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		- 2	00	

SECTION 1

7

LISTENING

Task 1

4

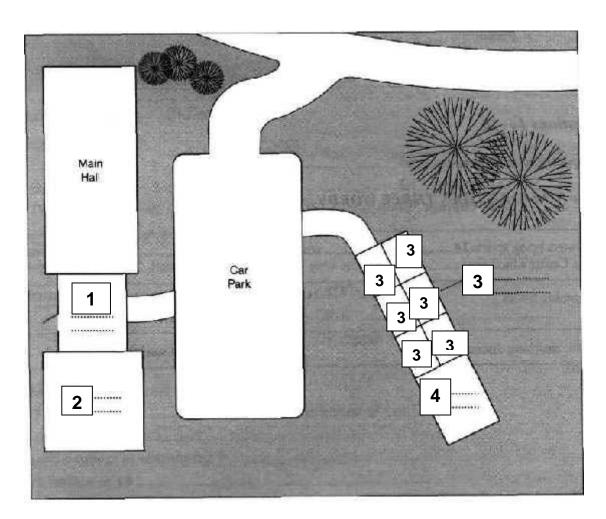
Questions 1-4

For Questions 1 –4, look at the map of the Sports Complex below.

LABEL THE BUILDINGS ON THE MAP OF THE SPORTS COMPLEX.

Choose your answers from the box below (A-G) and write them against Questions 1-4. You will hear the recording twice.

A	Arts Studio
В	Football Pitch
C	Tennis Courts
D	Dance Studio
\mathbf{E}	Fitness Room
\mathbf{F}	Reception
\mathbf{G}	Squash Courts



Questions	1	2	3	4
Letters				

Task 2

Questions 5-7

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

You will hear the recording twice.

"NEW" MEAT	CAN BE COMPARED TO	PROBLEM
kangaroo	5	6
crocodile	chicken	fatty
ostrich	7	

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

SECTION 2

13

READING

Task 1

6

Questions 1-6

Look at the passage below. The passage First Impressions Count has seven paragraphs **A**—**G**. Which paragraphs discuss the following points?

Write the appropriate letters A-G in boxes 1-6 on your answer sheet.

Example

the number of companies supplying the	A mayyyan
the number of companies supplying the	Answer
corporate clothing market	D
8 " " " " " " " " " " " " " " " " " " "	

- 1. different types of purchasing agreement
- 2. the original purposes of uniforms
- **3.** the popularity rating of staff uniforms
- **4.** involving employees in the selection of a uniform
- **5.** the changing significance of company uniforms
- **6.** perceptions of different types of dress

FIRST IMPRESSIONS COUNT

A Traditionally uniforms were — and for some industries still are — manufactured to protect the worker. When they were first designed, it is also likely that all uniforms made symbolic sense - those for the military, for example, were originally intended to impress and even terrify the enemy; other uniforms denoted a hierarchy - chefs wore white because they worked with flour, but the main chef wore a black hat to show he supervised.

B The last 30 years, however, have seen an increasing emphasis on their role in projecting the image of an organisation and in uniting the workforce into a homogeneous unit — particularly in "customer facing" industries, and especially in financial services and retailing. From uniforms and workwear has emerged 'corporate clothing'. "The people you employ are your ambassadors," says Peter Griffin, managing director of a major retailer in the UK. "What they say, how they look, and how they behave is terribly important." The result is a new way of looking at corporate workwear. From being a simple means of identifying who is a member of staff, the uniform is emerging as a new channel of marketing communication.

C Truly effective marketing through visual cues such as uniforms is a subtle art, however. Wittingly or unwittingly, how we look sends all sorts of powerful subliminal messages to other people. Dark colours give an aura of authority while lighter pastel shades suggest approachability. Certain dress style creates a sense of conservatism, others a sense of openness to new ideas. Neatness can suggest efficiency but, if it is overdone, it can spill over and indicate an obsession with power. "If the company is selling quality, then it must have quality uniforms. If it is selling style, its uniforms must be stylish. If it wants to appear innovative, everybody can't look exactly the same. Subliminally we see all these things," says Lynn Elvy, a director of image consultants *House of Colour*.

D But translating corporate philosophies into the right mix of colour, style, degree of branding and uniformity can be a fraught process. And it is not always successful. According to *Company Clothing* magazine, there are 1000 companies supplying the workwear and corporate clothing market. Of these, 22 account for 85% of total sales — £380 million in 1994.

E A successful uniform needs to balance two key sets of needs. On the one hand, no uniform will work if staff feel uncomfortable or ugly. Giving the wearers a choice has become a key element in the way corporate clothing is introduced and managed. On the other, it is pointless if the look doesn't express the business's marketing strategy.

The greatest challenge in this respect is time. When it comes to human perceptions, first impressions count. Customers will size up the way staff look in just a few seconds, and that few seconds will colour their attitudes from then on. Those few seconds can be so important that big companies are prepared to invest years, and millions of pounds, getting them right.

F In addition, some uniform companies also offer rental services. "There will be an increasing specialisation in the marketplace," predicts Mr Blyth, Customer Services Manager of a large UK bank. The past two or three years have seen consolidation.

Increasingly, the big suppliers are becoming 'managing agents', which means they offer a total service to put together the whole complex operation of a company's corporate clothing package - which includes reliable sourcing, managing the inventory, budget control and distribution to either central locations or to each staff member individually. Huge investments have been made in new systems, information technology and amassing quality assurance accreditations.

G Corporate clothing does have potential for further growth. Some banks have yet to introduce a full corporate look; police forces are researching a complete new look for the 21st century. And many employees now welcome a company wardrobe. A recent survey of staff found that 90 per cent welcomed having clothing which reflected the corporate identity.

Questions	1	2	3	4	5	6
Letters						

Task 2

7

Ouestions 7-13

Look at the passage *First Impressions Count again*. Do the following statements agree with the views of the writer of the passage?

In boxes 7-13 on your ANSWER SHEET write

YES if the statement agrees with the writer's views

NO if the statement contradicts the writer's views

NOT GIVEN if it is impossible to say what the writer thinks about this

7. Uniforms were more carefully made in the past than they are today.	
8. Uniforms make employees feel part of a team.	
9. Using uniforms as a marketing tool requires great care.	
10. Being too smart could have a negative impact on customers.	
11. Most businesses that supply company clothing are successful.	
12. Uniforms are best selected by marketing consultants.	
13. Clothing companies are planning to offer financial services in the future.	

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

USE OF ENGLISH

Task	1
-	

For questions 1-6, decide which answer A, B or C fits best each space. Problems at work

1. I've cut my f	inger. C	Can you get	the a	id kit	for me	e?			
A health		B injury			C fir	st			
2. That pile of	waste pa	per is a fir	e						
A precaution		B hazard	B hazard C exit						
3. This special keyboard reduces the risk of repetitiveinjury .									
A strain		B stress			C str	oke			
4. There is no s	moking	here becau	ise of the	dange	ers of	sm	oking.		
A passive		B passionate			C personal				
5. I reported the	e missin	g fire extir	iguisher to	o the l	nealth	and	.inspector		
A danger		B hazard			C sat	ety			
6. The poor air-conditioning system makes it a bad working									
A environment		B place	B place			C zone			
								_	
Questions	1	2	3	4		5	6		
Letters		<u>, </u>						1	

Task 2

7

For questions 7 – 13, read the text and then write the correct form of the word in CAPITALS to complete the gaps.

Example: 0 <u>introduction</u>

School report

Margaret started English Literature this term, and I am afraid that her (0)... to the subject has not been entirely (7) She has not shown much enthusiasm, and does not always pay (8) ... in class. Her assignments are often (9) ..., because she is so untidy, and because of her (10) ... to check her work thoroughly. She failed to do any (11) ... before the end of term test, and had poor results. She seems to have the (12) ... idea that she can succeed without studying. Although Margaret is a (13) ... student in some respects, she has not had a satisfactory term.

INTRODUCE SUCCESS ATTEND READ FAIL REVISE MISTAKE GIFT

7				
8				
9				
10				
11				
12				
13	-	-	•	

Task 3

11

For Questions 1-22, find the corresponding antonyms, so that the meaning is opposite to the given word. Use the crossword below for clues. All the clues form a chain running down and up (follow the arrows for directions):

1.	question	9. first	16. poor
2.	forget	10. lie	17. there
3.	fall	11. soft	18. west
4.	never	12. clean	19. thick
5.	wrong	13. old	20. then
6.	short	14. sorry	21. strong
7.	high	15. safety	22. unkind
8.	ill		

1				8						16		21
		3	4				12				20	
				7		9		13				+
,	,		1	,			1			17	↑	22
			5				11		15		19	
2				6		10						
								14		18		

1.	12.
2.	13.
3.	14.
4.	15.
5.	16.
6.	17.
7.	18.
8.	19.
9.	20.
10.	21.
11.	22.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

SOCIO-CULTURAL COMPETENCE

For Questions 1-5, match the following English and Russian proverbs and sayings:

 He laughs best who laughs last. He will never set the Thames on fire. He that would eat the fruit must climb the tree. 	A
4. He that never climbed, never fell.5. One man, no man.	

Questions	1	2	3	4	5
Letters					

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

WRITING		
Participant's ID number		
Personal letter		
You have 20 minutes to do this task.		
You have received a letter from your English pen-friend Jane who writes:		
Dear N		
Do you remember Peter-Rabbit you gave me for my birthday in August? I like it so much! Please,		
describe something you own which is very important to you. Where did you get it from? How long		
have you had it? Why is it so important to you?		
Write back soon.		
Best wishes,		
Jane		

Write a letter to Jane. Answer her questions. Ask 3 questions about her parents. Write 100-140 words.		
Remember the rules of letter-writing.		
Remember the rules of letter-writing.		
· ————————————————————————————————————		
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Participant's ID number SECTION 1	ANSWER SHEET
	LISTENING
Task 1	
1 2 3 4	
Task 2	
5 6 7	
SECTION 2	
	READING
Task 1	
1 2	
3 4 5 6	
Task 2	
7. 8. 9.	
10. 11. 12. 13.	
	_1

USE OF ENGLISH

Task 1

1	
2	
3	
4	
5	
6	

Task 2

7.	
8.	
9.	
10.	
11.	
12.	
13.	

Task 3

1.	12.
2.	13.
3.	14.
4.	15.
5.	16.
6.	17.
7.	18.
8.	19.
9.	20.
10.	21.
11.	22.

SECTION 4

SOCIO-CULTURAL COMPETENCE

1.	
2.	
3.	
4.	
5.	