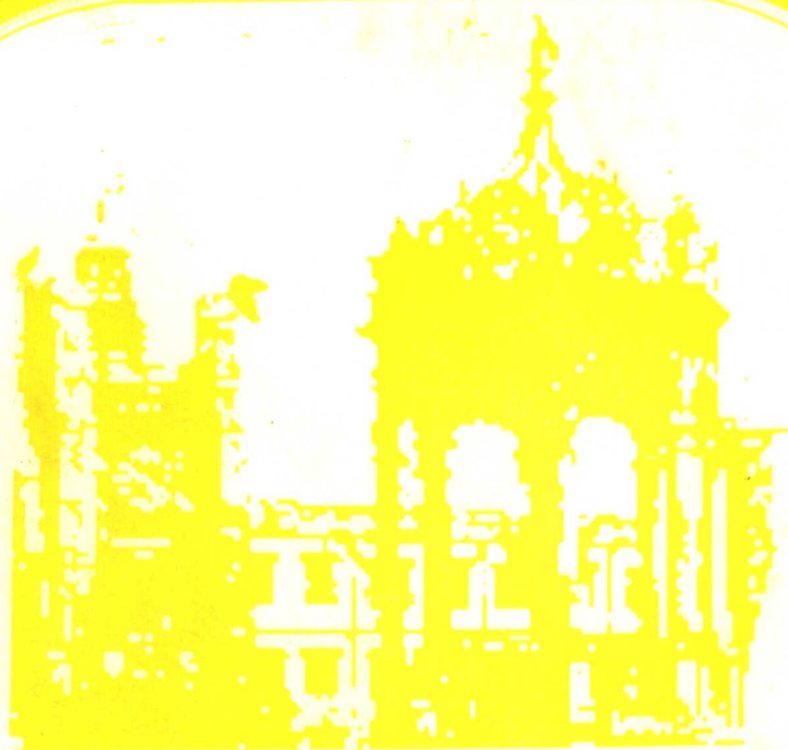


A study-aid for the new Cambridge Proficiency

# PREPARING for PROFICIENCY

Stephen Andrews



*The fountain in Trinity Great Court, Cambridge*

Heinemann Educational Books  
World Publishing Corporation

# Preparing for Proficiency

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For my parents

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# UNIT 1 Looking at the Proficiency exam

Preparing for Proficiency aims to make students aware of the specific demands placed upon them by the Proficiency exam and to help them to perform to the best of their ability. The book is therefore concerned above all with the linguistic skills and the examination skills required in the revised examination.

Unit 1 looks in detail at the format of the new examination.

Section 1, *The revised Proficiency Examination*, begins with an outline of the five papers. This is followed by a table indicating where in this book guidance for each part of the exam can be found. Section 2, *Examination Skills*, introduces and discusses some of the examination techniques important in the context of the Proficiency as a whole and Paper 2 (the Composition paper) in particular:

- A The use of time
- B Reading the instructions
- C Reading the questions carefully
- D Choosing your essay questions
- E Choosing your approach

## 1 The revised Proficiency examination

A The exam contains five compulsory papers. These are as follows:

PAPER 1 READING COMPREHENSION (1 hour) 40 marks

- A 25 multiple-choice questions designed to test vocabulary and formal grammatical control in the context of sentences.
- B 15 multiple-choice questions based on three or more texts, designed to test gist, detailed content, implied meaning, etc. In one passage recognition of form, register and intention will be required. Texts may include information in graphic form.

In Section A one mark will be given for each item: total 25.

In section B two marks will be given for each item: total 30.

The total for the two sections will be adjusted, the maximum for the paper being 40.

PAPER 2 COMPOSITION (2 hours) 40 marks

Two compositions from a choice of descriptive, situational, discursive or factual topics, or questions based on prescribed reading. Candidates will have five composition exercises to choose from.

Candidates are expected to write not less than 300 words. Assessment will be based on organization and clarity of content, accuracy of grammatical control, fluency and range of expression. The maximum for the paper is 40 marks.

PAPER 3 USE OF ENGLISH (2 hours) 40 marks

- A Open-completion or transformation items designed to test active use of language.
- B Questions on a passage designed to test ability to understand, interpret and summarize.

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### PAPER 4 LISTENING COMPREHENSION (approx. 30 minutes) 20 marks

Questions of varying type (selection, re-ordering, blank-filling etc.) to test accurate understanding of spoken English, based on recorded material including conversation, announcements, etc.

### PAPER 5 INTERVIEW (approx. 15 minutes) 40 marks

- A Conversation on a picture stimulus, assessed for fluency and accuracy.
- B Reading aloud of a short passage (announcement, instruction or situation), assessed on pronunciation of individual sounds and on stress and linking in phrases.
- C Structured communication exercise (role-play, discussion or topic on prepared and unprepared material), assessed on communicative ability and vocabulary. The prepared materials which the candidate may choose for this exercise are the prescribed texts for Paper 2.

## B

Guidance and preparation for the five papers can be found in the following places:

PAPER 1	A Multiple-choice sentences	Unit 9.1
	B Multiple-choice questions on reading comprehension passages including, on one passage, questions requiring recognition of intention etc.	Unit 2, 5, 6.1, 5.3, 6
		Unit 10.1
PAPER 2	Composition — discussion essay	Unit 3
	— descriptive and descriptive narrative	Unit 4
	— situational	Units 1–7, 8
	— prescribed reading	Unit 10.2
PAPER 3	A Open-completion & transformation items	Unit 9.2
	B Reading comprehension – open-ended questions, including summarizing	Unit 2, 5.1, 5.2, 5.3, 6 Unit 7
PAPER 4	Listening Comprehension	Unit 11
PAPER 5	Interview	Unit 12

## 2 Examination techniques

Doing well in any examination depends not only on your knowledge of the subject or proficiency in the language: it also depends on whether you possess the appropriate examination techniques. Guidance on techniques and strategies for the Proficiency exam is to be found throughout the book. This part of Unit 1 introduces some fundamental aspects of examination technique relating to the Proficiency exam.

## A

### The use of time

There is a strict time-limit on each of the Proficiency papers. It is therefore vital that you should plan in advance how to make the best use of that time. Having made a plan, stick to it. Doing very well in one part of a paper will not compensate for failing to finish another section.

The table below sets out the time-limit for each written paper and the exercises which have to be completed within that time. Work out how you would use, for instance, the one hour available for Paper One. Then do the same for Papers Two and Three. If you have past exam papers or practice tests to look at, use these to help you. Remember to allow time for planning and checking your work. How does your proposed schedule compare with those of the rest of your group?

PAPER	TIME LIMIT	EXERCISES TO BE COMPLETED
ONE: Reading Comprehension	1 hour	(i) 25 sentence-completion multiple-choice vocabulary comprehension questions  (ii) 15 multiple-choice comprehension questions based on 3 or more passages
TWO: Composition	2 hours	(i) two essays
THREE: Use of English	2 hours	(i) 4 (or more) exercises testing knowledge of sentence-level structure  (ii) comprehension passage, with open-ended questions (including summarizing)

## B

### Reading the instructions

In exams like the Cambridge Proficiency it is at least as important to understand the words of the instructions as it is to understand the words in texts.

- (1) Read the following short passage, and answer the questions in your own words:

One easy way to lose marks in an exam is by being careless. Far too many candidates throw marks away by failing to read the instructions carefully enough. Make sure that you don't do the same. Read the instructions *very carefully* before you begin each paper.

The first important thing to notice is the time-limit for the paper you are doing. *Always check this.* Quite often students feel so certain they know the time-limit that they omit to check it, and then, too late, they find they have less time than they expected in which to complete the exam. It has happened to me: don't let it happen to you!

- According to the writer, in what way do students often lose marks unnecessarily in an exam?
- What should candidates always check at the start of the exam?
- What can often happen if candidates are over-confident?

Have you ever had any examination disasters because you failed to read the instructions?

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- (2) *Read the following set of instructions for Paper 1 of the Cambridge Proficiency exam. Then look at the statements which come immediately after. Decide which are correct interpretations of the instructions and which are false.*

##### PAPER 1 READING COMPREHENSION (1 hour)

Answer all questions. Indicate your choice of answer in **every case** on the *separate answer sheet* already given out, which should show your name and examination index number. Follow carefully the instructions about how to record your answers. Give one answer only to each question. Marks will not be deducted for wrong answers: your total score on this test will be the number of correct answers you give.

**SECTION A:** In this section you must choose the word or phrase which best completes each sentence. *On your answer sheet* indicate the letter A, B, C or D against the number of each item 1 to 25, for the word or phrase you choose.

**SECTION B:** In this section you will find after each of the passages a number of questions or unfinished statements about the passage, each with four suggested answers or ways of finishing. You must choose the one which you think fits best. *On your answer sheet*, underline the letter A, B, C or D against the number of each item 26 to 40, for the answer you choose. Read each passage right through before choosing your answers.

- (a) In both section A and section B, there are four suggested answers (or completions) for each question.
- (b) You should write your answers in the appropriate place on your question paper.
- (c) There is only one correct answer for each question.
- (d) You will lose marks if you select a wrong answer.
- (e) By the time the candidate reads the question-paper, he (or she) should already have an answer-sheet.
- (f) In section B it is best not to begin selecting your answers to the questions until you have finished reading the text.

## C

### Reading the questions carefully

As well as reading the exam instructions carefully on every paper, it is extremely important to study *every word* of *every* exam question with great care. If you fail to do this, you might miss the full implications of the question and, as a result, lose marks.

- (1) In the Composition paper (Paper 2), for example, the wording of the essay titles should be studied very closely before you choose your essay and begin writing.

*Look at the following pairs of discussion essay titles:*

- (a) Discuss the arguments for or against the abolition of marriage.
- (b) 'Marriage should be abolished.' Discuss.
- (c) 'Press censorship is sometimes justified.' Discuss.
- (d) Censorship.

- (i) Do you think you should write an identical essay for (a) and (b), or for (c) and (d)?
- (ii) What exactly are the implications of the wording of each title?
- (iii) How might your plans for each pair of essays differ?

- (2) *Now look at this essay title:*

'Describe a social event you did not enjoy.'

*Which of the following would it be reasonable to write about, and why?*

- (a) a funeral
- (b) a football match

- (c) a birthday party
  - (d) an interview for a job
  - (e) a wedding reception
  - (f) an evening alone
  - (g) a meeting with your bank manager
  - (h) a shopping expedition
- (3) 'Imagine that you are a child who has never seen a big city and describe your first impressions of it.'
- Which of the following situations would be suitable as a point of reference from which to write an essay with this title?*
- (a) You are ten years old, you were born in London, and you live in the country.
  - (b) You are eighteen years old, and you have just come to the city from the countryside.
  - (c) You are twelve years old, you moved to London a year ago, and you are describing how you feel about the place now.
  - (d) You are eleven years old, and you are on your very first trip to London.
  - (e) You are a nine-year-old Londoner, and you are making your first visit to Paris.

## D

### Choosing your essay questions

In the Composition paper (Paper 2), unlike the other written papers, you have an element of choice. Once you have understood the full implications of the wording of the five composition exercises, you must choose the two you feel best equipped to do. But how do you make your choice?

The first decision to take would probably be whether or not to answer one of the questions on prescribed texts. Even if you have studied the books in class, it would be a mistake to attempt one of these questions unless you felt you could answer it very well.

Whatever your decision, however, you will still have to choose: which of the prescribed text titles to tackle (if any) and which of the other composition exercises to do.

- (1) *Here are some possible criteria for selecting an essay. Look at them and make sure you understand what each one means. Then remove any which would not influence your choice, and rank the rest in order of importance. Add any other significant factors you can think of to the list. Finally discuss your rankings with the rest of your group.*
- (a) instant appeal
  - (b) prior interest in subject
  - (c) prior knowledge of subject
  - (d) knowledge of related vocabulary
  - (e) ability to convey knowledge and interest
  - (f) process of elimination
  - (g) familiarity with situation
- (2) *Look at the following selection of essay titles, and consider their implications carefully:*
- (a) Write a descriptive account of the reactions of your family and yourself to winning a large sum of money.
  - (b) Discuss patriotism. You may write in the form of a dialogue between two speakers, or in essay form.
  - (c) Describe any person whom you greatly admire.
  - (d) The language school which you attend has established a scholarship fund. Each year an award of £1,000 will be given to the student whose ideas for using the scholarship are considered by the directors of the school to be the most intelligent and imaginative. Write a letter to the Principal of the school applying for the scholarship.
    - (i) Would any of the titles pose particular difficulties?
    - (ii) Which two would you choose?
    - (iii) Try to analyse your reasons for choosing these, and not the others.

## E

## Choosing your approach

Having chosen the two composition exercises you are going to tackle, you must then decide how to approach each essay. How do you set about selecting your approach to an essay?

- (1) *Look back at the essay titles above, and think of the different approaches which might be adopted for each. Which approach would you ultimately select and why? You might like to compare your ideas with those of the rest of the group.*
- (2) The following passage offers advice on how to choose your approach.

1 Although your selection of approach to an essay will be somewhat restricted by the wording of the title, there may still be a variety of approaches acceptable to the examiner.

5 For example, the title 'Discuss patriotism' could be interpreted in a number of ways – as a discussion of a concept (patriotism compared with nationalism, perhaps), or of a feeling (what patriotism means on a personal level), or in terms of the practical consequences of personal and institutionalized patriotism.

10 The important thing is to select an approach which suits both the question and you the candidate, and which the examiner will find appropriate. It is well worth spending a few minutes at the start deciding on your approach, because once you begin writing you are committed with no turning back. If you elected to discuss patriotism, for instance, and decided to treat it in a fairly abstract way as a concept, you would have to be sure that you had the ability and knowledge to follow that approach through. The examiner would not be impressed by an essay which unaccountably changed approach halfway.

20 It is probably wisest to think through one or two possible approaches to the essays, as you select your questions, and consider their appropriateness in terms of the subject (as defined by the question) and your own background knowledge and interest. Quickly considering various approaches to each essay should actually help you to choose the most suitable question.

- (i) What are the main points being made by the writer?
- (ii) Do these ideas coincide with your own?
- (iii) What about the rest of your group?
- (iv) The writer does not mention style. Yet this is clearly an important aspect of your approach. What sort of style would be appropriate in an exam essay?

## STYLE: Informal speeches

In spoken language we can distinguish between *speeches* (or monologues), where one individual speaks in such a way as to exclude the possibility of interruption by others, and *conversations* (or dialogues), where there are alternating participants, two (or more) in number.

Speeches may be *formal* or *informal* in style. This depends on the *situation* in which they are made. The degree of formality will vary from situation to situation.

**A** The following extracts are the beginnings of two speeches. *Look at them closely, and try to identify the situations in which they were made.*

- (a) Ladies and gentlemen, before proceeding to the formal business of our meeting, it is my melancholy duty to refer to the loss we have sustained since we last met through the death of Mr Farquhar, one of our Directors. His whole-hearted devotion to the interests of the Company and the knowledge and skill he brought to bear on its problems won the admiration of his colleagues, just as his considerateness and geniality won our warm regard. His personal qualities were such that we feel we have lost a sincere friend, and we express our own sorrow and our deep sympathy with the members of his family . . .
- (b) Ladies and gentlemen, if I could just interrupt the proceedings for a moment . . . I'd like to say a few words about the person for whom this party's being given tonight . . . Keith's been with us for a number of years now – indeed, he was one of the old originals, when we started up in 1974 – and in losing him, there's no doubt we're losing a friend as well as a colleague . . . ('Hear, hear!'). But changes inevitably happen, and while we're sorry . . .
- (1) What clues from the text helped you to identify the situations?
  - (2) What difference in language do you notice between the two texts?
  - (3) Do the language differences reflect the differences between the situations?

**B** The following informal speech is a Best Man's speech at a wedding reception. Typically such a speech is semi-spontaneous. The main ideas will have been planned, and put into note form in advance, but the final choice of words will be, at least in part, spontaneous.

*As you read the speech note down those language features which indicate that the situation is fairly informal, and compare notes with the rest of your group.*

- 1 Ladies and gentlemen, as Best Man, and if I'm the best man here, heaven help the others, it's my job to round off the speech-making with a few profound words.  
Well, to my cost, I have known Geoff for a very long time, and I therefore
- 5 thought I would like to take this opportunity to give Liz some insight into the real Geoff, the man behind the façade.  
Geoff was born at an early age, and very soon showed that he was a man of many parts, several of which are still in working order to this day.  
He rapidly gained the reputation of being the Casanova of Countisbury
- 10 Avenue, and his man-of-the-world charm and air of debonair nonchalance proved irresistible to many a girl in the Infants' School Country Dancing Class.  
By the time I got to know Geoff, he had, of course, left his dissolute youth behind, experience having mellowed him and taught him better ways. He
- 15 had, for instance, by that time become a pillar of the Old Boy's Temperance Society, and even now he rarely misses the chance to attend one of their meetings in the King's Head.  
During his long life Geoff has developed many household talents. Painting and wallpaper-hanging are two of his specialities, and it is no
- 20 exaggeration to say that at cooking he simply has no peer. His custard has to be seen, and eaten, to be believed, and it is rumoured that he has now even mastered the art of cracking eggs without breaking the yolk.  
One reservation about Geoff, however: he is not a pretty sight in the morning. We, his flatmates, have put up with his seven o'clock

- 25 Frankenstein-like appearance for many years. Liz now has that dubious privilege, and the best of British luck to her. I hope she will be able to keep Geoff in the standard of luxury to which he has been accustomed, because, having just got rid of him at long last, we don't want to find him hammering on our door wanting to come back.

**C** In the speech there are a number of places where clichés and excessively formal language are used deliberately to achieve a humorous effect.

There are also some examples of irony, where humour is derived from saying one thing and implying another.

*Look through the speech again and note down examples of these three stylistic devices. Do you consider your chosen examples to be effective? If you think so, say why. If you do not think so, say why not.*

**D** *Imagine that you have to make an informal speech in this situation:*

You are a university lecturer in a fairly large department. You have been working there for seven years, and a number of your colleagues are also good friends of yours. You are now moving to a more senior position elsewhere. Your department is giving a farewell party, attended by about 50 people (colleagues, husbands, wives). Your head of department has just made a presentation speech, and given you a clock as a farewell gift. Make a speech of thanks, expressing regret at leaving.

How would you begin your speech?

What style of language would you use?

*Make a list of ideas for the speech and note down some of the phrases you would use.*

*Discuss their suitability with your colleagues and teacher.*

*Now write the speech (150–200 words), bearing in mind the characteristics of style which you have noticed, and using them as appropriate.*

# UNIT 2 Reading Skills 1 — approaching the comprehension passage

The comprehension of short written passages is tested in two parts of the Proficiency examination: Paper 1 Section B and Paper 3 Section B. The understanding of such texts involves a number of skills. In the context of the Proficiency examination the following reading skills are particularly important:

- 1 reading for overall impression
- 2 reading for specific information
- 3 understanding implied information
- 4 understanding figurative language
- 5 understanding reference words
- 6 deducing the meaning of unfamiliar words
- 7 understanding complex sentences

In order to perform well in the examination, however, candidates must also master the techniques which are used to test their reading ability. There are two specific techniques used in the Proficiency examination:

- (a) multiple-choice questions (Paper 1 Section B)
- (b) open-ended questions (Paper 3 Section B)

The three reading skills units in this book are intended to make you aware of the problems posed by the Proficiency reading comprehension tests and to help you perform as well as possible in these two parts of the examination. Unit 2 is an introductory unit, looking at reading skills 1–5. Unit 5 covers reading skill 6 and exam skill (a), and Unit 6 deals with reading skill 7 and exam skill (b).

## 1 Reading for overall impression

**A** *Have a quick look at the following text and complete the notes which come after it:*

In an exam which tests reading comprehension by means of texts followed by questions, the passages to be read by the candidates are not contextualized, i.e. there are usually no advance clues as to the subject-matter, except perhaps a title.

This makes such reading different from normal reading. In general, when one reads something, it is from choice, and one has certain expectations before starting to read. If one reads a novel, for example, even before starting, one will normally have some idea of the subject-matter or nature of the work, from the title, the comments of friends, reviews or whatever. Something, after all, will have led to the choice of that particular book. Equally, a work of non-fiction will usually be read with some prior knowledge of its contents, and probably of the relevant subject-area. If one reads a newspaper article, there is always the headline to suggest the subject-matter of the text and the reader will generally already be accustomed to the style favoured by the individual newspaper.

Exam reading, however, is different from all these. Because the reader can have no idea about such things as the subject-matter or style of the text, it is not wise to read too quickly. A sensible approach to the task is to read

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each passage once at a reasonable speed (not too quickly and not too slowly) in order to gain a fairly clear general impression of the contents, and only then to look at the questions and study the text more closely for specific information.

### NOTES:

PARAGRAPH 1: In a reading comprehension exam, texts are usually not \_\_\_\_\_

PARAGRAPH 2: Therefore, reading such texts is a different task from \_\_\_\_\_

PARAGRAPH 3: In general, it is best to read a reading comprehension test passage \_\_\_\_\_  
before looking for answers to specific questions.

## B

Now read the following passage once only, in order to obtain a general idea of the contents. When you have finished reading, suggest a title for the passage and try to answer the questions without referring back. Answer the questions as simply as you can.

1 In the past thirty years many social changes have taken place in Britain. The greatest of these have probably been in the economic and domestic lives of women. Almost all theoretical sex discrimination in political and legal rights has been removed.

5 The changes have been significant, but, because tradition and prejudice can still handicap women in their working careers and personal lives, major legislation to help promote equality of opportunity and pay was passed during the 1970s.

10 At the heart of women's changed role in society has been the rise in the number of women at work, particularly married women. As technology and society permit highly effective and generally acceptable methods of family planning there has been a decline in family size. Women as a result are involved in child-rearing for a much shorter time and related to this, there has been a rapid increase, which is still continuing, in the number of women  
15 with young children who return to work when the children are old enough not to need constant care and attention.

Since 1951 the proportion of married women who work has grown from just over a fifth to a half. Compared with their counterparts elsewhere in the European Community, British women comprise a relatively high proportion  
20 of the work-force, about two-fifths, but on average they work fewer hours, about 31 a week. There is still a significant difference between women's average earnings and men's, but the equal pay legislation which came into force at the end of 1975 appears to have helped to narrow the gap between women's and men's basic rates. During the 1970s women's wages rose  
25 proportionately more than men's but remain relatively low because women tend to work in lowly-paid sectors of the economy, they often work in predominantly female work-forces, and they work less overtime than men.

30 As more and more women joined the work-force in the 1960s and early 1970s there was an increase in the collective incomes of women as a whole and a major change in the economic role of large numbers of housewives. Families have come to rely on married women's earnings as an essential part of their income rather than as 'pocket money', or a means of buying 'extras'. At the same time social roles within the family are more likely to be shared, exchanged or altered.

### TITLE:

(1) According to the text, has women's role changed very much? \_\_\_\_\_

- (2) Why were new laws introduced in the 1970s? \_\_\_\_\_
- (3) Is the number of married women who work increasing, or decreasing? \_\_\_\_\_
- (4) Are men's average earnings the same as women's? \_\_\_\_\_
- (5) How does the change in women's role affect family life? \_\_\_\_\_

**C** Read through the passage below once at a reasonable speed to form a general impression of the subject-matter and the main points being made. Do the two exercises which follow without referring back.

- 1 Advertising is capitalism's soft sell. An anonymous mass of people called consumers have each to be persuaded to need whatever a product can give them, to buy it and to keep on buying. Girls growing up, and women housewives worried about fulfilling and achieving their roles, are the
- 5 foremost consumers. They see in advertising imagery reflections of society's attitudes and ideals often taken to extremes and caricatured. They may not be persuaded to buy the products, but they absorb the images. They do not learn their roles from this source, but it is a strong reinforcer. Advertising sets out to make people identify with characters in advertisements, with their
- 10 situation and needs, to make them jealous of the person they would become if they bought the product. It captures girls' fluttering images of themselves and pins them up for sale.
- (1) Which of these would be the best title for the passage?
- A Women as consumers.  
B The persuasive power of advertising.  
C How advertising influences women.  
D The image of women in advertisements.
- (2) Which of the following points are made in the passage?
- A Advertisements persuade potential consumers that they need a product.  
B Girls and housewives are the principal consumers.  
C Middle-aged women are particularly susceptible to advertisements.  
D Advertisements reinforce a woman's view of herself.  
E Advertisements project an image of the ideal housewife.

## 2 Reading for specific information

**A** Examination questions often focus on detail within the text, requiring the candidate to look back and locate a specific point. *Could you remember which of the points in question 2 (above) were in fact mentioned in the passage? Look back at the text and note down the line numbers of those points which were explicitly stated.*

**B** The passage in 1B referred to 'major legislation to help promote equality of opportunity and pay'. The passage below discusses the effectiveness of such laws. *Read through the text once fairly quickly. Look at the exercise which follows and re-read the text in order to find the specific information.*

the law which aims to prevent employers from treating women less favourably than men, because of their sex.

all government departments except the armed forces

Equal Pay Act: the law which aims to prevent discrimination between men and women on pay.

agreements reached between the legal advisors acting in the case.

Equal Opportunities Commission: a public body set up under the SDA to review the workings of that Act and the EqPA and to work towards eliminating discrimination.

1 Potentially, the Sex Discrimination Act could have wide-ranging and far-reaching effects on women's training and employment opportunities. For example, it allows for positive discrimination in training for jobs which have been largely the preserve of one sex; it prohibits not only direct discrimination ('you can't have the job because you're a woman') but also indirect discrimination, where qualifying conditions are more easily met by men than by women. The famous case on this was Price v. Civil Service. Ms Price claimed sex discrimination on the grounds that the age bar of 28, operated by the Civil Service, disadvantaged women who were more likely to embark on a career after having children. It was a long battle but she won her point and the Civil Service were ordered to phase out the age bar.

As with the EqPA it is up to the individual to lodge a complaint of sex discrimination, and take on the possibility of ordeal by tribunal. To show what a demoralizing experience this might be, here are some shock-horror statistics on the outcome of some tribunal decisions:

In the first half of 1978, 97 cases were completed under the employment provisions of the SDA; 42 cases were heard at a tribunal of which six were successful and 36 dismissed. Of the other 55 cases, conciliated settlements were reached in 16 cases, private settlements in two and 37 were withdrawn with no reason given.

The number of applications, never high, has also been falling – and between 1 October 1977 and 30 September 1978, nearly a third of the applicants who claimed sex discrimination were men, which the EOC says 'underlines the legislation's purpose of equal opportunities for men and women'!!!

Again, as with the EqPA, the weaknesses of the Act itself are exacerbated by the sexism of those administering it. Thus, in one case of pay differentials between male and female toilet attendants, the Chair's written decision for dismissing the case included the observation that: a male toilet attendant has to approach the job from a labouring point of view and a female toilet attendant approaches it from a housekeeping point of view.

In another case, also dismissed, in relation to broadly similar work but with differences of practical importance the following comparison was made between the jobs of house-mother and house-father in a children's home:

'A house-mother is engaged to look after younger boys and carry out domestic duties. The house-father is engaged to lead the growing boy to a better approach to life and help him in his problems. The roles are largely those of a mother and father in ordinary life: they are both important but they are different.' And guess which is paid more???

legal question to be decided in a law court.

recently coined title, prefixed to the surname of a woman which does not indicate whether she is married.

judgement by a board of officials.

Sex Discrimination Act.

agreements reached directly between the parties involved in the case.

IT IS WOMAN'S TRUE  
NATURAL FUNCTION  
WHEREAS FOR  
MAN IT IS TRUE  
LABOUR –  
THEREFORE ...

