

A ENTRANCE EXAMINATION 2017 – READING TEST

This test is based on two pieces of writing. Read them carefully and answer the questions in the spaces provided. You have **20 minutes** to complete the test.

A. Text 1: MARKETING (Source: Nauton, J. 2005. ProFile Intermediate Student's book. OUP.)

[1] People often wonder what makes a brand different from a product. Quite simply, in marketing terms, products aren't brands. Products are general, while brands are something quite unique. Brand identity consists of far more than the physical product itself. It includes all the psychological features that we have learnt to associate with it. Top brands form a personal relationship with consumers; they're able to make us feel more confident, more powerful, healthier, and happier. Brands are promises and people buy what they believe in.

[2] A brand has USPs (Unique Selling Points), specific features which set it apart from its competitors. For example, Barbie was the first doll to look like a young woman, and a metal rivet was the unique feature of Levi jeans. Both brands have had numerous imitators, but generally speaking, a 'me-too' product won't achieve the success of the one it follows.

[3] People who say you don't need to worry about your competitors couldn't be more wrong. Competent managers have to know how to position their brand in relation to the competition, in terms of factors like price and quality of the product. Managers should relate the brand's values in a meaningful way to the consumers they have targeted. With worldwide brands this may mean changing your message from country to country, or even within one market. Coca-Cola produces a version for Japan which is sweeter than the one sold in the US. The Japanese prefer beef with a higher fat content, so McDonald's naturally obliges. Ronald McDonald's name was even changed to Donald because the Japanese have trouble saying 'r'.

[4] The product life cycle is a familiar one in marketing. A product is launched, developed, goes through a period of growth, enters maturity, declines, and eventually dies. A top brand should go on and on if it is well managed. A brand manager is like a doctor or plastic surgeon, who can keep the brand healthy and looking fresh down the years. Brand managers must be able to identify new segments of the market, particularly when products have become mature. Coca-Cola has introduced a large number of variants to appeal to different consumers. So knowing what stage your branded product is at in this cycle may help you decide when to launch a line extension or go for a relaunch with improvements and 'added-value' features. Newer versions of cars, for instance, will come with air-conditioning as a standard feature, or they will have a facelift to modernize the look even though what's under the bonnet may stay the same.

Points:

Number:

Classroom:

Time:

Combination:

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Task A.1: Read the text about marketing. Which paragraph (1 – 4) do the headings a) – d) belong to? Write the number of the paragraph next to the heading. [4 points each = 16 points]

- | | | | |
|--------------------------|-------|-------------------------|-------|
| a) Dare to be different | _____ | c) Marketing medicine | _____ |
| b) Be global think local | _____ | d) The feel-good factor | _____ |

Task A.2: Read the text again and decide if these statements are true (T) or False (F). Circle either T or F for each statement. [2 points each = 16 points]

- | | | |
|--|---|---|
| a) Brand is just another word for product. | T | F |
| b) Brands can help us feel good about ourselves. | T | F |
| c) USPs help to stop the manufacturing of imitated products. | T | F |
| d) It's better to be first in the market with a new idea. | T | F |
| e) Global brands may need to 'think local'. | T | F |
| f) It is advisable to make a new attempt to sell a product in the stage of its maturity. | T | F |
| g) There's little you can do to keep a brand alive. | T | F |
| h) Some changes to products are simply cosmetic. | T | F |

Task A.3: Read sentences I. – V. and circle the word a), b), c), or d) that best keeps the meaning of the word in bold in the sentence: [2 points each = 10 points]

- I. Par. 1: Products are general, while brands are something quite **unique**.
a) linked b) rare c) small d) ordinary
- II. Par. 2: A brand has USPs (Unique Selling Points), specific **features** which set it apart from its competitors.
a) conditions b) traits c) labels d) rules
- III. Par 3: Managers should relate the brand's values in a meaningful way to the consumers they have **targeted**.
a) understood b) refused c) considered d) aimed at
- IV. Par 4: A product is **launched**, developed, goes through a period of growth, enters maturity, declines, and eventually dies.
a) initiated b) invented c) designed d) terminated
- V. Par. 4: Coca-Cola has introduced a large number of variants **to appeal** to different consumers.
a) to offer b) to provide c) to detest d) to attract

B. Text 2: Learning Latin (Source: SAT Critical reading Workbook. 2007. New York: Kaplan Publishing.)

There are three good reasons that schools should restore the study of Latin. First, because Latin is a logically structured language, and knowledge of it helps students to better understand the structure of English. Second, a familiarity with Latin is an incalculable aid in enlarging one's vocabulary in English, since so many words in that language derive from Latin roots. Finally, Latin serves as a gateway to the remarkable civilisation of Ancient Rome, whose literature and culture have had a permanent influence on our society. As evidence of this assertion, we need only consider the influence of Republican Rome on the Founding Fathers of United States.

Task B.1: Read the text about learning Latin. What is the author's primary purpose in writing the passage? Circle the correct option a), b), c), or d). [4 points]

- a) to narrate b) to describe c) to entertain d) to analyse e) to persuade

Task B.2: The author mentions the influence of Republican Rome on the Founding Fathers to: (circle the correct option) [4 points]

- a) show the lasting influence of Roman culture on our society
- b) illustrate the benefits of enlarging one's vocabulary
- c) persuade the reader to re-examine the U.S. constitution
- d) provide a link between Latin classes and history and government classes in school
- e) refute the argument that learning Latin is irrelevant and practical

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