

WR



Student File

WaspReporter 18.4

pages 3-27

Assignment 1

Scanning

10 ⌚



Een van de opdrachten van het centraal eindexamen is het scannen van teksten. Met deze assignment oefen je die vaardigheid.

Blader het *WaspReporter* Magazine door; bekijk de titels, subtitels, kopjes, foto's enzovoort. Als er over een van de onderwerpen in de linkerkolom een artikel in staat, neem dan de titel van het artikel over in kolom 2. Zet een kruisje in de laatste kolom als er in dit nummer geen artikel over dit onderwerp voorkomt.

	<i>onderwerp</i>	<i>titel van het artikel</i>	<i>geen artikel over dit onderwerp</i>
1	vliedschaamte		
2	presidentsverkiezingen		
3	walging		
4	ongedierte		
5	pesten		
6	dreigbrieven		
7	Alaska		
8	forensische taalkunde		
9	moordenaars		
10	Instagram		

The Watcher ★

pages 3-5

Watching • Reading • Language Organiser • Grammar • Writing

Assignment 2

Pre-reading • Watching

10 ⌚



Read the questions before watching this video: bit.ly/wr-watcher. After watching discuss the questions in pairs or in a small group.

- 1 What is the 'disturbing mystery' here?
- 2 How would you describe the tone of this news item?
- 3 Do you think the way that this news item is brought is appropriate? Explain your answer.
- 4 How would you feel if you received anonymous, threatening letters? Make a list of at least five different emotions.

- 5 What would you have done in this case? Make a list.
- 6 Would you have moved in, or not? Explain your answer.

Assignment 3

Reading

15 ⌚



Read the article. Put the events in chronological order.

- 1 A family with grown children move in.
- 2 Contractors start renovation work on the house.
- 3 Derek Broaddus contacts the police.
- 4 The Broadduses begin their own investigation.
- 5 The Broadduses buy their dream home.
- 6 The Broadduses talk to the neighbours at a barbecue.
- 7 The Broadduses move in with Maria's parents.
- 8 The case gets media attention.
- 9 The family get the Watcher's first letter.
- 10 The police close the investigation.
- 11 The Watcher sends one last, revengeful letter.

Assignment 4

Reading

25 ⌚



Read the article again. Answer the questions in correct Dutch sentences.

- 1 Op welk adres hadden Derek en Maria Broaddus een huis gekocht?
- 2 Kenden ze de buurt al? Leg je antwoord uit.
- 3 Wat deed Derek toen hij de eerste brief van de Watcher kreeg?
- 4 Waar maakte de Watcher zich vooral kwaad om in de eerste brief?
- 5 Hoe reageerden Derek en Maria op deze eerste brief?
- 6 Welke zin in de tweede brief van de Watcher is een echte bedreiging?
- 7 Waarom was Michael Langford een verdachte in deze zaak?
- 8 Wat deden Derek en Maria toen Michael Langford niet vervolgd kon worden?
- 9 Waarom was het zo moeilijk om de identiteit van de Watcher te achterhalen?
- 10 Wat voor effect had dit alles op de familie Broaddus, volgens regel 163-176?
- 11 Wat voor effect had deze zaak op de inwoners van Westfield?
- 12 Detective Barron Chambliss had bijna 'beet'. Wat ontdekte hij?

- 13 Waarom konden Derek en Maria het huis niet verkopen?
 14 Hopen Derek en Maria nog op gerechtigheid? Leg je antwoord uit.

Assignment 5

Language Organiser

10 ⌚



A

The following words can be found in the article. Match them with the Dutch translations. There are two extra translations that don't match.

- | | |
|-------------------------------|------------------|
| 1 renovate (l. 30) | a kelder |
| 2 contractor (l. 33) | b veranda |
| 3 porch (l. 64) | c hypotheek |
| 4 yard (l. 73) | d bod |
| 5 basement (l. 91) | e gootsteen |
| 6 attic (l. 97) | f aannemer |
| 7 mortgage (l. 170) | g onroerend goed |
| 8 estate agent (l. 181) | h tuin |
| 9 bid (l. 184) | i intrek nemen |
| 10 property (l. 247) | j kopen |
| 11 take up residence (l. 259) | k verbouwen |
| 12 purchase (l. 287) | l oprit |
| | m zolder |
| | n makelaar |

B

Read the text below and fill in the blanks. Choose from the words in A. Make sure you use the correct tense if the word is a verb.

When you ... (1) an old house, you're buying a slice of history, packed with original features and character. But before you start looking, make sure you are prepared. If you don't have the money to buy a(n) ... (2), you'll need to apply for a(n) ... (3). You can get it from an independent adviser or from a bank. Then, find the right ... (4). They will help you through each step of the buying process.

- *Look past the surface* – Certain upgrades give the appearance of quality, like stainless steel appliances and granite counter tops, but may have been done in haste while other, more important things, like electrical wires, the wooden beams in the ... (5), and the roof, were neglected.
- *Look down below* – Nothing can mess up a house faster than a water issue, so look for water in the ... (6) and, if necessary, either don't buy the house or budget for a drainage system.
- *Find the right person for the job* – Get quotes from at least three to five licensed ... (7). Depending on your scope of work, it may take 30 to 90 days to complete a(n) ... (8). Make sure you have a place to live while the work is being done!

Assignment 6

Language Organiser

20 ⌚



A

Match these words from the text with their definitions. There are two definitions that you can't use.

- | | |
|-------------------------------|--|
| 1 threatening (<i>lead</i>) | a so upset and worried that you cannot think clearly |
| 2 on high alert (l. 68) | b having the impression that someone is involved in an illegal or dishonest activity |
| 3 odd (l. 123) | c making you feel nervous and slightly frightened |
| 4 suspicious (l. 147) | d intending to harm you |
| 5 anxiety (l. 167) | e someone who has a weak character and is afraid to do something difficult or unpleasant |
| 6 creepy (l. 188) | f deliberately nasty to someone in order to hurt or upset them |
| 7 wimp (l. 208) | g willing to make difficult decisions or say what you think, even though it may involve risks |
| 8 distraught (l. 244) | h in a situation in which you are ready because there is a strong possibility of an attack or of something dangerous happening |
| 9 spiteful (l. 262) | i using your power in a dishonest way for your own advantage |
| 10 revenge (l. 269) | j in a state of fear or nervousness about what might happen |
| | k something you do in order to punish someone who has harmed or offended you |
| | l different from what is normal or expected, especially in a way that you disapprove of or cannot understand |

B

Individually, for every word in the left column in A, come up with at least one appropriate synonym. Use a dictionary if necessary. Once you have done this, compare with a couple of classmates and add the synonyms to your list!

Assignment 7

Grammar

10 ⌚



In English, there are several ways to give advice:

You could/might ...	You had better ...
You should/ought to ...	Why don't you ...
Give this a go: ...	How about ... (+ -ing)?
Have you ever thought of ... (+ -ing)?	If I were you, I would ...

Read the following situations. What kind of advice would you give to these people? Use each of the options only once. Use your imagination!

- 1 I can't sleep at night because I'm not feeling sleepy.
- 2 I've been having a severe headache for a week now.
- 3 My parents and I seem to argue all the time.
- 4 I don't like being home alone at night because I'm afraid of the dark.
- 5 I've got so much to do for school, I can't get everything done in time.
- 6 I'm fed up with my job: it's boring and it doesn't pay well.
- 7 I never seem to have enough money to buy the things I like.
- 8 My friend is not responding to my phone calls any more.

Assignment 8

Writing

20 



Your friend has just started college in a big city. She has moved into a tiny apartment. She texted you to say that she received a very upsetting and anonymous letter the other day. She is extremely anxious and asks you what to do.

Hi there,
 All's well here, the flat is nice and it's great to have a place of my own. Classes will start next week, looking forward to that. There is only one thing that is really bothering me. Yesterday, I found an anonymous letter in my mailbox. It seems like someone is watching me. I feel so stupid, but this is really freaking me out. What should I do? What would you do? I don't want to tell my parents yet, because it would upset them, no doubt.

Write a short message (100-120 words) to your friend, in which you give some advice. Include the following:

- Zeg dat je begrijpt hoe ze zich voelt, en reageer op haar situatie.
- Vertel hoe jij je zou voelen in zo'n situatie.
- Zeg wat ze volgens jou zou moeten doen. Geef ten minste twee verschillende adviezen.
- Zeg dat je hoopt dat het snel afgelopen is met de dreigbrieven. Geef advies over wat ze zou moeten doen als dit niet het geval is.
- Sluit je bericht af.

Tip

Before writing the message, have a look again at Assignments 2, 6, and 7 for ideas, appropriate grammar structures, and vocabulary.

I used to be a bully ★

pages 6-7

Listening • Reading • Language Organiser • Grammar • Writing

Assignment 9

Pre-listening

5 



Before listening to the recorded text, have a look at the following words. They are taken from the article. Match the words with their Dutch translations. There are two extra options that don't match.

- | | |
|----------------|----------------------------|
| 1 awkward | a onzekerheid |
| 2 confidence | b doelwit |
| 3 insecurity | c verdrietig |
| 4 name calling | d vernedering |
| 5 target | e in verlegenheid gebracht |
| 6 insults | f verontschuldiging |
| 7 embarrassed | g onhandig |
| 8 suspended | h woedend |
| 9 humiliation | i uitschelden |
| 10 apology | j geschorst |
| | k zelfvertrouwen |
| | l beledigingen |

Assignment 10

Listening

20 



A

Read the statements. Then listen to the recorded text. Underline the correct option.

- 1 In seventh grade, Erin Zea (the writer of the article) felt *confident* / *insecure*.
- 2 In middle school, Erin started bullying others because *it made her feel better about herself* / *she was bullied herself*.
- 3 In high school, Erin's classmates *forced* / *stimulated* her to bully others.
- 4 When Erin returned to school after her operation, she felt *extremely unhappy* / *much better*.
- 5 Erin stopped bullying when she *reached puberty* / *realised she was hurting people*.
- 6 Looking back on the bullying, Erin *is very regretful* / *sees herself as a victim*.
- 7 In the last section, Erin says that the *bullies* / *victims of bullying* should get help.

B

Now read the text and check your answers.

Assignment 11

Reading

15 



Read the text. Which of the following alternative headings could be used for each section? There are two for each section.

- a Bullying for applause
- b Rediscovering myself
- c Get help!
- d An insecure child
- e Being the laughing stock
- f In trouble at school
- g Changing body shape
- h For two seconds of fun
- i A public appeal
- j Pushing boundaries
- k Regrets, more regrets
- l The odd one out

<i>original heading</i>	<i>alternative headings</i>
1 introduction (ll. 1-21)	
2 Low self-esteem	
3 Peer pressure	
4 The tables turned	
5 Changing myself	
6 A cycle of kindness	

Assignment 12

Language Organiser

10



A

What do the words in *italics* mean in the given context? Find the correct description. Note: there are three extra descriptions.

- | | |
|---|--|
| <ul style="list-style-type: none"> 1 girls who seemed perfect and totally <i>put together</i> 2 I continued the cycle of <i>crude</i> jokes 3 to <i>gain</i> their respect 4 it was like it <i>whacked</i> me in the face overnight 5 I was stared at, made fun of, hit on, sexualised, <i>harassed</i> 6 I had something some girls <i>admired</i> me for 7 the lowest piece of <i>trash</i> on earth 8 I had to <i>rewire</i> my thinking 9 <i>making amends</i> to the people I hurt 10 and <i>eventually</i> you'll find real friends | <ul style="list-style-type: none"> a make someone's life unpleasant, for example by frequently saying offensive things to them or threatening them b careful to consider other people's needs and feelings c someone from a low social class who you do not respect d obtain or achieve something you want or need e make changes to the neurological or psychological functioning of a person or brain f offensive or rude, especially in a sexual way g true or likely to happen, although you are not completely certain h respect and like someone because they have done something that you think is good, or because you respect their qualities or skills i looking stylish and well dressed j do something to show you are sorry for hurting or upsetting someone k hit someone or something hard l in the end, or after a lot of things have happened m lose, become less, or go down to a lower level |
|---|--|

B

Now use the words from A in a different context. Read the sentences and fill in the blanks.

- 1 In her first job, she ... experience as a programme manager.
- 2 Lipstick is a simple way to look polished and ... on any budget.
- 3 When you break a window playing ball or lose something that belongs to a friend, you should ...
- 4 It had been raining all day. ..., the sky cleared up and we went to the beach.
- 5 She was worried that her friend's ... remarks might have upset the guests.
- 6 A number of black youths have complained of being ... by the police.

Assignment 13

Reading

20



Read the text once more. Answer the questions in correct English sentences. Use your own words.

- 1 Read the introduction (ll. 1-21). What is it that Erin Zea wanted most of all?
- 2 What did Erin do to bully her victims? Name a few (at least three) examples.
- 3 Did the bullying stop when Erin was in high school (l. 54)? Explain your answer.
- 4 Erin writes: 'Karma caught up with me' (l. 90). What does this mean?
- 5 What was the effect of this ('Karma caught up with me')?
- 6 Did Erin change her behaviour straight away? Explain.
- 7 Read lines 142-155. In hindsight, what does she wish for?
- 8 What three things should bullies do, according to Erin Zea in lines 157-175?

Assignment 14

Grammar

10



A few tenses explained

Present continuous: iets dat aan de gang is.

I am reading a book about China.

Past simple: gebeurtenis of actie in het verleden.

Yesterday I saw my teacher on TV.

Past continuous: iets dat in het verleden aan de gang was.

We were playing Fortnite together.

Present perfect: iets in het verleden dat een direct verband heeft met het heden.

I can't come with you because I have broken my ankle.

Future: gebeurtenis of actie in de toekomst.

You will feel better tonight.

Complete the sentences with the correct tense: *present continuous, past simple, past continuous, present perfect* or *future*.

- 1 I wish that I could take away the tears that I caused people. I wish that all the terrible things I ... (say) to people or about people would come right back to me.
- 2 Then one day everything ... (change). Puberty ... (hit). It was like it ... (whack) me in the face overnight.
- 3 So I ... (sit) here writing this today, hoping if even just one young person can understand that people ... (not forget) how you ... (make) them feel.
- 4 You can walk away from the friends that ... (encourage) you to continue, and eventually you ... (find) real friends.
- 5 I thought I ... (help) her, but really I ... (hurt) someone who did nothing wrong.
- 6 Even though I ... (not really think) that, I ... (tell) the girl her bag was stupid in front of everyone.
- 7 It would make me feel good for the few seconds they ... (laugh) with me.
- 8 You can't take back what you ... (say).

Assignment 15

30 ⌚

Writing



Reddit.com is a discussion website, a group of people meeting on the Internet, sharing stuff, and talking to one another. On AskReddit.com, you come across the following post:

Posted by u/MomoChuui

4 days ago

Have you ever been bullied, witnessed it, or been a bully yourself?

Hi! My friends and I are doing a school project, and we need some help! We're going to give a presentation on bullying. It would be really awesome if you could help us out by answering these questions:

- 1 Have you ever been bullied? What happened? Where did it happen?
- 2 Has the bullying stopped? If yes, how did it stop? If no, why not?
- 3 How long did the bullying last? (Or is it still going on?)
- 4 Has the experience changed you, as a person?
- 5 Have you ever helped others who were victims of bullying? What did you do?
- 6 Have you ever been cyber bullied? What happened?
- 7 What do you think is/are the reason(s) that some people bully others?
- 8 What is your advice for victims of bullying, both in real life and on social media?
- 9 What would you say to bystanders, the people who witness bullying?
- 10 What would you say to the bullies themselves?

20 Comments

Write a comment, answering these ten questions. Use full English sentences. Make sure you get your tenses right!



Web task

Do you want to find out more about the topic of the article? Go to www.waspreporter.nl for a web task.

The hiker and the wolf ★

pages 8-9

Reading • Exam Training • Language Organiser • Speaking

Assignment 16

10 ⌚

Pre-reading



A

How much do you know about wolves? Before reading the article, do this quiz.

- 1 How many major species of wolves are there?
 - A one
 - B two
 - C three
- 2 How many grey wolves are left in the world?
 - A 50,000
 - B 100,000
 - C 250,000
- 3 An adult grey wolf can weigh up to ...
 - A 40 kilos.
 - B 60 kilos.
 - C 80 kilos.
- 4 Wolf packs are ruled by ...
 - A an alpha female.
 - B an alpha male.
 - C both an alpha male and an alpha female.
- 5 A wolf pack consists of ...
 - A 3-5 wolves.
 - B 6-10 wolves.
 - C 10-15 wolves.
- 6 Why do wolves howl?
 - A to communicate their location to other pack members
 - B to ward off rivaling packs from their territory
 - C both A and B
- 7 In the US, wolves were nearly completely exterminated ...
 - A after the arrival of the early settlers.
 - B in the early 1930s.
 - C in the late 20th century.

B

Now watch this video and check your answers: bit.ly/wr-wolf.

Assignment 17

25 ⌚

Exam Training



Read the text and answer the following questions. Answer open questions in Dutch.

- 1 Lees de introductie (r. 1-13). Waarom had de wolf geluk, volgens Morris Homer Erwin, de schrijver?
 - A Omdat zij genoeg water had om in leven te blijven.
 - B Omdat zij slechts lichtgewond bleek te zijn.
 - C Omdat het puur toeval was dat er iemand langsleiep.
 - D Omdat Old George nu geen vallen meer kon plaatsen.

- 2 Which of the following could replace 'surely' (l. 17)?
 - A actually
 - B maybe
 - C probably
 - D undoubtedly
- 3 What becomes clear about wolf pups in the section 'Four tiny pups'?
 - A They are fearless.
 - B They are very playful.
 - C They can be aggressive.
 - D They get frightened easily.
- 4 '... she let out a high-pitched, *melancholy whine*' (r. 39-40). Welke twee woorden in deze paragraaf ('Finding food') geven een ander geluid van de wolf weer? Citeer (schrijf over uit de tekst) deze twee woorden.
- 5 'It was her only hope' (l. 59). 'It' refers to ...
 - A calming down.
 - B finding something to eat.
 - C protecting her young.
 - D trusting the hiker.
- 6 Geef van elk van de volgende beweringen aan of deze wel of niet overeenkomt met de inhoud van regel 60-85.
 - 1 De moederwolf vertrok geen spier toen Morris Homer Erwin haar gewonde poot aanraakte.
 - 2 De verwondingen van de wolf waren niet levensbedreigend, maar de wolf zou waarschijnlijk wel een poot moeten missen.
 - 3 De schrijver van het artikel was stomverbaasd toen de wolf, nadat zij bevrijd was, zijn vingers begon te likken. Noteer het nummer van elke bewering, gevolgd door 'wel' of 'niet'.
- 7 Wat deed de wolf enige tijd nadat ze bevrijd was?
 - A Ze kwam terug.
 - B Ze toonde haar dankbaarheid.
 - C Ze verdween in het bos.
 - D Ze wilde haar familie laten zien.
- 8 Lees 'Meeting the family'. Hoe wist Morris Homer Erwin dat er ook pups in de roedel waren?
 - A Hij hoorde een paar wolven tegen elkaar huilen.
 - B Hij zag dat een aantal wolven erg speels was.
 - C Hij zag dat een aantal wolven nog niet volgroeid was.
- 9 Hoe voelde de schrijver zich niet toen hij naast de wolven sliep?
- 10 'They were *merely* curious' (ll. 101-102). 'Merely' can be replaced by ...
 - A barely.
 - B extremely.
 - C more.
 - D only.
- 11 When did this extraordinary rescue happen?
 - A after World War II
 - B in 1941
 - C last year
 - D never
- 12 What does this article make clear about Morris Homer Erwin, the writer?
 - A He is someone who prefers the companionship of animals over people.
 - B He intends to make clear that there is no explaining experiences like this.
 - C He wants to give some practical tips for handling an injured wolf.

- D He was only doing what everyone else would have done in the circumstances.

Assignment 18

Language Organiser

5 ⌚



Which word is different from the other four words? Underline the odd one out and explain your choice.

- 1 milk – howl – den – nurse – suckle
- 2 forest – trail – ridge – bog – slope
- 3 eerie – fear – menacing – refreshing – spooky
- 4 jaws – trap – tail – thigh – toes
- 5 frightened – injured – agitated – astonished – confused
- 6 head for – race – creep – freeze – climb

Assignment 19

Language Organiser

20 ⌚



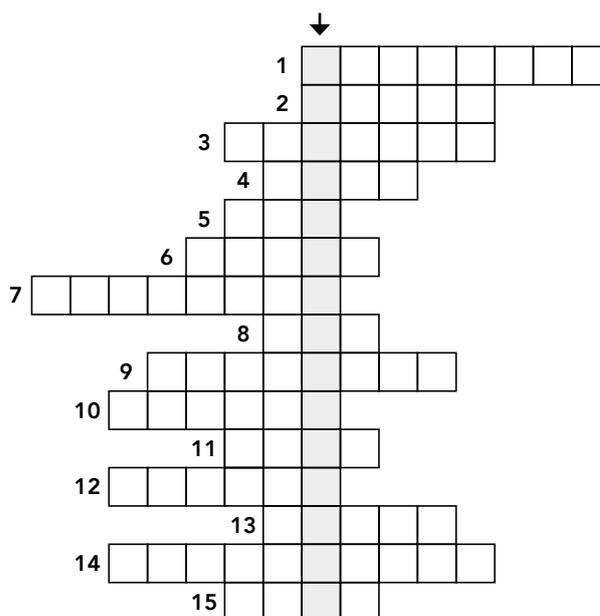
A

Find the English words for these Dutch translations in the text. Then fill in the puzzle.

Note: if the word is a verb, use the infinitive (*hele werkwoord*).

Which two words appear in the vertical boxes?

- | | |
|---------------------------------|--------------------------------|
| 1 bedreigend (ll. 43-47) | 8 moeras (ll. 1-6) |
| 2 angstaanjagend (ll. 130-135) | 9 bekend (ll. 110-115) |
| 3 vrijlaten (ll. 15-19) | 10 donzig, pluizig (ll. 55-59) |
| 4 roedel (ll. 91-98) | 11 gehuil (ll. 103-109) |
| 5 hol (zelfst. nmw.) (ll. 7-13) | 12 verdwijnen (ll. 79-85) |
| 6 opgericht (ll. 123-129) | 13 levendig (ll. 130-135) |
| 7 toenadering (ll. 7-13) | 14 bewegingloos (ll. 60-68) |
| | 15 hert (ll. 48-54) |



B

Read the sentences below and fill in the blanks. Choose from the words you found in exercise A.

- Wolves are legendary because of their spine-tingling, ... whine, which they use to communicate.
- A lone wolf howls to attract the attention of his pack, while communal ... may send territorial messages from one pack to another.
- Though wolves almost never attack humans, they are considered one of the animal world's most ... natural villains.
- Wolves live and hunt in ... of around six to ten animals. They are known to roam large distances, perhaps 12 miles in a single day.
- These social animals cooperate on their preferred prey – large animals such as ..., elk, and moose.
- In the US, grey wolves were hunted to near extinction. By the 1930s, the wolf had ... from the American West.

Assignment 20

Reading

10 ⌚



Read the following text and choose the correct alternative to fill each gap.

Wolves return to Netherlands after 140 years

After 140 years, the Netherlands is witnessing the comeback of an established wolf population in the province of Drenthe. The species is ... (1) returning to Europe's continental mainland after being hunted out over one hundred years ago.

More research is necessary, for instance to find out if the sightings are of the same wolf or that various wolves are roaming the area. 'We have a number of cameras in place but it won't be until we find "territorial markings" – wolf droppings – that we can do DNA tests and find out if we're dealing with a particular wolf or wolves, and ... (2) they are staying,' wolf expert Aaldrik Pot said.

The return of wolves in the Netherlands and the rest of Europe is not without controversy. Only last week eleven sheep were thought to have been killed by a wolf in Groningen. Pressure on Brussels decision makers to allow the animals to be ... (3) is increasing. But according to experts, there is room for around 20 wolf packs in the Netherlands and sheep farmers must ... (4) their farming practices to teach wolves not to go after their sheep, for instance by putting up electric fences.

... (5), the wolf spotted in Drenthe has not attacked any sheep. This is a further indication the wolf may be settling and is getting to know its territory and the prey it can find there. 'Wandering wolves often grab a sheep but this wolf seems to be concentrating on wildlife,' Pot said. Wolves ... (6) eat roe deer, wild boar, and young red deer.

- | | |
|-----------------|---------------|
| 1 A gradually | 3 A captured |
| B suddenly | B chased away |
| C theoretically | C fed |
| D undoubtedly | D shot |
| 2 A even though | 4 A adjust |
| B if | B encourage |
| C when | C maintain |
| D why | D respect |

- | | |
|---------------------|--------------|
| 5 A Consequently | 6 A commonly |
| B However | B never |
| C On the other hand | C rarely |
| D Still | D remarkably |

Assignment 21

Pre-speaking

20 ⌚



Team up with two to three classmates and discuss what you have read about wolves in the Netherlands in the previous assignment. In the next assignment, you are going to give a short presentation about the subject. The main question is: Do wolves have a place in the Netherlands?

In order to answer this main question, you will have to address the following subquestions. Take a few minutes to discuss each question with your group. You may want to do some research on the Internet together. Try to come to a clear answer to each question. Make notes.

- Is our country big enough to give wolves the freedom they need?
- Isn't our country too crowded (people, roads, livestock etc.) for wolves?
- What are the benefits of having wolves in the Netherlands?
- What are the risks of having wolves in the Netherlands?

Assignment 22

Speaking

5 ⌚



Appoint a spokesperson (or two) and give a short presentation (about 3 minutes) about the return of the wolf in the Netherlands. As a group, are you for or against? Give arguments and examples. Use the phrases from the Communication Toolbox.

Communication toolbox

De kwestie hier is dat ...	The issue here is that ...
Volgens ons ...	As far as we're concerned ...
Het is overduidelijk dat ...	It is crystal clear that ...
Het lijkt ons (g)een goed idee!	It sounds/doesn't sound like a good idea to us!
Het voordeel hiervan is dat ...	The benefit of this is ...
Het probleem met ... is dat ...	The problem with ... is that ...
Als gevolg van ...	As a result of ...
Dit gebeurt omdat ...	This is happening because ...
Dit is altijd nog te verkiezen boven ...	This is still preferable to ...
Een goed alternatief zou zijn ...	A good alternative would be ...
We vragen ons af of ...	We wonder if ...
Wij zouden liever (niet) ...	We'd rather (not) ...
Om jullie een voorbeeld te geven ...	To give you an example ...
Met andere woorden ...	In other words ...
Tot slot willen wij ...	In conclusion, we'd like to ...
Kortom, ...	In short, ...

Holland's Spider-Man ★★

pages 10-11

Reading • Language Organiser • Grammar • Speaking

Assignment 23

Pre-reading

10 ⌚



Before reading the article, discuss the following questions with two or three classmates.

- 1 The movie *Spider-Man: Far from Home* was released in July 2019. Have you seen it? If yes, did you like it? Explain to your classmate why you liked or disliked the film. If no, why haven't you seen it?
- 2 Read the title and the lead (in *italics*) of the article. What are the main topics you will be able to read about in this text, do you think?
- 3 What do you know about Tom Holland? Write down as many facts (background, career, movies, personal life, etcetera) as you can think of. Do this on your own. Then, team up with a group of classmates and compare your notes. Make your 'Tom Holland factsheet' as complete as possible.
- 4 What kind of guy is Tom Holland, do you think?

Assignment 24

Reading

15 ⌚



Scan the article. Which topics can be read about in the different sections (including the introduction)? Write down the title of the section(s) in the second column. In the third column, write down (in a few words) what information is given. If the topic isn't covered in the article, write 'x'.

topic	can be read about in section ...	information
1 character		
2 education		
3 family		
4 hobbies		
5 income		
6 personal life		
7 plans for the future		
8 regrets		

Assignment 25

Reading

15 ⌚



Read the article. Then read the sentences and underline the correct options.

- 1 Tom Holland plays golf *every now and then* / *whenever he's got time*.
- 2 Being an actor in the Spider-Man movies *has* / *hasn't* changed Tom Holland's life.
- 3 Tom Holland loves playing golf because *he is good at it* / *it relaxes him*.

- 4 As a child, Tom Holland *was* / *wasn't* good at dancing.
- 5 As a ten-year-old, Tom Holland *was a bit of an outsider* / *very popular with the other kids*.
- 6 Tom Holland had *a normal* / *an unusual* childhood.
- 7 Spider-Man fans *loved* / *loathed* the idea of Tom Holland having a girlfriend.
- 8 Tom Holland is *fascinated with* / *doesn't care about* being famous and everything that comes with it.
- 9 After having played in a Ron Howard film, Tom Holland thought it would be *easy* / *difficult* to get another acting job.
- 10 Tom Holland's parents could be characterised as *materialistic and status-oriented* / *realistic and down-to-earth*.

Assignment 26

Language Organiser

10 ⌚



A

The following words all have something to do with film-making. Match the words with the correct descriptions. There are two descriptions that you can't use.

- | | | |
|----------------|---|--|
| 1 audition | a | photographers who follow famous people in order to take photographs they can sell to newspapers |
| 2 blockbuster | b | a place where a film or television programme is filmed |
| 3 to cast | c | background performer |
| 4 character | d | a device which records the scene, take, director, date, and which has the title of the film written on the front |
| 5 clapperboard | e | a short performance by an actor that someone watches to judge if they are good enough |
| 6 crew | f | an occasion when someone takes photographs or makes a film |
| 7 film extra | g | a group of people working together |
| 8 franchise | h | a very popular and/or successful production |
| 9 paparazzi | i | to make changes to a piece of film or a video, taking out the parts that you do not want |
| 10 prop | j | the right to sell a company's products in a particular area using the company's name |
| 11 set | k | to choose which people will act particular parts in a play or film |
| 12 shoot | l | a short shot in a film that shows something that is not happening in the main scene |
| | m | a piece of furniture or small object used in a play or film |
| | n | a role as portrayed by an actor or actress |

B

Fill in the missing words. Choose words from A.

- 1 Over a thousand young hopefuls went to the ... for a part in the new musical.
- 2 The journalist from *The Daily Star* got exclusive access to the ... for an interview with one of the actors.

- 3 Princess Diana was hounded by ... right up until she was killed in a car crash in Paris in 1997.
- 4 The ... *Spider-Man: Far from Home* continues to pack in audiences around the world, adding another \$21 million to its domestic total just this past weekend.
- 5 Daniel Radcliffe became an international superstar when still a child after being ... as the lead in the Harry Potter series.
- 6 You don't need any formal acting experience at all to work as a(n) ...

Assignment 27
Language Organiser

10 ⏱



A

The following words can be found in the article. Look for these words in the text and read the context. What do you think these words mean in Dutch?

- | | |
|------------------------|--------------------------------|
| 1 anticipating (l. 10) | 6 jarring (l. 133) |
| 2 iteration (l. 28) | 7 violate (l. 139) |
| 3 refuge (l. 50) | 8 wary (l. 148) |
| 4 lead (l. 66) | 9 hit a rut (ll. 161-162) |
| 5 tabloids (l. 126) | 10 the dog's bollocks (l. 165) |

B

Now look up the words in a dictionary and correct any mistakes.

Assignment 28
Grammar

10 ⏱



Making questions: present simple, past simple, or present perfect?

The **present simple** is used for things that you never or regularly do (habits).

Signal words:
often, always, sometimes, (n)ever, normally, usually

When **do** you normally **get** home?

Does he ever **watch** movies?

The **past simple** is used for actions which were completed in the past.

Signal words:
last (night), (two days) ago

When **did** you **get** home yesterday?

Did he **see** that movie last night?

What **were** you like in school?
How long **did** you **live** in New York? (I **lived** there from 2011 until 2014.)

The **present perfect** is used for something that started in the past and is connected with the present.

Signal words:
for, since, already, (n)ever, yet

Since when **have** you **been** home?
Has he ever **seen** a Spiderman movie?

What **has** she **done** today?
How long **have** you **lived** in New York? (I **have lived** here for two years now.)

Read the sentences. Complete the questions, using the correct tense (present simple, past simple, or present perfect).

- 1 ... (*dad / pick up / you*) from school? – No, the rain had stopped, so I walked.
- 2 ... (*you / play / often*) golf when you're in London?
- 3 ... (*this experience / change / you*) in any way? – No, I'm still the same.
- 4 ... (*you / be*) at home last night? – Yes, I watched a movie with Sam.
- 5 ... (*you / feel / ever*) lonely during your career? – No, never.
- 6 ... (*you / eat*) anything yet? – Yes, I had lunch with Sue and Anne.
- 7 Why ... (*you / not finish*) your essay? – I was too distracted to work.
- 8 How long ... (*you / have*) those jeans for? – Oh, for about two months.
- 9 When ... (*he / leave / usually*) the house? – At about twelve o'clock.
- 10 Why ... (*you / not call*) me when you were in trouble last night?

Assignment 29
Speaking

25 ⏱



In this assignment, you are going to do two interviews – one in which you are the interviewer and one in which you are the person who is being interviewed (Tom Holland).

Step 1

Write down at least eight questions you want to ask Tom. Think of topics like: background (where was he born, when, siblings, etcetera), career, personal life (girlfriends, hobbies, etcetera), important moments in his life, plans for the future, regrets. Use your notes from Assignment 23. For more ideas, have a look at the contents of the article.

Step 2

Exchange questions with your classmate. Now you know which questions you'll be asked during the interview, prepare your answers. Have a look at the 'Tom Holland' factsheet you made in Assignment 23. If necessary, search for additional information about Tom Holland on the Internet. Make notes (keywords only).

Step 3

Act out the first interview. The interviewee is not allowed to just read out the answers, but may have a look at his or her notes. The interview should take at least four to five minutes.

Step 4

Swap roles and act out the second interview. Remember to make it seem real! Use the Communication Toolbox on the following page.

Communication Toolbox

- Now before we start ...
 How would you like me to address you?
 Can you tell me something about ...?
 What are your predictions for ...?
 What is your biggest challenge?
 Tell me more about ...
 In hindsight, do you regret ...?
 Do you share any similarities with ...?
 How would you say you've contributed to ...?
 Would you say from your experience that ...?
 What was the best moment in your career?
 Thank you for the interview.

In the city's shadow ★★

pages 12-13

Exam Training • Language Organiser • Speaking • Grammar • Watching

Assignment 30

Exam Training

20 ⏱



Read the article and answer the questions.

- What is the function of lines 1-8?
 A to explain the title of the article
 B to indicate the structure of the article
 C to make the reader curious so he/she wants to read on
 D to report on places where you are likely to see rats
- What is the point made in lines 9-13?
 A It is especially difficult to combat rats in cities.
 B Mankind has been able to control the number of various large animals, but not that of rats.
 C While numbers of other animal species are going down, rats are getting more numerous.
- Geef van elk van de volgende beweringen aan of deze wel of niet overeenkomt met de inhoud van regel 14-23.
 1 Ratten zijn opvallend vieze dieren.
 2 Ratten hebben in het verleden waarschijnlijk de pest verspreid.
 3 Mensen lijken biologisch gezien erg op ratten.
 4 Het gaat goed met de rat omdat mensen zoveel troep achterlaten.
 Noteer het nummer van elke bewering, gevolgd door 'wel' of 'niet'.
- Which words from lines 25-37 can be said to define 'rodentologist' (l. 22)? Quote from the text.
- What does the text in brackets ('(including the ... toilet bowl)', ll. 32-33) make the reader realise?
 A It's a threat to humans that rats can enter our sewer system.
 B It's quite a feat that rats can surface in toilet bowls.
 C It's unusual for a rat to be able to squeeze into a drainage pipe.
- Which of the following fits the gap in l. 43?
 A after all
 B as a consequence
 C however
 D surprisingly

- How do lines 48-56 ('Many cities ... clients') relate to the previous lines (ll. 38-47)? In lines 48-56, the writer ...
 A comments critically on the information given in lines 38-47.
 B draws conclusions from the information given in lines 38-47.
 C gives additional information on the topic raised in lines 38-47.
 D questions some of the facts mentioned in lines 38-47.
- What kind of language does the writer use when he states 'rats fall asleep, and never wake up' (l. 63)?
 A a cliché because the expression 'fall asleep' has been overused
 B a euphemism because this is an indirect way of saying they die
 C a simile because he compares things
 D an exaggeration because he makes it seem worse than it really is
- Why are 'Pacific rats' (l. 78) 'a different story' (ll. 78-79)?
 A They are much more exploratory than brown and black rats.
 B They were able to spread because humans brought them along as pets.
 C Unlike the other rat species, they do not live in all corners of the earth.
- Leg in één zin uit waarom South Georgia 'the current record holder' (r. 91) is.
- Leg in één zin uit wat de 'paradox' (r. 100) is in het leven van Corrigan.
- 'Might we miss them?' (l. 111). Geef de schrijver een direct antwoord op deze vraag? Zo ja, citeer het antwoord. Zo nee, noteer welk antwoord de schrijver volgens jou zou geven.

Assignment 31

Language Organiser

10 ⏱



A
 Match the words from the text with their translations. There are two translations that cannot be matched.

- | | |
|-------------------------|-----------------------|
| 1 excel (l. 5) | a afkomstig zijn |
| 2 twitchy (l. 7) | b overbrengen |
| 3 transmit (l. 15) | c gebrek aan |
| 4 skull (l. 31) | d duif |
| 5 burrow (l. 35) | e uitblinken |
| 6 extermination (l. 46) | f uitzenden |
| 7 pigeon (l. 58) | g knaagdier |
| 8 rodent (l. 70) | h onvruchtbaarheid |
| 9 originate (l. 71) | i hol |
| 10 invader (l. 84) | j indringer, bezetter |
| 11 infertility (l. 108) | k trillend |
| 12 frolic (l. 119) | l dartelen, stoeien |
| | m schedel |
| | n verdelging |

B
 Fill in the missing words, choosing from the words given in exercise A. You may have to change the form of the words.

... (1) have a bad reputation and are sometimes called 'rats with wings'. And though it's true that these birds can ... (2) diseases through their droppings, contamination is rare and hardly ever leads to serious illness in humans. So there is no need to prepare for ... (3) when you spot a couple of them in your neighbourhood. In fact, they are quite useful, interesting animals. Did you know they can be used to collect data? And did you know they ... (4) at always finding their way home? They are highly intelligent. For example, they are very good at recognising people, and they are not fooled by a change of clothes. Pretty impressive, huh?

Assignment 32

Speaking

20 ⌚



Make teams of three persons. You are going to play the Forbidden Words game.

Your teacher will have three cards with words (and forbidden words) for each team.

The rules

- Join another group of three and sit alternating in a circle.
- Players take turns as the 'giver', who has to describe the words on his card to his own teammates. The teammates try to guess as many words as possible in the allotted time (2 minutes).
- One person of the opposing team keeps track of the time.
- Each card has 'forbidden words' listed behind each word that has to be guessed. These words may not be spoken. The giver also shows his card to the opposing team. If the giver says a forbidden word, a member of the opposing team points this out and the giver must move on to the next word. The giver's team also gets a penalty point.
- The giver should only speak English.
- The giver is not allowed to say or spell out the forbidden words or the word that has to be guessed, neither are they allowed to say parts of those words (for example, using *room* from *living room*).
- Nor may they use a form of a word; for example, if the word was *wedding* and the forbidden words are *marriage*, *bride*, and *groom*, the words *marry* and *bridal* would not be allowed.
- The giver may only use speech to prompt his or her teammates; gestures, sounds (e.g., barking), writing, or drawing are not allowed.
- The giver's hints may rhyme with the word that has to be guessed, or may be synonyms or antonyms (opposites) of this word.
- While the giver is prompting the teammates, they may make as many guesses as they want with no penalties for wrong guesses.
- Once the team correctly guesses the word exactly as written on the card, the giver moves on to the next word.
- When time runs out (2 minutes per giver), play passes to a player of the other team.

- The playing team receives one point for correct guesses and one penalty point if forbidden words are spoken.
- The game ends when everyone has taken their turn.
- The team with the most points wins.

Examples:

- nest: animals, young, eggs
'A bird builds this for its offspring. The small birds stay there after they are born.'
- to point out: to indicate, finger, to show
'This is a verb. It means that you make someone see something. You use a part of your hand to make someone see something.'

Assignment 33

Grammar

15 ⌚



How do you indicate **quantity** (*hoeveelheid*) in English?

A large number or quantity (veel)

<i>in questions and negative sentences</i>	<i>in affirmative sentences</i>
We generally use: • much with uncountable nouns <i>Do we have much poison left?</i> • many with plural (countable) nouns <i>Are there many rats in this area of the city?</i>	We use lots of and a lot of with both uncountable and plural (countable) nouns. <i>It costs a lot of money to reduce rats.</i> <i>The city workers pumped lots of dry ice into the burrow.</i> <i>In Seattle, there are lots of black rats.</i>

Note:

- You can use **lots of** / **a lot of** in questions and negative sentences too. In other words: you can almost always use **lots of** / **a lot of**. However, we *always* use **much** and **many** with **as ... as**, **so**, **too** and **very** (*There are **too many** rats in this town!*).
- **Much** and **many** can be used in affirmative sentences too, but only in more formal styles.

A small number or quantity (weinig, een beetje)

<i>with uncountable words</i>	<i>with plural (countable) words</i>
We use (a) little with uncountable nouns. <i>Some pet rats need a little time to get used to their cage. (een beetje)</i> <i>If there is little food available, rats will become infertile. (weinig)</i>	We use (a) few with plural (countable) nouns. <i>There are a few things you should know if you want to keep pet rats. (een paar)</i> <i>Very few studies have focussed on the reproductive cycle of Pacific rats. (weinig)</i>

Note:

- **Little** can also be an adjective meaning 'small in size':
*Do the **little** beasts really deserve it?*
- **A little** can also be an adverb meaning 'a bit':
*I feel **a little** bad.*
- **Few** can also be a noun, meaning 'the minority of people':
*Keeping rats is for **the few**.*

Choose the correct alternatives.

Pet rats

Even though most people hate rats and don't want to be near them, some of us like them enough to keep them as pets. According to rat owners, there are (1) *a lot of / few / much* reasons to love these rodents. They are clean – apparently they groom themselves more frequently than cats. They are intelligent too, and they spend (2) *little / lots of / many* time playing and exploring. They are low maintenance (you don't need to go for daily walks with them!) and easy to feed. Unfortunately, (3) *few / a little / many* people realise you can train them to do tricks, so they are (4) *little / many / much* more fun to keep than, for example, rabbits. Did you know most rats will respond to their names, and can be taught to play fetch with a ball? They also show empathy for their fellow rats – a trait that can be found in (5) *lots of / few / little* animals other than humans.

Liza (17) has owned two rats for (6) *a few / few / a little* months now, and is very enthusiastic. 'My rats Izzy and Chloe are very cuddly,' she told us. 'They love to hang out with me. We have as (7) *little / many / much* fun as I used to have with our dog, if not more. I trained them to use a litter box and they don't need (8) *a little / many / much* looking after. They can be (9) *a few / a little / much* nervous when I have visitors, but they usually get used to them after (10) *a little / few / much* while. I think they're perfect!'

Assignment 34

Watching

20



A

Read the questions. Then go to bit.ly/wr-rats1, watch the video, and answer the questions in Dutch.

- In welke stad is Rodent Control gevestigd?
- Hoe vaak komen daar ratten naar boven in een toilet?
- Hoe kan een rat in een toiletpot uitkomen? Zet de vier stappen op een rijtje.
- Hoe is het mogelijk dat een rat zichzelf door een klein gaatje kan persen?
- Wat wordt er gezegd over de zwemkunsten van ratten?
- Hoe heeft dit bijgedragen aan de verspreiding van ratten?

B

Now go to bit.ly/wr-rats2. Make a list of advantages and disadvantages of owning pet rats based on the information given in this video.

Assignment 35

Speaking

15



A

Now that you know a little more about rats, have you changed your mind about owning them as pets? And how

do you feel about owning other rodents, such as gerbils (*gerbils/woestijnratten*), hamsters, mice, or guinea pigs (*cavia's*)? Or would you rather have a more conventional pet, such as a rabbit, dog, or cat? Make up your mind about these questions. If necessary, do some more research on the Internet.

B

Have a discussion of around five minutes with two or three of your classmates and defend your opinion. Imagine you are part of a household (a family, or a group of students). You have to come to a decision about owning a pet rodent: do you want one, and if so, what kind of animal would you like to have? Talk about pros and cons and consider the costs, the time you will need to devote to this animal, its expected lifespan, the space it will need, and other requirements. What will you get?

Spinfluencers ★★

pages 14-15

Listening • Reading • Language Organiser • Writing

Assignment 36

Pre-listening

5



Before listening to the article, team up with one or two classmates and discuss the following questions.

- What social media sites or apps do you use regularly? Which ones do you like best? Why?
- Do you follow certain social media celebrities or 'influencers'? Which ones do you like best? Why?
- Do you ever wonder if the content that you are watching is real or even close to the truth? Can you give any examples of things you thought might be fake or exaggerated?
- Have you ever posted anything on social media that was not really true? Why?

Assignment 37

Listening • Reading

20



A

Keep your magazine closed and listen to the article. Which words are missing? Choose the correct answers.

- | | | | |
|---|----------------------------|---|---------------------------------|
| 1 | A clearly annoyed | 5 | A being left out |
| | B mildly bemused | | B looking stupid |
| | C openly aggressive | | C working hard |
| 2 | A it up | 6 | A exactly what I do |
| | B money | | B how they succeed |
| | C progress | | C what I recommend |
| 3 | A inadequate | 7 | A high-flying women |
| | B lost | | B reckless Instagrammers |
| | C noteworthy | | C serious entrepreneurs |
| 4 | A offer | 8 | A designed |
| | B plunge | | B found |
| | C point | | C was gifted |

- 9 A impressed
- B resentful
- C surprised
- 10 A optimistic
- B sleazy
- C thrilled
- 11 A dangerous
- B naive
- C tempting
- 12 A feel hollow
- B haunt them
- C shine through

B
Now read the text and check the gaps. Change your answers if you think you chose the wrong option.

Assignment 38

Reading

15 ⌚

Read the article once more and decide whether the following statements are *true* or *false*. Correct the statements that are *false*.

- 1 Laura Hunter-Thomas had to change shoes because she couldn't drive a car in high heels.
- 2 Rugby is a town in the UK.
- 3 Laura apparently follows quite a lot of young women on social media who have impressive profiles and feeds.
- 4 Laura has come to believe that some women deliberately post misleading or false information on social media.
- 5 Laura decided to open a new social media account so she could boost the results of the company she had just started.
- 6 It's not difficult to see whether an Instagram account is fake: in a manner of speaking, even your cat can do it.
- 7 Laura would probably like to have business meetings at The Lanesborough hotel.
- 8 After taking the picture at The Lanesborough, Laura had sore feet.
- 9 Successful female Instagrammers tend to use a lot of emojis.
- 10 Laura got a pair of expensive shoes from a satisfied customer.
- 11 Laura posted about the Mental Health Foundation because she would like to become an ambassador for them.
- 12 Laura even pretended to be someone else on the phone to make herself seem more important than she really was.
- 13 Laura turned down the invitation to speak at a conference because she was afraid she would get caught.

Assignment 39

Reading

5 ⌚

Who or what do the words in *italics* refer to?

- 1 '*I'm not here*' (l. 27)
- 2 '*have invited her*' (l. 42)
- 3 '*their shimmering public profiles*' (ll. 44-45)
- 4 '*they claim*' (l. 52)
- 5 '*we also help*' (l. 73)
- 6 '*out of there*' (l. 104)
- 7 '*that person has*' (l. 118)
- 8 '*I post it*' (l. 145)
- 9 '*until it all*' (l. 178)
- 10 '*their "rewards"*' (ll. 187-188)

Assignment 40

Language Organiser

15 ⌚

A
Look at the adjectives (*bijvoeglijke naamwoorden*) in the word cloud, most of which are from the article in your Magazine, and decide which category they belong to: *positive* or *negative*. There are 28 words in total: 14 positive ones and 14 negative ones.



positive adjectives 😊	negative adjectives ☹️

B
Chances are you'll need more positive adjectives than negative ones when writing Instagram captions. Try to think of at least one adjective meaning the opposite for each word from the right column of exercise A.

C
Read the Instagram captions below and fill in the missing words. Choose words from A.

- 1 'If you think adventure is ..., try routine. It's lethal.' —Paulo Coelho
- 2 ... bun and having fun!
- 3 You never realise how ... your life is until someone asks you what you do for fun.
- 4 So ... for this moment.
- 5 A best friend is like your favourite bra: ..., comfortable, hard to find, and close to your heart.
- 6 To live doesn't mean you're ...
- 7 The ... moment when you're wearing a Nike shirt but you just can't do it.
- 8 It isn't always ... but it's worth it.

Assignment 41

Reading • Writing

35 



A

In Assignments B and C, you are going to do what Laura Hunter-Thomas did and boost your (imaginary) Instagram account by taking a couple of fake pictures and writing attractive captions for them. First read the following guide to writing effective captions. Answer the questions in correct Dutch, writing full sentences.

How to write an 'OMG-I-must-comment' Instagram caption #TruthBomb

If you want to grow your Instagram account with quality followers who turn into raving fans, captions cannot be an afterthought. Did you know that the level of engagement your post receives within a short timeframe determines if your followers will see it in their newsfeeds? A good caption will prompt your followers to like, comment, tag a friend, or even send a DM your way. And remember: the more engaged your following is, the better your posts will do and the more reach you'll have on the 'gram. So follow these steps to write the perfect Instagram caption.

Step 1: Rewrite until it's right

More often than not, our best ideas aren't the first ones that come to mind. It's usually by that second, third, or even fifth attempt that the creative juices start flowing because you've run out of typical ideas to share. Therefore it's crucial to re-write your caption until it truly conveys what you want to share.

Step 2: First impressions count

Instagram cuts off captions in the newsfeed after the first one to two lines of text. That doesn't mean you should keep your captions as short as possible. Instead, use the first few lines to lure readers into your narrative, incite them to click that 'more' button, and stay on your photo for longer. So start with something dramatic, intense, shocking, emotional, raw, or personal.

Skip the preamble and open with an element of tension or intrigue:

- 'The alarm went off and I knew it was going to be a bad day.'
- 'I opened up my credit card statement and almost fainted.'

Keep everything else like hashtags, mentions, and other non-essential information at the end.

Step 3: Write an inciting call-to-action

Once you have eyeballs on your post, don't let people scroll past without taking action. Use prompts to get users to further engage with your content or drive traffic to your website. Here are some call-to-actions you can use:

- ask a question;
- direct your followers to the URL in your bio;
- tell your followers to tag their friends.

Step 4: Use a consistent tone and voice

Finding the right voice for Instagram all depends on how you want to present your account to the world. Do you want to be a storyteller who writes in-depth posts about life experiences? Or are you a food blogger who wants to share recipes? If you're not sure, take a look at your favourite accounts on Instagram and identify what you love about their captions.

Step 5: Use hashtags

If you include the right hashtags on your posts, you will likely see higher engagement than you would if you didn't have any. Why? Because hashtags – a combination of letters, numbers, and emoji preceded by the # symbol – categorise content and make it more discoverable. Anyone who clicks on a hashtag or searches for it will see a page with all the posts tagged with it.

A few tips:

- Only use hashtags that make sense and be specific. If you tag a post with #wanderlust, for example, your content must be something globetrotters will want to comment on, like, and share.
- Don't use the same long list of hashtags on every post.
- Check out what hashtags other people are using, especially influential people or people who post the same kind of content as you do. Maybe you'll discover new hashtags to add to your repertoire.
- Use Instagram's search function: type a keyword that's relevant to your post into the search bar (a.k.a the Explore feature), then select the Tags tab. Instagram will give you a list of all the hashtags with that keyword, as well as a number of posts that are tagged with it.
- Let your words delight people and keep your hashtags at the end of your caption. It will make your posts more appealing and easier for people to read.

- 1 Waarom is het belangrijk om je volgers aan te zetten om een opmerking of 'like' achter te laten bij je foto's?
- 2 Waarom moet je niet meteen tevreden zijn als je een ondertekening bij een foto hebt bedacht?
- 3 Waarom is het belangrijk dat de eerste twee regels de lezer al nieuwsgierig maken? En hoe kun je dat bereiken?
- 4 Hoe wordt het genoemd als je een lezer vraagt om een opmerking achter te laten of een vriend te taggen?
- 5 Wat wordt er gezegd over de toon van je teksten?
- 6 Hoe kunnen hashtags de populariteit van je post vergroten?
- 7 Hoe kun je aan goede hashtags komen?
- 8 Welk advies wordt gegeven met betrekking tot de plaats van hashtags in je tekst?

B

Now think of six interesting, impressive, shocking, fun, beautiful, or surprising pictures you can take to up the popularity of your Instagram (or other social media) account. Go out and actually take them. Mind you: you cannot just take pictures of your daily life. The idea is that you are going to 'stage' pictures or put 'a spin' on things in order to trick your audience. You are going to pretend to be something you're not.

You can work together with a classmate if you want to. This will enable you to appear in the pictures without taking selfies all the time.

Do not post these pictures online, but save them in a PowerPoint presentation or a Word file.

C

Now write the accompanying captions for your pictures. Take into account what you read about captions and hashtags. Also try to use some of the adjectives from Assignment 40. Write at least 150 words in total.



Web task

Do you want to find out more about the topic of the article? Go to www.waspreporter.nl for a web task.

Betrayed by a word ★★★

pages 16-17

Reading • Language Organiser • Listening • Exam Training • Writing

Assignment 42

Pre-reading

10 ⏱



A

The article 'Betrayed by a word' deals with language as a way to recognise people. Individually, write down answers to these questions.

- 1 Have you ever noticed differences in the way people write? What kind of differences are they?
- 2 What are some of the most frequently used words or expressions you use in your first language?
- 3 Are you aware of any punctuation marks that you like using a lot – or like to leave out a lot? If so, which?
- 4 Have you ever been able to match a person with their writing on the basis of the language they use (barring handwriting)? Alternatively, have you ever been matched to a piece of writing that you left somewhere anonymously based on your writing? If so, describe the situation and how you recognised them or the other way around.
- 5 Have you ever heard of *forensic linguistics*? What is it, or, if you haven't heard of it, can you imagine what it is?

B

Work together with two or three fellow students. Compare and discuss your answers.

Assignment 43

Language Organiser

10 ⏱



A

Match the descriptions with the correct words, choosing from: to advocate – akin – to ascertain – to compile – composite – to denote – to desist – hesitant – intelligence – misfit – perpetrator – precedent – preference – self-proclaimed.

- 1 verb: to be a mark or a sign of
- 2 adjective: undecided, doubtful
- 3 noun: a person who is not suited for their situation
- 4 noun: the state of being favoured
- 5 verb: to write or speak in favour of
- 6 verb: to gather together
- 7 adjective: described by oneself
- 8 adjective: covering or including much
- 9 verb: to cease, as from some action
- 10 adjective: made up of separate parts
- 11 adjective: having the same properties
- 12 noun: a person who commits an illegal act
- 13 verb: to learn with certainty or assurance
- 14 noun: a legal decision that serves as a justification for further similar situations

B

Choose the correct words from A to put in these sentences. Please mind the grammatical context.

- 1 The sociologist is ... her research results into one great work as we speak.
- 2 Police officers can't fine you for violations without ... your identity.
- 3 That kid is the ... Lord of YouTube.
- 4 When Turkic invaders ravaged the western world, they did so with ... longbows.
- 5 I am not going to be ... the abolishment of homework on the teachers' conference.

Assignment 44

Listening

20 ⏱



A

Read the questions below first. Then listen to 'Betrayed by a word' and write down the answers to the questions.

- 1 How many words were in the manifesto in the *Washington Post*?
- 2 Why did David Kaczynski's blood run cold when he read a certain phrase from the manifesto?
- 3 What was the name of the first forensic linguist?
- 4 How long had the FBI been hunting the Unabomber before they hired the linguist?
- 5 How many people were killed by the Unabomber?
- 6 How many people were suspected by the Unabom team?
- 7 What is Raimund Drommel's job?
- 8 Since when has analysis of literary styles been around?
- 9 Which three words helped determine the author's age?
- 10 What did the words *chimerical* and *anomic* help determine?
- 11 Why did the Unabomber case write history?
- 12 What kind of writing has been collected in the CTAD?

B

Use the text of 'Betrayed by a word' on pages 16-17 of your magazine to check and correct your answers.

Assignment 45

Exam Training

20 ⏱



Read 'Betrayed by a word' and answer these questions.

- 1 What does 'here' (*lead*) refer to?
- 2 Which statements are *true* about the sentence 'Modern leftist ... cool-headed logicians' (ll. 1-2) according to the article?
 - I It was published in an excerpt from a large manifesto written by a terrorist.
 - II Publishing the sentence would cause the Unabomber to stop bombing.
 - III It provided evidence that eventually helped put the Unabomber in jail.
 - IV A \$1,000,000 reward was offered for whoever recognised it.
 - V It was a sentence that David Kaczynski had written before.
- 3 What does 'that point' (l. 29) refer to?
- 4 Which statement corresponds with the contents of the paragraph starting with 'By that point ...' (ll. 29-36)?
 - A The Unabomber had been running from the FBI for decades.
 - B The FBI became desperate in their hunt for the Unabomber.
 - C The hiring of Fitzgerald was another attempt to find evidence.
 - D The Unabomber had left only written evidence of his identity.
- 5 What does the word 'this' refer to in 'This gave Fitzgerald ...' (ll. 39-40)?
- 6 Explain in your own words why 'at first he failed to grasp its significance' (l. 50).
- 7 Which of these statements about the contents of lines 61-78 is *true*?
 - A A person's writeprint consists of many language-related features.
 - B Individual writing styles have been examined and studied for almost two centuries.
 - C Someone's writeprint can only be disguised by language experts.
 - D The writer of any text can be identified by a computer running a statistical algorithm.
- 8 Which of these statements is / are *true* with regards to the idiomatic expression 'You can't eat your cake and have it too' (l. 95)?
 - 1 The expression is likely to be turned around by people with a lot of social contacts.
 - 2 The use of the expression in itself was sufficient evidence to put Kaczynski behind bars.
 - A only 1
 - B only 2
 - C both 1 and 2
 - D neither 1 nor 2
- 9 Which statement is *true* according to the contents of lines 121-139?
 - A Kaczynski's trial has eventually led to improvements in forensic science.
 - B The FBI CTAD algorithm has been imitated by a number of other countries.

- C Fitzgerald's work for the FBI has led to a greater appreciation of linguistics.
- D Fitzgerald's database work has been copied by numerous other governments.

Assignment 46

Writing

60 ⏱



Work together with a fellow student. Together you are going to write your own forensic linguistic report.

Step 1

Read the ransom notes below.

Step 2

For each ransom note, compile a list of things that strike you. Think of: use or lack of punctuation; use of rare words; use of capital letters; errors in grammar and spelling; sentence length; the way the note is structured; whether the style is consistent throughout the note; and any other things that strike you.

Step 3

Try to determine what the things you've written down say about the writer's background. Think of education (high or low), maybe job sector, background, and what kind of personality you think each writer has.

Step 4

Consult the Communication Toolbox. Then, write a report of your findings: for each ransom note, write a short analysis, in which you first mention the type of language use you've noticed, give one or two examples of that, and then venture what you think it means for this person's background. For each note, end with a sentence in which you repeat the characteristics of the writer.

Don't forget to write in the plural, as you're a team!

Ransom note 1

We have your son. If you hope to see him alive again you must follow our instructions without deviation!

1. Do not speak about this to anyone including family tell everyone your son is ill!
2. Do not contact ANY authorities or private parties
3. Obtain an item of luggage of the appropriate size and place in it \$750,000 in small unmarked untraceable bills.
4. Place the luggage containing the money in a plain cardboard box and ship it to your lake-land facility with detailed instruction that it is highly confidential materials for a special project that your son is working on. You should instruct someone you trust to place the box unopened in your son's office.
5. This must be completed by the evening of the 8th. NO EXCUSES! NO EXCEPTIONS!

Remember we are watching everything and if you think you can out smart us it will cost your son his life.

Ransom note 2

Attention

I'm sorry this had to happen, but I am in bad need of money, & couldn't get it any other way. Don't tell anyone or go to the police about this, because I am watching you closely. I am scared stiff, & will kill the baby at your first wrong move.

Just put \$2,000 (two thousand) in small bills in a brown envelope, place it next to the sign post at the corner of Albemarle Rd. & Park Ave. at exactly 10 o'clock tomorrow (Thursday) morning. If everything goes smooth, I will bring your baby back & leave him at the same corner 'safe & happy' at exactly 12 noon. No excuses, I can't wait!

Your babysitter.

Ransom note 3

Have 50.000\$ ready 25.000 in 20\$ Bills 15.000\$ in 10\$ Bills and 10.000 in 5\$ Bills. After 2-4 Days we will inform you were to deliver the Mony. We warn you for making anyding public or for notify the Police The Child is in gut Care.

Communication Toolbox

Sometimes you can't just bluntly say things as you think they are, for instance when there is quite some doubt, or your words have far-reaching implications.

In that case you should use phrases that make it evident that you are expressing your opinion, followed (or preceded) by your reasoning. Here are some phrases you can use to carefully word your opinion.

A normal sentence, starting with a subject, will follow the phrases.

I think ...

In my view ...

In my opinion ...

I'm of the opinion that ...

It seems to me that ...

I'd like to point out that ...

My impression is that ...

I have reason to believe that ...

Any of these sentences can be preceded by *Based on ...*, in which the gap can be filled with something you've observed or argued, or evidence. Alternatively, if you've discussed those things earlier, you can just write *Based on my (previous) observations/argument* or *Based on the (previous) evidence*.

Assignment 47

Post-writing

20 ⌵



Exchange reports with another couple. Read it and write down at least two things the couple have done well and why. Also add two points they should improve upon, and why. Then return the reports and finetune your work using the feedback you received.

Psychopaths among us ★★★

pages 18-19

Reading • Language Organiser • Summarising

Assignment 48

Pre-reading

5 ⌵



Before reading the text, discuss the following questions with a partner or in a small group.

- 1 If you hear the word *psychopath*, what kind of person do you think of?
- 2 Can you list some traits that belong to psychopathy? Mention at least three.
- 3 Now read the text box 'How to spot a psychopath' on page 19 in your Magazine. How many did you check off?
- 4 Do you know of any successful people that might fit the description of a psychopath? Who?

Assignment 49

Reading

15 ⌵



Work in pairs and answer the following questions to get a first impression of the text. Use your own words.

- 1 Look at the title and the pictures. What do you think the text is about?
- 2 Now read the lead (in *italics*). What do you know now?
- 3 Read the first paragraph (ll. 1-13). What is said about the popular image of a psychopath?
- 4 How is psychopathy defined in the first paragraph of the section 'Born to be vile?' (ll. 66-76)?
- 5 Skim the section 'Psychopathy vs psychosis' (ll. 127-171). Explain why these terms are opposed.
- 6 Read the last paragraph of the text (ll. 194-206). How does the text end?

Assignment 50

Reading

20 ⌵



Read the text and answer the following questions in correct Dutch. Write full sentences.

- 1 Hoe definieert Robert Blakey psychopathie (r. 19-30)?
- 2 Wat is de oorzaak van psychopathie volgens Blakey (r. 31-45)?

- 3 Wat is het belangrijkste verschil tussen autisme en psychopathie (r. 46-64)?
- 4 Wat vonden onderzoekers van Harvard na MRI-scans (r. 92-105)?
- 5 Wat maakt het moeilijk om psychopathie te definiëren (r. 106-125)?
- 6 Waarom kunnen psychopaten succesvol zijn (r. 156-171)?
- 7 Welke eigenschappen heeft een succesvolle psychopaat (r. 173-206)?

Assignment 51

Post-reading

5 



Discuss the following questions with your neighbour or in a small group.

- 1 Look at the text as a whole. What is the main reason for the author to write this text?
- 2 What kind of text would you call this: informative, subjective, critical?
- 3 Does the writer give her personal opinion? If so, where?

Assignment 52

Language Organiser

10 



Match the words on the left with the synonyms on the right. There are two extra items that don't match.

A

- | | |
|-------------------------------|----------------------------|
| 1 cunning (l. 1) | a absence |
| 2 perception (l. 11) | b characteristics |
| 3 incentive (l. 30) | c cold-heartedness |
| 4 inheriting (l. 32) | d criminal |
| 5 deficit (l. 39) | e frustrated |
| 6 traits (l. 49) | f getting at birth |
| 7 lack (l. 58) | g keep for some time |
| 8 sustain (l. 69) | h thin decorative covering |
| 9 selfish (l. 75) | i less |
| 10 offender (l. 111) | j mainly |
| 11 callousness (l. 113) | k more and more proof |
| 12 nurture (l. 122) | l motivation |
| 13 predominantly (l. 130) | m mystery |
| 14 depraved (l. 140) | n quick |
| 15 mounting evidence (l. 169) | o self-centred |
| 16 adept (l. 178) | p shortage |
| 17 veneer (l. 192) | q shrewd |
| 18 enigma (l. 195) | r skilful |
| 19 overly (l. 210) | s threat |
| 20 rapid (l. 217) | t upbringing |
| | u very |
| | v view |

B

Fill in the gaps, choosing from the words in A. You may have to change the forms.

There is a(n) ... (1) concerning the topic of psychopathy. The ... (2) of a psychopath is that of a(n) ... (3) who is very cool and ... (4) and who brutally murders. But there is ... (5) that this is not a realistic picture. One of the main ... (6) is that they are very egotistic and self-assured: they are ... (7), ... (8) confident, and very ... (9) at hiding weaknesses. Whether it is a matter of nature or ... (10) is not clear yet.

Assignment 53

Language Organiser

10 



Fill in the right words. Choose from: *but* (2x) – *consequently* – *however* (2x) – *in other words* (2x) – *so*.

- 1 The term *psychopath* originated in the 1800s, from the Greek words *psykhe* and *pathos*. ..., this can be misleading.
- 2 Psychopaths might be better conceptualised as people who are dissociated. ..., people who are detached from their own emotions.
- 3 They are people who are detached from the emotions of other people. ..., they have less emotional incentive not to harm people.
- 4 'A deficit in one's ability to predict other people's behaviour as a child can be a traumatic experience and, in response, the child's brain may dissociate.' ..., the empathy system shuts down.
- 5 Psychopaths generally cannot sustain long-term relationships, ... short periods of intensity followed by detachment tend to define their close interactions.
- 6 Not all psychopaths are violent criminals, ... most present a threat to our welfare at some level.
- 7 This has led to the predominantly inaccurate media image of a psychopath as someone who brutally murders. In real life, ..., psychopaths seldom murder outright.
- 8 On the surface, they can appear to be warm, genuine, and incredibly charismatic, ... just below the surface of their veneer lies a mountain lion waiting to pounce.

Assignment 54

Language Organiser

10 



Fill in the correct preposition. Choose from: *at* – *below* – *by* – *from* – *in* – *on* – *to* – *with*. Some may occur twice.

- 1 They are people who are detached ... their own emotions and the emotions of other people.
- 2 Blakey believes this dissociation can arise ... inheriting an oversensitive perceptual system.
- 3 If you're very sensitive ... visible signs of distress and anger, then seeing those signs could become overwhelming.
- 4 This has parallels ... a similar theory about autism.
- 5 Short periods of intensity followed ... detachment tend to define their close interactions.
- 6 Others think it is related ... environmental factors.
- 7 Medically speaking people ... psychopathic tendencies demonstrate certain traits.

- 8 Psychopathic characteristics also vary ... culture.
- 9 These traits were measured using a checklist, which might be interpreted differently ... different cultures.
- 10 Two forensic psychiatrists rated 400 films ... the scales of realism and clinical accuracy.
- 11 They are often adept ... climbing the ladder by hiding weaknesses and charming their colleagues.
- 12 But just ... the surface of their veneer lies a mountain lion waiting to pounce.

Assignment 55

Summarising

35 ⌚



Having studied the text in different ways, you are now going to make a summary. After writing the summary on your own, work together with a partner.

Step 1

Start with an introduction for your summary based on the first part of the text (ll. 1-64). Then write two or three (short) sentences summarising each of the following sections (the headings may be helpful in identifying the main points). Finish with a clear conclusion. Make sure you use your own words when summarising the text.

Step 2

Re-read your text and check it for content and to see if it runs smoothly. Perhaps you need to add some linking words? Finally, check if you can spot any mistakes in language. Correct any grammar and/or spelling mistakes.

Step 3

Once you have both finished, swap texts with your partner. Read each other's text and give feedback on *contents*, *coherence*, and *spelling/grammar*.

Step 4

Rewrite your summary incorporating your partner's feedback.

Assignment 56

Summarising

25 ⌚



Can you now make a summary on your own? Go to bit.ly/wr-psycho and read the (two-page) article 'Sociopath vs. Psychopath: What's the Difference?' Summarise the text using fewer than 150 words, answering the question of the title.

Tips

- Use the strategies from the previous assignment.
- Check if you can use the headings to identify the main points.
- After finishing your text, check it at least twice: first for content and second for language and number of words.

Teachers with guns ★★★

pages 20-21

Reading • Language Organiser • Speaking

Assignment 57

Pre-reading

5 ⌚



Before reading the text, team up with two to three classmates and answer the following questions.

- 1 Other than police services, do you know of any civilians that carry firearms in the Netherlands? For what purpose?
- 2 Would you be in favour of allowing certain people to carry firearms for protection?
- 3 If civilians carry firearms, do you think those firearms should be 'open-carry' (i.e., visible) or concealed? Explain your answer.
- 4 Would you feel safe if teachers carried firearms at your school? Why or why not?
- 5 Could you ever aim a firearm at another person and pull the trigger?

Assignment 58

Reading

25 ⌚



In this assignment, you are going to read the text, highlight topic sentences, and find supporting evidence to get a better understanding of the text. Once you have done this, you are going to discuss the text with a classmate.

Every paragraph should include a **topic sentence** that identifies the main idea of the paragraph. A topic sentence also states the point the writer wishes to make about that subject. Generally, the topic sentence appears at the beginning of the paragraph. The **supporting details** in the paragraph will develop or explain the topic sentence.

Step 1

Individually, underline or highlight important sentences and keywords. Annotate using the following signs:

- T/C = topic sentence/claim
- S = supporting text evidence
- ? = don't fully understand
- ! = surprising / shocking

Step 2

Work in pairs. Discuss your annotations with a classmate.

- Did you underline or highlight the same topic sentences and text evidence?
- Discuss the parts that you didn't understand.
- Compare the things you found surprising or shocking.

Assignment 59

Reading

15 ⏱



Read the text and answer the following questions in correct Dutch. Write full sentences.

- 1 De introttekst (*lead*) begint met een vraag. Is het de bedoeling dat de lezer de vraag beantwoordt?
- 2 Wat is het belang van de bijvoeglijke naamwoorden in 'grim realities' (*lead*) en 'angry crackle' (r. 5)?
- 3 Waarom is de schrijver 'apt to agree' (r. 21)?
- 4 Waarom had het schoolbestuur moeite met de beslissing (r. 40-41)?
- 5 Leg uit wat een 'recoil' (r. 81) is en welke rol het speelt in de schiettraining.
- 6 Waarmee staat de term 'peace officer' (r. 130) in schril contrast?
- 7 Leg uit wat 'indexing' (r. 168) is.
- 8 Wat is de voornaamste conclusie die we aan de laatste alinea (r. 182-199) kunnen onttrekken?

Assignment 60

Post-reading

5 ⏱



Now look at the text again and answer the following questions. Discuss them with a partner.

- 1 Give an example of a sentence in the text that supports the qualification 'grim' in the lead.
- 2 Does the writer speak for the entire educational community? Explain why or why not.
- 3 What could be the stance that law enforcement takes on the issue of arming educators?
- 4 Based on the interaction the writer has with his daughter, how do you think students feel about armed teachers in the classroom?
- 5 Have your thoughts about guns in schools changed? Why (not)?

Assignment 61

Language Organiser

15 ⏱



A

A **collocation** is two or more words that often go together. These combinations just sound 'right' to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound 'wrong'. Consider these examples:

'natural' English	'unnatural' English
the fast train	the quick train
fast food	quick food
a quick shower	a fast shower
a quick meal	a fast meal

There are several different types of collocation. Some of the most common types are:

- *adverb + adjective*: completely satisfied (not downright satisfied)
- *adjective + noun*: excruciating pain (not ~~excruciating~~ joy)
- *noun + noun*: a surge of anger (not a ~~rush of~~ anger)
- *noun + verb*: lions roar (not lions ~~shout~~)
- *verb + noun*: commit suicide (not ~~undertake~~ suicide)
- *verb + expression with preposition*: burst into tears (not ~~blow up in~~ tears)
- *verb + adverb (or adverb + verb)*: wave frantically (not ~~wave feverishly~~)

Find 14 collocations in the text (two for each type listed above), and indicate which of the combinations each one is an example of.

ex.	<i>grim realities (lead)</i>	<i>adjective + noun</i>
1		adjective + noun
2		adjective + noun
3		adverb + adjective
4		adverb + adjective
5		noun + noun
6		noun + noun
7		noun + verb
8		noun + verb
9		verb + noun
10		verb + noun
11		verb + expression with preposition
12		verb + expression with preposition
13		verb + adverb
14		adverb + verb

B

Complete each sentence with a fitting collocation.

- 1 We need to ... *a deal* for this project.
- 2 He was beginning to ... *angry*.
- 3 The fall in retail sales is directly ... *with* the decline in employment.
- 4 You are ... *with* many talents.
- 5 I feel very ... *to be a part of the team*.

Assignment 62

Language Organiser

10 ⏱



Linking words are used to make a text more readable and meaningful, connecting ideas, sentences, and paragraphs. You probably know many examples, such as *because, and, but*, etcetera. For a good understanding of a text, it is important to know the function of these linking words. For an extensive list, you may visit bit.ly/wr-linking.

A

Match the following linking words with the correct categories. Choose from: *similarly – while – importantly – furthermore – consequently – next – for instance – because*.

	linking words	categories
1		reason
2		contrast
3		sequence
4		emphasis
5		result
6		example
7		comparison
8		addition

B

Underline the linking words, translate them into Dutch, and write down the function of the linking words. Choose from: *addition – contrast – reason – emphasis – example – result – comparison.*

	Dutch	function
1 We are learning to kill the shooter – or shooters.		
2 Therefore, it is difficult to know how many districts have chosen to arm their teachers.		
3 Eventually, Buckeye Firearms Association was asked to make a presentation to the school board.		
4 The expert emphasised it was a district decision and that we had to do what was best for our students.		
5 The atmosphere was full of male bravado, despite female recruits being present.		
6 Ohio police officers take the same test, but they are required to hit 20 of 29 targets.		
7 The videos, instruction, and repetition play a trick on my mind.		
8 I instinctively check my Glock, though.		
9 As in a dream, I attempt to understand the day's strange course.		
10 Like most children, she is quick to recognise deception.		

and make a plea for stringent gun control measures.

Incorporate the following in your speech:

- *Introduction:* What are the statistics of gun deaths?
- *Body:* The statistics mean the following (these are examples):
 - the US outnumbers the rest of the world regarding the ratio of guns per household;
 - purchasing a gun is too easy;
 - not all guns are the same;
 - certain guns should be banned altogether;
 - mandatory research-based gun education isn't required in the US;
 - gun safety in households must improve;
 - keeping guns away from mentally unstable individuals is paramount.
- *Conclusion:* America is in crisis. Something must be done. It can't wait. Nobody should die by gun violence.

Elaborate on each of the elements listed. Finish your speech by restating the overall importance of regulated gun safety and restrictions.

Step 3

After preparing and practising, present your speech to a classmate, your teacher, a small group, or the whole class. Following your speech, be prepared to answer any questions!

Rate yourself (or someone else) using a rubric, such as the one at bit.ly/wr-rubricspeaking.

Here are eight **tips** for delivering your speech. You can read an explanation for each at bit.ly/wr-publicspeaking.

1. Know your audience
2. Get comfortable with your environment
3. Know your purpose
4. Practise... and practise more
5. Encourage yourself
6. Show confidence – even if you don't feel it
7. Share your personality 😊
8. Let mistakes go!

Assignment 63

Speaking

50 ⌚



Gun violence in the United States is an emotionally hot political topic. Much of it is about where certain constitutional rights meet the harsh daily reality of senseless shootings. It's especially troubling that the majority of gun deaths involve suicides.

Step 1

Watch 'America's gun problem, explained in 90 seconds': bit.ly/wr-gunproblem.

Step 2

Based on the information in the video, you will now prepare a persuasive informational speech that you will present at an American high school assembly. Your focus is on gun control. Your goal is to draw the attention to the horrible statistics

Communication Toolbox

doden door geweld met	gun deaths
een geweer	
meerderheid van	majority of
zelfmoord	suicide
publieke aandacht voor	public attention on guns
wapens	
aandacht richten op	focus on
schietpartij op een massa	mass shooting
mensen	
verschrikkelijk	horrible
persberichtgeving	press coverage
aard van het probleem	nature of the problem
overweldigende	overwhelming majority
meerderheid	
zichzelf doodschieten	shoot oneself
wapens per inwoner	guns per resident
vereisen	require
leden van een militie	members of a militia

verdedigen	defend
per hoofd van de bevolking	per capita
bezorgd	concerned
toegang tot wapens	access to guns
mate van succes	rate of success
gevaarlijke mythe	dangerous myth
onvermijdelijk	inevitable
impulsieve handeling	impulsive action
interventie	intervention
verminderen	reduce, decrease
een beleid instellen	institute a policy
het terugkopen van wapens	gun buy-back

Assignment 66

Reading

10



The original text was longer than the one found in your Magazine. Below you will find four fragments which can be reinserted in the text. Read the paragraphs and decide where in the text they belong. They need to be inserted before paragraphs, not within paragraphs. First, do the assignment on your own. Then discuss your findings with a partner and compare. Explain to each other why you chose a certain place for that particular paragraph.

- Disgust's remit broadened when we became a supersocial species. After all, other humans are all potential disease-carriers, says Valerie Curtis, director of the Hygiene Centre at the London School of Hygiene and Tropical Medicine. 'We've got to be very careful about our contact with others; we've got to mitigate those disease-transfer risks,' she says. Disgust is the mechanism for doing this – causing us to shun people who violate the social conventions linked to disgust, or those we think, rightly or wrongly, are carriers of disease. As such, disgust is probably an essential characteristic for thriving on a cooperative, crowded planet.
- Jennifer Lerner and colleagues at Carnegie Mellon University showed that a feeling of disgust can cause people to sell their property at knock-down prices. After watching a scene from the film *Trainspotting*, in which a character reaches into the bowl of an indescribably filthy toilet, they sold a pack of pens for an average of \$2.74, compared with a price of \$4.58 for participants shown a neutral clip of coral reefs. Curiously, the disgusted participants denied being influenced by the *Trainspotting* clip, and instead justified their actions with more rational reasons.
- To an extent, many politicians have already come to the same conclusions about disgust's ability to sway the views of their electorates. Ahead of the primaries for the 2010 gubernatorial election in New York state, candidate Carl Paladino of the Tea Party sent out thousands of flyers impregnated with the smell of rotten garbage, with a message to 'get rid of the stink' alongside pictures of his rivals. While Paladino didn't manage to beat his Democrat opponent in the race to be governor, some political analysts believe his bold tactics and smelly flyers helped him thrash rivals to win the Republican nomination against the odds.
- Together, these findings raise all sorts of interesting, and troubling, questions about people's prejudices, and the ways in which they might be influenced or even deliberately manipulated. Humanity already has a track record of using disgust as a weapon against 'outsiders' – lower castes, immigrants, and homosexuals. Nazi propaganda notoriously depicted Jewish people as filthy rats.

- 1 is to be inserted before paragraph ...
- 2 is to be inserted before paragraph ...
- 3 is to be inserted before paragraph ...
- 4 is to be inserted before paragraph ...



Web task

Do you want to find out more about the topic of the article? Go to www.waspreporter.nl for a web task.

The yuck factor ★★★

pages 22-23

Reading • Exam Training • Language Organiser • Writing

Assignment 64

Pre-reading

15



A
 'The yuck factor' is an article from *New Scientist*. Before reading it, take the online test *New Scientist* has designed. It is called: 'How easily disgusted are you?' Take their revolting test to discover what's likely to push your queasy button: bit.ly/wr-disgust. Bring your findings to class.

B
 Answer the following questions before reading the article.

- When you read the title 'The yuck factor', what do you think is meant by it?
- Say in your own words what additional information is provided by the lead in *italics*. Does this information help you understand the title even better?
- What information can you gather from the subtitles above the various sections of the article?
- What do you learn from the illustrations?
- Now summarise in one or two sentences what you think the article will be about.
- Has taking the test helped you identify key elements more quickly than is the case with other reading texts?

Assignment 65

Exam Training

30



Your teacher will give you the multiple-choice questions that go with this article.

Assignment 67
Language Organiser

10



A
Fill in the gaps with words from the list: *atheist – badge – banner – carried – evoke – illustrates – lectures – mistreatment – popular – potent – revolting – source – stakes – taboos – transcend – vision*.
There are two words you do not need.

Cheese and culture

On a recent summer's day, a stench filled *New Scientist's* London office. It smelled like sweaty feet bathed in vomit, or something long past its sell-by date. Soon its ... (1) became clear: someone had returned from Paris with a selection of France's finest soft cheeses. How can something that smells ... (2) be so delicious?

For a start, no matter how ... (3), smells can be ambiguous. We need more information to tell us whether something really is revolting or not. 'With smell, the meaning is based on context much more so than with ... (4),' says smell researcher Rachel Herz, author of the book *That's Disgusting*. In other words, a vomit smell in an alley beside a bar will immediately conjure up a mental picture of a disgusting source, but exactly the same aroma would ... (5) deliciousness in a fine restaurant, she says.

The stinky cheese also ... (6) the power of culture over our minds. Westerners have learned that cheese is a good thing to eat – a(n) ... (7) of cultural distinction, even. This explains why rotten shark meat is a delicacy in Iceland, says Herz, and the liquor chicha, made from chewed and spat-out maize, is a(n) ... (8) drink in parts of South America. Food choices mark out who is part of our group – hence the strong religious ... (9) about pork which have endured long past the time when consuming it ... (10) a serious risk of food poisoning.

The influence of culture on disgust isn't limited to food. Kissing in public is seen as distasteful in India, whereas Brits are more revolted by ... (11) of animals. Christian participants in one study even experienced a sense of disgust when reading a passage from Richard Dawkins's ... (12) manifesto *The God Delusion*. As Herz says: 'To a large extent, what is disgusting or not is in the mind of the beholder.'

Many things probably ... (13) cultural influence, however. Using a selection of disgusting images, Valerie Curtis at the London School of Hygiene and Tropical Medicine discovered a universal disgust towards faeces, with vomit, pus, spit, and a variety of insects following close behind in the revulsion ... (14). Delicious, these are not.

B
Complete the sentences, using items from the list in A. You may have to change their form in order for them to fit the sentence.

- 1 This place ... pleasant memories.
- 2 ... of animals will be heavily punished.
- 3 Don't forget to wear your name ...

- 4 People identify with different labels: Christian, Muslim, Jewish, Hindu, Scientologist, or ...
- 5 Journalists often cite unnamed ... when they write their articles.
- 6 To prevent people from becoming ill, all kinds of ... vaccines have been developed.
- 7 They were able to ... their own suffering and help others.

Assignment 68
Writing

20



Step 1

Write a tweet (280 characters max) about some foodstuff that you find revolting. Use at least five verbs, adjectives, or nouns related to revulsion from the assignments above, or the text in your Magazine. It may help to set up a list first so you have easy access to the words once you start writing. Also make sure that the reader really gets why you are revolted by this particular foodstuff.

Step 2

Now form a small group of three or four and decide which of your tweets you would like to take part in the competition for the best written text on something gross in class.

Step 3

Take a vote and decide which tweet best meets the two criteria: (1) convincing and (2) containing at least five words indicating revulsion.

Are you an eco-hypocrite? ★★★★★

pages 24-25

Reading • Language Organiser • Exam Training •
Watching • Speaking • Writing

Assignment 69
Pre-reading

5



An **eco-hypocrite** is someone who never wastes an opportunity to tell the rest of us how the world is going to hell thanks to inappropriately disposed batteries and energy-sucking light bulbs, while often breaking eco-rules themselves.

Work with two or three fellow students. Ask each other to answer the question *Are you an eco-hypocrite (sometimes)?* Challenge each other's answers by asking why or why not.

Assignment 70
Language Organiser

10



A
Look up the following words in an English–Dutch dictionary and write down their meanings.

- | | |
|----------------|-------------------|
| 1 amnesty | 10 imperative |
| 2 castigation | 11 inveterate |
| 3 conciliatory | 12 to lambast |
| 4 condemnation | 13 at loggerheads |
| 5 cull | 14 pique |
| 6 to dislodge | 15 punctilious |
| 7 disobedience | 16 sanctimony |
| 8 to espouse | 17 surfeit |
| 9 illustrious | 18 to transpire |

B

Complete the sentences below using the words from A. Make sure the words fit the grammatical context.

- The UK hold an annual badger ... to prevent livestock from getting tuberculosis.
- After Johnson's election victory, the EU dropped its ... tone in the trade negotiations.
- Civil ... is punished more harshly in China than in the Netherlands.
- The Heimlich manoeuvre ... the jawbreaker from the child's oesophagus.
- The president's comments on the female politician were the target of ... from all sides.

Assignment 71

Exam Training

20 ⌚



A

Individually, read 'Are you an eco-hypocrite?' and answer the questions below.

- What is the function of the example mentioned in the first paragraph (ll. 1-13)? It introduces ...
 - Fishwick's double standards with an anecdote.
 - Fishwick's ecological activism with an anecdote.
 - the everyday threats to the environment with an anecdote.
 - the main subject of the article with an anecdote.
- What does Fishwick mean with 'When it ... illustrious company' (ll. 30-32)?
- Explain the 'backlash' (l. 51) in your own words.
- What is the function of the paragraph from lines 63-76? It provides examples ...
 - demonstrating Fishwick's ecological activism.
 - of Fishwick's ecological double standards.
 - of Fishwick's lack of commitment to environmentalism.
 - of the eco-compromises Fishwick makes.
- Based on what Fishwick writes, explain in your own words what is meant with the 'cult of "zerology"' (l. 92).
- Which of these statements about Roger Hallam's manifesto (l. 97) is / are true?
 - Citizens should defy their governments to make a change.
 - Opponents of Extinction Rebellion may lose their lives.
 - only A
 - only B
 - both A and B
 - neither A nor B

- According to Dr Gail Bradbrook in lines 108-131, environmentalists ...
 - should always try to push their ecological integrity even further.
 - suffer from a lot of stress because of their personal choices.
 - will be criticised for their choices, regardless of what they do.
 - with children should be given the option to slip occasionally.
- Why does Caroline Hickman mention 'body dysmorphia' (ll. 151-152) in this context?
- According to Hickman, the constant drive for perfection (l. 164) ...
 - eventually is counterproductive.
 - guarantees people to succeed in their aspirations.
 - has a paralysing effect on society.
 - threatens to overload people with guilt.
- What can be placed before 'Anna Hughes' (l. 172)?
 - Additionally,
 - Consequently,
 - In short,
 - Notwithstanding,
 - On the whole,

B

Compare your answers with those of a fellow student. In case of differences, discuss what should be the correct answer on the basis of the text.

Assignment 72

Watching

15 ⌚



First, read the questions below and make sure you understand them. Then watch bit.ly/wr-goinggreen and decide whether the statements below are true or false.

- Lauren Singer's zero-waste lifestyle is met by Sanjayan with enthusiasm.
- The substitution choices Lauren makes are truly simple.
- The four earths are used to demonstrate the amount of trash created by US citizens.
- A bag fee in New York City would prevent 7 billion bags per year from entering the waste stream.
- Sanjayan's home state doesn't recycle glass because it's too expensive.
- Governments are too strict on the contribution of corporations to the waste stream.
- In the US, responsibility for recycling should fall upon consumers.
- The old US glass recycling system was abolished when plastics came into large-scale production.
- The 'Keep America Beautiful' campaign was created by companies who wanted to raise public awareness about the trash problem.
- Businesses need an economic incentive to produce recyclable packaging.
- Resolving climate change predominantly requires government action.

- 12 California is an example of the high cost of carbon emission reduction.
- 13 The California economy is growing despite carbon reduction measures.
- 14 Mary Nichols of the California Air Resources Board is glad the Democratic party have always supported their initiatives.
- 15 Lauren Singer wants to teach people how to change their lifestyles.
- 16 The greatest precondition for better policies is political support.

Assignment 73
Speaking

15 ⏱



Together with 2-3 fellow students, discuss the following statements about both the text and the video. Ask for one another's opinions and the reasoning behind those.

- 1 What do you think of Fishwick's confiscating a straw from a friend and later using one himself? Does it change anything for you that he lectured the friend on plastic pollution?
- 2 What do you think is more important: celebrities fighting global warming by campaigning for awareness or celebrities fighting global warming by leading by example? Can it be both?
- 3 Do you, like Fishwick, think planting trees to offset CO₂ emissions helps? How would you go about that?
- 4 The article states '10% of the UK population are responsible for 50% of emissions – so the burden should fall less on the individual than the state'. Do you agree with this? And what about those 10%?
- 5 Do you think you are directing your energy towards healthy engagement with the planet and your relationship with it? How?
- 6 Do you feel the industry is producing and packaging the products you desire eco-friendly enough? Which products do best and which worst?
- 7 Do you think the Netherlands should adopt a similar approach to California in reducing the CO₂ emissions? Why (not)?

Assignment 74
Writing

60 ⏱



You are going to write a report on your own eco-hypocrisy. The report should be a self-assessment of the things you know you should still improve to reduce your ecological footprint – but don't for diverse reasons. Your work should be between 330 and 370 words.

A
Watch bit.ly/wr-paralinking to refresh your memory about how paragraphs in essays should be linked in order to improve the flow of an essay. Take notes on the most important points.

- B**
Now write the essay, paying special attention to paragraph linking.
- The self-assessment should start with a brief introduction in which you clearly state the purpose of your writing.
 - After the introduction, describe which conscious decisions you take on a daily or weekly basis towards reducing your environmental impact, and why you think this is a significant contribution to the environment.
 - Then discuss two or three highly frequent behaviours of yours which you know cause significant ecological damage. Describe the behaviours, explain in which way they harm the environment, and why you don't stop.
 - In the next section, describe for each behaviour what would be a good alternative or change in your behaviour, and in which way this would be an improvement.
 - Finally, end with a conclusion in which you, based on the evidence you have given above, determine to which extent you are an eco-hypocrite.

Assignment 75
Post-writing

20 ⏱



- A**
Exchange your work with a fellow student. Read it and underline any mistakes, failures to meet the assignment, and any paragraphs that are not linked. Finally, think of a sincere compliment on your fellow student's writing (language and style), and write it at the top of their work. Then hand it back.
- B**
Correct your work based on the feedback you received. Keep the compliment in mind when writing for your school exam in the final year.



Web task

Do you want to find out more about the topic of the article? Go to www.waspreporter.nl for a web task.

The era of bullshitting ★★★★★

pages 26-27

Reading • Exam Training • Language Organiser • Writing

Assignment 76
Pre-reading

5 ⏱



Before reading the article 'The era of bullshitting', try to derive as much information as possible from the title, the introduction in *italics*, and the pictures. To do this, answer the following questions. First answer the questions yourself and write down the answers. Then compare your answers with those of one (or some) of your classmates.

Assignment 80

Writing

70



You are going to write an analysis of a speech of your choice, e.g., Martin Luther King Jr's *I Have a Dream* (1963), Malcolm X's *The Ballot or the Bullet* (1964), Emma Watson's *HeForShe Campaign* speech at the UN (2014), Greta Thunberg's speech at the UN Climate Change COP24 Conference (2019), or any other you found inspirational rather than bullshit.

You can use the previous assignment as a framework to first analyse the speech of your choice.

Step 1

First, decide which speech you would like to write about.

Step 2

Listen to the speech, or read the text of the speech, to get the general gist.

Step 3

- You are going to write an analysis of the speech, focusing on the contents, while at the same time making sure it is clear for the reader whether you present facts, opinions, or substantiations.
- You may quote from the speech, but in moderation.
- When writing your analysis, make sure it is not a dull description of who said what when, but also to what effect and how that effect was achieved.
- Finally, make sure that the reader gets an insight into why this speech is worth listening to.

Step 4

Make sure you end with a concluding paragraph in which you summarise your words. Do not repeat the things you have written verbatim, but make use of elegant variation to end your analysis. Finally, think of a title that will make your readers curious.

Step 5

Exchange texts with one of your fellow classmates. Read and comment on each other's work, discussing both content matter and style. Incorporate the feedback you received into the final draft of your analysis.

Interview with Melissa ★★☆☆

AUDIO

Assignment 81

Pre-listening

5



For this issue, Sheila has interviewed Melissa. Melissa talks about her family, her education, and her work experience so far.

Knowing the meaning of the following words and acronyms (an abbreviation formed from the initial letters of other words) will help you to understand the interview, so match them with the Dutch translations or descriptions.

- | | |
|---------------------|--|
| 1 Galicia | a hier: studentenaccommodatie van de universiteit |
| 2 atrocious | b uitzendwerk |
| 3 A levels | c afschuwelijk, heel erg slecht |
| 4 Tottenham Hotspur | d onderzoek waarbij medicijnen of ingrepen getest worden bij groepen patiënten |
| 5 BTEC | e gemeente |
| 6 halls | f pre-universitair onderwijs, vergelijkbaar met bovenbouw vwo in Nederland |
| 7 first dibs | g gebied in het noordwesten van Spanje |
| 8 agency work | h persoonlijk assistent |
| 9 clinical trial | i eerste rechten |
| 10 council | j Londense voetbalclub |
| 11 property work | k opleiding op mbo 3- of mbo 4-niveau |
| 12 commission | l werk op het gebied van vastgoed (huizen, kantoren e.d.) |
| 13 PA | m de Britse conservatieve partij |
| 14 respite care | n een bedrag dat je verdient door een deal te sluiten, meestal een percentage van het met de klant overeengekomen bedrag |
| 15 Tory | o tijdelijke zorg of opvang |

Assignment 82

Listening

25



A

You are going to listen to the first part of the interview with Melissa (4.5 minutes) without first reading the questions. Listen to part 1, make notes, and then take 5 minutes to read and answer the questions.

- 1 How many countries does Melissa have family in?
- A 1
B 2
C 3
- 2 What does Melissa say about her mum?
- A She is originally from Spain but has lived abroad most of her life.
B She moved to Britain when she was in her forties.
C When she was 14, she moved from Spain to Germany.
and then she came to England.

- 3 What does Melissa say about her relationship with her brother?
 A He was never there for her when she needed him.
 B She doesn't really get along with him because they are so different.
 C They were never close because he is much older than she is.
- 4 Why are 'things a bit tense between the whole family' now, according to Melissa?
 A Her brother and sister-in-law are getting a divorce.
 B Her brother cheated on his wife and lied about it.
 C Her mother and brother have had a big disagreement.
 D What is not a reason why Melissa and her mother are not close?
- 5 Melissa chose to convert to a different religion.
 A Melissa resembles her dad a lot.
 B Melissa was a very independent child.
 C

B

Read the questions. Then answer the questions while listening to part 2-6 of the interview. Stop the audio file after each part and take your time to formulate clear answers. Listen again to see whether you are still happy with the things you wrote down.

Part 2 (2.5 mins.)

- What does Melissa say about her exam results? They were ...
 A disappointing.
 B okay.
 C top-notch.
- Which subject did Melissa *not* do for her A levels?
 A art history
 B English
 C geography
 D photography
- Where would Melissa go if she had some time left between classes?
- How did this affect her marks?
- How does Melissa say that she hesitated or was uncertain about her next move?
- Fill in the missing words.
 'I'd always had like a part-time job since I was about 14. I used to ... (1). And then I started... When I was ... (2), I started working at Tottenham Hotspur. Um, just working in the ... (3). Er, and I'd been there for a few years, I started working at the training ground as a ... (4). So you'd like meet all the players and... coming in and out every day. And um... I'd do that most ... (5). If I had days off during the week I'd do it. And then obviously if there was like holidays – like college holidays – I'd work then as well, and I was like earning ... (6) for my age.'
- Melissa says she got accepted at a school for further and higher education in Maidstone. What school?

Part 3 (1 min.)

- Melissa didn't move into student accommodation when she went to Kent. Why not?
 A She preferred to commute to and from college.
 B The rooms were too expensive for her.
 C There were no rooms available any more.
- She got a flat with her boyfriend instead. How did that end?

- After a couple of years, she became unhappy and decided to leave him.
 - He would always put work first, so in the end the relationship didn't last.
 - She had to move out without any preparation because he was abusive.
- 10 What happened to her portfolio?

Part 4 (2.5 mins.)

- True or false?*
 Melissa worked in the clinical trials department of Cancer Research for about six months.
- What did Melissa do at Cancer Research?
 A She called patients to encourage them to take part in a trial.
 B She did the administration of big research projects.
 C She had to match callers to certain trials and put them through.
- For how long did Melissa work in the Benefits and Tax department in Wood Green?
- What did Melissa like best about her job in Wood Green?
 A her colleagues
 B the contents of the work
 C the salary
- What did she do after her work in Wood Green?
 A She became a property manager's PA.
 B She started work for a letting agent.
 C She trained to be an estate agent.
- Fill in the missing words.
 'It was very... It's a very ... (1) industry. But even within our own company, we were actively like pitted against each other, so say if a ... (2) had a couple that came in and wanted to see flats and he took them out to ... (3) and they then came in the next day and it was his day off, and they decided they wanted to get that flat, sort of if I took the deposit and I ... (4) the paperwork, that's my ... (5) – it's not his.'
- Melissa says: 'Even if he's gone out and done the legwork.' What does 'to do the legwork' mean, do you think?

Part 5 (3.5 mins.)

- After the property work, Melissa found another temporary job at a council. In what department?
- What happened after three months?
 A Melissa applied for a permanent job in her old department.
 B Melissa took a long holiday and never looked back.
 C Melissa was asked to do more work for the Elections team.
- What words does Melissa use to describe a time that is not very busy for a company or organisation?
- Fill in the missing words.
 In the end, Melissa worked for the ... (1) team from ... (2) until ... (3), when she heard about a vacancy in ... (4). She then became a ... (5) for a social work team.
- Melissa was a PA at Children's Services for a couple of years. She mentions three things that got cut from their programme. Write down these three things.
 1
 2
 3
- How does Melissa feel about Children's Services getting less and less money to organise helpful things? Choose the *three* correct options.

- a annoyed e frustrated
 b dismayed f pleased
 c embarrassed g satisfied
 d frightened h thrilled

24 What words does Melissa use to describe a family in crisis?

25 What words does Melissa use to say she resigned from her job?

Part 6 (2 mins.)

26 True or false?

Melissa is not currently trying to do anything artistic because she is not feeling inspired.

27 True or false?

It's Melissa's dream to work in local government again under a Labour government.

28 Why hasn't Melissa found a new job yet?

- A She hasn't felt the need to start applying yet.
 B The competition for the jobs she likes is fierce.
 C There are hardly any interesting vacancies.

29 What conclusion do Sheila and Melissa draw about Brits?

Language Organiser

Why organise?

The Language Organiser Assignments will help you notice, record, and organise meaningful word combinations or word partners. By noting down word partners you will remember them more easily. You will recognise word combinations when you read or listen and when you talk and write in English.

The Language Organiser Test

The test contains sentences in which one word partner is missing. Some of the sentences will contain word partners that occur in *WaspReporter* Magazine, but not in the assignments. This is because we test your skill in recognising meaningful word combinations.

The Language Organiser Test contains word partners from:

- the magazine;
- the LO Assignments: 5, 6, 12, 18, 19, 26, 27, 31, 40, 43, 52, 53, 54, 61, 62, 67, 70, and 78.



WR Web

In addition to the Magazine and this Student File, *WaspReporter* also has a website. Visit us at www.waspreporter.nl for:

- extra articles for each level;
- web tasks;
- a digital version of the Glossary.

The Watcher ★

pages 3-5

657 Boulevard *is anxious* for you to move in.

Michael Langford was a guy known for *creepily* sneaking around.

He asked Derek whether he had *enemies*.

Without hard *evidence*, the police could do nothing.

She studied the shoppers at the local *grocery store*.

A reporter set up a *lawn chair* to conduct his own watch.

The letter identified the Broadduses' Honda *minivan*.

He moved a piece of construction equipment from the back *porch*.

The letter indicated *revenge* could come in many forms.

A *signature* was typed in a cursive font: The Watcher.

They continued paying the *taxes* on 657 Boulevard.

Daily life felt like navigating a labyrinth of *threats*.

They thought the Broadduses were *wimps* for not moving in.

Derek Broaddus found an envelope addressed in thick, *clunky* handwriting.

He recommended moving a piece of *construction equipment* from the back porch.

I see that you have flooded 657 Boulevard with *contractors*.

A signature was typed in a *cursive font*: The Watcher.

Derek and Maria were *distraught*.

Their investigation had been '*exhaustive*'.

Proposed suspects included '*mall Goths* having fun'.

They continued paying the *mortgage* and taxes on 657 Boulevard.

The letters were the nonsensical ramblings of a *sociopath*.

The renter was *spooked* but agreed to stay.

Their kids ran happily through a crowd that made up much of the *suspect pool*.

to be anxious *ernaar uitzien*

creepy *griezelig, eng*

enemy *vijand*

evidence *bewijs*

grocery store *supermarkt*

lawn chair *tuinstoel*

minivan *minibusje*

porch *veranda*

revenge *wraak*

signature *handtekening*

tax *belasting*

threat *bedreiging*

wimp *slapjanus, watje*

clunky *lomp, grof*

construction equipment *bouwmateriaal*

contractor *aannemer*

cursive font *schuin lettertype*

distraught *radeloos*

exhaustive *diepgaand*

mall Goth *gothic in winkelcentrum*

mortgage *hypotheek*

sociopath *psychopaat*

spooked *bang, angstig*

suspect pool *groep verdachte personen*

I used to be a bully ★

pages 6-7

Then there was me: uncomfortable, shy, awkward .	awkward	onhandig
In order to boost my own self-worth I bullied others.	to bully	pesten
I definitely wasn't confident in myself.	confident	zelfverzekerd
They encouraged the bullying again and again.	to encourage	aanmoedigen
She didn't deserve to be embarrassed in front of a large portion of our high school.	to embarrass	in verlegenheid brengen
I was stared at, made fun of, sexualised, harassed .	to harass	treiteren
I was humiliated , and felt like I was standing naked in front of the whole class.	to humiliate	vernederen
I can see that I bullied her out of my own insecurity .	insecurity	onzekerheid
In high school I felt even more shy and awkward.	shy	verlegen
That's when the teasing of others truly began.	to tease	plagen
Looking back at my treatment of this girl, I now see that I bullied her.	treatment	behandeling
That's when the crude joking and teasing began.	crude	grof, bot
Suddenly I was this short, petite girl, with DDD boobs .	DDD boobs	grote boezem
I was devastated , and felt like I was standing naked.	devastated	ondersteboven
I wish that my apology would come close to making amends to the people I hurt.	to make amends	het weer goedmaken
She carried a purse made of recycled Capri Sun pouches .	pouch	pakje
It was like it whacked me in the face overnight.	to whack	slaan

The hiker and the wolf ★

pages 8-9

Not far away in the bog was a huge timber wolf.	bog	moeras
Wolf pups are shy and cautious .	cautious	voorzichtig
I tossed chunks of venison in her direction.	chunk	stuk
Confused at my approach, the wolf backed away.	confused	verward
A den of hungry pups was waiting for their mother.	den	hol
I extended my hands, and they suckled at my fingers.	to extend	uitstrekken
Four fluffy bundles of fur were sniffing at my hands.	fur	vacht, bont
I cut off a hindquarter of the leg of a dead deer.	hindquarter	achterstuk
The mother wolf began to limp off toward the forest.	to limp off	weg strompelen
I spotted paw marks on a trail along the bog.	paw marks	sporen
Picking up the scent of her young, she let out a whine.	scent	geur
The wolf edged closer, her bushy tail wagging slightly.	tail	staart
I could see that the trap had imprisoned only two toes .	toe	teen
The wolf backed away, pulling at the trap chain.	trap	valstrik
I carried the venison thigh back to the wolf.	venison	hertenvlees
The memory – a little eerie – will always be there.	eerie	mysterieus
I didn't have much hope of luring the pups outside.	to lure	lokken
A menacing growl rumbled in her throat.	menacing	bedreigend
Walking out of a forest of spruce , I froze in my tracks.	spruce	spar
No more than 20 paces away was a huge timber wolf .	timber wolf	Amerikaanse wolf
The wolf let out a high-pitched, melancholy whine .	whine	gehuil

Holland's Spider-Man ★★

pages 10-11

Approximately 7,000 young men auditioned for Spider-Man.	approximately	ongeveer
Tom was sent to carpentry school, as a backup plan.	carpentry	timmerwerk
His mother had enrolled him in a dance class.	to enrol	inschrijven
His fans were full of fury and sadness.	fury	woede
His jaw tightens a bit at the thought of the publicity.	jaw	kaak
He left his house holding a mug with his face on it.	mug	beker
It's a refuge from the life of Tom Holland.	refuge	toevluchtsoord
Marvel has supercharged the careers of many actors.	to supercharge	aanjagen
I would do ballet in the school gym by myself, in tights .	tights	maillot
This person's privacy was violated by a million tabloids.	to violate	overtreden, schenden
Being in the spotlight means you have to be wary .	to be wary	op je hoede zijn
Holland picks up trash as we walk, fills in divots .	divot	kuiltje, gat in grasveld
I had just done a Ron Howard film and I thought I was the dog's bollocks .	the dog's bollocks	de beste

Tom Holland is one of today's highest- grossing actors.	to gross	verdiene
He auditioned for this century's third iteration of the Spider-Man franchise.	iteration	herhaling, versie
The most jarring part of it was that the tabloids identified the woman he was with.	jarring	schokkend
He was auditioning a lot and just hit a bit of a rut .	rut	dood spoor, sleur
Many men in his family were carpenters, and Holland took to the trade.	to take to sth	ergens snel goed in worden

In the city's shadow ★★

pages 12-13

Rats that feel ill after a bite of the poison stop eating the bait .	bait	aas
More hawks, owls, and other birds of prey are living in the city.	bird of prey	roofvogel
Brown rats are burrowing animals that are widest at the skull.	to burrow	graven
They have been trying to eradicate rats with poisoning campaigns.	to eradicate	uitroeien
Rats travelled with explorers and traders, then settled down to eat our trash.	explorer	ontdekkingsreiziger
An aggressive extermination plan was announced against rats in the city.	extermination	uitroeiing
Rats have a reputation for being filthy and sneaky.	filthy	smerig
Without rats, cities would have fewer hawks and owls.	hawk	havik
Many cities try to control rats with poison .	poison	vergif
The rats excel at climbing sewer pipes – from the inside.	sewer pipe	afvoerpijp
In a flower bed he paces carefully, feeling the soil beneath his boots.	soil	aarde
Rats spread with trade along the Silk Road.	trade	handel
Where there are people, there will be rats, thriving on our trash .	trash	afval
A genetic engineering technique can spread infertility genes through a rat population.	infertility genes	onvruchtbaarheidsgenen
Bobby Corrigan is a New York rodentologist .	rodentologist	knaagdierdeskundige
They spread with trade along the Silk Road .	Silk Road	zijderoute
There will be an explosion in the number of skuas and terns.	skua	jager (vogel)
An explosion in the number of birds such as terns is expected.	tern	stern (vogel)

Spinfluencers ★★

pages 14-15

I'm at a barristers' office in Birmingham.	barrister	advocaat
Could it all be an elaborate trick?	elaborate	uitgebreid
Swapping my flats for a pair of heels, I hop out of my chauffeured BMW.	flats	platte schoenen
We also help to foster business innovation through speculative fiction.	to foster	bevorderen
I have technically organised a ' fundraiser ' for the cause.	fundraiser	geldinzameling
My friend's feed features all the launches brands have invited her to.	launch	lancering
Winning based on anything other than your own merit is meaningless.	merit	verdiense
I fired up a new account for my new company: Minority Report Consulting.	minority	minderheid
My friend is a rep for a major media company.	rep = representative	vertegenwoordiger
Laura Hunter-Thomas Insta- scams her way to success	to scam	bedriegen
Their public profiles are shimmering .	to shimmer	flonkeren
There's a lack of specificity to the talks they are giving.	specificity	details
I'm putting a ' spin ' on things I'm already doing.	spin	positieve draai
Whether bots are employed to do their dirty work is another matter.	bot	computerprogramma
As the CEO of Minority Report Consulting, I've been booked for the evening.	Chief Executive Officer	directeur
An image I took by walking in, taking a picture, and then hotfooting it out of there.	to hotfoot	wegrennen
I step up to the lectern to speak.	lectern	lessenaar
A slew of comments follow, mostly emojis.	slew	massa, hoop
I'll be upping my hustle – but promoting what's real.	to up one's hustle	inspanningen verhogen

Betrayed by a word ★★★

pages 16-17

A person's 'writeprint' is akin to a written fingerprint.	akin to	vergelijkbaar met
He spent a month compiling a 50-page document.	to compile	samenstellen
The author of the manifesto was dubbed the Unabomber.	to dub	noemen, bijnaam geven
A series of letters threatening blackmail and extortion can determine the authorship.	extortion	afpersing
Statistical methods can be used to analyse around 60 different linguistic features .	feature	kenmerk
At first he failed to grasp its significance.	to grasp	begrijpen

The FBI was still hesitant : was there enough evidence?	hesitant	aarzelend
The investigators analyse documents to track down a perpetrator .	perpetrator	dader
Was there enough evidence for a valid search warrant ?	search warrant	huiszoekingsbevel
His bombs had left 23 people injured, often severely .	severe	ernstig
The Unabomber promised to ' desist from terrorism'.	<i>to desist from</i>	afzien van
Other countries have also followed suit .	<i>to follow suit</i>	voorbeeld volgen
He was the first forensic linguist working for the FBI.	<i>forensic linguist</i>	forensisch taalkundige
The language helped him peg the author's age.	<i>to peg</i>	vastpinnen
Linguistic features are sentence length and the frequency of spelling and punctuation errors .	<i>punctuation error</i>	interpunctiefout

Psychopaths among us ★★★

pages 18-19

They are adept at climbing the ladder by hiding weaknesses.	adept at	bedreven in
They are detached from their own emotions. Consequently , they just don't feel much.	consequently	dus, als gevolg daarvan
Chillingly cool, cunning , and clever: the perfect description of a psychopath.	cunning	sluw, doortrapt
A deficit in one's ability to predict other people's behaviour can be a traumatic experience.	deficit	gebrek, tekort
Psychopaths were often caricatured as sexually depraved and emotionally unstable.	depraved	gefrustreerd, gestoord
They have less emotional incentive not to harm people.	incentive	prikkel
If they see a person in distress , they don't feel the distress themselves.	in distress	angstig, verdrietig
Be it nature or nurture , the popular image of a psychopath is largely influenced by ambiguity.	nature or nurture	aangeboren of aangeleerd
US-based offenders tended to display the psychopathic trait of callousness.	offender	misdadiger
This has led to a predominantly inaccurate media image of a psychopath.	predominantly	overwegend
Researchers took MRI brain scans of 50 prison inmates .	prison inmate	gevangene
Psychopaths cannot sustain long-term relationships.	to sustain	onderhouden
People born with an excessive capacity to empathise can develop psychopathic traits .	trait	karaktertrek
Just below the surface of their veneer lies a mountain lion waiting to pounce.	veneer	dun laagje vernis
US-based offenders displayed the psychopathic trait of callousness .	callousness	gevoelloosheid
This dissociation can arise from inheriting an oversensitive perceptual system.	dissociation	je afsluiten voor iets
The story of the psychopath remains somewhat of an enigma .	enigma	mysterie
The desire for instant gratification overshadowed any concern about the consequences of their actions.	instant gratification	onmiddellijke voldoening

Teachers with guns ★★★

pages 20-21

On this first day of training I am apt to agree.	apt to	geneigd
It is difficult to know how many districts have availed themselves of this option.	to avail oneself of	gebruikmaken van
'This person is killing your students!' the instructor berates .	to berate	de huid volschelden
Blisters form on my hands early in the day.	blister	blaar
Before the assessment, we are bused to an empty high school.	to bus	met de bus vervoeren
My daughter clumsily pops up from behind the bed.	clumsy	stuntelig
As teachers, on the cutting edge of political upheaval, we are required to hit 27.	cutting edge	voorhoede
Like most children, she is quick to recognise deception .	deception	misleiding
An educator takes us through the grim realities of training to kill one of his own students.	grim	luguber, akelig
Twenty-three paper intruders recoil quicker than senses can register.	to recoil	terugdeinzen
The instructors' military language starts to rub off .	to rub off	overgenomen worden
It takes rural police an average of 20 minutes to respond.	rural	op het platteland
Educators may not have the mettle to take a life.	mettle	moed, kracht
Blisters on my hands made each percussive recoil a test in pain management.	percussive recoil	terugslag (van wapen)
I try to hide the wince that follows each shot.	wince	huivering

The glossary of the other texts ('The yuck factor', 'Are you an eco-hypocrite?', and 'The era of bullshitting') can be downloaded from www.wasreporter.nl.