# Part 1: READING PART 1 (on the B2 Exam)

Complete the following text by filling in the proper word for each of the blank spaces (1 - 10). Write **ONE WORD ONLY** in each space.

NOTE  $\rightarrow$  on the B2 Exam, READING PART 1 will look similar to what you see here (except there will only be 5 blank spaces).

A company in (1) THE USA has launched a chocolate powder that it says people can <b>snort</b> to get
high. The product is based on the raw cocoa bean, which is (2) <u>WHERE</u> chocolate comes from. It is
called Coko Loko and the company claims it provides a drug-free energy "high". Coco Loko is
manufactured by a company called Legal Lean. Its CEO Nick Anderson explained (3) HOW he came
to market his product. He said he first heard about people snorting chocolate in Europe. He initially thought
it was a <b>hoax</b> , but <b>(4)</b> THEN he tried it and realized that it had <b>commercial prospects</b> . Mr. Anderson told
reporters that his company's chocolate product is, "probably equal (5) <u>TO</u> about two energy drinks".
The powder is not <b>regulated</b> by the U.S. Food and Drug Administration. Many doctors are concerned about
whether the powder is safe. Toxicology expert Dr Jason Russell warned that the product had the same risk
factors (6) AS other energy supplements. He said (7) THERE was a risk of increased blood
pressure, insomnia and increased heart rate. (8)A medical website said it was concerned that the
product does not have an official ingredients list, so users do not know what is in (9) <a href="#">IT</a> . The website
recommended that people eat chocolate instead of sniffing it to make sure they do not suffer (10) ANY
health problems. Mr. Anderson said: "There are no health issues. It's been out two, three years. Everyone
seems fine."

### Part 2: What the (OPTIONAL) Oral Part of the B2 Exam Looks Like

NOTE → should you choose to participate in the Oral Part of the B2 Exam you will be given a text similar to the one in Part 1 (above) - EXCEPT it will be a bit longer and there will be NO BLANK SPACES

The Oral Part is a 15-20 min (+/-) speaking examination in which students are assessed on their ability to **communicate** in English, and the format is as follows:

- Students are given approx. 10 minutes to read a short text for comprehension and discussion. Dictionaries / devices <u>MAY NOT BE USED</u> during this 'preparation' time.
- Students will be required to:
  - correctly pronounce and define or explain (up to 10) selected words / phrases from their text
  - give a brief summary of their text
  - answer discussion-style questions based on the overall theme of text

## **DEFINING / EXPLAINING WORDS / PHRASES FROM THE TEXT**

Which of the definitions / explanations below (a - I) would be an <u>appropriate</u> way of <u>communicating</u> the meaning of the following words/phrases (1 - 5):

meaning of th	e following words/phrases (1 - 5):
1) The	word <b>snort</b>
2) A ho	oax
3) The	phrase <b>commercial prospects</b>
4) If sor	mething is <b>regulated</b>
5) A <b>su</b>	pplement
	a)is like sniff.
	b)I have a harder time to do it.

- c) ...is a plan to deceive, cheat or trick someone.
- d) ...it might have some rules.
- e) ...supplements something.
- f) ...then that activity or process is controlled by rules or a system.
- g) ...is a spam.
- h) ...means to consume something by breathing it in quickly through the nose.
- i) ...could mean inhale.
- j) ... suggests that something has the potential for success and/or profit.
- k) ...we use like a business phrase.
- 1) ...is something that is added to something else in order to improve it or complete it.

Which of the following belong in a summary?

- a) EVERY NAME MENTIONED IN THE TEXT
- b) ALL OF THE NUMBERS / DATES / STATISTICS MENTIONED IN THE TEXT
- c) YOUR OPINION ABOUT THE TEXT
- d) THINGS THAT ARE NOT MENTIONED IN THE TEXT
- e) YOUR ANALYSIS OF WHAT IS MEANT BY WHAT YOU READ IN THE TEXT

f) THE MAIN POINTS OF THE TEXT

The Difference Between Summary and Paraphrase					
Parameter of comparison	SUMMARY	PARAPHRASE			
Meaning	A summary is a clear statement that gives the key details of a particular topic.	A paraphrase is rewording a previously composed passage into simpler or shorter words that makes the meaning of the words much more clear.			
Nature	Summarizing involves a writer composing only the key details on his article/text in his own words.	Paraphrasing involves an individual rewording any particular article/text in his/her own words.			
Length	A summary is generally concise when compared to the original text/article.	A paraphrase is generally longer or equivalent to the original text/article.			
Purpose	Summarizing is undergone to write down only the "bullet points" to condense the text without any explanation required on the text/article.	Paraphrasing is undergone to simplify/clarify the original text/article.			
Selectivity	A summary will often leave out certain thoughts/views from the original passage if it does not concern the main motive/objective of the original, provided that the erasure does not change the overall meaning of the passage.	A paraphrase ought to be precise when it comes to containing all the details of the article since a paraphrase usually considers a detailed portion of an essay.			

# → You are expected to give a SUMMARY...NOT a PARAPHRASE

HOW is it being addressed?

HOW does it affect the participants? HOW can the issue or problem be resolved?

## **EXAMINING A TEXT FOR THE FACTS** ('Asking the Journalist's Questions')

When examining a text, regardless of how long or short, one of the most important tasks is to find the facts contained within it. Another key task is determining which of the facts and details offered in the text are important to the overall understanding of the main point the text is attempting to communicate to the reader. Perhaps the best way to analyze a text is by using what are called *The Journalist's Questions*:

	EXAMPLES:	POSSIBLE FOLLOW-UP QUESTIONS:
WHO:	WHO was mentioned? WHO was affected?	(WHAT role did they play?) (HOW were these people affected?)
WHAT:	WHAT is the overall topic? WHAT is the significance of the topic? WHAT are the issues / WHAT is the basic problem?	(WHY is it significant?) (WHY are they important / problematic?)
WHERE:	WHERE did the action of the text take place? WHERE are the main places affected by the problem o WHERE does the problem or issue have its source?	or issue?
WHEN:	WHEN did the research / study / action of the text take WHEN did the issue or problem develop? WHEN did / will the issue / problem reach it high point?	(HOW or WHY is/was it being studied?)
WHY:	WHY did the issue or problem arise? WHY is it (the topic) an issue or problem at all? WHY did the issue or problem develop in the way that i	t did?
HOW:	HOW is the issue or problem significant?	

HOWEVER, not all of these "facts" are important to the overall understanding of the text or its main point.

Go through "the facts" below, and decide which (e.g., the Top 3 [MAX 5]) are > Some 'facts' may actually be the most important to the overall understanding of the text or its main point. SUPPORTING INFO for KEY FACTS...

- 1) WHAT does the text say is happening?
  - A company is producing a chocolate powder that can get you high.
- 2) WHERE is this happening?

In the USA.

3) HOW do people ingest / consume this product?

They snort it. → WHAT does "snort" mean? How would you explain it in English if you have not already done so?

4) WHAT is the product based on?

Raw cocoa beans.

5) WHAT is the name of the product?

Coko Loko.

- 6) WHAT is the name of the company that makes the product? Legal Lean
- 7) WHAT is the CEO's name?

Nick Anderson.

- 8) WHERE did the CEO say he first heard about people doing the activity? Europe.
- 9) HOW did the CEO feel about what people were doing at first?

He thought was a hoax. > WHAT is a "hoax"? How would you explain it in English if you have not already done so?

→ WHAT are "supplements"? How would you explain it in English . . . ?

- 10) WHAT did the CEO realize about the product?
  - It had commercial prospects. > WHAT are "commercial prospects"? How would you explain it in English ...?
- 11) WHAT other product is this new product similar to?

Energy drinks.

12) HOW many of this other product is the new product equal to?

About two.

13) WHY are many doctors concerned about the product?

It might not be safe.

14) WHO is Dr Jason Russell?

A toxicology expert.

Energy supplements.

15) WHAT was the product likened to regarding risk?

16) WHY are the things the product was likened to dangerous?

Risks = increased blood pressure, insomnia and increased heart rate.

17) WHAT kind of list does the product not officially have?

An ingredients list.

18) HOW long has the product 'been out there'?

Two or three years.

19) WHAT recommendations regarding the issue / problem are mentioned?

People should eat chocolate instead of sniffing it.

20) WHO made the recommendations?

A medical website.

21) WHY are the recommendations, if there are any mentioned, offered?

To make sure people do not suffer any health problems.

22) WHEN did the events in the text take place?

**UNKNOWN** 

REMEMBER... [Page 4]

When discussing what you have read, especially in an academic context or setting, facts should take precedence over opinions – this means that one should clarify exactly what the MAIN IDEA of the text was about **before** offering an opinion, agreeing or disagreeing with any or all details, and/or stating what one "thinks it *might* have meant."

**EXAMPLE:** 

"The text was about a company (in the USA) which is producing a chocolate powder that can get people high. Despite the fact that some doctors think it might not be safe (and the fact that it does not have an ingredients list), people are snorting, or consuming this new product (called Coko Loko) by breathing it in through their noses."

FOLLOW-UP info in red = SUPPLEMENTARY, but NOT IMPORTANT to the overall understanding of the text or its main point.

ANYTHING NOT MENTIONED = NOT IMPORTANT to the overall understanding of the text or its main point.

#### GENERAL DISCUSSION (on the general theme of the text)

At this point, a discussion of the text can begin – which may include any or all of the remaining INFORMATION (including speculation and/or guessing about things NOT MENTIONED directly in the text itself [e.g., When MIGHT the events in the text have taken place?]).

Any discussion of the topic may also include general thoughts about things relating to (directly or indirectly) what was mentioned in the text.

<u>ALWAYS</u> GIVE REASONS / SUPPORT / EXAMPLES FOR YOUR ANSWER(S) → NO ONE WORD ANSWERS...

EXAMPLE QUESTIONS FOR FURTHER DISCUSSION:

Have **you** ever heard of anyone snorting chocolate?

→ ...for example - if YES, then WHEN? WHERE?
 - if NO, then No...and I think the whole idea of it is \_\_\_\_\_\_
 ...OR... No...and I think people who do it are \_\_\_\_\_\_

thoughts...

NOTE: These questions deal

with YOUR opinion(s) and

What do **you** think of chocolate?

→ "I (like, love, hate, am indifferent [to]) chocolate BECAUSE..."

...DO NOT answer for what "some people" "might" think or believe...

Does eating chocolate affect the way **you** feel?

What is the best type of chocolate (milk, dark, white...)?

Do **you** think it is wrong to get a 'high' from chocolate?

Would **you** try the chocolate powder?

Should snorting chocolate powder be made illegal?

Would **you** worry about the safety of snorting chocolate powder?

Why do you think that people feel they need a high?

Do you drink energy drinks?

...and there is really NO NEED to say things like 'I think...'
'In my opinion...' etc...

The Oral Part of the B2 Exam judges your ability to COMMUNICATE CLEARLY... ...not just say words in English.

## PRACTICE TEXT (for READING Part 1 & the Oral Part):

[Page 5]

The world-renowned Cambridge University is considering **abolishing** handwritten exams (1) <u>AFTER</u> 800 years. University officials may ask students to type their exam answers on a computer rather than use a pen. The move follows complaints from examination markers who say they are finding test papers increasingly **illegible (2)** <u>DUE</u> to poor handwriting. Academics say today's students primarily use laptops in lectures and tutorials instead of pens. Students are losing the ability to write by hand. One academic said asking students to hand-write exams actually causes them physical difficulties. The muscles in their hand are not used to writing extensively (3) <u>FOR</u> **prolonged** periods of two to three hours.

A Cambridge University lecturer, Dr Sarah Pearsall, told Britain's 'Daily Telegraph' newspaper that handwriting was becoming **a "lost art"**. She said: "Twenty years ago, students routinely [wrote] by hand several hours a day, but now they write virtually nothing by hand, (4) **EXCEPT** exams." She added: "We have been concerned for years about the declining handwriting problem. There has definitely been **a downward trend**. It is difficult for both the students and the examiners as it is harder and harder to read these [exam] scripts." Dr Pearsall says some students' handwriting is (5) SO illegible that they had to return to the university over the summer to read their answers out loud to examiners who could not read their writing.

Look at the following questions designed to help you find the facts within the text. Can you think of any other WHO, WHAT, WHERE. WHEN, WHY, HOW questions?

- 1) WHAT does the text say is happening?
- 2) For HOW long has Cambridge University had hand written exams?
- 3) WHY is Cambridge University thinking about doing away with handwritten exams?
- 4) WHO is complaining about student abilities?
- 5) WHAT do students mainly use in lectures and tutorials?
- 6) WHAT do hand-written exams cause many students?
- 7) WHAT is not used in students' hands for long periods of time?
- 8) WHAT did a doctor say handwriting was becoming?
- 9) WHAT did the doctor say students write by hand today?
- 10) WHAT kind of trend did the doctor identify with handwriting quality?
- 11) WHAT is it harder for students and academics to read?
- 12) WHERE did some students have to return to over the summer?

Which of the following sentences best describes the MAIN POINT of the text:

- a) Cambridge University is looking at getting rid of handwritten exams.
- b) Student handwriting is becoming worse and worse.

How would you the following conversation / discussion questions. (...always give reasons / support / examples for your answers)

1) What would be a good / suitable title for the above text?

NOTE: The examiners are looking for an ACADEMIC-style title...
...NOT a tabloid-style title.

- 2) How good (legible [readable by others]) is your handwriting?
- 3) Do you think that all students should have to use pens & paper to write exams?
- 4) Should students who can't write legibly get a zero? Why? / Why not?

Read the following text and for each of the blank spaces (1 - 20) choose the correct preposition (a, b, c or d).

## TOP TIPS FOR EFFECTIVE PRESENTATIONS

How can you make a good presentation even more effective?

This text draws on published advice from expert presenters around the world, which will help to take your presentations from merely 'good' to 'great'. Whether you are an experienced presenter, or just starting out, there should be ideas here to help you to improve.

here to help	you to improv	e.			
<b>It's hard to be</b> But time and	e relaxed and again, the gre		you're nervous that the most i	mportant thing is to conne	ect with your audience, and the
		your passion (1)			
				you and why it matter	S.
		, and the audien			
(1) (2)	a) for	b) with b) with	c) to	d) on	
			C) IO	aj on	
	YOUR AUDIEN		what vour audie	nce is going to get out of	the presentation
-	ire the present		-		e needs and wants to know, not
While you're		sentation, you als	o need to rema	in focused (3) your	audience's re <mark>s</mark> ponse, and react
You need to	make it easy f	or your audience	to understand	and respond.	
(3)	a) <mark>on</mark>	b) to	c) with	d) at	/
(4)	a) on	b) to	c) with	d) by	
When plannir	ng your preser	-	d always keep i	AGE n mind the question: ce to take away?	
You should be	e able to com	nmunicate that ke	ey message very	briefly.	
	s recommend t in no more th		vator summary'	, others that you can write	e it (6) the back of a busine:
Whichever ru	le you choose	e, the important th	ning is to keep y	our core message focuse	d and brief.
And if what y	ou are planni	ng to say doesn't	contribute (7)_	that core message, o	don't say it.
(5)		b) WITH			
(6)	a) at	b) to	c) for	d) on	
		b) on		a) for	
		NTACT WITH YOU			
If you smile a	nd make eye It also helps y	contact, you are	building rappor		ce to connect <b>(8)</b> you and als, not to a great mass of
		sure that you do u as well as your s b) with	<b>A</b>	the lights so that only the	slide screen is visible. Your
	•	O) Willi		d) by	
They will give	g of your preso		hich to entertair		tion and hold it. o switch off if you're dull. So don'
Try a story (se (9)	e tip 7 below) a) with	, or an attention- b) to	grabbing (but u c) <mark>by</mark>	seful) image on a slide. d) for	7
This is a tip fro		RULE FOR SLIDESH saki of Apple. He s		deshows should:	

 $\sqrt{}$  Use a font size of no less than 30 point. This last is particularly important as it stops you trying to put too much information on any one slide. This whole approach

 $\sqrt{\text{Last no more than 20 minutes;}}$  and

avoids the dreaded 'Death by PowerPoint'. [Page 7]					
As a general rule, slides should be the sideshow to you, the presenter. A good set of slides should be no use without the presenter, and they should definitely contain less, rather (10) more, information, expressed simply.					
If you n				·	dout and give it out <u>after</u> your presentation.
7 7511 6	(10)	a)	b) then	c) to	d) than
7. TELL S Human		are programmed	d to respond (11)	stories.	
is more	likely to	engage and to	remember your		rou can use stories in your presentation, your audience s. It is a good idea to start (12) a story, but there is
					create your presentation to tell it.
	(11) (12)	a) <mark>to</mark> a)	b) by b) by	c) on c) <mark>with</mark>	d) with d) in
_		y Behind Your Pro		one of the two m	nost basic storytelling mechanics in your presentation:
io enec	1) Focu	sing on Charact	<b>ers</b> – People hav	e stories; things,	data, and objects do not. So ask yourself  e (13) the focal point of your story.
	For exc	imple, instead of			ny's products), you could focus on specific
	charac				r speed and adventure e most cost-effective car imaginable
		anging Dynamic	- A story needs	something to ch	nange along the way. So ask yourself "What is not as do about it (or what you did about it).
	For exc	<ul> <li>Did a complicat</li> </ul>		food labelling syste	rugged, all-terrain jeep that any family could afford? em lead you to establish a colour-coded nutritional
	(13)	a) for	b) <mark>as</mark>	c) on	d) like
		OICE EFFECTIVELY			
audien	The spoken word is actually a pretty inefficient means (14) communication, because it uses only one of your audience's five senses. That's why presenters tend to use visual aids, too. But you can help to make the spoken word better (15) using your voice effectively.				
		eed (16) what and hold your o			nanges in pitch and tone all help to make your voice
IIIOIE III	(14)	a) <mark>of</mark>	b) to	c) by	d) for
	(15)		b) by		d) for
	(16)	a) on	b) by	c) to	d) at
		DY TOO	than throo awar	tore of communi	cation is non-verbal
It has been estimated that more than three quarters of communication is non-verbal.  That means that as well as your tone of voice, your body language is crucial to getting your message (17) Make sure that you are giving the right messages: body language to avoid includes crossed arms, hands held (18) your back or in your pockets, and pacing the stage.					
	•			ove naturally ard	ound the stage, and among the audience too, if
possible			la \ tla ra arla		الم مرد ما الم
	(17) (18)	a) over a) <mark>behind</mark>	b) through b) around	c) across c) after	d) beyond d) back of
<ul> <li>10. RELAX, BREATHE AND ENJOY</li> <li>If you find presenting difficult, it can be hard to be calm and relaxed about doing it.</li> <li>One option is to start (19) concentrating on your breathing. Slow it down, and make sure that you're breathing fully. Make sure that you continue to pause for breath occasionally during your presentation too.</li> </ul>					
If you can bring yourself to relax, you will almost certainly present better. If you can actually start to enjoy yourself, your audience will respond (20) that, and engage better. Your presentations will improve exponentially, and so will your					
confide	ence. It's (19)	s well worth a try. a) on	b) by	c) with	d) to
	(20)	a) to	b) by	c) on	d) with

#### PRACTICE 1:

Look back at the text 'TOP TIPS FOR EFFECTIVE PRESENTATIONS' and find the following words.

BREATHE / CHARACTERS / CONTRIBUTE / ENTHUSIASTIC / ESTIMATED / EXPLAINING /

EXPRESSED / HAZARDOUS / HONEST / IMPROVE / OPTION / PASSION / POSSIBLE /

PROGRAMMED / RESPOND / SPECIFIC / SPOKEN / SUMMARY / SURPRISINGLY / VARYING

## **PRACTICE 2:**

Complete the following sentences by filling in the blank spaces with <u>the proper form</u> of the word given for that sentence. (ONE word per blank space: DO NOT add any words [e.g. prepositions]).

1) BREATHE	A BREATHABLE atmosphere is one that is suitable for humans to breathe.
2) CHARACTERS	All human behaviour may be <u>CHARACTERIZED</u> as being subject to drives airned at achieving a goal in order to satisfy a need.
3) CONTRIBUTE	He was awarded a prize for his <b>CONTRIBUTION</b> to world peace.
4) ENTHUSIASTIC	The audience clapped ENTHUSIASTICALLY and called for more.
5) ESTIMATED	In your <b>ESTIMATION</b> , who's going to win?
6) EXPLAINING	She gave a detailed <b>EXPLANATION</b> of the administration's health-care proposal.
7) EXPRESSED	Her statement was a clear <u>EXPRESSION</u> of her views on this subject.
8) HAZARDOUS	It was a dangerous job, full of <u>HAZARDS</u> .
9) HONEST	And the moral of the story is that HONESTY is always the best policy.
10) IMPROVE lessons.	There's been a definite <u>IMPROVEMENT</u> in your English since you started these
11) OPTION	Science and Maths are compulsory for all students, but English is OPTIONAL
12) PASSION	I admire his PASSIONATE belief in what he is doing.
13) POSSIBLE	The forecast said that there's a POSSIBILITY of snow tonight.
14) PROGRAMMED	The use of computers or <a href="PROGRAMMABLE">PROGRAMMABLE</a> logic controllers in systems which have a direct impact on safety obviously requires special care.
15) RESPOND	I looked in her face for some RESPONSE , but she just stared at me blankly.
16) SPECIFIC	Unless otherwise SPECIFY , all fields have a maximum length of 20 characters.
17) SPOKEN	Would you mind SPEAKING more slowly, please?
18) SUMMARY	Can you SUMMARIZE what it is that makes you think you would be suitable for this job?
19) SURPRISINGLY	She was very SURPRISED when she saw me.
20) VARYING	The data was/were collected by VARIOUS researchers.

1)	ACCURATE / ACCURACY	51)	OURS / HOURS
2)	ADVICE / ADVISE	52)	PEDAL / PEDDLE / PADDLE
3)	ANALYZE / ANALYSIS	53)	PERSUADE / PURSUE
4)	ANXIETY / ANXIOUS	54)	PHOTOGRAPH / PHOTOGRAPHER
5)	BEER / BEAR	55)	PHYSICAL / PSYCHOLOGICAL
6)	BREATH / BREATHE	56)	PLAGIARIZE / PLAGIARISM
7)	CASTLE / CALM	57)	POLICE / POLICY
8)	CENTIMETER / PARAMETER	58)	POOR / POUR / PURE
9)	CHANNEL / CANAL	59)	PRICE / PRIZE
10)	CHEF / CHIEF	60)	PRONOUNCE / PRONUNCIATION
11)	CHOSE / CHOOSE	61)	PROPOSE / PURPOSE
12)	CLOTHES / CLOSE	62)	PULL / POOL
13)	COACH / COUCH	63)	QUIET / QUITE / QUIT
14)	COLLEAGUE / COLLEGE	64)	RECEIPT / RECIPE
15)	COMB / BOMB	65)	REGULARLY / OCCASIONALLY
16)	COMFORTABLE / CONSEQUENCES	66)	RISE / RAISE
1 <i>7</i> )	COUGH / CAUGHT	67)	SHOE / SHOW
18)	CRISIS / CRISES	68)	SING / SINK
19)	DAUGHTER / LAUGHTER	69)	SO / SEW / SUE
20)	DOUBT / DEBT / DEATH	70)	SOUP / SOAP
21)	DESERT / DESSERT	<i>7</i> 1)	SOUR / SORE / SOAR
22)	DOUBLE / TRIPLE / QUADRUPLE	72)	STAFF / STUFF
23)	EFFORT / AFFORD	73)	STRONG / STRENGTH
24)	ENOUGH / ROUGH / TOUGH	74)	SUM / SOME
25)	EVENT / EARLY	75)	SWEET / SWEAT / SWEATER
26)	FEWER / FEVER	76)	TAUGHT / THOUGHT
27)	FLOWER / FLOUR / FLOOR	77)	THERE / THEIR / THEY'RE
28)	FRUIT / VEGETABLE	78)	THESIS / HYPOTHESIS
29)	GIANT / GIGANTIC	79)	THESIS / THESES
30)	HEADACHE / STOMACHACHE	80)	THING / THINK
31)	HEIGHT / WEIGHT	81)	THIS / THAT / THESE / THOSE
32)	HIGH / HEIGHT	82)	THOUGH / ALTHOUGH
33)	HOLE / WHOLE	83)	THROUGH / THREW
34)	HOSTEL / HOTEL	84)	TO / TOO / TWO
35)	INFINITE / FINITE	85)	TOUGH / THOUGHT
36)	ISLAND / ISLE / AISLE / ROW	86)	TREAT / THREAT
37)	ITEM / OVEN	87)	VACANT / VACANCY
38)	KNOW / KNOWLEDGE	88)	VAGUE / WAGE
39)	LAND / LEND	89)	VALLEY / WALLET
40)	LANE / LINE	90)	VEIN / VAIN / VINE
41)	LAUGH / LAUGHTER	91)	VESNICE / VILLAGE
42)	LOSE / LOOSE	92)	VINE / WINE
43)	MAN / MEN	93)	WAY / WEIGH / WAGE
44)	MILLIMETER / THERMOMETER	94)	WAIT / WEIGHT
45)	MISCELLANEOUS / MISCHIEVOUS	95)	WAVE / WEIGH
46)	MODEL / MODAL	96)	WEIRD / WEAPON
47)	MOUSTACHE / BEARD	97)	WEIGH / WEIGHT
48)	NATURE / NATURAL	98)	WOMAN / WOMEN
49)	OCCUR / ACCURATE	99)	WORM / WARM
50)	OF / OFF	100)	YOUNG / YOUTH
•		,	