

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 → 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) _____ USA has launched a chocolate powder that it says people can **snort** to get high. The product is based on the raw cocoa bean, which is (2) _____ 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) _____ he came to market his product. He said he first heard about people snorting chocolate in Europe. He initially thought it was a **hoax**, but (4) _____ he tried it and realized that it had **commercial prospects**. Mr. Anderson told reporters that his company's chocolate product is, "probably equal (5) _____ about two energy drinks".

The powder is not **regulated** 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) _____ other energy **supplements**. He said (7) _____ was a risk of increased blood pressure, insomnia and increased heart rate. (8) _____ 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) _____. The website recommended that people eat chocolate instead of sniffing it to make sure they do not suffer (10) _____ 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 **MAY NOT BE USED** 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 - l) would be an appropriate way of communicating the meaning of the following words/phrases (1 - 5):

- ___ 1) The word **snort**...
- ___ 2) A **hoax**...
- ___ 3) The phrase **commercial prospects**...
- ___ 4) If something is **regulated**...
- ___ 5) A **supplement**...
- 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.
- l) ...is something that is added to something else in order to improve it or complete it.

SUMMARIZING THE TEXT

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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

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:

WHO:	WHO was mentioned? WHO was affected?
WHAT:	WHAT is the overall topic? WHAT is the significance of the topic? WHAT are the issues / WHAT is the basic problem?
WHERE:	WHERE did the action of the text take place? WHERE are the main places affected by the problem or issue? WHERE does the problem or issue have its source?
WHEN:	WHEN did the research / study / action of the text take place? WHEN did the issue or problem develop? WHEN did / will the issue / problem reach its high point?
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 it did?
HOW:	HOW is the issue or problem significant? HOW is it being addressed? HOW does it affect the participants? HOW can the issue or problem be resolved?

POSSIBLE FOLLOW-UP QUESTIONS:

(WHAT role did they play?) (HOW were these people affected?)
(WHY is it significant?) (WHY are they important / problematic?)
(HOW or WHY is/was it being studied?) (Was it in the past? present? future?)

Look at the following WHO, WHAT, WHERE, WHEN, WHY & HOW questions and answers designed to help you with THE FACTS of the text on Page 1.

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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 **the most important to the overall understanding of the text or its main point.** → Some 'facts' may actually be 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?
- 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.
- 15) WHAT was the product likened to regarding risk?
Energy supplements. → WHAT are "supplements"? How would you explain it in English . . . ?
- 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...

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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.

ALWAYS 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 _____

NOTE: These questions deal with YOUR opinion(s) and thoughts...

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?

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

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?

The Oral Part of the B2 Exam judges your ability to COMMUNICATE CLEARLY...

...not just say words in English.

The world-renowned Cambridge University is considering **abolishing** handwritten exams (1) _____ 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) _____ 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) _____ **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) _____ 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) _____ 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?
- 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?

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

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.

1. SHOW YOUR PASSION AND CONNECT WITH YOUR AUDIENCE

It's hard to be relaxed and be yourself when you're nervous.

But time and again, the great presenters say that the most important thing is to connect with your audience, and the best way to do that is to let your passion **(1)** _____ the subject shine through.

Be honest with the audience about what is important **(2)** _____ you and why it matters.

Be **enthusiastic** and honest, and the audience will respond.

- | | | | | |
|-----|--------|---------|-------|--------|
| (1) | a) by | b) with | c) on | d) for |
| (2) | a) for | b) with | c) to | d) on |

2. FOCUS ON YOUR AUDIENCE'S NEEDS

Your presentation needs to be built around what your audience is going to get out of the presentation.

As you prepare the presentation, you always need to bear in mind what the audience needs and wants to know, not what you can tell them.

While you're giving the presentation, you also need to remain focused **(3)** _____ your audience's response, and react **(4)** _____ that.

You need to make it easy for your audience to understand and respond.

- | | | | | |
|-----|-------|-------|---------|-------|
| (3) | a) on | b) to | c) with | d) at |
| (4) | a) on | b) to | c) with | d) by |

3. KEEP IT SIMPLE: CONCENTRATE (5) _____ YOUR CORE MESSAGE

When planning your presentation, you should always keep in mind the question:

What is the key message (or three key points) for my audience to take away?

You should be able to communicate that key message very briefly.

Some experts recommend a 30-second 'elevator summary', others that you can write it **(6)** _____ the back of a business card, or say it in no more than 15 words.

Whichever rule you choose, the important thing is to keep your core message focused and brief.

And if what you are planning to say doesn't contribute **(7)** _____ that core message, don't say it.

- | | | | | |
|-----|-------|---------|---------|--------|
| (5) | a) TO | b) WITH | c) ON | d) AT |
| (6) | a) at | b) to | c) for | d) on |
| (7) | a) to | b) on | c) with | d) for |

4. SMILE AND MAKE EYE CONTACT WITH YOUR AUDIENCE

This sounds very easy, but a surprisingly large number of presenters fail to do it.

If you smile and make eye contact, you are **building rapport**, which helps the audience to connect **(8)** _____ you and your subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people.

To help you with this, make sure that you don't turn down all the lights so that only the slide screen is visible. Your audience needs to see you as well as your slides.

- | | | | | |
|-----|-------|---------|-------|-------|
| (8) | a) on | b) with | c) to | d) by |
|-----|-------|---------|-------|-------|

5. START STRONGLY

The beginning of your presentation is crucial. You need to grab your audience's attention and hold it.

They will give you a few minutes' grace in which to entertain them, before they start to switch off if you're dull. So don't waste that on explaining who you are. Start **(9)** _____ entertaining them.

Try a story (see tip 7 below), or an attention-grabbing (but useful) image on a slide.

- | | | | | |
|-----|---------|-------|-------|--------|
| (9) | a) with | b) to | c) by | d) for |
|-----|---------|-------|-------|--------|

6. REMEMBER THE 10-20-30 RULE FOR SLIDESHOWS

This is a tip from Guy Kawasaki of Apple. He suggests that slideshows should:

- ✓ Contain no more than 10 slides;
- ✓ Last no more than 20 minutes; and
- ✓ 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

avoids the dreaded 'Death by PowerPoint'.

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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 need to provide more information, create a bespoke handout and give it out after your presentation.

- (10) a) --- b) then c) to d) than

7. TELL STORIES

Human beings are programmed to respond (11) _____ stories.

Stories help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. It is a good idea to start **(12)** _____ a story, but there is a wider point too: you need your presentation to act like a story.

Think about what story you are trying to tell your audience, and create your presentation to tell it.

- (11) a) to b) by c) on d) with
(12) a) --- b) by c) with d) in

Finding the Story Behind Your Presentation

To effectively tell a story, focus on using at least one of the two most basic storytelling mechanics in your presentation:

1) Focusing on Characters – People have stories; things, data, and objects do not. So ask yourself “who” is directly involved in your topic that you can use **(13)** _____ the focal point of your story.

For example, instead of talking about cars (your company's products), you could focus on specific characters like:

- The drivers the car is intended for – people looking for speed and adventure
- The engineers who went out of their way to design the most cost-effective car imaginable

2) A Changing Dynamic – A story needs something to change along the way. So ask yourself “What is not as it should be?” and answer with what you are going to do about it (or what you did about it).

For example...

- Did hazardous road conditions inspire you to build a rugged, all-terrain jeep that any family could afford?
- Did a complicated and confusing food labelling system lead you to establish a colour-coded nutritional index so that anybody could easily understand it?

- (13) a) for b) as c) on d) like

8. USE YOUR VOICE EFFECTIVELY

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.

Varying the speed **(16)** _____ which you talk, and emphasising changes in pitch and tone all help to make your voice more interesting and hold your audience's attention.

- (14) a) of b) to c) by d) for
(15) a) with b) by c) to d) for
(16) a) on b) by c) to d) at

9. USE YOUR BODY TOO

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.

Make your gestures open and confident, and move naturally around the stage, and among the audience too, if possible.

- (17) a) over b) through c) across d) beyond
(18) a) behind b) around c) after d) back of

10. RELAX, BREATHE AND ENJOY

If you find presenting difficult, it can be hard to be calm and relaxed about doing it.

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.

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 confidence. It's well worth a try.

- (19) 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 **the proper form of the word given for that sentence**. (ONE word per blank space: DO NOT add any words [e.g. prepositions]).

- 1) BREATHE A _____ atmosphere is one that is suitable for humans to breathe.
- 2) CHARACTERS All human behaviour may be _____ as being subject to drives aimed at achieving a goal in order to satisfy a need.
- 3) CONTRIBUTE He was awarded a prize for his _____ to world peace.
- 4) ENTHUSIASTIC The audience clapped _____ and called for more.
- 5) ESTIMATED In your _____, who's going to win?
- 6) EXPLAINING She gave a detailed _____ of the administration's health-care proposal.
- 7) EXPRESSED Her statement was a clear _____ of her views on this subject.
- 8) HAZARDOUS It was a dangerous job, full of _____.
- 9) HONEST And the moral of the story is that _____ is always the best policy.
- 10) IMPROVE There's been a definite _____ in your English since you started these lessons.
- 11) OPTION Science and Maths are compulsory for all students, but English is _____.
- 12) PASSION I admire his _____ belief in what he is doing.
- 13) POSSIBLE The forecast said that there's a _____ of snow tonight.
- 14) PROGRAMMED The use of computers or _____ logic controllers in systems which have a direct impact on safety obviously requires special care.
- 15) RESPOND I looked in her face for some _____, but she just stared at me blankly.
- 16) SPECIFIC Unless otherwise _____, all fields have a maximum length of 20 characters.
- 17) SPOKEN Would you mind _____ more slowly, please?
- 18) SUMMARY Can you _____ what it is that makes you think you would be suitable for this job?
- 19) SURPRISINGLY She was very _____ when she saw me.
- 20) VARYING The data was/were collected by _____ 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 |
| 17) 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 | 71) 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 |
| 33) 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 |