

# **Exam Practice and Techniques**

## **Unit 1: Reading and Language Systems**

## ***Aims***

- to raise students' awareness of exam techniques
- to give students an opportunity to practise exam techniques in a non-exam environment
- to provide an opportunity to build students' confidence in relation to the language systems and reading paper
- to give students an opportunity to practise new skills under exam conditions

## ***Materials***

EPT1.1 Student's File Section C Word web

EPT1.2 Student's File Reading comprehension practice

EPT1.3 Student's File Vocabulary skills

EPT1.4 Student's File Multiple choice cloze

EPT1.4 Student's File Teacher's Resource Kit - MC answers and guidance

EPT1.5 Student's File Theme Exercise Parts 1 and 2

EPT1.6 Student's File Matching, spelling and proofreading

Teacher's Resource Exam Paper and Key Kit

## Teacher's Notes

1. Tell students they are going to work on the Reading and Language Systems paper for the UE exam. Write up "Section C" on the board and check that everybody knows what Section C consists of - students can write in the title. Ask students to build up a word web of this paper using EPT1.1.
2. Students should have built up a word web that includes: *reading comprehension, multiple choice cloze, theme, matching, summary cloze and proofreading*. They may also add: *spelling, vocabulary, idioms, topics, grammar* and then words they associate with the exam: *difficult, too fast, no time*, etc! (Students may not use the word *cloze* but *gap fill*. The word *cloze* is used by HKEA and ELT organisations and is used about a reading text with gaps. The technique is to close (or *cloze*) the gaps!)
3. Ask students to compare their ideas and add any extras that a partner may have. There should be some information on the logistics of the exam.
4. If students need more information, ask them these questions:
  - a. How long is the Reading and Language Systems exam?
  - b. How many sections are there?
  - c. How long should you spend on each part?
  - d. Should you answer all the questions?

Answers are:

- a. One and a half hours
  - b. Six sections and two parts
  - c. 20 minutes on Part 1, Reading, 70 minutes on Part 2, Language Systems
  - d. Yes
5. Now the basics of the exam have been covered. Explain that the students have to decide, when they are in the exam, which section to do first. It seems that most candidates manage the reading comprehension and the theme section quite well. It may be useful for students to tackle Part 1 first as there is more intensive reading needed for this part.
6. Ask students which language skills they need to use in Section C. Write their answers on the board under the heading, Reading. If they say writing, have a quick discussion about this - it is writing answers and some copying. Inaccurate grammar and spelling will count against them. The main skill is Reading. What do they actually have to read?
  - the instructions
  - the texts
  - their own answers

Reading has sub-skills too. For *Part 1, Reading Comprehension*, they need to read for the gist that is, the general idea. They also have to interpret the writer's attitude and sometimes they need to interpret degrees of probability, certainty or how strong a theme or idea is. This all leads to why a writer wrote the passage - the general purpose of the writer to be conveyed to the reader. In Section C, the reader is the candidate and has to deal with all the writer's ideas.

7. Now refer students to EPT1.2 where they can practise some of these skills. When they have finished, refer them to EPT1.3. This is some vocabulary skills work and it is aimed at raising awareness. Students will write their own sentences and show them to a partner. Monitor at this point.
8. The vocabulary work leads into multiple choice cloze where a good grasp of vocabulary, as well as correct use of tense/grammatical items, is necessary. Refer students to EPT1.4. Tell them to work in small groups and to justify their choices to others.

Go through the answer key EPT1.4 with the students, giving out Teachers Resource Kit EPT1.4 for guidance.

9. The theme exercise requires students to constantly read ahead and then back in the text so they can change their ideas as they find clues. It is a reading task that most good readers carry out when they are trying to understand a text; it includes reading, making logical guesses, using clues and so on. Refer students to EPT1.5 to practise these skills. After they have found the correct order in Part 1 they should write out the two paragraphs to consolidate and as a record. Part 2 practises cohesion with a short article in the style of the exam.
10. The next practice exercise EPT1.6 is designed to help students with spelling, matching and proofreading.
11. Distribute the Exam Paper in Teacher's Resource Kit for students to work on. Check answers with the Exam Key provided on P. 13-20 of this module.

## **Teacher's File EPT 1.2 (Key)**

Read the passage and then answer the general comprehension questions.

1. What has been blamed for the plague of flies?

Dumped, uncovered substandard meat

2. Is this definitely the cause?

No, it has been blamed but not absolutely proven.

3. Where did the meat come from?

Smuggled from China, unregistered products brought in by the Regional Services, other carcasses.

4. How does the Director of Friends of the Earth feel about the practice?

She says that it is dangerous, unacceptable and a health hazard. Probably feels very concerned.

5. What is the main issue in the report?

That the meat is uncovered.

6. How is the situation different to that at the beginning of the month?

Domestic waste was used to cover meat waste.

## Teacher's File EPT 1.3 (Key) Vocabulary Skills

*Plague of flies* = huge numbers of flies

*infected or contaminated* = two specialist words that mean something is wrong and dangerous. Together they strengthen the argument.

*pathogens* = a specialist word connected with disease. The agent or organisation that causes disease.

*health hazard* = a collocation = words that go together. A hazard is a danger.

*carcasses* = bodies of dead animals

*domestic waste* = waste from homes

What else can you have a plague of? Tick the words associated with plague.

locusts✓	cows	dogs	fleas✓	people
rats✓	cars	trees	fish	wasps✓

What else can be infected? Tick the words that are associated with infected.

area✓	pens	food✓	wound✓
ear✓	uniform	society✓	water

Which of the above can also be contaminated?

(area, food, water) \_\_\_\_\_

Now choose three to four words and make sentences of your own.

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## Teacher's Resource Kit EPT 1.4

1. places and people *open up* in that they interact more with others. Ask students to give examples of something or someone that *opens up* or *is opening up*.
2. *a minority* is often a *privileged minority* (the opposite is a *disadvantaged minority*). Think of examples of both in Hong Kong.
3. *to revoke* is to cancel an agreement or law to make it no longer legal. It is a formal technical word.
4. *Special privileges* are enjoyed in the sense that a person or place is lucky to have that benefit or right.
5. Events within history can be *kind* or *unkind* to people and places in the sense that the event can be good for the place or people. Think of events in history that have been kind or unkind to HK/China/Macau/the Philippines/India.
6. *part of*. It has to be a word that fits with *of*.
7. *Thriving* mean to do well, be happy, successful and strong. It carries a very positive meaning.
8. *Absorbed by/become part of*.
9. *deprived* - to take something away. (See 'revoke'.)
10. *flexibility* is to be able to change easily and adapt to different conditions. A large country cannot always do this.
11. *should not* is used here to give advice to the reader.
12. *mobile* is used to signal or cue *move easily*.
13. *infrastructure* = facilities, services, transport, equipment, government. It is often lacking in developing countries and if it goes, for example, because of war, then a country cannot work or function properly.
14. *rights*/(See 'Special privileges'.)
15. *challenged*, the challenge comes from the revoking or depriving.
16. peasants are *bound* to the land as long as they can make a living from it otherwise they are *enslaved* to it. They are *wedded* to the land if they don't want to move. *Forced* does not make grammatical sense here. Most peasant communities are bound to the land.

**Teachers Resource Kit EPT 1.4 (cont...)**

17. *Cultivate* is something farmers do to the land to make it produce or grow crops.
18. *Simply* is used here to show how easily they can move.
19. A *centre* of prosperity can be anywhere.
20. The merchants *take advantage*, that is they use the new opportunities to make more wealth.
21. *superrich*, because this word can stand on its own as a noun, all the other words would have to describe people.
22. *real estate* is property in the form of lands and buildings. (Real-estate spelled with a hyphen is used before another noun, e.g. a real-estate office.)

***Teachers File EPT 1.4 (Key) Multiple Choice Cloze***

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

**Teacher's File EPT 1.5 (Key) Part 1 - Theme Exercise**

## Paragraph 1

To successfully complete the theme exercise, candidates must learn to read back and forth, constantly modifying their interpretations as they progress through the text and questions/items.

## Paragraph 2

The theme exercise requires students to behave very much like good readers do - that is to read, go back, re-read, make logical guesses, use clues provided by the language as well as by knowledge of the word in order to interpret the text correctly. For example, candidates could not choose the correct answer to Q37 until they had read further into the second paragraph.

**Teacher's File EPT 1.5 (Key) Part 2 - Theme Exercise**

1. b
2. a
3. d
4. b
5. c
6. b
7. a

## Teacher's File EPT 1.6 (Key)

### Matching, Spelling and Proofreading

A. Match them up!

- |  |          |  |
|--|----------|--|
| 1. In general, for the matching exercise     | <u>d</u> | a. can be found in words such as pronouns and definite articles.                           |
| 2. Language clues, like referring words,     | <u>a</u> | b. are usually reflected in the vocabulary used.   |
| 3. Topic and content clues                   | <u>b</u> | c. to increase your exposure to the English language in whatever ways possible.            |
| 4. It is seldom possible                     | <u>e</u> | d. candidates can use a number of different kinds of clues on which to base their matches. |
| 5. The best advice for Section C is probably | <u>c</u> | e. to make matches successfully by looking at content, vocabulary or language alone.       |

B. Spot the odd one out.

(Poor spelling is the most common error for weaker candidates. Sometimes the wrong spelling makes another word which is a word but not the right one for the context)

- |     |        |         |        |        |        |        |        |        |
|-----|--------|---------|--------|--------|--------|--------|--------|--------|
| 1.  | calm   | calm    | calm   | calm   | clam✓  | calm   | calm   | calm   |
| 2.  | agree  | argree✓ | agree  | agree  | agree  | agree  | agree  | agree  |
| 3.  | baby   | baby    | baby   | baby   | baby   | baby   | boby✓  | baby   |
| 4.  | casual | causal✓ | casual | casual | casual | casual | casual | casual |
| 5.  | quite  | quite   | quite  | quite  | quiet✓ | quite  | quite  | quite  |
| 6.  | true   | true    | ture✓  | true   | true   | true   | true   | true   |
| 7.  | topic  | tropic✓ | topic  | topic  | topic  | topic  | topic  | topic  |
| 8.  | triad  | triad   | triad  | triad  | traid✓ | triad  | triad  | triad  |
| 9.  | quiet  | quiet   | quite✓ | quiet  | quiet  | quiet  | quiet  | quiet  |
| 10. | modern | modern  | modern | modern | modern | morden | modern | modern |

✓

## Teacher's File EPT 1.6 (Key)

### Matching, Spelling and Proofreading (cont...)

- C. Now proofread this passage. Underline every error and write the correction at the side.

The editing exercise is often the most difficultest prat of the UE exam. The need to change words to there correct word forms cased a numbers of problems.

difficult  
part, their  
causes, number

That the editing is one of the most practically useful prats of the UE pager cannot be denial.

parts, paper, denied

It helps to traim candidates to correct their own work. Self correction is a very difficult skill for everyone includes native speakers.

train  
including

It is good to encouraged candidates to make the effect which can be considerable, to improve their proofreading skill.

encourage  
effort

Here are some more errors to be corrected. After you have corrected them, ask a partner to check your corrections.

- Steve works in a hotel; he's the chief cooker.  
cook
- I am a student at Shatin College for six years.  
have been
- Most young people are interested ^ computers but I am boring with them.  
in, bored
- They has got two flats in Lam Tin.  
have
- A fire has destroyed our equipments and therefore that there will be a delay.  
equipment, delete 'that'

Now you should be feeling ready for the exam paper taken in real exam conditions.

Good luck!

**Teacher's File (Exam Key)****EPT 1.2 Part 1 - Reading Comprehension**

1. The author thinks that Indonesia's anger at the presentation of the Nobel Peace Prize..  
A. was a deliberate reaction.  
B. was intended as a side effect.  
☒ C. was to be expected.  
D. was the primary goal.
2. With regard to East Timor, the Nobel committee felt that...  
☒ A. intervention in current problems is better than hollow praise for things already achieved.  
B. the underdog is often forgotten because it cannot contribute.  
C. a brief political struggle often leads to nothing.  
D. the conflicting issues make it difficult to take sides.
3. What does "kick-start" mean in line 10?  
A. To react in an extreme way.  
☒ B. To make something happen quickly.  
C. To discuss informally.  
D. To get very annoyed.
4. The author says that...  
A. Indonesia regards Portugal as the official policy maker on East Timor.  
B. Indonesia sidelined the United Nation's recognition of East Timor.  
C. Indonesia accepts East Timor's current declaration of independence.  
☒ D. Indonesia is only prepared to discuss an established policy on East Timor.
5. The author feels that...  
A. The Nobel Peace Prize will encourage efforts towards peace.  
B. the Nobel Peace Prize will force self-determination on East Timor.  
☒ C. the Nobel Peace Prize could lead to further suffering in East Timor.  
D. the Nobel Peace Prize will help a brave people to breathe more easily.
6. What comment does the author make about the peace prize and the US Presidential election?  
A. That there will be a powerful effect on the Indonesian government and region.  
B. That campaign funds are controlled by Jakarta.  
C. That it will be difficult for Washington to support Jakarta.  
☒ D. That it will cause problems for the United States.
7. What comment does the author make about the US State Department's position?  
☒ A. That it had to publicly take two conflicting views.  
B. That it was furious about arms sales.  
C. That it hoped to be more comfortable in the future.  
D. That it wouldn't listen to hearsay.

**Teacher's File (Exam Key)****EPT 1.2 Part 1 - Reading Comprehension (cont...)**

8. What do "its" and "it" refer to in lines 34 and 35?
- A. Clinton/Republicans
  - B. Clinton/Clinton
  - ☒ C. the administration/the administration
  - D. the administration/the Republicans
9. In line 36 what does "in the wake of" mean?
- A. being aware of
  - ☒ B. following on from
  - C. listening to
  - D. taking up
10. What comment does the author make about the current situation in Indonesia?
- A. That the finish of the Cold War ended discussion of strategy about human rights in Indonesia.
  - ☒ B. That while Indonesia has important strategic value there is a need for it to re-examine human rights and the Government's part in such matters.
  - C. That the Government needs to rethink problems of opposition and to commission a report on the leader of the party.
  - D. That appreciation of human rights will take a long time and that the problems that swept the country this summer will soon pass.
11. What does "window of opportunity" mean in line 42?
- A. A new time that can benefit all.
  - B. A time when everything is seen clearly.
  - C. A time of difficulty.
  - ☒ D. A time when something can happen which may not come again.
12. The author thinks that...
- ☒ A. the US administration can push hard for meetings between the opposing sides and has an obligation to try.
  - B. the US, the Portuguese and the Indonesians should take the case to the United Nations by the end of the year or lose their chance.
  - C. the prize award ceremony will bring everyone together and that this will make compromise easier.
  - D. negotiation and mediation is best left to the United Nations as they can make sure that every country will spend time on debating the issue.

**Teacher's File (Exam Key)****EPT 1.4 Part 2 - Multiple Choice Cloze**

- |  |   |  |
|--|---|--|
| 13. <input checked="" type="radio"/> A. issue    | 21. A. unsure   | 29. A. models  |
| B. question                                      | <input checked="" type="radio"/> B. underdeveloped      | B. illustrations                                     |
| C. problem                                       | C. undecided  | <input checked="" type="radio"/> C. samples          |
| D. topic   | D. backward   | D. patterns  |
| 14. A. decent                                    | 22. <input checked="" type="radio"/> A. representatives | 30. A. law   |
| B. suitable                                      | B. substitutes  | <input checked="" type="radio"/> B. code             |
| <input checked="" type="radio"/> C. proper       | C. agents   | C. rule  |
| D. usual   | D. delegates  | D. guideline   |
| 15. A. orders                                    | 23. A. should be used                                   | 31. <input checked="" type="radio"/> A. disagreement |
| <input checked="" type="radio"/> B. instructions | B. will be used   | B. discord   |
| C. demands                                       | <input checked="" type="radio"/> C. to be used          | C. misunderstanding                                  |
| D. requirements                                  | D. can be used  | D. division  |
| 16. A. measure                                   | 24. A. transaction                                      | 32. A. strategy                                      |
| B. weaken  | B. contract   | B. plan  |
| <input checked="" type="radio"/> C. dilute       | C. guarantee  | C. scheme  |
| D. boil  | <input checked="" type="radio"/> D. agreement           | <input checked="" type="radio"/> D. policy           |
| 17. A. should not be                             | 25. A. offences   | 33. A. holding                                       |
| B. will not be                                   | <input checked="" type="radio"/> B. violations          | <input checked="" type="radio"/> B. binding          |
| C. can not be                                    | C. crimes   | C. pressing  |
| <input checked="" type="radio"/> D. may not be   | D. contraventions                                       | D. constructing                                      |
| 18. A. approaches                                | 26. A. is requested                                     | 34. A. shortsighted                                  |
| B. guidelines                                    | B. is demanded  | <input checked="" type="radio"/> B. far-reaching     |
| <input checked="" type="radio"/> C. procedures   | <input checked="" type="radio"/> C. is needed           | C. go-getting  |
| D. techniques                                    | D. is desired   | D. for-seeing  |
| 19. A. secretly                                  | 27. <input checked="" type="radio"/> A. discussing      | 35. A. main  |
| B. erratically                                   | B. arguing  | B. radical   |
| C. accidentally                                  | C. debating   | <input checked="" type="radio"/> C. basic            |
| <input checked="" type="radio"/> D. indirectly   | D. talking  | D. indispensable                                     |
| 20. <input checked="" type="radio"/> A. key      | 28. A. It overlooks                                     | 36. <input checked="" type="radio"/> A. watch        |
| B. pathway                                       | B. It rejects   | B. look  |
| C. answer  | C. It ignores   | C. eye   |
| D. solution                                      | <input checked="" type="radio"/> D. It rules out        | D. glance  |

**Teacher's File (Exam Key) EPT 1.5 Part 2 - Theme**

The following article is in three paragraphs. From each set of four options, choose the most suitable one so that the passage makes sense as a whole.

- Beijing must move now to prevent AIDS (37)
- A. from spinning out of control
  - B. from spreading to all visitors
  - ☒ C. at its borders with strict controls
  - D. from becoming written about

for entry into the country, China's health minister said yesterday.

"Now is the time for prevention and control of HIV infection,

- (38)
- A. it needs a quick cure
  - ☒ B. it could be the last chance—we have no time to waste." Health Minister Chen
  - C. it must be remedied
  - D. it deserves publicity

was quoted as saying at a national conference. It is reported that serious HIV/AIDS epidemics

- in neighbouring countries (39)
- A. may now be under control
  - B. could be the sole problem
  - ☒ C. may have an impact on the domestic HIV epidemic
  - D. should be contained

and a large number of migrants could spread HIV infection.

- (40)
- A. An uneasy silence
  - B. A feeling of helplessness of HIV AIDs, drug abuse, illegal blood supplies and
  - ☒ C. An unsatisfactory state
  - D. A general unawareness

- the drastic rise in sexually transmitted disease (41)
- A. may cause grave concern.
  - ☒ B. may make the situation tolerable.
  - C. may also contribute to the HIV/AIDS epidemic.
  - D. may need to be dealt with.

These have been 4,305 reported cases of HIV and 131 AIDS patients but experts

- (42)
- A. think this is unlikely
  - B. cannot understand the numbers of the country's HIV cases
  - C. will have to re-examine the statistics
  - ☒ D. estimate that the actual number

**Teacher's File (Exam Key) EPT1.5 Part 2 - Theme (cont...)**

- (43) A. is now lower than  
    Ⓐ is now between 50,000 and 100,000.  
    C. is upward of  
    D. is higher than

Health officials at the conference warned that China would see HIV cases increasing

- beyond anyone's ability to deal with the situation (44)
- A. if no one could think of a cure.  
    Ⓑ if preventive measures were not taken immediately.  
    C. if crucial decisions were not taken.  
    D. if regulations were not imposed.

- "The next few years (45)
- Ⓐ will be a critical time  
    B. will be a positive time for AIDS prevention and control  
    C. will be a useless time  
    D. will be a difficult time

- for China," a state councillor said. (46)
- A. "We can't just stand idly by  
    Ⓑ "We should make every possible effort  
    C. "We need to concentrate on a cure  
    D. "We may be able

to curb the HIV/AIDS epidemic."

## Teacher's File (Exam Key) EPT 1.6 Part 2 - Matching

The statements in Column B can be paired with those in Column A so that the second statement follows naturally from the first. The two correctly matched statements from Column A and Column B form a pair, but if all the statements in this exercise are put together they DO NOT form one complete passage. Write the letters of the paired statements from Column B in the spaces provided in Column A. Each letter should be used ONCE ONLY.

### Aspects of Employment

Column A		Column B
47. The UK Government is to give new "job splitting" grants to employers willing to offer part time work to people claiming unemployment benefit.	<u>C</u>	A. For some time now there has been recognised the phenomenon of the mid-career crisis.
48. Milan magistrates have ordered Alfa Romeo, the car manufacturers, to reinstate 134 workers who are among 5,700 temporarily laid off under an agreement with the unions last March.	<u>K</u>	B. Professor Rees of St Thomas's Hospital, London told a London symposium that while some degree of stress was helpful, uncontrolled stress could cause disease because people chose to relieve such stress in unhealthy ways.
49. For the middle-rank executive life is getting worse. Not necessarily financially, but in terms of general psychological stress.	<u>A</u>	C. The new scheme which took many union leaders and large employers by surprise last night, will be announced in detail in the autumn.
50. The top people in most spheres are still mainly men. In science, engineering and technology women are only in 7.8% of managerial and 6.8% of professional jobs.	<u>E</u>	D. While women have played an important part in various ministerial jobs at the grass roots level, they have been kept in the background.
51. Workaholics who devote almost all their time to their jobs run the risk of building up such tension and fatigue that they resort to alcohol, drugs, sex or gambling, it was said yesterday.	<u>B</u>	E. In contrast they account for 75% of those doing work of a clerical type.
52. This month Britain's business schools will let loose another batch of graduates, people well trained in the theories of marketing and macro-economics, organisation and accounting.	<u>H</u>	F. In most cases, however, the primary goals are the same: to save an office space and real estate costs; to encourage and produce teamwork among co-workers; to produce higher quality products; and to foster closer ties with customers.
53. The Health and Safety Commission is expected to decide tomorrow whether to fix new limits for the level of asbestos allowed in factory atmospheres.	<u>J</u>	G. If they delay returning, they may have to accept a relatively low-grade, routine job.
54. Many skilled and experienced junior managers feel that unless they return to their careers within the statutory maternity leave provision, there is no way they will be able to make their way back into their former employment at a later time.	<u>G</u>	H. They may be full of enthusiasm for changing the ways of British industry but will they simply vanish?
55. The French National Assembly decided by 467 votes to four to introduce positive discrimination in favour of women into local district elections.	<u>D</u>	I. As a result no one was sympathetic to those who talked about mobilizing wasted resources and using them to create wealth.
56. In Britain in the 1930s the fear and uncertainty connected with recession and unemployment created men and women who were apathetic and disillusioned.	<u>I</u>	J. A decision about implementing a recommended halving of the legal ceiling had been delayed by the EEL authorities who cannot agree on standardised rules.
57. A senior computer programmer for a leading credit card company is responsible for setting up data processing systems which handle millions of transactions which take place every day all over the world between card holders and retailers.	<u>L</u>	K. In two separate cases, groups of 37 and 97 appealed to magistrates against their suspension on the grounds that they had been discriminated against, because of their health, or political views.
58. Today, many companies are re-examining the way they view their offices with an eye to becoming less individualistic and more team-oriented.	<u>F</u>	L. Checking whether the programme is working correctly and producing the required information is repetitive and takes a great deal of concentration which is very tiring.

## Teacher's File (Exam Key) EPT 1.6 Part 2 - Proofreading

Correct the errors in the following passage. (a) to (d) are examples. No line has more than one error and some lines are correct. Changes to punctuation should not be made. Do not make unnecessary changes. If you think there is no error in a line, put a tick ✓ in the space provided (example a).

Corrections MUST be done EXACTLY as follows:

a word which needs to be changed—underline the wrong word and write the correct version in the space provided (example b);

a missing word—mark the position of the missing word with a "^" sign and write the missing word in the space provided (example c).

an extra word—draw a diagonal line through any word you wish to delete and write that word in the space provided (example d).

Keep parks walkers-only

I have noted letters from mountain bikers,  
in these column, stating their case  
for being allowed to bike ^ Hong Kong's country parks.

Whilst I greatly sympathise ~~very~~ with  
their points on the lack of space in  
Hong Kong, the traffic conditions and polluted  
airs, all of which make it almost impossible  
^ conduct this activity, I still  
firmly believe that biking should  
not ^ allowed in country parks.

As an avid hiker and dog owner, I  
and my dog, spent countless weekend  
hours – as do much other walkers and  
dog owners—walking in the parks.

Many of the paths are narrow with  
sharp bends and it is impossible ^ know  
when going rounding a bend whether the  
path ahead is clear or not.

On several occasions we ^ been almost  
run down by mountain bikers who have  
no consideration ^ others.

I urge the proper authorities to take  
steps to ensure the majority of park  
users are allowed to ~~be~~ continue their  
enjoyment to the parks.

I do not wish to be discouraged by the bikers and there  
behaviour - racing around trails with  
no concern of other park users.

- a. ✓
- b. columns
- c. in
- d. very
59. ✓
60. ✓
61. air
62. to
63. ✓
64. be
65. ✓
66. spend
67. many
68. ✓
69. ✓
70. to
71. round
72. ✓
73. have
74. ✓
75. for
76. ✓
77. ✓
78. be
79. of
80. their
81. ✓
82. for

## Teacher's File (Key) EPT 1.6 Part 2 - Summary Cloze

Version 2

Use ONE word to fill in each blank. Note that the most suitable word MAY or MAY NOT appear in Version 1. You should make sure that your answers are grammatically correct, paying attention to tenses, plurals, etc.

The fact of organised crime in Taiwan's stock market has been openly and honestly discussed by the justice minister, Mr Liao. He is now considered a champion for the government in their uphill struggle/battle against the gangs. Some companies which are listed/trading on the stock market are now under attack. This fighting/bold talk frightens/worries some while others believe that a cleaner/fairer market will bring in investors from overseas and may help Taiwan to become a regional business centre.

Mr Liao has cracked down on nearly every criminal activity.

His war/fight against the gangs is an anti-crime crusade which has already seen the detention of Mr Wu, the Country Commissioner who is suspected of receiving bribes. The justice minister suspects/thinks that Nankang Rubber Tire Co and Tateh Food Company are among at least 10 firms which have gang links.

There are three ways that gangs are able to put pressure on companies.

They can threaten executives, use proxy votes to control management, as well as buying control of company in order to sell its assets. The stock market offers lucrative rewards, so gangs form businesses organisations and develop their intelligence.

Although the number of companies being investigated is not large, the underworld companies endanger the 367 legitimate/legal/normal companies which are listed on the stock exchange. The justice minister can see that prevention is partly a solution and wants the Security and Exchanges Commission to take tough/more action against gangs who use proxies and thus/so take control of companies. In his view, shareholding rules also need to be strengthened.