




**UNIVERSITY OF WARSAW LANGUAGE CERTIFICATE  
EXAMINATION ENGLISH LANGUAGE C1  
TEST PRZYKŁADOWY**

- For questions 1–10 (subtest 1.1), questions 16–30 (subtest 2.1 and 2.2) and 31–55 (subtest 3.1) write your answers on answer sheet 1.
- For questions 11–15 (subtest 1.2) and 56–80 (subtest 3.2) write your answers on answer sheet 2.
- Write your response to part 4 on answer sheet 3.

Total marks for the test: 170

Total time allowed: 195 minutes

 Read carefully the instructions that appear at the beginning of each part of the test before attempting to answer any of the questions in that part.

At the beginning of the examination you should receive the test booklet as well as 3 answer sheets and a pencil.

**COMPLETE ANSWER SHEET 1 IN THE FOLLOWING WAY:**

- For each question there may be 4, 5 or 6 options provided, marked a, b, c, d, e, f.
- For each question there is only ONE correct answer.
- Using a **pencil**, for each question mark your answer on the answer sheet by **completely** filling in the appropriate rectangle.
- You may use the test booklet for rough work, but you **must** make sure **you transfer your answers** onto the answer sheet.

**COMPLETE ANSWER SHEET 2 IN THE FOLLOWING WAY:**

- Use a **ball point pen** to write your answers on this answer sheet.
- You may use the test booklet for rough work, but you **must** make sure **you transfer your answers** onto the answer sheet.

**COMPLETE ANSWER SHEET 3 IN THE FOLLOWING WAY:**

- **Part 4 should be completed on this answer sheet using a ballpoint pen.**
- You may use the reverse side of the test booklet to plan and draft your writing.
- **You should leave yourself at least 40 minutes to complete this section of the test.**
- **Remember to write clearly. Illegible answers will not be considered.**

**REMEMBER TO LEAVE YOURSELF ENOUGH TIME TO TRANSFER ALL YOUR ANSWERS TO  
THE CORRECT ANSWER SHEET.**

**1. Listening Comprehension - Questions 1-15 (30 marks)****1.1: Questions 1 – 10 (20 marks)**

**You will hear twice an interview with education executives. Below, there are 10 questions about the interview. Before listening, read the questions. You may make notes in the test booklet while listening. Answer each question by choosing the right option. Mark your answers on answer sheet 1.**

1. Omega schools
  - a. were set up by a researcher from Africa.
  - b. are set up exclusively in Ghana.
  - c. were the first of their kind.
  - d. are a group of similarly managed schools.
2. Omega schools are affordable to the local communities because
  - a. they are free of charge.
  - b. they are cheaper than other schools.
  - c. fees are paid on days children attend school.
  - d. fees are paid once a term.
3. Which statement is FALSE? Private schools in Ghana are ...
  - a. run on a profit-making basis.
  - b. worse than state schools.
  - c. supported by sponsors.
  - d. popular among the poor.
4. The BPP University that Carl Lygo is associated with
  - a. offers postgraduate degrees in work-related skills.
  - b. has just started producing its own educational materials.
  - c. will be listed on the London Stock Exchange.
  - d. is a university which attracts local students.
5. Competition in the vocational sector is
  - a. growing fiercely.
  - b. small but growing.
  - c. rather small.
  - d. non-existent.
6. Most students' fees at BPP come from
  - a. students' employers.
  - b. students' savings.
  - c. government grants.
  - d. student loans.

7. Carl says that state universities
  - a. don't cater for the real needs of their students.
  - b. have an advantage over private universities.
  - c. offer cheaper education than private universities.
  - d. have fewer staff than private universities.
8. Carl believes that in the future
  - a. it will be impossible for the private sector to meet the demand for higher education.
  - b. the demand for higher education will be four times larger than it is now.
  - c. the demand for higher education will grow rapidly only among low earners.
  - d. there will be a rapid and across-the-board growth in demand for higher education.
9. James Tooley suggests that in poorer parts of the world,
  - a. governments deliver sufficient opportunities for education.
  - b. the private sector collaborates with governments on education.
  - c. publicity for private education relies on personal recommendation.
  - d. private schools need to employ sophisticated marketing strategies.
10. Carl recalls his studies as being
  - a. very student-friendly.
  - b. excessively demanding.
  - c. overly theoretical.
  - d. quite flexible.

### 1.2: Questions 11-15 (10 marks)

**You will listen twice to an extract from a talk on winning. Based on the information provided, complete statements 11-15 as fully as possible, using no more than 6 words in each case. You should use your own words to complete the statements. You may make notes in the test booklet while you are listening. Write your answers clearly on answer sheet 2.**

11. The speaker believes that watching amateurs compete is less rewarding than watching professionals because the former \_\_\_\_\_.
12. The UK legal system is characterized by \_\_\_\_\_ rather than cooperation between them.
13. The Stock Exchange encourages transactions for fast wins, which, should they fail, \_\_\_\_\_.
14. The desire for victory makes politicians compromise \_\_\_\_\_.
15. The betting industry preys on risk-takers, knowing that its profits \_\_\_\_\_.

## 2. Reading Comprehension – Questions 16 - 30 (30 marks)

### 2.1 Questions 16 – 25 (20 marks)

Read the following text carefully and then answer the questions by selecting the correct answer from the four options given. For each question there is only ONE correct answer. Mark your answer on answer sheet 1. Some questions may refer to specific words underlined in the text.

#### **The city with \$248 billion beneath its pavement**

Under London's streets lies a hidden gold mine. It stretches across more than 300,000 square feet (approx. 27,870 sq. m.) under the City, the finance quarter in the heart of Britain's capital. There, beneath the pavement and commuters of Threadneedle Street, lies a maze of eight Bank of England gold vaults – each stacked with gold bars worth a total sum of around £141 billion (\$200 billion).

The bars sit on rows of blue numbered shelves. Every bar weighs precisely 400 troy ounces (about 12kg), making each currently worth some £350,000 (\$500,000), comfortably more than the average price of a house in the UK. Each bar looks subtly different depending on where it was refined. Some bars have sloping edges to make them easier to pick up; others look more like a loaf of bread.

There is no smell here: metal has none. There is no noise, either, on account of the vaults' thick concrete walls. What there is, however, is one of the world's most important traded assets. Deals are still done in gold in almost every country in the world. Its price is a crucial barometer for consumer confidence. Prices rise when markets are uncertain, and before US elections. "Gold is a hedge against uncertainty," says Jonathan Spall, a long-time gold trader and now managing director of G Cubed Metal.

These vaults lie right at the heart of this volatile, incredibly important market. About one-fifth of all the gold held by the world's governments is in London. In total, 6,256 tonnes of gold are stored in vaults in and around London – collectively worth about £172 billion (\$248 billion). The Bank of England vaults alone hold 5,134 tonnes, including the official reserves of the UK Treasury and the vast majority of the physical gold traded in London. Gold owned by 30 other countries is also in these vaults along with the hoards of about 25 banks. So much gold is kept in Britain's capital partly to keep it near where the metal is traded. It's also a reflection of the security of London's vaults.

The Bank of England vaults were built in the 1930s. During World War II, when Britain's bullion was secretly moved to Canada to continue the war effort if Britain was overrun, one vault was used as a staff canteen for Bank of England employees. Vintage advertisements for the P&O cruise line, enticing Bank employees away to holiday, are still plastered across the walls. Later, in the 1940s, the vault was used as a bomb shelter. But since 1945, the vaults have been used primarily for gold.

Storing your assets in a huge safe might seem more fitting for a Tudor monarchy than a modern central bank. But the Bank of England still uses not only vaults, but several 3ft-long keys for access. Insiders believe that electronic access alone could be more prone to abuse. (You do still have to speak a password into a microphone and a computer matches your voice against a saved sample).

The bars arrive in London by surprisingly traditional methods, too. Some come by sea, shipped from refineries like PAMP in Switzerland or the Rand Refinery outside Johannesburg in South Africa. Gold is also moved on regular passenger aeroplanes. “In the cargo hold of commercial passenger planes, you often find gold, fresh flowers, and dead bodies,” says Ruth Crowell, chief executive of the London Bullion Market Association.

But more difficult than finding transport can be finding a place to house it. As much of the City of London is on clay ground and because gold is such a dense substance, you can only stack the bars so high before the vault starts sinking into the clay, Crowell says. (The weight of a City skyscraper is spread over a larger footprint, which makes that risk less likely). This is less of a problem in other cities. In Manhattan, which sits on bedrock, the Federal Reserve Bank can stack bars from floor to ceiling. In London, however, there are necessarily restrictions on how much gold can be stacked in the Bank’s vaults. On the top level, the gold bars can only be stacked four pallets high. On the lower level, they can only be stacked up to six. This means London needs to spread out its gold more to stop it sinking and needs more vaults of smaller sizes.

Consequently, it isn’t just the City’s streets that are paved with gold. There are seven smaller vaults inside the M25 (the motorway that encircles Greater London) owned by banks like JP Morgan and HSBC, including three at transport companies around Heathrow Airport. Each owner attempts to keep their vault’s location secret. When CNBC journalists visited JP Morgan in 2011, for example, they had to surrender their mobile phones and travel in a car with blacked-out windows.

*(Adapted from: <http://www.bbc.com/capital/story>)*

16. The Bank of England’s gold vaults

- a. take up a vast amount of room in the outskirts of London.
- b. occupy a disused gold mine under the streets of London.
- c. are located under a subway used by London commuters.
- d. are situated under London’s central business district.

17. The gold bars stored in the Bank of England’s vaults

- a. are all of the same shape.
- b. have a standardized weight.
- c. each equal an average British house in value.
- d. have been produced by the same manufacturer.

18. The price of gold

- a. is on the rise when consumer confidence decreases.
- b. increases proportionately to consumer confidence.
- c. decreases prior to elections in the United States.
- d. goes up when consumers feel greater certainty.

19. The huge amount of gold stored in London
- amounts to the UK's official reserves.
  - impacts positively on business deals in the City.
  - attests to the widespread confidence in its vaults.
  - belongs to the Bank of England and 25 other British banks.
20. During the Second World War one of the Bank of England vaults
- was relocated overseas to ensure their functioning.
  - housed the offices of a popular ferry operator.
  - was used by the Bank staff and Londoners.
  - had to be closed down for security reasons.
21. Nowadays, access to the Bank of England vaults is protected
- mainly by cutting-edge technology.
  - using both traditional and state-of-the art methods.
  - exclusively by technology regarded as invulnerable.
  - predominantly by voice-recognition electronic devices.
22. Limitations on the amount of gold stored under the City are a direct result of
- the shape of bars preventing stacking.
  - fierce competition from other cities.
  - London's geological conditions.
  - the high cost incurred.
23. The word "footprint" underlined in the penultimate paragraph refers in this case to the
- depth to which a skyscraper's foundations are dug.
  - amount of ground occupied by a skyscraper.
  - strength of a skyscraper's foundations.
  - weight of a skyscraper at its base.
24. It is NOT true that banks like JP Morgan and HSBC
- have decided to locate their vaults beyond the City of London.
  - stack their assets in smaller vaults than the Bank of England's.
  - endeavour to conceal the whereabouts of their vaults.
  - avoid any contact with representatives of the media.
25. It can be inferred from the article that the methods of transporting, storing and protecting gold in London
- intrigue and impress the author.
  - concern and dismay the author.
  - amuse but annoy the author.
  - astonish and baffle the author.

## 2.2 Questions 26 – 30 (10 marks)

In the article below, five fragments have been removed. Choose from A – F which one best fits each gap (26 – 30). There is one extra fragment that you will not need to use. Mark your answers on answer sheet 1.

### Going public: history beyond the academy

Public history is a much contested and misunderstood term, which can be used in a number of different contexts – on television and radio, in print, in museums and archives and at stately homes and heritage sites. It is big business, increasingly competitive, politicised at times, debated for its quality, sought after for its entertainment and often controversial for its coverage.

#### 26. XXXXX

It is the ‘shop window’ of the ‘coal-face’ historical endeavours that take place across the country; it is that which keeps history from being simply piles of dusty archives or crackly audio recordings, or faded pictures, unreadable Latin treatises, complicated ancient laws or tediously repetitive parish registers. Public history is, in short, history that is crafted and presented in such a way as to be read, heard, watched and enjoyed by society at large.

In recent years the growth of public history – particularly on television, radio and the web – has raised important questions about the status and integrity of the history presented.

#### 27. XXXXX

History in its ‘proper’ form, such critics maintain, should be confined to scholarly journals and academic presses. Printed, yes, but not for general public consumption. Such historians therefore keenly defend the boundaries of their discipline and the ownership of historical knowledge and have been slow to grasp and embrace the fact that this ‘academic’ monopoly has now been broken and historical scholarship is now diffused and enthusiastically consumed in a number of different ways.

#### 28. XXXXX

It should engage with debate and address matters of public interest. Historians should see their own activities in this wider perspective and look to reach beyond the academy. Historians are – whether they acknowledge it or not – public historians.

#### 29. XXXXX

It is no surprise that after years of a ‘pick and mix’ historical school curriculum constructed with no chronological narrative and little thematic coherence, growing numbers of adults turn to historical novels or historical non-fiction works and tune in to the many historical programmes on television and radio.

#### 30. XXXXX

Historians are, after all, in a privileged position of being able to highlight past precedents and so offer a longer-term perspective on current debates. Networks such as History & Policy have led the way in seeking to put historians into the public domain to increase the influence of historical research on policymaking. Historians should go on striving to find the topicality of their inquiries and find a medium to enter contemporary debates and so connect the past to the present. History is ultimately a cultural form of public property and historians are the nation’s custodians. They should go forth from the academy and share the fruits of their labour.

A. Not only are they publicly funded and increasingly called upon to demonstrate the public ‘intellectual and cultural impact’ of their

work by research councils and other funding bodies, but they also surely have a wider responsibility to disseminate the fruits of their endeavours.

**B.** It has been dismissed by some as intellectually weak, as scholarship that has simply ‘sold out’ to the demands of big audience figures or high ticket sales, and as such has little to do with erudition but rather is fundamentally lowbrow entertainment.

**C.** Courses from the public history programme focus on ways of shaping historical consciousness (or collective memory), both in the theoretical context and as regards various practical ways of influencing memory and consciousness, starting from the collecting and processing of testimonies, through speech-writing and preparing other texts promoting historical knowledge and exhibitions to locating historical elements in mass media and entertainment or in the virtual environment in the broadest sense.

**D.** Public history strives unapologetically to be popular history – entertaining, engaging, accessible – but it is, at its best, also researched, academically rigorous and informative.

**E.** There is a great knowledge deficit and a huge appetite for a sense of the past. Historians must find and maintain a voice whether this be on television, radio, in print, through heritage organisations, local community initiatives, through public lectures and school visits, through working alongside heritage institutions and curating exhibitions, through blogging and tweeting, or through publishing accessible books.

**F.** It is a move that should be welcomed as an opportunity. To prioritise the written form of history over other new media and not move with the times is short-sighted. The development of the historical discipline has been built upon embracing new modes of communication as a means of instruction and as an agent of change. History is dynamic.

*(Adapted from: [www.historyextra.com](http://www.historyextra.com))*

### 3. Use of Language - Questions 31 – 80 (50 marks)

#### 3.1 Questions 31-55 (25 marks)

**Read the following text and decide which of the four options (A, B, C or D) given in the table below the text best fits. There is only ONE correct answer. Mark your answer on answer sheet 1.**

#### **What is the Snowflake Generation?**

The “Snowflake Generation” is a (31) \_\_\_\_ thrown around a lot at the moment and one that many are not (32) \_\_\_\_ about. It refers to young adults being more (33) \_\_\_\_ to taking offence and thinner-skinned than previous generations and is (34) \_\_\_\_ at under-30s in the 2010s. The suggestion is that, (35) \_\_\_\_ snowflakes, these people are delicate individuals – so much so that a slight increase in temperature will (36) \_\_\_\_ them melt, with the result often being a highly emotional response. Some of those supposedly in the Snowflake Generation have suggested the term itself is (37) \_\_\_\_ them mental health issues.

There have been various meanings of the term (38) \_\_\_\_ history, including: a person who is opposed to the abolition of slavery; one who has (39) \_\_\_\_ sense of their own unique personality; and a sense of (40) \_\_\_\_\_. In the 1860s, the term was used to refer to a person who was opposed to the



abolition of slavery, with the (41) \_\_\_\_ that such people valued white people over black people. More recently, it's been used as a political insult by the right as well as the left – especially in the (42) \_\_\_\_ of Brexit and Donald Trump's presidential campaign.

'Snowflake' was one of the Collins Dictionary's 2016 words of the year, along with 'Brexit', 'hygge' and 'Trumpism'. Collins defines the term as: 'the young adults of the 2010s, viewed as being less (43) \_\_\_\_ and more prone to taking offence than previous generations'.

The term has also been (44) \_\_\_\_ to Chuck Palahniuk's *Fight Club* novel. It was much (45) \_\_\_\_ in David Fincher's 1999 film adaptation of the book in which Brad Pitt (46) \_\_\_\_ as the protagonist. Pitt leads an underground recreational fight club, telling his young (47) \_\_\_\_: 'You are not special. You are not a beautiful and unique snowflake.' The term, as used in the film, (48) \_\_\_\_ a person who believes their status as a unique individual means they are (49) \_\_\_\_ for great success.

Reference to an entire generation as 'Generation Snowflake', or 'Snowflake Generation' is, however, said to (50) \_\_\_\_ from Claire Fox's book, 'I find that offensive!' She wrote about a (51) - \_\_\_\_ between Yale University students and Faculty Head of College, Nicholas Christakis. It showed how university students argued with Christakis over a disagreement (52) \_\_\_\_ Halloween costumes and whether they were culturally appropriate. Erika Christakis, wife of Nicholas and also a member of faculty, sent an email to College members suggesting that they should not be (53) \_\_\_\_ sensitive about Halloween costumes. She encouraged students to tolerate them and avoid trying to censor expression. According to Fox, Erika Christakis suggested students should 'relax a bit rather than (54) \_\_\_\_ fancy dress Halloween costumes as culturally insensitive. This led to the 'generation snowflake' term (55) \_\_\_\_ towards the students.

(Adapted from: metro.co.uk)

	A	B	C	D
31	pseudonym	euphemism	Marker	label
32	content	happy	Keen	satisfied
33	susceptible	likely	Probable	inclined
34	pointed	fixated	Aimed	assigned
35	like	alike	comparable to	equal to
36	end in	lead to	Observe	see
37	resulting	causing	generating	inflicting
38	throughout	over	Within	during
39	an inflated	a dented	a literal	a common
40	entanglement	endowment	enticement	entitlement
41	resolution	conclusion	implication	allegation
42	follow-up	wake	run-up	consequence
43	resilient	sensitive	Protected	temperamental

44	recognised	attributed	Qualified	endorsed
45	staged	performed	emphasised	focused
46	enacted	produced	starred	played
47	fellers	followers	representatives	cohorts
48	proclaimed	conveyed	signified	evidenced
49	directed	destined	designed	led
50	stem	root	be coined	have origins
51	confirmation	cooperation	confrontation	condemnation
52	referring	regarding	including	affecting
53	increasingly	overly	exasperatedly	over the top
54	call	name	accuse	classify
55	be directed	directing	being directed	to be directed

### 3.2 Questions 56-80 (25 marks)

**Read the following text carefully and think of ONE word that best fits each gap. Make sure that the text as a whole is cohesive and is both grammatically and logically correct. Write your answers on answer sheet 2. Remember to check your spelling.**

For those (56) \_\_\_\_ see social media mainly as a place to share the latest cat video or travel snap, it may come as a (57) \_\_\_\_ that your Facebook timeline or Instagram gallery leaves a digital footprint of your mental (58) \_\_\_\_ and may provide a diagnosis as accurate as a doctor's blood (59) \_\_\_\_ cuff or heart rate monitor. It also means the platform (60) \_\_\_\_ important – and potentially life-saving – potential. In the US alone, there is one death by suicide every 13 minutes. (61) \_\_\_\_ this, our ability to predict suicidal (62) \_\_\_\_ and behaviour has not materially improved in 50 years of research. Forecasting an (63) \_\_\_\_ of psychosis or emerging depression remains equally challenging.

Research, however, has shown that if you have depression, your Instagram feed is more likely to feature bluer, greyer, and darker photos. They'll probably receive (64) \_\_\_\_ likes but more comments. Chances (65) \_\_\_\_ you'll prefer the Inkwel filter, which converts colour images to black and white, (66) \_\_\_\_ than the Valencia one, which lightens them. Even then, these patterns are hardly robust (67) \_\_\_\_ to diagnose depression. Still, they could be (68) \_\_\_\_ to constructing models that can and this is (69) \_\_\_\_ machine learning comes (70) \_\_\_\_.

Researchers from Harvard University and the University of Vermont used such techniques in their recent (71) \_\_\_\_ of almost 44,000 Instagram posts. Their resulting models correctly identified 70% of all users with depression (72) \_\_\_\_ to a rate of 42% from general practitioners. They also didn't have as (73) \_\_\_\_ false positives. Depressive signals were evident in users' feeds even (74) \_\_\_\_ a formal diagnosis from a psychiatrist was carried out – making Instagram an early (75) \_\_\_\_ system of sorts.

Telling signals of depression are numerous and likely will (76) \_\_\_\_ an increase in negative words (“no”, “never”, “prison”, “murder”) and a decrease in positive ones (“happy”, “beach”, and “photo”), yet these are hardly definitive. (77) \_\_\_\_ their research a little further, the researchers at Harvard extracted a wider (78) \_\_\_\_ of features (mood, language and context) (79) \_\_\_\_ almost 280,000 tweets. The resulting computational model scored surprisingly (80) \_\_\_\_ in identifying users with depression; it also was correct in about nine of every 10 post-traumatic stress disorder (PTSD) predictions.

*(Adapted from: www.bbc.com)*

#### **4. Writing (60 marks)**

**Write an essay of 300-350 words addressing ONE of the questions below. Write your answer legibly on answer sheet 3. At the top of your answer, copy the title of your selected essay.**

Education is a bridge out of poverty. Discuss.

**OR**

The art of face-to-face conversation will soon become a thing of the past.

**THIS IS THE END OF THE TEST**

**Answer Key:**

<p><b>1.1 (20 marks)</b></p> <ol style="list-style-type: none"> <li>1. d</li> <li>2. c</li> <li>3. b</li> <li>4. a</li> <li>5. c</li> <li>6. a</li> <li>7. a</li> <li>8. d</li> <li>9. c</li> <li>10. c</li> </ol>	<p><b>1.2 (10 marks)</b></p> <p><b>11.</b> does not promote/encourage true excellence; promotes mediocracy rather than excellence/give performances of lower quality [the idea that amateur competition is associated with something below the high quality given by professionals must be conveyed in the response to get 2 marks]</p> <p><b>12.</b> competition/rivalry between prosecution and defense(lawyers)[the idea that there is a fight or tussle between prosecution and defense must be expressed to get 2 marks]</p> <p><b>13.</b> are/will be refunded/covered by society; are a burden placed on society/are paid for from public funds/are reimbursed by the government [idea that society or tax payers pay for failures must be expressed for 2 marks]</p> <p><b>14.</b> their values / ideals / democracy / transparency / ideology / beliefs/ethical principles/integrity [at least 2 of these must be provided to get 2 marks]</p> <p><b>15.</b> will be secure/will cover what it pays winners [idea that the betting industry will not lose must be expressed for the 2 marks]</p>
<p><b>2.1 (20 marks)</b></p> <ol style="list-style-type: none"> <li>16. d</li> <li>17. b</li> <li>18. a</li> <li>19. c</li> <li>20. c</li> <li>21. b</li> <li>22. c</li> <li>23. b</li> <li>24. d</li> <li>25. a</li> </ol>	<p><b>2.2 (10 marks)</b></p> <ol style="list-style-type: none"> <li>26. D</li> <li>27. B</li> <li>28. F</li> <li>29. A</li> <li>30. E</li> </ol>
<p><b>3.1 (25 marks)</b></p> <ol style="list-style-type: none"> <li>31. D</li> <li>32. B</li> <li>33. A</li> <li>34. C</li> <li>35. A</li> <li>36. D</li> </ol>	<p><b>3.2 (25 marks)</b></p> <ol style="list-style-type: none"> <li>56. who</li> <li>57. shock / surprise</li> <li>58. condition / health / state</li> <li>59. pressure</li> <li>60. has /displays</li> <li>61. Despite</li> </ol>

37. B	62. intention(s) / tendency(ies) / thought(s)
38. A	63. episode / instance / occurrence / act
39. A	64. fewer
40. D	65. are
41. C	66. rather
42. B	67. enough
43. A	68. central / vital/ important / helpful
44. B	69. where
45. C	70. in / from
46. C	71. analysis / study / investigation
47. B	72. compared
48. C	73. many
49. B	74. before
50. A	75. warning
51. C	76. include
52. B	77. Taking
53. B	78. range / choice / selection/spectrum
54. D	/gamut
55. C	79. from
	80. well

**Sources:**  
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