean that the talk isn't significant. It's crucially important, as a way of showing that we are involved with each other, and how we feel about being involved.
- Information conveyed by the meanings of words is the message. What is communicated about relationships — attitudes towards each other, the occasion and what we are saying — is the metameessage. 22 _____. If someone says, "I'm not angry", and his jaw is set hard and his words seem to be squeezed out in a hiss, you won't believe the message that he's not angry. You'll believe the metameessage conveyed by the way he said it — that he is. Comments like "It's not what you said but the way that you said it" or "Why did you say it like that?" or "Obviously it's not nothing; something's wrong" are responses to metameessages of talk.
- Many of us dismiss talk that does not convey important information as worthless — meaningless small talk if it's a social setting or "empty rhetoric" if it's public. Expressions like "Skip the small talk", "Get to the point", or "Why don't you say what you mean?" may seem reasonable. 23 _____. This attitude towards talk ignores the fact that people are emotionally involved with each other and that talking is the major way we establish, maintain, monitor and adjust our relationships.
- Words convey information but how we speak those words reveals what we think we're doing when we speak. 24 _____. How loud, how fast and with what intonation and emphasis we speak can indicate if we are teasing, flirting, explaining or chastising. Our talk is saying something about our relationships.
- 25 _____. This is because it does not reside in the dictionary definitions of words, and most of us have unwavering faith in the gospel according to the dictionary. It is always difficult to talk about — even to see or think about — forces and processes for which we have no names, even if we feel their impact.
- Linguistics provides ways to describe the processes of communication, thereby making it possible to see, talk and think about them. 26 _____. They are, therefore, also vital to relationships. In addition to the concept of metameessages, there is a universal human desire to communicate. At times, people need to connect with others, while at other times, they want to be left alone.

(Adapted from Deborah Tannen's *That's Not What I Meant!*, 1986)



- A Although we continuously respond to social meaning in conversation, we have a hard time talking about it.
- B Some of the terms give names to concepts that are crucial for understanding communication.
- C Politeness is what drives us to deliver our messages effectively to achieve social harmony.
- D But people don't wait until they have something important to say in order to talk.
- E Whether we come across as friendly or angry depends on several factors.
- F They are sensible only if information is all that counts.
- G It's metamessages that get the strongest reactions.



Part 6*Read a text about the history of agriculture.**Answer questions 27 to 33 based on the text.*

- 1 For 2.5 million years humans fed themselves by gathering plants and hunting animals that lived and bred without human intervention. Humans spread from East Africa to the Middle East, to Europe and Asia, and finally to Australia and America – but everywhere they went, humans continued to live by gathering wild plants and hunting wild animals. Why do anything else when your lifestyle feeds you amply? 5
- 2 All this changed about 10 000 years ago, when humans began to devote almost all their time and effort to manipulating the lives of a few animal and plant species. From sunrise to sunset, humans sowed seeds, watered plants, plucked weeds from the ground and led sheep to prime pastures. This work, they thought, would provide them with more fruit, grain and meat. It was a revolution in the way humans lived – the Agricultural Revolution. 10
- 3 The transition to agriculture began around 9500 to 8500 BC in the hill country of southeastern Türkiye, western Iran and the Levant. It began slowly and in a restricted area. Wheat and goats were domesticated by approximately 9000 BC, peas and lentils around 8000 BC, olive trees by 5000 BC, horses by 4000 BC and grapevines in 3500 BC. Some animals and plants, such as camels and cashew nuts, were domesticated even later. But by 3500 BC the main wave of changing wild species to cater to human needs, such as food, transport and protection, was over. 15
- 4 Even today, with all our advanced technologies, more than 90% of the calories that feed humanity come from the handful of plants that our ancestors domesticated between 9500 and 3500 BC – wheat, rice, potatoes and barley. No noteworthy plant or animal has been domesticated in the last 2000 years. If our minds are those of hunter-gatherers, our cuisine is that of ancient farmers. 20
- 5 Scholars once believed that agriculture spread from a single Middle Eastern point of origin to the four corners of the world. Today, scholars agree that agriculture sprang up in other parts of the world not by the action of Middle Eastern farmers exporting their revolution but entirely independently. People in Central America domesticated maize and beans without knowing anything about wheat and pea cultivation in the Middle East. South Americans learned how to raise potatoes and llamas, unaware of what was going on in either Mexico or the Levant. North America's first gardeners were those who got tired of combing the undergrowth for edible gourds and decided to cultivate pumpkins. New Guineans tamed sugar cane and bananas, while the first West African farmers made African millet, African rice, sorghum and wheat conform to their needs. From these initial focal points, agriculture spread far and wide. 25
- 6 By the first century AD the vast majority of people throughout most of the world were agriculturists. Why did agricultural revolutions erupt in the Middle East, China and Central America but not in Australia, Alaska or South Africa? The reason is simple: Most species of plants and animals can't be domesticated. Humans could dig up delicious truffles and hunt down woolly mammoths, but domesticating either species was out of the question. The fungi were far too elusive, the giant beasts too ferocious. Of the thousands of species that our ancestors hunted and gathered, only a few were suitable candidates for farming and herding. Those few species lived in particular places, and those are the places where agricultural revolutions occurred. 30 40



7 Scholars once proclaimed that the agricultural revolution was a great leap forward for humanity. They told a tale of progress fuelled by human brain power. Evolution gradually produced ever more intelligent people. Eventually, people were so smart that they were able to decipher nature's secrets, enabling them to tame sheep and cultivate wheat. As soon as this happened, they cheerfully abandoned the gruelling, dangerous and often spartan life of hunter-gatherers, settling down to enjoy the pleasant, satiated life of farmers. 45

8 That tale is a fantasy. There is no evidence that people became more intelligent with time. Foragers knew the secrets of nature long before the Agricultural Revolution, since their survival depended on an intimate knowledge of the animals they hunted and the plants they gathered. Rather than heralding a new era of easy living, the Agricultural Revolution left farmers with lives generally more difficult and less satisfying than those of foragers. Hunter-gatherers spent their time in more stimulating and varied ways, and were less in danger of starvation and disease. The Agricultural Revolution certainly enlarged the total amount of food at the disposal of humankind, but the extra food did not translate into a better diet or more leisure. Rather, it translated into population explosions and pampered elites. The average farmer worked harder than the average forager, and got a worse diet in return. The Agricultural Revolution was history's biggest fraud. 50

9 Who was responsible? Neither kings, nor priests, nor merchants. The culprits were a handful of plant species, including wheat, rice and potatoes. These plants domesticated *Homo sapiens*, rather than vice versa. 60

(Adapted from Yuval Noah Harari's *Sapiens: A Brief History of Humankind*, 2014)

27 The writer begins the text with

- A reflections on the life of Australian and American hunters ✗
- B descriptions of early human activities across the continents ✓
- C observations on wild plants and animals from all over the world ✗
- D stories about human gatherers from East Africa to the Middle East ✗

28 The central theme of paragraph 2 is

- A the common farming practices in ancient days ✗
- B the dedication of farmers in carrying out farm work ✓
- C the use of selected animals and plants for human benefit ✗
- D the changes in the way humans live together with animals

29 In paragraph 3, the writer develops the ideas by

- A explaining the process of farming animals and plants over the years ✗
- B comparing land use for animal and plant domestication in mountains ✓
- C giving solutions to overcome a shortage of land for animals and plants ✗
- D providing examples of development in animal and plant domestication



- 30 In paragraph 4, what is the writer's attitude towards animal and plant domestication?
- A He is ambivalent about the nutritional value of selected plants. ✗
 - B He is sympathetic towards the hardship faced by farmers.
 - C He is disappointed with the lack of food innovation. ✗
 - D He is critical about changes in farming techniques. ✗
- 31 Which of the following is a conclusion of the scholars' findings in paragraphs 5 and 6?
- A Humans exported tamed plants and animals through trade from South America to Central and North America. ✗
 - B Humans developed the knowledge for agriculture in the places where the plants and animals were found.
 - C Humans obtained information about cultivation methods by travelling to the four corners of the world. ✗
 - D Humans acquired a basic understanding of agriculture from a civilisation in the Middle East. ✗
- 32 The writer uses paragraph 8 to
- (A) provide evidence that farmers have a close relationship with nature as mentioned in paragraph 7
 - B give a different view of the intellectual capability of humans described in paragraph 7
 - C continue the discussion on the effort to improve life quality proposed in paragraph 7
 - D solve the mystery of the shift from hunting to farming put forward in paragraph 7
- 33 Why did the writer conclude the passage with paragraph 9?
- A To use humour to point out the extremity of agricultural revolution to the readers. ✗
 - B To use a scientific term to support an uncommon idea about agricultural revolution. ✗
 - C To use graphic examples to appeal to readers' imagination about agricultural revolution. ✗
 - (D) To use exaggeration to challenge the stereotype of the elites' responses to agricultural revolution.



Part 7

Read a text about virtual personalities.

Answer questions 34 to 40 based on the text.

- 1 Serah Reikka is an award-winning actor with more than 79 000 Instagram followers. She says she loves French food, cats and dressing up as fictional characters. She has purple hair. “I try to experiment with other styles,” she tells me, “sometimes with success, sometimes not really.” Then, after a brief pause, she seems to be considering something deep. “I think I am a carrot.” 5
- 2 Serah Reikka isn’t a carrot. Nor is she a human. She is a semi-autonomous artificial intelligence. A purely online presence with a changing personality and appearance, all governed by a set of algorithms. Since 2014, she has been part of a growing community of social media personalities who don’t exist in the flesh. Their content isn’t so different to that of human influencers – holiday snaps, a new outfit or two, a lot of selfies. The main difference is that all of it is computer generated. 10
- 3 There are just over 150 virtual influencers online, and their fame is growing by leaps and bounds. Some have even surpassed the million-follower milestone. Lu do Magalu, who started out as a virtual sales associate for a Brazilian magazine, now tops the industry with over 55 million followers across social media. All the while, their appearances are becoming more customisable and realistic with every technological stride. “Virtual influencers are also outcompeting real people for jobs,” says Peter Bentley at University College London. 15
- 4 Virtual personalities take up a minute corner of the internet, but their influence is growing. When the pandemic set in, bringing with it travel and budget restrictions, businesses and other organisations turned to virtual influencers as a cost-effective and creative way to engage with the public. For example, in 2021, the World Health Organization teamed up with virtual influencer Knox Frost to promote a COVID-19 relief fund that raised over USD250 million. 20
- 5 For all the good they do, there are downsides. It is possible that famous virtual personalities may have a negative influence on their followers – arguably more so than their human counterparts. Virtual personalities communicate with followers through videos, chatrooms and interactions on their social media platforms 24 hours a day, seven days a week. Serah Reikka talks to her followers on the Discord messaging platform. As can happen with real personalities, followers of famous virtual personalities can develop one-sided bonds with them called parasocial relationships. The term dates back to a 1959 study looking at people’s interactions with TV personalities. Today, parasocial connections can be amplified when followers feel included in their stars’ daily lives, particularly if they interact with their followers by liking comments or sharing their posts, for example. “These kinds of interactions feel like feedback,” says Elizabeth Daniels, a developmental psychologist at the University of Colorado. “The emotional reaction is intensified. The sole purpose of virtual personalities is to manipulate us.” 25
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6 The danger is that sometimes virtual influencers might stir up other feelings in followers, like dissatisfaction with themselves. Disclaimers have little effect. A 2021 study, led by Sarah McComb at the University of Toronto, Canada, found that despite women admitting in picture captions to using Photoshop, the images still made viewers feel bad about their own bodies. She says, “it is possible that individuals would feel compelled to pursue these body ideals, even if they are unrealistic.” Followers with less media experience aren’t as equipped to think critically about their media engagement. However, Sarah McComb found that limited social media use and high social media literacy didn’t always lead users to embrace body acceptance, either. Given that virtual influencers aren’t constrained by real bodies, it is arguable that they could have a similar – and even greater – negative influence on their followers.

7 Virtual humans can be used for something different altogether. Serah Reikka wants to take the joy of virtual influencers beyond our planet. She is now working with the Canadian Space Agency and York University in Toronto, Canada, to combat loneliness among astronauts during periods of confinement. The space agency has previously used virtual characters to test how microgravity affects astronauts’ perceptions of motion, helping to make them safer when moving around the International Space Station. Now it intends to test Serah Reikka as a companion to astronauts on long space journeys, to talk to them about how they are feeling. They will be hooked up to heart rate monitors at the same time, to build a picture of their psychological state. The aim is to reduce the stress astronauts feel and their likelihood of developing post-traumatic stress disorder on arrival back on Earth. She is in training now. “I did my first microgravity flight in 2019,” she says. “Exciting project is coming.”

8 It is clear, then, that virtual influencers are going to touch a lot of people’s lives. As long as we keep in mind that they are the product of algorithms or computer-generated imagery (CGI), or both, rather than seeing them as something to strive to be like, they have the potential for good. But if we can’t manage that, the psychological impact they have, particularly on teenagers, could be damaging. Whether we like it or not, with the promised metaverse – an immersive virtual reality platform – lurking on the horizon, it seems virtual influencers are here to stay, and just like their human counterparts, they may need a watchful eye.

(Adapted from *NewScientist*, 2022)

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34 The writer uses *I think I am a carrot* (line 5) to show that

- A people should learn how to detect fake characters
- B attention seekers are often nominated for their popularity
- C computer programmes can make mistakes when creating content
- D new expressions are constantly being created in the online medium

35 The main idea of paragraph 3 is

- A computer-created celebrities need to have a certain number of fans to succeed in sales and marketing
- B the capacity for using computer-created celebrities in the media industry is expanding
- C a magazine is setting the trend by using a computer-created celebrity to increase sales
- D human beings will lose to computer-created persons to get jobs in future

- 36 In paragraph 4, the writer uses the example of Knox Frost to demonstrate that the World Health Organization is dependent on the use of virtual personalities

- B suggest that the public are open to health messages delivered by virtual personalities
C highlight that using virtual personalities for good causes has its merits ✓
D emphasise that the number of virtual personalities is still very small ✗

- 37 What is the difference between famous virtual personalities and human personalities?

- A Virtual personalities share more negative events in their lives compared to human personalities. ✗
B Virtual personalities cause fans to develop a deeper connection to them compared to human personalities. ✓
C Virtual personalities use more social media platforms to influence their fans compared to human personalities. ✓
D Virtual personalities respond with more feelings in their messages to their fans compared to human personalities. ✗

- 38 Which of the following describes Sarah McComb's results?

- A Virtual personalities make their female fans feel terrible about their bodies in order to gain fans. ✗
B Frequent use of social media by female fans makes them more likely to find fault with their own figures.
C Female fans still want to change their physical appearance despite knowing the truth about online images.
D Images and videos uploaded to social media platforms for the consumption of female fans are too focused on looks. ✗

- 39 How is paragraph 7 different from paragraphs 4 to 6?

- A Paragraphs 4 to 6 present the harmful effects of virtual personalities on their fans, while paragraph 7 introduces the good side of virtual personalities.
B Paragraphs 4 to 6 describe the general characteristics of virtual personalities, while paragraph 7 goes into detail on Serah Reikka's daily online activities. ✗
C Paragraphs 4 to 6 discuss the impact of virtual personalities on the public, while paragraph 7 explains the potential of virtual personalities to support mental health. ✓
D Paragraphs 4 to 6 focus on the moral issues related to the creation of virtual personalities, while paragraph 7 concludes the argument on the impact of virtual personalities.

- 40 What is the final paragraph mainly about?

- A The pros and cons of having human-like virtual personalities ✓
B The importance of differentiating between real and virtual personalities ✗
C The current and future number of people following virtual personalities ✗
D The difficulties of making virtual personalities understand emotions of teenagers and adults ✗