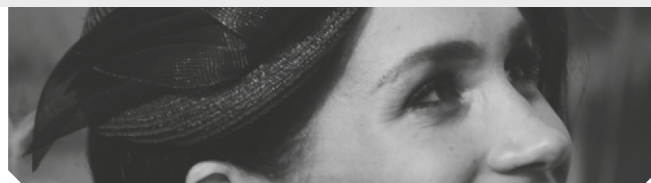


WR



Student File

WaspReporter 18.2

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 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	hertogin van Sussex		
2	ruimtereizen		
3	gewapende overvallen		
4	dakloos zijn		
5	uithuwelijken		
6	leesvaardigheid		
7	koningin Elizabeth II		
8	verslaving		
9	wapenbezit		
10	verstandshuwelijken		

Teen bride ★

pages 3-5

Reading • Language Organiser • Grammar • Speaking

Assignment 2

Reading

15 ⏴



Read the article and put the events in chronological order.

Yasmine ...

- desperately wants to go to high school but her mum won't let her.
- gets married to a man she doesn't know or love.
- goes on a secret date with a guy she met on Facebook.
- is introduced to her future Palestinian husband.
- is locked inside the house by her mother.
- is met by people of the US embassy and put on a plane to Philadelphia.

- lives with her foster parents in the United States.
- lives with her mother and sisters in Chicago.
- manages to call the US embassy and ask for help.
- says goodbye to her sisters, who are married off in Palestine.
- travels to Palestine with her mother and grandmother for the second time.
- wins a scholarship and becomes a student at Illinois State University.

Assignment 3

Reading

10 ⏴



The fragments below were taken from the original article. Where do they belong in the article? Put them in the correct place. Choose from: *l. 44 – l. 72 – l. 80 – l. 156 – l. 174 – l. 251.*

- Instead of berating them, I immediately started thinking of ways to return home on my own. I had watched *Law & Order*. I knew this was totally illegal. I just needed to figure out a way to reach a detective in Illinois who could help me escape. I also knew then that I couldn't trust my sisters – anytime I complained to them, they'd just say, 'It's not so bad! You'll learn to love him!'
- I do however remember pulling away when he tried to kiss my cheek and my mother hissing, 'Kiss his cheek!' I refused. At the end of the wedding party, both of my sisters were so excited about my first night with him. They even said, 'Text us afterwards!' I hated them.
- Facebook was the only way for me to stay in touch with my friends. I made up a random name that my parents could never guess and chatted with friends throughout the day. If my mum walked into the room, I'd switch the screen to a video game. She had no idea. Earlier that year, when I told friends why I wasn't in school, more than one told me, 'That's illegal!'
- She was the only person I was ever allowed to visit. She's also incredibly cool and promised to cover for me. I met her at her house, and then she dropped me off at the mall and told me to have a great time. I did!
- The only time I got to see my friends was at school. In 8th grade, our class took a field trip to tour the high school. No one wore uniforms, like we did in middle school! I could even wear my skinny jeans there. Yep, as strict as my mum was, she did buy me skinny jeans that were super popular then.

6 On my next flight, I flew from Philadelphia to Chicago O'Hare and sat next to a 20-something guy on his way to his friend's bachelor party who asked me how old I was. I said, '15.' He said, 'You're too young to be on a plane by yourself!' If he only knew.

Assignment 4

Language Organiser

10



A
The sentences below are taken from the article. What do the words in *italics* mean? Match them with the correct translation. Choose from: *aannemen – agressief – de juistheid nagaan van – gretig – huilen – huisarrest hebben – meer dan – ongeacht – opgesloten – strijdlustig – vast – vergezellen – verraden – vol walging – wazig beeld – woedend – zelfs.*

Note: there are two extra words.

- 1 She was screaming at my sister, and my sister yelled right back – she was *feisty!*
- 2 I remember large suitcases and both of my sisters *weeping* as we said goodbye.
- 3 Still, I *assumed* they were coming back.
- 4 I was *beyond* bored.
- 5 'Go to your room. You're *grounded!*'
- 6 The next day, my mum locked the door from the outside, which meant I was *trapped.*
- 7 Everyone seemed very *eager.*
- 8 I was *repulsed.*
- 9 I was *furious.*
- 10 I was *stuck.*
- 11 I felt so *betrayed.*
- 12 I don't remember the ceremony – everything is such a *blur.*
- 13 Mohammed told me he'd be in touch once he *verified* all my information.
- 14 That night, a diplomat *accompanied* me to the airport with two bodyguards.
- 15 *Regardless* of what I end up doing for a living, ...

B
Now use the words in a different context. Choose from the words in A to complete the sentences.

- 1 Accountants are currently working to ... the figures.
- 2 I was ... by the thought of shaking his cold clammy hands.
- 3 It may rain by the end of the day, but we plan to carry on ...
- 4 She hurried home from work, ... to hear Christopher's news.
- 5 I can't remember the days before the accident, it's all a(n) ...
- 6 Sheila didn't see his car, so she ... he'd gone out.
- 7 The rate of inflation has risen ... five per cent.
- 8 When I found out that my best friend had lied to me, I felt ...

Assignment 5

Language Organiser • Grammar

10



A **collocation** is a particular combination of words often used together. For example, 'to commit a crime' and 'to drive someone mad' are typical collocations in English.

Complete the collocations by filling in the correct verb, using the correct form. Choose from: *fight – get – go – hold – pack – slam – take – win – work.* There is one verb that you have to use more than once.

- 1 When she was 6 years old, Yasmine's mum said they were '... on a trip' to Palestine.
- 2 Yasmine really wanted a job, even if it was just working at her stepdad's gas station. Anything to ... out of the house.
- 3 Yasmine's mum threatened to call the police, ... the door, and then screamed at Yasmine.
- 4 One day, Yasmine's mother said, '... your bags. We're going to Palestine to visit your sisters.'
- 5 Yasmine's family said, 'He has a job and a house.' That's all it ...
- 6 On October 14th, Yasmine finally ... up the nerve to call the US embassy.
- 7 After a moment of silence, the man from the embassy asked Yasmine to ... the line for a moment.
- 8 Yasmine ... her breath for the entire 30-minute ride to the hotel.
- 9 When they put her in the back seat, she pulled off her headscarf and ... back happy tears.
- 10 Yasmine has just learned that she ... a full scholarship for the next five years.

Assignment 6

Reading

10



Read the text below and fill in the blanks with the correct words. Choose from: *access – according to – betrayed – childbirth – continue – developing – diverse – forced – increases – minimises – occurs – opportunities – protecting – violence.*

Note: there are two extra words.

Child marriage

Child marriage is generally understood to mean marriages that take place before age 18, but for many girls, marriage ... (1) much earlier. In some countries, girls as young as 7 or 8 are ... (2) by their families to marry much older men. The reasons girls are married are ... (3), and parents sometimes believe that through marriage, they are ... (4) their daughters and increasing their economic ... (5). However, child marriage exposes girls to increased health problems and ... (6). It also denies them ... (7) to social networks and support systems.

The facts:

- ... (8) the UN, 37,000 girls under the age of 18 are married each day. We now have the greatest number

of married girls and girls at-risk of child marriage than ever before.

- 1 in 3 girls in the ... (9) world are married before 18; 1 in 9 are married before the age of 15.
- If present trends ... (10), more than 140 million girls will be married before the age of 18 in the next decade.

The consequences:

- Child marriage effectively ends a girl's childhood, curtails her education, ... (11) her economic opportunities, increases her risk of domestic violence, and puts her at risk for early, frequent, and very high-risk pregnancies.
- Girls under 15 are five times more likely to die in ... (12) than women in their 20s and face higher risk of pregnancy-related injuries.

Assignment 7

Grammar

10



Write down the past simple tense (*onvoltooid verleden tijd*) of the verbs below. The verbs can all be found in the article. The list contains regular verbs as well as irregular verbs!

	<i>infinitive</i>	<i>past simple</i>		<i>infinitive</i>	<i>past simple</i>
1	take		26	lock	
2	move		27	mean	
3	share		28	keep	
4	wear		29	leave	
5	buy		30	hate	
6	see		31	show	
7	rip off		32	feel	
8	yell		33	live	
9	say		34	sit	
10	assume		35	seem	
11	tell		36	think	
12	want		37	reply	
13	miss		38	try	
14	ask		39	agree	
15	wake up		40	log on	
16	cringe		41	message	
17	happen		42	send	
18	write		43	shove	
19	type		44	bring	
20	ring		45	give	
21	answer		46	hold	
22	freeze		47	put	
23	threaten		48	spend	
24	scream		49	accompany	
25	go		50	win	

Assignment 8

Speaking

20



Usually, in recounting a story that you have heard or read, you use the past simple tense. In this assignment, you are going to practise just that. You are going to retell Yasmine's story, using the past simple tense.

There are two rounds. The first round you play in small groups, this round is to practise. The second round you play with the whole class.

Round 1

Step 1

Make groups of four. For each group, appoint one of you as a scorekeeper.

Step 2

The scorekeeper starts off by reading the following sentences: *Yasmine was born in Chicago. When she was four months old, her father died.*

Step 3

The other three take turns in adding a new sentence to the story.

Rules

All sentences have to be in simple past tense. You are not allowed to repeat a verb that has already been used.

The score

The three members in a group get three lives. You lose a life if:

- you do not use the past simple tense (or a wrong one);
- you repeat a verb that has already been used;
- you take too long (longer than 15 seconds).

When you have lost all three lives, the game is over for you. The winner of the game is the one who lives the longest. Note: the scorekeeper doesn't make sentences; he or she only keeps the score and judges if necessary.

Tip

Keep the list of verbs (from the previous assignment) at hand and tick off the verbs that have been used.

Round 2

The same game, but now the groups play against one another. As a group you will have three lives. The former scorekeepers join too; the teacher will keep the score.

Book of Joel ★

pages 6-7

Listening • Reading • Language Organiser • Grammar • Writing

Assignment 9

Listening

20



A
Before reading the article, listen to the recorded text. Are the following statements *true* or *false*?

- 1 Taylor replied to Willie's first message because he wanted to help.
- 2 Willie asked Taylor for some money so he could start a business.
- 3 Taylor's family members were very sceptical about the whole business.

- From the start, Willie's pictures were so good that Taylor decided to publish them.
- The first edition of *By D Grace of God* was extremely successful.
- During his stay in Liberia, Taylor felt a little tense and uneasy.
- Most of the money that was made with the first booklet was spent on school items.
- After publishing the second booklet, Taylor moved to Liberia to run the business.
- Both Taylor and Willie say the adventure has changed them.

B
Now read the article and check your answers. Correct the false statements.

Assignment 10 15 ⌚
Reading

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

- | | |
|-------------------------------------|-------------------------------------|
| a Telling lies to Willie | g \$500 for bags and notebooks |
| b Making friends all over the world | h The pictures are getting better |
| c Strange request in the inbox | i Who does well meets well |
| d The cynic has learnt a lesson | j Meeting Willie for the first time |
| e Mocked by the family | k Wanting to expose a scammer |
| f Starting a YouTube channel | l Changing lives in Monrovia |

original heading	alternative headings
1 lines 1-18 (no heading)	
2 Playing the game	
3 By D Grace of God	
4 A trip to Liberia	
5 Helping the community	
6 From zero to hero	

Assignment 11 20 ⌚
Reading

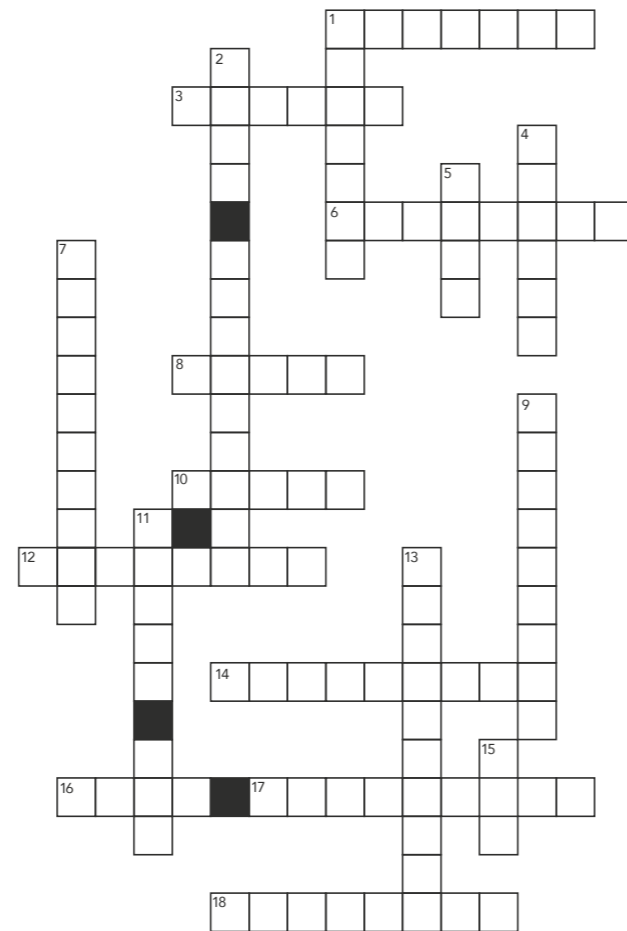
Read the article once more and answer the questions in English. Write full sentences and use your own words.

- What does 'sic' (l. 7) stand for and what does it mean?
- How did Willie make clear that he could be trusted?
- Did Taylor believe Willie when he said his intentions were honest? Explain.
- At what point did Taylor start to take Willie more seriously?
- Taylor called the booklet *By D Grace of God*. Can you explain the title?
- How much did Taylor charge for the first booklets?

- Did Willie get to keep all the money they made with the booklet? Explain.
- What is said about Willie's home and family?
- What have Taylor and Willie accomplished so far?
- Has this partnership changed Taylor? And Willie? Explain.

Assignment 12 20 ⌚
Language Organiser

A
Read the descriptions and find the original words in the text. Then fill in the puzzle. Note: if the word is a verb, use the infinitive (*hele werkwoord*).



- across**
- The situation or experience of being poor (ll. 77-84)
 - strange, unusual, or unexpected (ll. 1-7)
 - something that is valuable, such as gold, jewels, or money (ll. 101-109)
 - a hidden problem or extra difficulty (ll. 94-99)
 - a group of people or things that arrive or are dealt with together (ll. 77-84)
 - strange and out of the ordinary (ll. 181-190)
 - behaving in a way that is intended to deceive people, for example by lying, cheating, or stealing (ll. 203-208)
 - a clever but dishonest way to get money (ll. 13-18)
 - an organised activity (ll. 13-18)
 - a situation in which something suddenly starts to happen (ll. 145-162)

- down**
- money that you gain by selling things or doing business, after your costs have been paid (ll. 20-34)
 - to make use of for gain (ll. 20-34)
 - difficult to see, because the edges are not clear (ll. 60-76)
 - offer something attractive to someone to make them do something or buy something, especially when this is done in a dishonest way that tricks people (ll. 13-18)
 - small loans that are issued by individuals rather than banks or credit unions (ll. 163-179)
 - willing to do anything to change a very bad situation, and not caring about danger (ll. 125-130)
 - a situation in which opposing groups of people from the same country fight each other in order to gain political control (ll. 145-162)
 - easily harmed or hurt (ll. 145-162)
 - a small and unimportant lie (ll. 43-58)

B
Read the text and fill in the blanks. Choose from the words you found in exercise A.

... (1) times in Ebola-stricken country
Liberia, officially the Republic of Liberia, is a country on the West African coast that is home to roughly 4.5 million people. Due to a recent ... (2) and, on top of all that, a(n) ... (3) of the deadly Ebola virus, the country has become ... (4) to ... (5) and hunger. Child mortality is horribly high – every hour, two children die.
One way of mentoring, teaching, and training the people of Liberia is to provide ... (6). These are small business loans that are given to families or individuals to enable them to support themselves and their children.

Assignment 13 15 ⌚
Language Organiser

A
Look for the following verbs in the article and match them with the correct synonym. Note: there are two extra options.

- | | |
|----------------------|------------------------|
| 1 respond (l. 11) | a make a determination |
| 2 insist (l. 30) | b believe strongly |
| 3 figure (l. 36) | c admit |
| 4 decide (l. 52) | d reply |
| 5 commit to (l. 63) | e be familiar with |
| 6 devote to (l. 63) | f condemn |
| 7 expect (l. 101) | g assert, repeat |
| 8 recognise (l. 118) | h think through |
| 9 confess (l. 125) | i dedicate to |
| 10 consider (l. 203) | j approve of |
| | k guess |
| | l go for |

B
Work with a classmate. Together, write six sentences with six different verbs from exercise A. The meaning of the verb should become clear. Your sentences should contain at least ten words, and have to be different from the sentences in the article. Don't just give definitions.

Assignment 14 10 ⌚
Grammar

How to make questions

1 auxiliary or a form of to be to the front

My name is Joel from Liberia.	Is his name Joel from Liberia?
The country has seen two civil wars.	Has the country seen two civil wars?
I was more than desperate.	Were you more than desperate?

2 moving a modal to the front

Financial assistance will help me.	Will financial assistance help him?
Willie could get the other half too.	Could Willie have the other half too?
That would be dishonest.	Would that be dishonest?

3 the present simple and the past simple have no auxiliary; to make questions, simply add the auxiliary do/does for the present simple or did for the past simple

Half the people in Liberia survive on less than \$2 a day.	Do they survive on less than \$2 a day?
It feels good when you help others.	Does it feel good when you help others?
Taylor felt surprisingly at home.	Did he feel at home?

Turn the following sentences into questions.

- Ben Taylor knew he was being scammed on the Internet.
- Joel Willie was indeed in Liberia.
- Willie proposed a business partnership.
- Taylor decides to make a booklet using the pictures.
- You can end up doing the wrong things.
- In Liberia, need is everywhere.
- I would rather continue to help people.
- It's better to give than to always receive.

Assignment 15 30 ⌚
Writing

Reading more about Liberia, you come across the Save the Children website. You read the following appeal.

The challenges for children in Liberia

Living in poverty, without access to quality healthcare or education, children in Liberia need your help!

- 33% of girls 15 and older are literate
- 47% of school-age children are out of school
- 67 out of 1000 children die before their 5th birthday
- 21% of children are engaged in child labour
- 54% of people live in poverty

Get involved!

There are many ways you can volunteer to support our mission. From one-time opportunities to ongoing partnerships, your involvement on behalf of children can start a ripple of change – changing the lives of children and the future we all share.

Team Save the Children is launching its first Virtual Race Series – a series of 5k runs/walks based on the organisation’s three pillars of work: health, education, and protection. Participants can register now. You have the flexibility to run anywhere, any time and at any pace! For each race completed, finisher medals and certificates will be awarded. Dedicate your next run/walk to Save the Children today!

Questions? Email us at team@savechildren.org.

You decide to take part in the Virtual Race Series. But you are not sure what it entails, so you write an email (150-200 words) to Save the Children. Your email should contain the following:

- 1 Stel jezelf voor (naam, leeftijd, j/m, land et cetera).
- 2 Vertel dat je op school een artikel hebt gelezen over een bijzonder project in Liberia. Vertel in het kort waar het artikel over ging.
- 3 Vertel dat je Willie (en Taylor) erg bewondert, leg ook uit waarom.
- 4 Vertel dat je graag wilt meedoen met de Virtual Race Series om zo iets te doen voor de kinderen in Liberia.
- 5 Stel ten minste drie vragen die iets te maken hebben met de Virtual Race Series.
- 6 Schrijf dat je hoopt dat je een reactie krijgt en zorg voor een passende slotzin.

Once you have written your email, check for mistakes and make alterations if necessary.

I used to be homeless ★

pages 8-9

Reading • Language Organiser • Speaking

Assignment 16

Pre-reading

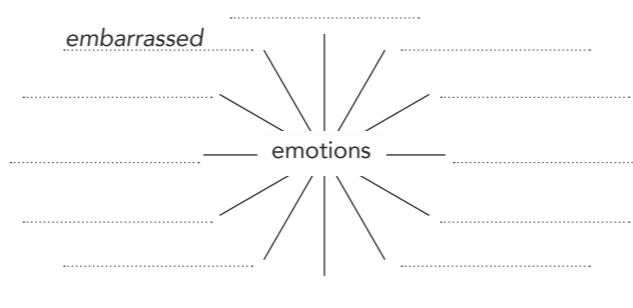
10



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

- 1 Have you ever met a homeless person? Where was this? Can you describe this person?

- 2 What do you think when you see someone who is living on the streets? How do you react?
- 3 How does somebody end up homeless? What are the reasons for this, do you think?
- 4 In the article you are going to read, Han and Savohn tell us about their experience with being homeless. How do you think they felt during their time on the streets? Complete the word web with different (negative) emotions.



Assignment 17

Reading

20



Read the article. Answer the questions in correct Dutch. Write full sentences.

- 1 Wat wordt er gezegd over Hans moeder in de eerste alinea?
- 2 Waar ging Han naartoe toen ze wegliep, en waarom?
- 3 Hoe voelde Han zich nadat ze van huis was weggelopen?
- 4 Hoeveel dakloze tieners heeft Amerika?
- 5 Welke oorzaken worden genoemd voor het van huis weglopen van jongeren (r. 27-31)?
- 6 '... , they face unique – and shocking – challenges' (r. 33). Waar bestaan deze 'challenges' uit?
- 7 Wat zijn 'boxcar children' (r. 48-49)?
- 8 Wat wordt er in regel 52-57 gezegd over dakloze jongeren in Amerika?
- 9 Waar wordt deze ontwikkeling vooral aan toegeschreven?
- 10 Hoe werd Savohn dakloos?
- 11 Savohn is een echte doorzetter. Waaruit blijkt dat?
- 12 Waarom vertelde Savohn op school niets over zijn situatie?
- 13 Wat moet er volgens experts gedaan worden om dakloosheid onder jongeren tegen te gaan? Noem drie dingen.
- 14 Welk voorbeeld van een positieve ontwikkeling wordt hier gegeven?
- 15 Hoe gaat het nu met Han?
- 16 Wat heeft Han geleerd van de periode dat ze dakloos was?

Assignment 18

Reading

5



Look up the following words in the article. Which words have more or less the same meaning in the given context?

- | | |
|---------------------|-----------------------------|
| 1 eventually (l. 8) | 5 so (l. 81) |
| A as a result | A and |
| B by chance | B but |
| C from then on | C therefore |
| D in the end | D on top of that |
| 2 typically (l. 40) | 6 For one thing (ll. 93-94) |
| A funnily | A Apart from that |
| B extraordinarily | B As a result |
| C generally | C In the first place |
| D strangely | D Likewise |
| 3 Still (l. 62) | 7 Despite (l. 110) |
| A Also | A Because of |
| B Moreover | B Just like |
| C Nevertheless | C Regardless of |
| D On the other hand | D Similar to |
| 4 While (l. 65) | 8 ultimately (l. 134) |
| A Although | A as well as |
| B Because | B in the long run |
| C If | C right away |
| D So | D surprisingly |

Assignment 19

Language Organiser

10



A
Write down the correct Dutch translations of the words in *italics*. Use a dictionary if necessary.

English words	line(s)	in Dutch, this means ...
1 an <i>abusive</i> environment	3	
2 a nearby <i>homeless shelter</i>	11-12	
3 a combination of fear, <i>sadness</i> , and <i>relief</i>	16	
4 an <i>estimated</i> 700,000 American teens	20-21	
5 <i>escape abuse</i>	28	
6 <i>clashing</i> with a parent	29-30	
7 suffer from severe stress, depression, <i>addiction</i> , or loneliness	34-35	
8 they do have hopes, dreams, and <i>determination</i>	43-44	
9 the <i>apparent</i> increase	58	
10 <i>carrying all of his belongings</i>	72	
11 it will <i>require</i> a lot of work	93	
12 another important part of the <i>solution</i>	105	
13 with their <i>guidance</i>	124	
14 <i>extracurricular</i> activities	125-126	

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

Homeless youth are young people who are often living on their own, without a permanent or stable place to call home. When some people think of homeless youth, they think of young people who live in ... (1) or on the streets. In the United States alone, a(n) ... (2) 3.5 million people

are homeless and 1.35 million of them are children. Homelessness affects teens in many different ways. Fifty per cent of homeless teens aged 16 and older, drop out of school.

Many resort to using drugs, which can lead to ... (3) as a means of coping. Many of them have very few personal ... (4); they lack food and clothing, need supplies, medical and dental treatment and the list goes on and on.

Approximately 47 per cent of these kids report ... (5) with parents at home as the primary reason for leaving. Other reported reasons for running away include: problems at school, physical, sexual, or verbal ... (6), pregnancy, and mental health problems.

Assignment 20

Language Organiser

10



The following sentences are taken from the article. Complete the sentences with the correct preposition. Choose from: *at – by – for – from – in – off – on – out – over – to – through – up – with*.

- 1 Today, Han is a freshman ... Weber State University ... Utah.
- 2 Communities are getting better ... collecting data ... the number of homeless teens.
- 3 She was overwhelmed ... a combination of fear, sadness, and relief.
- 4 Most of them have few people – if anyone – they can rely ... for help.
- 5 The US has been dealing ... teen homelessness ... generations.
- 6 Han had no family members able to take her ...
- 7 Others have been kicked ... after clashing ... a parent ... their religious beliefs, sexual orientation, or gender identity.
- 8 All that hard work is now paying ...
- 9 Her mother often lashed ... – both physically and verbally.
- 10 During the 11 months she spent ... the youth shelter, she met regularly ... therapists who coached her ... the crisis.
- 11 Savohn desperately tried to hide his situation ... his classmates.
- 12 He couldn't afford to take a bus, so ... those days he forced himself to wake ... three ... the morning to make it ... his first class.

Assignment 21

Language Organiser

5



Here is a list of different emotions: *annoyed – bewildered – cheerful – confident – depressed – disorganised – hurt – insecure – miserable – outraged – petrified – relieved – resentful – threatened – uncertain*. Write the words in the correct column. Use a dictionary if necessary.

happy	sad	angry	scared	confused

Assignment 22

Speaking

20



Savohn desperately tried to hide his situation from his classmates. 'I didn't tell anybody,' he says. 'I felt embarrassed.' But what if he had talked about it with someone? What would he have said? Could you have helped him?

In this assignment you are going to act out this conversation. Choose and prepare a role. Think of the things you want to say or ask and make a prompt card. Swap roles once you've finished.

Speech card 1

Je bent Savohn en je zit op school in Orlando, Florida. Je raakt in gesprek met een klasgenoot en tevens goede vriend(in). Hij/zij vraagt dingen over jouw thuissituatie.

- Zeg dat je er eigenlijk liever niet over praat.
- Je besluit de ander in vertrouwen te nemen. Vertel over je situatie: dat je vreselijke ruzie hebt gehad met je moeder en dat ze je op straat heeft gezet.
- Vertel dat je soms bij vrienden kunt overnachten, maar af en toe ook bij de bushalte slaapt.
- Vertel ook over je emoties: hoe je je voelt en wat deze situatie met je doet.
- Sluit het gesprek op passende wijze af.

Speech card 2

Je bent een klasgenoot en goede vriend(in) van Savohn. Jullie zitten samen op school in Orlando, Florida. Je hebt gehoord dat Savohn problemen heeft. Je besluit hem te vragen of je ergens mee kunt helpen.

- Je vraagt aan Savohn of het inderdaad zo is dat hij problemen heeft.
- Toon begrip voor de situatie maar vraag door.
- Probeer er aan de hand van een aantal vragen achter te komen wat er met Savohn aan de hand is en hoe dat komt.
- Vraag hoe Savohn zich voelt en of hij het wel aankan.
- Reageer op Savohns verhaal en bied je hulp aan.
- Sluit het gesprek op passende wijze af.

Communication Toolbox

asking for information

Mag ik vragen ...	May I ask ...?
Kun je me uitleggen waarom ...	Can you explain why ...?
Dus, je bedoelt ...?	So, what you are saying is ...?
Betekent dat ...?	Does this mean ...?
Ik zou graag willen weten ...	I'd like to know ...
Wat is er gebeurd?	What happened?
Kun je beschrijven hoe je je voelt?	Can you describe how you feel?
Hoe ga je met de situatie om?	How do you cope with the situation?

giving information

Ik praat er liever niet over.	I'd rather not talk about it.
Ik zal je er iets over vertellen.	I'll tell you a little bit about it.
Je gelooft nooit wat er toen gebeurde.	You won't believe what happened then.
Ik herinner me ...	I remember ...
Ik zal nooit vergeten ...	I'll never forget ...
Ik kan bij niemand terecht.	I have no one to turn to.

expressing emotions

Ik krop mijn gevoelens op.	I bottle up my feelings.
Ik schaam me / ben boos/verdrietig/...	I feel embarrassed/angry/sad/...
Soms denk ik dat ik gek word.	Sometimes I fear I'm going mad.
Ik zit op een achtbaan van emoties.	I'm on an emotional rollercoaster.

reactions

Wat vreselijk!	How awful!
Ik begrijp waarom je in de war/verdrietig/boos/... bent.	I can understand why you are upset/sad/angry/...
Wat erg voor je.	I'm so sorry.
Vertel verder.	Go on.
Als ik iets voor je kan doen ...	If there's anything I can do ...



Web task

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

Faking it ★★

pages 10-11

Reading • Language Organiser • Grammar • Speaking

Assignment 23

Pre-reading

10



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

- 1 Do you have a Snapchat or Instagram account? If yes, how many followers do you have?
- 2 How many selfies (if any) do you take on an average day? And what about your classmates?
- 3 Why do people take and post selfies, do you think?
- 4 When you take selfies, do you use filters? Why (not)? If yes, which ones do you use?
- 5 What could be the dangers of taking too many selfies and using 'beauty filters', do you think?

Assignment 24

Reading

10



Scan the text and answer the following questions as quickly as possible (in English).

- 1 How many selfies did Anika take per day between the ages of 19 and 21?
- 2 Where does Anika live?
- 3 Who is Tijion Esho and what does he do for a living?
- 4 What does 'BDD' stand for and what does it mean?
- 5 What is 'selfitis'?
- 6 How many people use the Facetune app (1 & 2)?
- 7 Who is Wassim Taktouk?
- 8 What happened to Danny Bowman?

Assignment 25

Reading

20



Read the text. Then answer the following questions in English. Use your own words and write full sentences.

- 1 Why did Anika take so many selfies?
- 2 Which part of her face was Anika not so happy about? Why?
- 3 What was the result of Anika's obsession with Snapchat?
- 4 'And that's an unrealistic, impossible thing' (ll. 50-51). What does 'that' refer to?
- 5 What is the relation between filtered images and BDD, according to lines 52-60?
- 6 Is the question in lines 74-75 answered? If yes, what is/are the reasons mentioned in the text?
- 7 What are the dangers of using filters, according to Tijion Esho?
- 8 Did Anika get the nose she wanted? Explain.
- 9 Read lines 153-167. What is odd about Anika's reasoning?
- 10 What triggered BDD in Danny Bowman's case?
- 11 What was part of his treatment?
- 12 What is Bowman worried about?

Assignment 26

Language Organiser

15



Find the English words in the article. The line numbers tell you where to look.

- 1 aantrekkingskracht (ll. 10-22)
- 2 onzeker (ll. 10-22)
- 3 verfraaien (ll. 10-22)
- 4 uitvegen, uitwissen (ll. 10-22)
- 5 lijken op (ll. 32-43)
- 6 tweeeebrengen, veroorzaken (ll. 52-60)
- 7 psychische aandoening (ll. 52-60)
- 8 mankement, gebrek (ll. 52-60)
- 9 zelfvertrouwen (ll. 97-106)
- 10 huidskleur, uiterlijk (ll. 107-119)
- 11 overwegen (ll. 142-152)
- 12 meteen (ll. 142-152)

- 13 uiteindelijk (ll. 153-167)
- 14 gelaatstrek (ll. 153-167)
- 15 afwijzen (ll. 169-180)
- 16 bevestiging (ll. 169-180)
- 17 toenemen (ll. 181-189)
- 18 doodmoe, uitgeput (ll. 190-203)
- 19 beeld (ll. 204-216)

B

Complete the sentences with the words you found in A.

- 1 In addition to unicorn horns and dog ears, Snapchat and Instagram also offer perfecting filters that ... imperfections, smooth skin, thin your face, and change your eye colour.
- 2 This photo-editing technology has resulted in a new ... scientists are calling 'Snapchat dysmorphia'.
- 3 As these images become the norm on social media, and in real life, the idea of what is attractive worldwide also changes – which can affect ... and make people insecure.
- 4 It can also ... body dysmorphic disorder (BDD) or Snapchat dysmorphia, a term coined by Dr Tijion Esho, a cosmetic doctor.
- 5 BDD is an excessive preoccupation with a perceived flaw in appearance often characterised by people going to great – and sometimes unhealthy – lengths to hide their ...
- 6 Dr Esho, who will turn away patients who seem overly-obsessed with resembling filters, previously said, 'The danger is when these pictures are not just a reference point, but become how the patient sees themselves, or the patient wants to look exactly like that ...'

Assignment 27

Language Organiser

10



A

The following idiomatic expressions all have something to do with appearance. Match the expressions with the correct descriptions. Note: there are two extra descriptions.

- | | |
|-----------------------------------|---|
| 1 put one's face on | a be unshaven, having a stubble on you face |
| 2 be all skin and bone | b losing your hair or going bald |
| 3 be a dead ringer | c look awful, unsuitable, or very untidy |
| 4 cut a dash | d be untidy or neglected |
| 5 have a five o'clock shadow | e because of lack of money |
| 6 be thin on the top | f apply make-up |
| 7 be bright eyed and bushy tailed | g be very similar in appearance |
| 8 look a sight | h be very beautiful |
| 9 be a knockout | i make a striking impression by your appearance and clothes |
| 10 be vertically challenged | j be very thin or too thin |
| | k be full of energy and enthusiasm |
| | l be very ugly and unattractive |
| | m be (very) short |

B
Complete the sentences with the correct expressions.

- Oh dear, what's wrong with you? You ... this morning!
- When Vicky was a teen she looked plain, but now she is a real ...
- People tell me that if I was a bit taller, I'd be a(n) ... for Prince Andrew.
- My dad ... at my cousin's wedding last summer. He looked very elegant.
- I can't believe how much weight she's lost. She's ...!
- High shelves are difficult for ... shoppers.

Assignment 28

Grammar

10



The gerund

'Faking it' (title)
'At the peak of her "tragic" behaviour, she reckons now – a year after *quitting* the image-sharing app – she was taking 25 selfies a day.'
'It was around this time, the height of her Snapchat obsession, that Anika started *contacting* cosmetic doctors on Instagram.'

The gerund is formed only with **infinitive + -ing**.

You use a gerund:

when it is the subject (onderwerp) of the sentence
Swimming is really healthy.

after a preposition
I'm looking forward **to** *seeing* you.

after verbs such as *like, love, hate, enjoy, prefer, mind, etc.*
They **enjoy** *eating out*.

after the verbs *keep, start, begin, stop, finish.*
It **stopped** *raining* after three days.

Read the text and fill in the correct form of the verb: *gerund* or *to + infinitive*.

Snapchat Dysmorphia

n. A fixation on perceived flaws in one's appearance, caused by ... (1) (*see*) too many filtered photos. People used ... (2) (*show up*) in plastic surgeons' offices with photos of movie stars. Today they come with selfies, asking ... (3) (*look*) like themselves. Not the human selves that mock us all in fitting-room mirrors, of course, but the sparkling, digitally embellished versions that increasingly populate our social feeds.

On platforms like Snapchat and Instagram, more and more people start ... (4) (*use*) filters and tools like Facetune for selfie-improvement. They like ... (5) (*make*) pictures that better capture their true inner beauty. Swipe away acne or wrinkles. Swipe again for bigger eyes, a thinner nose. ... (6) (*change*) the shape of your face is a piece of cake too, by the way.

Such fixes used ... (7) (*be*) just for glamour shots of celebrities. But nowadays, with flawless skin and

symmetrical faces all over social media, the 'beautiful people' are our peers. It's enough ... (8) (*give*) you a complex. In fact, doctors are now speaking of 'Snapchat dysmorphia', an obsession with normal imperfections that, for teens especially, can cause real harm. And it's driving many to seek surgery, in hopes of ... (9) (*edit*) their faces IRL like they do on their phones.

... (10) (*have*) your name on a new mental disorder can't be good. Snapchat's reaction? 'Lighten up, filters are just a fun tool for personal expression!' Yep, all good fun – until your kid comes home from the surgeon with a permanent deer face.

Assignment 29

Pre-speaking

10



Go online and watch this news item: bit.ly/wr-sd. Make notes of what is being said about teens, social media, beauty and plastic surgery, and which questions are posed. Consider your own feelings about the subject.

Assignment 30

Speaking

20



Team up with three to four classmates and prepare to discuss what you have seen and heard in the video in the previous assignment. The main question is: *Should teens be allowed to have plastic surgery?*

Preparation

In order to answer the main question, you will have to address the following sub questions. Take a few minutes to write down your ideas about them. Do this on your own.

- Do we live in a world that is obsessed with beauty?
- Do filters like Snapchat create unrealistic expectations of what is normal?
- When is it OK to have plastic surgery? Where do you draw the line?
- Should there be a minimum age for plastic surgery?
- Is beauty on the outside, or on the inside?

Discussion

Have the discussion. Make sure everyone gets the chance to voice their opinion and try to use some of the expressions from the Communication Toolbox. Make sure you use arguments and examples to back up your opinion. Try to come to a clear answer to each question.

Communication Toolbox

Wat is jouw mening over ...?	What's your opinion / view on ...?
Ik vind dat ...	I think / believe / feel that ...
Het lijkt me duidelijk dat ...	It seems clear to me that ...
Ik ben ervan overtuigd dat ...	I'm convinced that ...

Mijn eerste reactie was ... My initial reaction was ...

Ik ben het niet met je eens. I don't agree with you.

We moeten rekening houden met het feit dat ... We have to take into account that ...

Ik begrijp wat je bedoelt, maar ... I get your point, but ...

Dat is een goed argument, maar ... That's a fair argument, but ...

Dat is niet logisch. That doesn't make sense.

Dat wordt algemeen aangenomen, maar ... That's a common belief, but ...

Mag ik er even op wijzen dat ... May I just point out that ...

Ik heb er een dubbel gevoel over. I'm in two minds about that.

We verschillen van mening. We agree to disagree.

We zijn tot de conclusie gekomen dat ... We have come to the conclusion that ...



Web task

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

Happily ever after ★★

pages 12-13

Reading • Language Organiser • Speaking

Assignment 31

Pre-reading

10



Work with two or three fellow students and discuss in English what each of you thinks of these questions.

- Based on the title 'Happily ever after', what do you expect the article to be about?
- Why do you think people get married nowadays? And 100 years ago?
- What do you think of marriage? Explain.
- Do you see yourself marrying in the future? Explain.
- Describe the conditions under which you would marry.
- Would you marry for money, a passport into another country, or entry to a higher level of society? Explain.
- If they did, why did your parents marry?
- If they did, why did your grandparents marry?
- If you know, why do you think your great-grandparents married?
- Do you know any people who married for anything but love?

Assignment 32

Language Organiser

15



A
Which of these words are (near-)synonyms of marriage?

- | | |
|---------------|-----------------|
| 1 annulment | 6 jurisdiction |
| 2 attachment | 7 matrimony |
| 3 conjugality | 8 miscegenation |
| 4 betrothal | 9 polygamy |
| 5 engagement | 10 wedlock |

B
Match the words with the right definitions. There are three definitions you don't need.

- | | |
|-----------------------|--|
| 1 alignment | a the act of making up one's mind |
| 2 anxiety | b to admit to being responsible for |
| 3 consideration | c to arrange or bargain for a deal |
| 4 decision | d being too late to start or complete |
| 5 fulfilment | e the completion of one's full possibilities by independence |
| 6 iffy | f distribution of goods |
| 7 lavish | g extravagant, wasteful, generous |
| 8 to manifest | h having a contractual or business-like nature |
| 9 to negotiate | i to make real or turn into a fact |
| 10 outdated | j no longer fashionable |
| 11 to own up to | k one member of a married couple |
| 12 prospect | l outlook for the future |
| 13 self-actualisation | m to prove or make clear |
| 14 spouse | n questionable or full of foreseeable problems |
| 15 transactional | o sleeping with others than a spouse or lover |
| 16 unfaithful | p state of agreement among persons, groups, or interests |
| | q state of being completed |
| | r something that is kept in mind when making up one's mind |
| | s uneasiness of mind caused by fear |

C
Which word goes in which gap? Choose from the words in B.

- The ... to get married is often taken after a lot of deliberation.
- Economic hardships will increase the ... levels of many people.
- Life without a(n) ... means more economic independence but less spending power.
- Adult life means constantly choosing between emotional and financial ...
- Sometimes the ... of financial security is more important than love.

Assignment 33

Reading

20



A
Read 'Happily ever after' and answer these questions.

- What is the relationship between the first and second paragraph?
A The first paragraph provides an example for what is said in the second.

- B The first paragraph sets the limits for the possibilities in the second.
 C The second paragraph answers the question that is asked in the first.
 D The second paragraph gives an explanation for the situation introduced in the first.
- 2 What is the function of the word 'meanwhile' in line 30?
 A It introduces a disagreement in view.
 B It introduces an explanation.
 C It sets apart the previous and the following situations.
 D It sets two situations side by side in time.
- 3 What is the most important reason for Ashley to agree to marry Justin according to lines 38-46?
 A her Instagram
 B seeing the world
 C the forms
 D the money
- 4 What is the function of the sentence 'she's not alone' (l. 74)?
 A It gives Ashley's decision greater weight on the moral scale.
 B It offers a plausible explanation for Ashley's decision.
 C It offers proof that Ashley is not alone in her decision.
 D It puts Ashley's decision in a socioeconomic perspective.
- 5 Why is the romance between Queen Victoria and Prince Albert mentioned in lines 97-100?
 A to give an example of well-known people deciding to marry for love
 B to give a reason for increasing popularity of marrying for love
 C to prove that even in royal circles people were marrying for love
 D to show how these two people promoted marrying for love
- 6 Which word best fits the gap marked 1?
 A Consequently
 B Interestingly
 C Still
 D Surprisingly
- 7 How can the tone of the phrase 'starry-eyed melding of souls' (ll. 124-125) be characterised?
 A as dull
 B as incredulous
 C as sarcastic
 D as serious
- 8 What is the main idea of lines 129-138? Today's young people are ...
 A disagreeing with the choices their parents made.
 B making the same mistakes their parents made.
 C traumatised by their parents' marriages.
 D trying to be better spouses than their parents.
- 9 Why is the sentence 'The wedding photos were epic' (ll. 171-172) the last sentence of that paragraph?
 A to add some comfort to the misery of Annabelle's friend
 B to criticise the priorities Annabelle's friend set for herself
 C to demonstrate Annabelle's friend's wedding was great
 D to show all the troubles of Annabelle's friend were worth it
- 10 Which sentence best fits the gap marked 2?
 A are free to go where they please anyway
 B don't want to get married anyway
 C may need less from their spouse anyway
 D should keep a close eye on their finances anyway

- 11 Which word best fits the gap marked 3?
 A clear-eyed
 B cheerful
 C fearful
 D misty-eyed

B
 Match the statement with the right person.

- | | |
|-------------------------|---|
| 1 Stephanie Coontz | a 'Marriage was a way of organising cooperation and circulating or extending resources.' |
| 2 Rhonda Richards-Smith | b 'No matter what, your spouse/partner can never truly replace the relationships that you have with your girlfriends. In fact, it's unfair to even expect this in your romantic relationships.' |
| 3 Molly Rosen Guy | c 'When you get married, your relationship with your spouse generally becomes your primary relationship for emotional support, financial support, and security.' |

Assignment 34 10
 Speaking

- A**
 Work together with one or two fellow students. First read these questions and answer them individually, also considering your argumentation. Then discuss the answers one by one with your group.
- 1 What do you think of the decisions some of the people in the article make? What do you agree with? What do you completely disagree with? Why?
 2 If you were offered a transactional marriage by someone rich, what would you find a reasonable amount to settle for? (Don't say a million, you're not worth that much.)
 3 In 'Happily ever after', Ashley settled a number of secondary conditions (such as getting an allowance and her credit card debts taken care of) in her marriage. Which secondary conditions would you want to see in yours?
 4 Would you, like Ashley, prefer to live on your own, or with your contractual spouse? Why?
 5 Justin gave access to a great Instagram-worthy lifestyle. Would you want to be given access to lavish parties in return for socialising with your contractual spouse? Explain.
- B**
 Make a list of the conditions (as discussed above) you personally would settle for.

Assignment 35 20
 Speaking

You are going to negotiate a transactional marriage.

Step 1
 Individually, go to bit.ly/wr-negotiating and read the tips for successfully negotiating a business transaction. Take notes and make a top 3 of useful tips.

Step 2
 Team up with a fellow student (not somebody you've worked with on Assignment 34). One of you will be the *rich spouse* (Nigerian prince(ss), American real estate heir, YouTube millionaire, you name it). The other will be *poor spouse*, the person that needs to be married (come up with a nice reason).
 • If you're the *rich spouse*, take the list of conditions you have drawn up above, and halve the demands as your top offer: you may be rich and connected, you can't just spend all of mum and dad's money.
 • If you're the *poor spouse*, take the list of conditions you have drawn up. You're poor and indebted, so you have to get as much out of the deal as possible.
 Now sit together and, in English, negotiate a deal that is satisfying to both of you. Use the tips from Step 1.

Step 3
 After you've finished, find another partner and do Step 2 again (changing roles).

Knifed for likes ★★ pages 14-15
 Listening • Reading • Language Organiser • Writing

Assignment 36 5
 Pre-listening

Before listening to the article, team up with a classmate and study the word cloud based on this article.



Then discuss the following questions.

- 1 What do you think this text will be about? Do not just mention a couple of words from the word cloud, but turn them into a coherent story. Talk about your expectations: what turn do you think the article will take?
 2 How do you feel about this topic? Are you looking forward to listening to and reading the article, or not? Do you think it will be interesting, shocking, boring, fascinating, depressing, or something else? Explain why.

Assignment 37 20
 Listening • Reading

A
 Read the following statements. Without looking at the text in your Magazine, listen to 'Knifed for likes' and choose which statements are *true*.

- 1 A It took Kirsty a while to realise something bad had happened outside.
 B Kirsty immediately realised something was wrong when she heard some noise outside.
- 2 A Kirsty was appalled, but not surprised, by what had happened on her doorstep.
 B Kirsty was shocked because the violence occurred so close to home.
- 3 A Kirsty and her family have just moved into this house.
 B Kirsty and her family have clearly been living in their house for quite some time.
- 4 A Kirsty lives in Shepherd's Bush, which has wealthy as well as poor inhabitants.
 B The area where Kirsty lives is considered a dangerous and deprived neighbourhood.
- 5 A Knife crime has become a serious problem in the UK.
 B The middle-class in the UK need not be concerned about knife crime.
- 6 A Kirsty's son is a college student who knows more about youth culture than Kirsty does.
 B Kirsty's son is a police officer specialised in youth crime and gang culture.
- 7 A Kirsty discovered that a boy she knew had been stabbed too.
 B The boy who had been attacked near Kirsty's home turned out to be someone they knew.
- 8 A Getting excluded from school puts children at risk of ending up in a life of crime.
 B Pupil Referral Units are doing all they can to keep the children on the straight and narrow.
- 9 A Social media can offer a way out if a child is involved in gang activity.
 B Social media make the problem of street gangs even worse.
- 10 A 'Reppin' your block' means to score points by attacking someone who does not live in your street or area.
 B 'Reppin' your block' used to be very popular, but has been taken over by 'Scores' on social media.
- 11 A Many attacks that are filmed and posted online are acts of revenge.
 B Youngsters often know violence is going to take place, but are too afraid to tell the police.

- 12 **A** Many boys who join gangs do so because they are scared, not because they want to make money selling drugs.
- B** Most gangs consist of boys who've dropped out of school and have been rejected by their parents.

B
Now read the text on pages 14 and 15 and cite the words from the text that support your answers to A. Did you answer all the questions correctly?

Assignment 38

Reading

15



The following ten sentences were taken from the original article. Seven of them fit the gaps in the text in your Magazine. For each gap in the text, write down which sentence belongs there.

Note: there are three extra sentences.

- a I'd been to their home, chatted with their mother at the school gates and attended the same children's birthday parties.
- b It didn't take long before my screen was filled with articles about similar bloodshed in my area – clippings posted triumphantly on social media by the thugs responsible.
- c And during our conversation, I was acutely aware that my own son might have ended up in the same situation.
- d They upload films of attacks to get 'likes' from their followers and to spite rivals.
- e Later, when a police officer rang my doorbell to ask if I'd seen anything useful, he told me it was the second attack on a teenager he had attended in the area in 24 hours.
- f I recently spoke at a fundraising dinner for the charity Leap Confronting Conflict, which offers training to young people to help them reduce violence in their communities.
- g In a soft voice, she told me about the night her son was stabbed: the icy fear that went through her when she got the call and the anxious hours that followed as her son lay on the operating table while surgeons repaired his punctured lung.
- h Levy turned his back on a thriving property business after his younger brother was murdered.
- i And it is projected directly into homes of all types – rich, poor, middle-class – via their mobile phones and tablets.
- j It's bad for business.

Assignment 39

Language Organiser

15



A
Read the list of words from the text. Try to think of an antonym (a word with the opposite meaning) for each word. You can use an (online) dictionary. Then, design your own matching exercise, including two words that cannot be matched.

- 1 commotion (l. 1) a
 - 2 vulnerable (l. 8) b
 - 3 run-down (l. 22) c
 - 4 to soar (l. 31) d
 - 5 perpetrator (l. 40) e
 - 6 rival (l. 44) f
 - 7 to discharge (l. 58) g
 - 8 disturbing (l. 60) h
 - 9 critical (l. 74) i
 - 10 to confirm (l. 88) j
 - 11 to attack (l. 94) k
 - 12 revenge (l. 106) l
- m
n

B
Now swap Student Files with a classmate and do each other's matching exercise. Did you think of the same antonyms?

C
Fill in the missing words, choosing from the words given in exercise A.

- 1 Gang problems used to be restricted to ... council estates, but that is no longer the case.
- 2 Many teenagers feel ... and feel forced to join a gang to protect themselves.
- 3 Children and teenagers dare each other to ... their ..., especially when they are 'trespassing', or passing through another gang's area.
- 4 'It was ... to find out that my ten-year-old son had already been groomed by a gang,' one mother told us.
- 5 With so many youths carrying knives, it's no surprise the knife crime numbers are ...

Assignment 40

Language Organiser

5



Read the following phrases and sentences from the article and fill in the missing prepositions (*voorzetsels*). Do this without looking at the article.

- 1 I pulled ... the curtain.
- 2 The victim was placed ... a stretcher.
- 3 I watched the ambulance speed ...
- 4 I'd been concerned ... my son during his school days.
- 5 I was shocked ... paying real attention.
- 6 Perpetrators film their attacks, glorying ... their violence.
- 7 The clips show them bragging ... their violence.
- 8 Shootings or stabbings are referred ... as 'drillings'.
- 9 The victim had been ... the same state primary school as my son.
- 10 She insisted he wasn't involved ... drugs.
- 11 She is particularly critical ... the Pupil Referral Unit.
- 12 They have gained a reputation ... being little more than dustbins.
- 13 Her son needs guidance to get his life back ... track.
- 14 Social media is one of the key drivers ... the violence.
- 15 Drug dealing is just a small part ... the picture.

Assignment 41

Writing

30



You are going to write an email to one of these persons from the article:

- Kirsty Lang
- the 16-year-old boy who got stabbed
- 'Virginia', the mother of the boy who got stabbed
- Nathaniel Levy

In your email, you:

- write a response to the contents of the article;
- respond to two specific facts or quotes from the person in the article;
- write about gangs and knife crime in your area, as compared to the situation in London (write about your own experiences, or give a description of the situation that you believe to be accurate);
- ask two or three questions related to this topic or to the person's experiences;
- conclude the email by wishing something to happen or change, either for this person or about the situation in general.

Choose whom you want to write to and what aspect of gang life or knife crime you want to focus on in your email. Then write 350-450 words in English. Make sure your email has a proper salutation and ending, and use phrases from the Communication Toolbox where appropriate.

Communication Toolbox

Laat me mezelf even voorstellen.	Allow me to introduce myself.
Ik hoop dat deze e-mail jou/u in goede gezondheid aantreft.	I hope this email finds you well.
Ik hoop dat het goed met je/u gaat.	I hope you're doing well.
Ik wil graag om advies vragen over ...	I'm eager to get your advice on ...
Ik heb over ... gelezen in ...	I read about ... in ...
Ik schrijf je/u in verband met ...	I'm writing to you in connection with / with regards to ...
Ik schrijf je/u omdat ik dacht dat je/u wel zou willen weten dat ...	I'm writing to you because I thought you'd like to know ...
Excuses dat ik zomaar schrijf, maar ...	Sorry to write out of the blue, but ...
Ik was geschokt toen ik ontdekte dat ...	I was shocked to find out that ...
Nu ik je/uw verhaal gelezen heb, vraag ik me af ...	Having read your story, I wondered ...
Bedankt dat je/u de tijd hebt gevonden om dit bericht te lezen.	Thank you for finding the time to read this message.
Ik kijk ernaar uit van je/u te horen.	I look forward to hearing from you.
Laat het me alstublieft weten als ...	Please let me know if ...

... aarzel dan niet om contact op te nemen.	... please do not hesitate / feel free to contact me.
Vriendelijke groeten, verontrustend, verontwaardigd, wraakzuchtig	Best regards, / Best wishes, upsetting, unsettling, disturbing, resentful
ongewoon	uncommon, unusual
van kwaad tot erger	from bad to worse
in de kiem smoren	nip in the bud
doelwit	target
naief	naive, ignorant

Is addiction on the rise? ★★★

pages 16-17

Listening • Reading • Language Organiser • Grammar • Speaking

Assignment 42

Pre-listening

5



Before reading the article, team up with a classmate and discuss the following questions.

- 1 When you hear the word 'addiction', what do you think of? What can people be addicted to? Make a list.
- 2 Read the lead. You probably agree that 'many of us are hooked on something'. Is this always a bad thing? Explain.
- 3 In your opinion, is being 'hooked' the same as being 'addicted'? What is the difference, if there is one?
- 4 What do you think is the answer to the question that is the title of this article? Explain your 'yes' or 'no'.

Assignment 43

Listening • Reading

20



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

- 1 **A** many physicians fear **7 A** broadly the same
- B** researchers claim **B** much more complex
- C** the stories make out **C** totally different
- 2 **A** as unfair as it is shady **8 A** even stronger
- B** not surprising **B** more undefined
- C** quite remarkable **C** unstable
- 3 **A** boosted dramatically **9 A** ludicrous
- B** knocked off-kilter **B** pleasant
- C** left unaffected **C** risky
- 4 **A** any difference **10 A** Even so
- B** problems from doing so **B** Furthermore
- C** violent behaviour **C** However
- 5 **A** comfortable **11 A** addicted
- B** distressed **B** relieved
- C** perplexed **C** worried
- 6 **A** less susceptible **12 A** pleased with
- B** more anxious **B** proud of
- C** so obsessed **C** strict with

B

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

Assignment 44

Reading

15 ⌚



Read the article again and answer the following questions in correct Dutch.

- 1 Waar doelt de schrijfster op als ze het heeft over 'technological advances' (r. 13)?
- 2 Welk type verslaving lijkt toe te nemen volgens de tweede alinea? Hoe komt dat waarschijnlijk?
- 3 Wat is de medische definitie van verslaving? Ofwel: wanneer is iemand medisch gezien verslaafd?
- 4 In welk type verslaving is professor West gespecialiseerd?
- 5 Kun je volgens West ook verslaafd zijn aan bijvoorbeeld hardlopen? Leg uit.
- 6 Wat is volgens Henrietta Bowden-Jones het verschil tussen iets heel leuk vinden en vaak doen en ergens aan verslaafd zijn?
- 7 Is verslaving erfelijk?
- 8 Wat zijn volgens regel 88-108 voorspellende factoren voor verslaving?
- 9 Welke rol speelt dopamine bij het ontstaan van een verslaving?
- 10 Hoe ernstig is het probleem van gokverslaving volgens Bowden-Jones?
- 11 Waar maken onderzoekers zich zorgen om als het gaat over online spelletjes en apps?
- 12 Wat is een mogelijk verband tussen roken en drinken enerzijds en gokken en gaming anderzijds?
- 13 Wat is volgens regel 173-198 het antwoord op de vraag 'Is addiction on the rise?'
- 14 Wat zijn de tekenen aan de wand dat iemand ergens aan verslaafd is?
- 15 Wat kun je het best doen als je bepaald gedrag wilt verminderen?

Assignment 45

Post-reading

5 ⌚



Work with a classmate. In the article, various forms of addiction are being mentioned. Make a list of all the different kinds of addiction that are referred to and try to assess which ones are causing most trouble for people your age. Which addictions do you think will be most 'popular' in your class?

Assignment 46

Language Organiser

15 ⌚



A

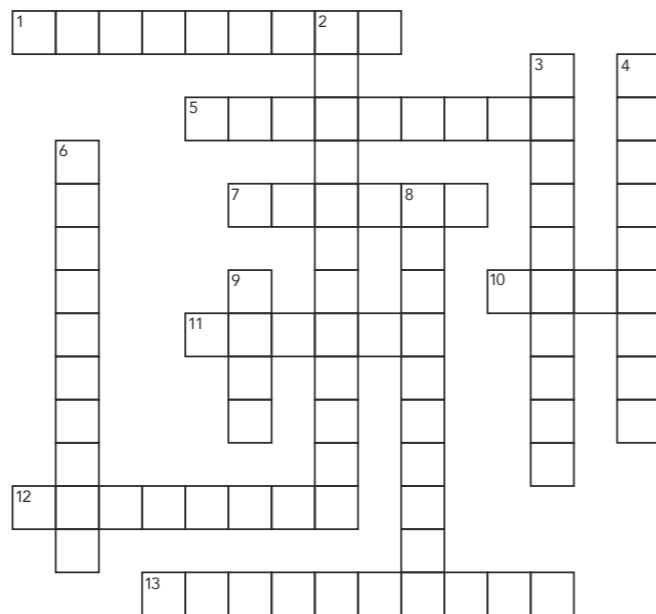
Read the descriptions and find the words in the text. The line numbers tell you where to look.

across

- 1 material with particular physical characteristics, drug (ll. 41-56)
- 5 to show that someone or something is involved or partly responsible (ll. 110-126)
- 7 enjoying something so much that you are unable to stop doing it, having it, watching it, etcetera (ll. 1-15)
- 10 physical or other injury or damage (ll. 68-87)
- 11 to describe the meaning of something (ll. 41-56)
- 12 a real or imagined line that marks the edge or limit of something (ll. 215-224)
- 13 the situation in which you need something or someone all the time (ll. 110-126)

down

- 2 informal and more suitable for use in speech than in writing (ll. 31-40)
- 3 something that makes you want to do or have something while you know you shouldn't (ll. 1-15)
- 4 harm or damage (ll. 189-198)
- 6 a very strong feeling of wanting to do something repeatedly that is difficult to control (ll. 31-40)
- 8 knowledge or skill from doing, seeing, or feeling things (ll. 41-56)
- 9 eager to do something (ll. 127-137)



B

Use the words from A to fill the gaps in the following text. Mind you: you may have to change the form of a word.

Do you often feel the ... (1) to check your phone, even though it hasn't made a sound? Or do you spend large chunks of your day making, editing, and posting selfies to various social media accounts? There's a chance you're ... (2) on social media if you open your social media apps every five or ten minutes to see if you've got any new likes, or to find out what all your connections are up to. Social media ... (3) resembles addiction to a(n) ... (4), as receiving a new like or message triggers similar responses in our brain. The dopamine that is released makes you feel good – so good that you will try to replicate that ... (5) as often as possible.

This not only takes up a lot of time that could have been spent more productively, it may also make you insecure and could even ... (6) your mental health.

So ask yourself a serious question: are you at a point where the ... (7) of using Facebook, Twitter, Snapchat, Instagram, and so on outweigh the positive sides? Then it's time to set some ... (8).

Assignment 47

Language Organiser

10 ⌚



Work with a fellow student. Look at the Glossary words from this text on page 30. Take turns. Pick a word from the list and throw a dice – you can use an app or a real one. Perform the action that corresponds to the number you've thrown. Do this for three words each.

- 1 define (explain what the word means)
- 2 use it in a sentence
- 3 give a synonym (same meaning)
- 4 give an antonym (opposite meaning)
- 5 draw it
- 6 draw a word web with at least six other words related to it

Assignment 48

Grammar

10 ⌚



'... the scale of the problem might not be as extreme as some would think' (ll. 132-134).

'... purchase of these prizes is linked to higher levels of problematic gambling behaviour' (ll. 151-153).

There are various constructions you can use to compare things. Usually, you use adjectives like *bigger*, *slower*, *more interesting* or *biggest*, *slowest*, and *most interesting* to do this. Here are some rules:

Comparative

- For adjectives that are just one syllable, add *-er* to the end: *slow* → *slower* (*than*).
- For two-syllable adjectives not ending in *-y* and for all three-or-more-syllable adjectives, use *more* + adjective: *interesting* → *more interesting* (*than*).
- For two-syllable adjectives ending in *-y*, change the *-y* to *-i* and add *-er*: *healthy* → *healthier* (*than*).

Notes:

- To indicate that something is changing, you can use a comparative with *and*: Alec is getting *smarter and smarter*; public transport is getting *more and more unreliable*.
- If you want to show a contrast or relationship between two things, you can use *the* with a comparative: *the longer you wait, the more difficult it will get*.

Superlative

This form follows the same rules, but you have to use *the ... -est* and *the most*:

- *slow* → *the slowest*
- *interesting* → *the most interesting*
- *healthy* → *the healthiest*

You can make your comparison stronger or weaker by using words like *much*, *a lot*, *far*, *even*, *a (little) bit*, *somewhat*, *slightly*, *by far*, *easily*.

Equality

If you want to say that two things are (not) equal, you use (not) *as ... as*.

- Janet is about *as tall as* Charlene now.
- I think smoking is *not nearly/quite as harmful as* popping pills.

A

Complete the following sentences using the correct grammatical construction.

- 1 Drinking alcohol is ... (*harmful*) than many people think.
- 2 Of course, having a few beers can make you feel ... (*good*) and ... (*confident*).
- 3 Alcohol reduces self-consciousness, so after some drinks, you're ... (*inhibited*) usual.
- 4 Many people feel they are ... (*sociable*) and ... (*funny*) when they are a bit tipsy.
- 5 At the same time, it impairs judgement, so you may end up being ... (*foolish*) than good for you.
- 6 It's easy to insult someone, get into a fight or have an accident when you are under the influence, and you might get hurt or ... (*bad*).
- 7 Unfortunately, drinking alcohol is not good for your body either. For instance, it will damage your liver: ... (*much*) you drink, ... (*fatty*) your liver will get.
- 8 As for your brain: while intoxication is only temporary, chronic alcohol abuse can lead to ... (*permanent*) brain damage.
- 9 Heavy drinking has negative effects on body weight and heart health, and is also a risk factor for certain cancers. All in all, ... (*wise*) course of action seems to be not to drink too much alcohol.
- 10 Binge-drinking is even ... (*damaging*) to your health than the regular consumption of one or two alcoholic drinks, so it's ... (*good*) to avoid bingeing altogether.

B

Now write five sentences yourself, using the following adjectives and at least four different comparative constructions.

cool – *problematic* – *serious* – *innocent* – *concerned*

Assignment 49

Speaking

15 ⌚



You are now going to have a group discussion about addiction.

A

Take three or four minutes to prepare: think about your answers to these questions and jot down a few keywords that you can use during the discussion.

- Is there anything you are addicted to? Do not just think of substances, but also take into account compulsive behaviours. You will have to confess to at least one addiction. Describe what it is, and how often you take or do it.
- What are the negative consequences of your addiction or dependence?
- What do you think: is your addiction harmless, merely annoying (to you or other people), or more serious?
- When did it start? Do you have an idea why you developed this dependence?
- Does your addiction embarrass you? Why, or why not?
- Do you think you could quit your addiction for a week? And how about a month? Would that be difficult, or not? Are you ready to accept the challenge?

B

Now find three other students to have the discussion. Tell each other about your addiction on the basis of the questions under A. Give each other tips on how to curb the use of substances or the compulsive behaviour. Also decide who of you is the most addicted. And perhaps even agree to accept the challenge to quit for a certain period of time! Your conversation should last around eight to ten minutes.

Strange new worlds ★★★

pages 18-19

Reading • Language Organiser • Summarising

Assignment 50

Pre-reading

5 ⌚



Discuss the following questions with a partner or in a small group before reading the article.

- 1 Would you ever consider travelling to Mars? Why or why not?
- 2 How long do you think it takes to get to Mars?
- 3 If you went, what kind of people would you like to travel with? Which personality types would form a 'perfect' team, and why? Make a list.

Assignment 51

Reading

15 ⌚



Work in pairs and answer the following questions (in English) to get a first impression of the text.

- 1 Look at the title. What are the 'strange new worlds'?
- 2 Skim the first part of the text (ll. 1-41). Who are Mark and Scott Kelly and why are they mentioned here?
- 3 Skim the second section of the text (ll. 42-80). What is the effect on the body of staying in space?

- 4 Skim the third section of the text (ll. 81-138). Who plays an important role in a group of people that have to stay together for a longer period?
- 5 Skim the fourth section of the text (ll. 139-190). What went wrong on Skylab?
- 6 Read the last section of the text (ll. 191-221). What do you know about building the perfect team?
- 7 Could you now sum up the text in one sentence?

Assignment 52

Reading

15 ⌚



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

- 1 Leg de eerste zin van de tekst uit ('Sending ... prospect', r. 1-2). Waarom is het 'daunting'?
- 2 'These teams found lots of surprises' (r. 40-41). Noem twee van de opmerkelijke resultaten.
- 3 'teamwork makes the dream work' (l. 84). Hoe wordt gezocht naar het samenstellen van een ideale groep astronauten?
- 4 Wat heeft dr. Jeffrey Johnson (r. 124-125) ontdekt?
- 5 Wat hield de eerste staking in de ruimte (r. 152-153) in?
- 6 Hoe kwam dr. Contractor (r. 154) erachter wat er was misgegaan in Skylab?
- 7 Hoe wordt geprobeerd om soortgelijke problemen te voorkomen?

Assignment 53

Post-reading

5 ⌚



Now look at the text again and answer the following questions.

- 1 Where in the text can you find a critical remark about NASA's plan of sending people to Mars? Quote that sentence.
- 2 What criticism does the writer have on the NASA Twin Study? Cite the part of the sentence where you find this criticism.
- 3 Explain the role of the clown in a group.
- 4 Does Dr Contractor believe in a successful mission to Mars? Why or why not?

Assignment 54

Language Organiser

10 ⌚



Match the words on the left with the translations on the right. Note: there are two items that don't match.

A

- | | |
|-------------------------|------------------------------|
| 1 radiation (lead) | a angstaanjagend |
| 2 daunting (l. 2) | b bemanning |
| 3 increasingly (l. 10) | c fout, verkeerd |
| 4 crew (l. 11) | d gesimuleerd |
| 5 unequalled (l. 17) | e in toenemende mate |
| 6 putative (l. 21) | f lichamelijk |
| 7 physical (l. 33) | g mentaal |
| 8 tiny (l. 58) | h ongeëvenaard |
| 9 cutesy (l. 86) | i ontladen |
| 10 apt (l. 87) | j opgelegd |
| 11 cooped up (l. 94) | k opgesloten |
| 12 mock (l. 109) | l piepklein |
| 13 to defuse (l. 132) | m samenhang |
| 14 coherence (l. 137) | n schadelijk |
| 15 awry (l. 143) | o schattig, gevat |
| 16 assigned (l. 149) | p staking |
| 17 strike (l. 152) | q straling |
| 18 averted (l. 158) | r treffend |
| 19 detrimental (l. 168) | s verlichten |
| 20 to mitigate (l. 205) | t vermeden |
| | u verminderd |
| | v vermoedelijk, hypothetisch |

B

Fill in the right words, choosing from the words above.

If NASA will succeed in sending a(n) ... (1) to Mars, it will be a(n) ... (2) achievement. The ... (3) astronauts must be in a very good mental and ... (4) condition. They must be able to survive ... (5) in a very ... (6) space. The ... (7) in the group is essential for everybody to carry out all the ... (8) tasks. But even if everything is tested in ... (9) test settings, many things could still go ... (10).

Assignment 55

Summarising

45 ⌚



Having studied the text in different ways, you are now going to write a summary of approximately 250 words. After making the summary on your own, work together with a partner.

- 1 Look at the text as a whole: which headings can be helpful when summing up the sections?
- 2 Start with an introduction for your summary based on the first part of the text.
- 3 Write two or three (short) sentences for each section of the text. Use your own words.
- 4 Finish with a conclusion.
- 5 Read through your text to check it on content and to see if your text runs smoothly. Perhaps you need to add some linking words.
- 6 Finally check if you can spot any mistakes in language. Correct any grammar and/or spelling mistakes.
- 7 Once you have both finished, swap texts with your partner. Read through each other's text and give each other feedback on contents, coherence, and spelling/grammar.
- 8 Rewrite your summary incorporating your partner's feedback.

Assignment 56

Summarising

25 ⌚



Go to bit.ly/wr-spaceflight. Skim the text first and then study it in more detail in order to be able to summarise it.

- 1 Skim the five hazards mentioned in the text. For every hazard try to formulate a question (see Assignment 51) that captures the essence of the part.
- 2 Now read the introduction and shorten it to form a convenient introduction to your summary of the five hazards (about 40 words).
- 3 Read through every hazard in detail and summarise each one (about 40 words for each hazard). Do your summaries answer the questions you formulated in (1)?
- 4 Write a conclusion to your summary (about 40 words). Your whole summary should not exceed 300 words in total.

A future without cigarettes ★★★

pages 20-21

Reading • Language Organiser • Speaking • Writing

Assignment 57

Pre-reading

10 ⌚



A

The article you are going to read envisions a future without cigarettes. Answer these questions individually.

- 1 What do you think of smoking cigarettes? What are your reasons for smoking or not smoking?
- 2 Which ways of quitting a cigarette addiction do you know? List as many as you can.
- 3 Would you want to see a future without cigarettes? Explain.
- 4 What would, according to you, be necessary for a future without cigarettes? Explain.

B

Discuss these answers with one or two fellow students.

Assignment 58

Language Organiser

10 ⌚



A

Work with a fellow student. Often the meaning of difficult words can be reconstructed from parts of the word you recognise. For the words in this list, see if they (or a part of them) resemble words in any language you happen to know and guess their meaning based on that. After you've done this for all the words, find the Dutch dictionary definition.

	word	resembles	your guess	dictionary definition
1	assessment			
2	cessation			
3	complement			
4	constituent			

5	credibility			
6	disservice			
7	harnessing			
8	legislation			
9	paralysed			
10	regulator			
11	staggering			
12	transformative			
13	undeniable			

B
Work individually. Fill in the missing words, choosing from the words given in exercise A.

- Local politicians try to win the loyalty of their ... only for re-election.
- As long as there is ... allowing for the sale of unhealthy things, they will be sold.
- Dangerous products being freely available is a(n) ... to public health and safety.
- Large corporations often suffer from issues with their ...
- Surviving a horrible illness is often considered a(n) ... experience.

Assignment 59 25 ⌄
Reading 👤

Read the article (disregard the insert for now) and answer these questions.

- Calantzopoulos writes 'we want to get there as quickly as possible' (ll. 17-18). What is 'there' and which actual steps have PMI taken to get 'there'?
- Who is Calantzopoulos? What is his function?
- What is *sponsored content* (*lead*)?
- Why, do you think, has the letter been published in this way?
- What would have been needed for the letter to have been published as a regular article?
- What could Calantzopoulos's motive for writing this letter be? Consider to whom he's directing it.

Assignment 60 20 ⌄
Reading 👤-👤-👤-👤

A
Read the insert entitled 'Tobacco firm Philip Morris accused of "staggering hypocrisy" over UK anti-smoking campaign' and answer the following questions on your own.

- What is the hypocrisy that the title refers to?
- What is Hazel Cheeseman's intention when she says 'This campaign is simply PR puff' (l. 152)?
- With the perspective of this criticism, has your assessment of Calantzopoulos's letter changed? What has changed and what do you now think his perspective is?

B
Work with one or two fellow students.

The insert is also calling out PMI on their lack of responsibility. Go back to 'A future without cigarettes' and quote the parts of the text where PMI is taking responsibility for the problem, as well as where it is putting the responsibility with someone else (i.e., not taking responsibility). Use correct rules for quotations.

Assignment 61 10 ⌄
Speaking 👤-👤-👤

Work with three fellow students. In English, discuss the following statements. Take turns presenting your opinions and invite everyone to give their opinions.

- Consumer freedoms and responsibilities are more important than an absolute cigarette ban.
- All of PMI's 80,000 employees losing their jobs as a result of an absolute cigarette ban is a reasonable sacrifice.
- The alternatives to burnt tobacco offered by PMI are a good intermediate step to a true smoke-free future.
- The Dutch government can't ban tobacco sales because it needs the €2.5bn tax on tobacco.
- Ultimately, the decision to smoke or not is a person's own responsibility.
- Governments around the world should all ban tobacco products at once.

Assignment 62 20 ⌄
Pre-writing 👤-👤

Work with a fellow student. As a pair, you're going to write a letter addressed to the global leadership community like the one referred to in *Politico* by Calantzopoulos. The goal of the letter is to respond to Calantzopoulos's letter and agree or disagree with him. Your task is also to come up with a suggestion for the global leadership community.

Follow these steps to prepare for the actual writing.

Step 1
Decide whether you want to agree or disagree with Calantzopoulos.

Step 2
Formulate what you want the main point of your letter to be.

Step 3
Take a couple of arguments Calantzopoulos has used in his letter that you want to agree or disagree with.

Step 4
Come up with some of your own arguments.

Step 5
Organise the points you want to use into the most logical order to present them. This is your paragraph structure.

Assignment 63 40 ⌄
Writing 👤-👤

Write the actual letter. The letter should be as polite as possible, include a number of phrases from the Communications Toolbox, and be between 400-500 words.

Make sure the letter has a good introduction and conclusion that match.

Communication Toolbox

agreeing politely

We have to side with Mr White on the fact that ...

Mr White has taken the words out of our mouth by saying ...

We couldn't agree more with Mr White on ...

We actually think Mr White is right in ...

We believe Mr White couldn't have said it better with ...

disagreeing politely

We understand why Mr Black would say this, but ...

Although we appreciate what Mr Black means to say, we ...

We respect Mr Black's point, but ...

We are afraid we disagree, because ...

Mr Black makes a fair point with ..., but ...

We seem to disagree with Mr Black on the point that ...

politely presenting your opinion

We hold the view that ...

From our point of view ...

We would like you to consider that ...

We would like to point out that ...

motivating someone into action

We would like to only ask of you that

It is easy; you only have to ...

The only way to go is ...

There is no time to waste in ...

Assignment 64 20 ⌄
Post-writing 👤-👤-👤

Exchange letters with another pair. Mark any English errors that you find. Also, determine if it is (1) respectful, (2) logically structured, and (3) convincing. If it fails on any point, give suggestions as to how improve, and return the letter to its writers. Finally, redraft your work incorporating the feedback you received.

Flat Earthers ★★★ pages 22-23

Reading • Language Organiser • Exam Training • Writing

Assignment 65 15 ⌄
Pre-reading 👤-👤-👤-👤

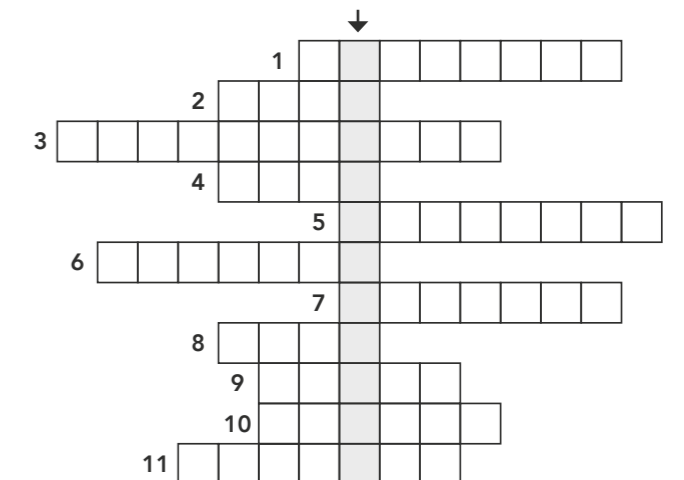
Before reading the article 'Flat Earthers', discuss the following questions with one (or some) of your classmates.

- First, watch the six-minute clip *bit.ly/wr-flat*, in which the flat-earth theory is explained. While watching, take notes supporting this theory.
- What counterarguments can you think of? Make a list.
- Discuss what you have seen and written down in a small group. Are you convinced that the flat-earth theory is correct?
- Now look at the subtitles, lead (the introductory sentences in *italics*), and pictures in your magazine. Can you draw a link between those and the things you have discussed?

Assignment 66 10 ⌄
Language Organiser 👤

Find the words in the text that match the definitions or synonyms below. To help you find the right word, the number of the paragraph the word can be found in is given in brackets.

- A**
- radical change (paragraph 10)
 - person who acts as an assistant (paragraph 10)
 - not verified (paragraph 5)
 - prejudice (paragraph 11)
 - the support or foot of a statue (paragraph 10)
 - ordinary, commonplace (paragraph 13)
 - hollowed or rounded inward like the inside of a bowl (paragraph 3)
 - a lot of / a large collection or number (paragraph 4)
 - an abrupt sharp increase (paragraph 7)
 - very great, intense (paragraph 13)
 - increase intensity of (paragraph 2)



B
Fill in the gaps with words from A.

- Working for a living is one of the ... concerns of day-to-day life.
- There was a(n) ... in oil prices all over the world.
- Experts say shutting down Internet access during ... can backfire, fuelling wider discontent.
- That he is a criminal is a(n) ... accusation.
- People may develop a(n) ... towards other groups.

Assignment 67 30 ⌚
Exam Training

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

Assignment 68 10 ⌚
Reading

The following fragments can all be added to the Magazine text in one place or another. Decide where these paragraphs could go in your Magazine text. Discuss your choices with a partner. Make sure you motivate your choice sufficiently. Finally, check your order with your teacher.

- A 1979 study demonstrated this effect by showing participants fake newspaper articles with two versions of the same story. In one version, an assassination attempt on a president was successful and the president died; in the other, the president survived. When faced with the bigger outcome (the president dying), participants preferred a conspiratorial explanation; when the outcome was less significant, they believed the story of the lone gunman.
- 'Because I'm not a scientist, I've also got to bear in mind that what I come up with may be flawed.' Heather's voice lifts with excitement as he describes the atmosphere at the Flat Earth Convention. Attendees could meet other Flat Earthers for the first time, to discuss theories about what shape the Earth really is, and how and why they feel the truth has been covered up for so long. Heather doesn't have an answer for this, though he thinks it is likely that the scientists themselves have been misled.
- Dr Michael Wood, a lecturer in psychology at the University of Winchester, says that it has been difficult to measure the change in conspiracy theories over time because earlier surveys took a scattergun approach, asking about different theories and using different wording.
- In the grand scheme of things, conspiracy theorists can seem pretty harmless. But there can also be a dangerous side to these theories when they take hold. In July 2018, Public Health England announced that more than 750 cases of measles had been identified across England, with the figure continuing to rise to this day, with anyone who had not received two doses of the MMR vaccine at risk – the vaccine at the centre of the anti-vaxxer conspiracy theory. And Dyer believes that the anti-expert, 'follow your gut'

rhetoric that fuels conspiracy theories is also helping to fuel the rise of the alt-right and neo-Nazism in Europe and America.

- Over the last three years, Heather has become a passionate Flat Earther, taking part in experiments to collect evidence calling into question the curvature of the Earth, and campaigning at Speakers' Corner in Hyde Park. He's far from alone. Heather co-organised the UK's first ever Flat Earth Convention in April this year, which saw some 260 Flat Earthers descend on a hotel in Birmingham for three days, with other conferences planned this year in Denver, USA and Edmonton, Canada. The Flat Earth Society's Twitter feed currently boasts over 60,000 followers.
- This was never clearer than when rapper B.o.B tweeted about his belief that the Earth is flat in 2016. His voice was just as powerful as – if not more powerful than – that of Neil deGrasse Tyson, the astrophysicist and head of the Hayden Planetarium in New York City, who tweeted back his own evidence. Dyer argues, 'On social media, everybody gets to have a say and create knowledge. Celebrities like B.o.B can have their say about the shape of the Earth alongside Neil deGrasse Tyson. They both have an equal footing on Twitter, and that means that knowledge has been separated from traditional power structures.'

Assignment 69 40 ⌚
Writing

You will now write an impassioned plea for something you have a different perspective on than someone (a friend, parent, teacher, neighbour, etcetera) or a group of people (e.g., politicians) you disagree with. It can be about anything, from a different curfew, to being allowed to drive a car at 16, to having your gap year hiking in the Andes funded by the school you're in now.

Step 1

First, choose a topic and do a little research on it; in other words, read a few articles from people who share your perspective.

Step 2

Write a five-paragraph essay, featuring an introduction, three developmental paragraphs in which you set out your arguments for people to go along with your perspective, and a conclusion, summing it all up nicely.

Step 3

Exchange texts with one of your fellow classmates. Read and comment on each other's work, discussing both content matter and correctness of the text. Redraft your text incorporating the feedback you received.

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

A new literacy ★★★★★ pages 24-25
Listening • Reading • Language Organiser • Writing

Assignment 70 5 ⌚
Pre-listening

Before listening to the article, discuss these questions with your elbow partner.

- How much do you read? Literature? Informational texts? When you read a book of fiction, is it a paper copy or a digital copy?
- When it comes to informational texts, are your reading habits different compared to literary text?
- What kinds of text are you used to reading on a screen? Does length of text have anything to do with your reading habits or preferences?
- Does reading literature on a screen negatively impact any of your reading skills? Explain.
- What makes a 'good reader'? Does technology have anything to do with that?

Assignment 71 15 ⌚
Listening

A
Without looking at the text in your Magazine, listen to 'A new literacy' and indicate whether the following statements are *true* or *false*.

- Babies and toddlers often mistake iPads for pacifiers.
- Only pre-reading toddlers are affected by the constant feed of digital information.
- Literacy 6,000 years ago manifested itself through, for example, counting goats in a herd.
- Digital-based modes of reading may affect any number of affective processes.
- The damage that digital-based modes of reading cause is irreversible.
- In-depth reading skills may be more important to develop than mere reading stamina.
- There's no difference, really, between analytical reading levels in people that read digital forms of literature and people that access conventional print (i.e., on paper).
- Skimming a text leads to a better in-depth understanding of that text.
- Being able to touch text on real paper leads to readers getting lost when they look back in that text.
- Being a digital reader does not automatically imply being a more analytical reader.

B
Now read the article in your Magazine and check your answers. Explain why the *false* statements are incorrect by giving text evidence.

Assignment 72 20 ⌚
Reading

Read the article and answer the following questions in English. Apply helpful reading skills, such as paying attention to introductory text, main ideas, supporting details, and conclusion. Write full sentences and use your own words. Quote evidence from the text to support your answers.

- 'The iPad is the new pacifier for babies and toddlers' (ll. 2-3). What was the old pacifier?
- Does the adjective 'game-changing' (l. 11) refer to the video games in l. 7? Explain.
- How can 'the brain's ability to read' (ll. 14-15) impact 'the pre-reading toddler' (ll. 17-18)?
- What do 'some of our most important intellectual and affective processes' (ll. 30-32) have in common?
- Is 'technological innovation' (l. 43) all bad?
- Looking back in the text, what is it that 'our children and older students are not developing' (ll. 51-52)?
- How does 'cognitive impatience' (l. 88) relate to reading comprehension?
- Explain what 'a spatial "thereness" for text' (ll. 147-148) means.
- Does the 'transformation' mentioned in line 12 affect only young people? Explain.
- What is meant by 'our present glut of information' (ll. 211-212)?

Assignment 73 25 ⌚
Language Organiser

A
The term *five senses* is used to refer to the faculties of sight, smell, hearing, taste, and touch. Fill in the blanks in the following idioms. Write down which of the five senses they apply to. Match the idioms with their definitions. There are five definitions that don't match.

idiom	sense	definition
1 a b... t... in your mouth		
2 to keep in t...		
3 in the bl... of an e...		
4 to smell a r...		
5 to follow your n...		
6 to keep your ... to the ground		
7 to give someone a t... of their own m...		
8 to ... a nerve		
9 t... and go		
10 to ... blood		
11 an acq... taste		
12 'T... wood!'		
13 to t... a bl... eye		
14 out on your e...		
15 to turn your ... up at something		

- to suspect a trick/lie
- to hear your name being talked about / to be subconsciously aware that you are being criticised

- c a strong feeling of disgust after an experience
- d to follow your instincts
- e in an instant
- f to treat someone badly in the same way they treated you
- g a phrase used to describe the uncertainty leading up to an outcome
- h a thing you come to like after a long period of time
- i to upset/provoke someone by talking about a particular subject
- j not very clever (no brain)
- k to spot a weakness or vulnerability in someone
- l to agree on things
- m to pretend not to notice
- n disgraced and dismissed
- o a person whom someone admires very much
- p to show distaste for something in a way which implies it is beneath you
- q directly in front of someone
- r a superstitious expression said after a confident statement to ward off bad luck
- s to remain in contact
- t to keep well informed on happenings and trends

What does 'having a sixth sense' mean?

B

Look up the following phrases that contain the word *sense(s)* and use each of them in a sentence of your own. Your sentences should create context for the meanings of the phrases.

- 1 an ounce of common sense is worth a pound of theory
- 2 take leave of your senses
- 3 have more money than sense
- 4 in a sense
- 5 talk some sense into somebody

C

Fill in the gaps. Choose from the idioms/phrases in A and B.

- 1 Xavier is convinced that he wants to get a tattoo once he turns 18, but his parents hope they'll be able to ... before then.
- 2 I once thought sushi was totally gross, but I've found it's something of a(n) ...
- 3 The minute I came in, Sure enough, I had been robbed.
- 4 You can talk and talk about the socioeconomic analyses your department has undertaken to help solve the homeless crisis, but as ever before, ... – the only thing we need right now is affordable housing!
- 5 I know Desdemona is keeping her ... in case word gets out about the promotion.

Assignment 74

Writing

50 ⌚



Seeing people with an e-reader in their hands instead of a book or a newspaper is no longer an uncommon sight. It is clear that e-books and e-readers have made their mark on the publishing world. But just how big of a mark?

Step 1

To find out, you will conduct a brief survey about the use of print books versus e-books and analyse the results in a narrative of 300-400 words. To make the survey results as significantly valid as possible, survey a minimum of 30 people.

The survey questions are:

- 1 How many books have you read in the last year?
- 2 How many print books have you purchased in the past 12 months?
- 3 How many e-books have you purchased in the past 12 months?
- 4 Do you prefer to read print books or e-books? Explain your preference.
- 5 Do you own an e-reader? If yes, what e-reader do you own?
- 6 Do you agree with the following statement: 'E-books will eventually become the most popular form of book in publishing'?

You need to create the options for survey participants to choose from. For example, for question 1, the options could be: (a) 0; (b) 1; (c) 2-3; (d) 4-5; (e) 6-10; (f) 11 or more. For question 4, the options could be: (a) *print*; (b) *e-books* – *Reasons*: ... For question 5, research what the most popular e-readers are to choose from. You should also add an 'Other' option.

Step 2

Present your findings in bar graphs (one graph for each question). Be as creative as you want, from drawing by hand to inserting a MS Excel spreadsheet or Google Sheet in your final work.

Step 3

Describe your results in an explanatory essay (300-400 words). An example of what part of your narrative could look like:
The second and third question asked who's winning in the buying department. It's a tie with half of respondents saying they buy in both formats. This leads right to the question I wanted to find out from all the readers out there: Do you prefer to read e-books or print books? Not a huge surprise, but it's interesting to see that preferring to go with a print book when reading is the second choice with nearly 40% voting for the paper versions.

For tips and more examples of **writing about survey results**, check out bit.ly/wr-survey. For a brainstorm on **vocabulary**, **idioms**, and **phrases** particular to the topic of e-readers versus paper books, do a web search for any number of articles, such as bit.ly/wr-books.

Meghanomania ★★☆☆

pages 26-27

Reading • Exam Training • Language Organiser • Writing

Assignment 75

Pre-reading

15 ⌚



Before reading the article 'Meghanomania', discuss the following questions with one (or some) of your classmates.

- 1 First, watch four very short clips about baby Archie. The first from the BBC: bit.ly/wr-archie1; the second from ABC: bit.ly/wr-archie2; the third by NBC Nightly News: bit.ly/wr-archie3; the fourth from the Royal Family Channel: bit.ly/wr-archie4. For each clip, write down what is mentioned and whether the comments are positive, negative, or neutral.
- 2 Discuss the differences and similarities between the clips.
- 3 Now look at the pictures and text in your magazine. Can you draw a link/links between the clips and the things you see/read in your magazine?
- 4 Read the lead (the few introductory sentences in *italics*). Is there something unexpected in the lead?

Assignment 76

Exam Training

30 ⌚



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

Assignment 77

Reading

10 ⌚



It is good to be aware of the fact that authors can manipulate you by not always being clear about the veracity of things they write. Consider the following sentences from the text and indicate whether they are facts or opinions (some may even be gossip). Also indicate by adding + when the author clearly states whether it is fact or fiction, and – when it is not so clear.

Sometimes, a sentence can be both. An example is 'She wrote a piece knocking the tabloids for going on about the Duchess of Sussex's habit of cradling her bump, which was decent of her.'
The first bit 'She wrote a piece knocking the tabloids for going on about the Duchess of Sussex's habit of cradling her bump' is a fact. We can check whether Suzanne Moore actually wrote an article in *The Guardian* in which she said that. The second bit 'which was decent of her' is David Jenkins's opinion, which we may share, or not.

Discuss your findings with a partner.

	fact / opinion	+/-
1 'That must have gone down well with the self-proclaimed feminist and activist – who, it's true, abandoned her socially conscious online accounts once she got married.' (ll. 8-11)		
2 'Get a charity cookbook published to raise money for victims of the Grenfell Tower fire, and there are whispers of disapproval from courtiers.' (ll. 12-14)		
3 'She knows exactly what she wants.' (ll. 30-31)		
4 'All this won't go down well with her new husband.' (l. 34)		
5 'Violet von Westenholz brought the couple together, and two dates later Harry whisked Meghan off to Botswana where, he said, "We camped out with each other under the stars, sharing a tent and all that stuff. It was fantastic."' (ll. 42-46)		
6 'We loved it.' (l. 55)		

Assignment 78

Language Organiser

10 ⌚



To make a text more interesting to read, authors can opt to make use of **idioms** and **colourful language**. A good example can be found in the last paragraph of the text, where you will find 'duchessly handbags at dawn'. This is a play on the more traditional 'pistols at dawn', referring to the selection of weapon and time at which duels were fought. The Duchesses meant here are Kate and Meghan, and what is implied here is that a catty fight took place between the two of them.

The words and idioms in the following list all appear in the text and follow the order of the text. Choose which of them fit the gaps: *court-defying couture* – *royal rifts* – *stick up for someone* – *stick a knife in someone* – *hen-pecked husband* – *country-set muckers* – *cow-eyed with devotion* – *whisk someone off to* – *a hard pill to swallow* – *to put a foot wrong* – *to play the royal game* – *to play it safe* – *prickly character* – *fight someone's corner* – *a catalyst for* – *hard to stomach* – *Jack the Lad*.
Change the tense if necessary.

It is ... (1) a friend when they start to complain, for example about the lack of ... (2), while you know that their closet is filled to the brim with Viktor & Rolf and Ann Demeulemeester. We all know that looking good is especially important with the ... (3). They frown upon a(n) ... (4) who only ... (5) and is at his partner's beck and call at all hours. They much prefer a(n) ... (6) and would much rather see a(n) ... (7) than someone ... (8). Tantrums at the palace and ... (9) are popular with the gossiping crowd, and there is nothing more interesting than someone ... (10).

Assignment 79

Writing

60 ⌚



Write a 300-word text on any British royal scandal you like, paying attention to your presentation of facts and opinions, and to colourful language and idioms. Make sure you include facts that others can check, and use at least five idioms and five adjectives adding colour to your piece of writing.

Step 1

First, choose a scandal.

Step 2

Second, do a little research (Lady Diana's death is still a hotly discussed topic, as are Charles's commitment to Camilla Parker Bowles, Prince Philip's alleged affairs, and the marriage of Wallis Simpson and Edward VIII) and take notes.

Step 3

Write an outline, and then write a first draft.

Step 4

Check your text for clear presentation of fact / opinion and for idioms and colourful language. Add, if necessary.

Step 5

Exchange texts with one of your fellow classmates. Read and comment on each other's work, discussing both content matter, correctness of the text, and appearance of a clear presentation of fact / opinion and idioms and colourful language.

- | | |
|---------------|-----------------------------|
| 8 gregarious | h krijgsheer, strijder |
| 9 trade | i omgeven |
| 10 insular | j onderwerpen, kleinkrijgen |
| 11 assumption | k onpartijdig |
| 12 objective | l schilderachtig, mooi |
| 13 gravitate | m stam |
| 14 patriotic | n stampvol, heel druk |
| 15 choir | o tweetalig |
| 16 heaving | p vaderlandslievend |

Assignment 81

Listening

25 ⌚



A
You are going to listen to the first part of the interview with Jill (3.5 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 does Jill feel about living in London?
A She feels sad about living in such a crowded city.
B She likes London, but at the same time misses Wales too.
C She's indifferent: she doesn't really mind where she lives.
- 2 What does Jill say about rugby?
A She feels great pride that the Welsh rugby team is so successful.
B She is afraid the Welsh rugby team may lose its title soon.
C She really enjoys watching rugby games, especially if Wales play.
- 3 Which words would Jill use to describe her home town?
A beautiful, small, hilly
B quiet, artsy, safe
C scenic, touristy, isolated
- 4 What does Jill say about Edward I? He was ...
A a brave English soldier and king who had an interest in Wales.
B an English king who conquered Wales in the middle ages.
C an English ruler who almost killed the entire Welsh population.
- 5 What does Jill tell us about the Welsh language?
A Children in North Wales learn it in school, but don't use it at home.
B It is rapidly disappearing, especially in North Wales.
C The majority of the people in North Wales speak it.

B
Read the questions. Then answer the questions while listening to parts 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 (3 mins.)

- 1 Sheila tells us that she can always find Jill very easily when she is looking for her in a London shop. Why is that?
 2 Which three differences between North and South Wales does Jill mention? South Walesans ...

- 1
2
3
3 What does Jill say about North Welsh and South Welsh?
A It's hard to understand a speaker of the other variety.
B North Welsh has its own grammar and pronunciation.
C The two languages resemble each other a lot.
- 4 Put the following words in the correct column: *Cardiff – dyed hair – flatter country – funny – insular – Llandudno – lots of make-up – loud – mountains – natural hair – no make-up – quiet – shy – trade.*

North Wales	South Wales

Part 3 (2 mins.)

- 5 Fill in the missing words.
 'Yes, it's quite ... (1) because that's an assumption by the English – that the Welsh don't speak ... (2). And of course, they do. For a lot of people it's their first ... (3). So you walk in anywhere and that's what they'd be talking anyway. But I think an English person feels that they're talking ... (4). 'Cos they're not used to it, for a start. Um, to be honest there's a fair bit of ... (5) involved. Because I don't think many English people realise that Wales is a ... (6) country to England... actually.'
- 6 Why is Jill not particularly pleased when Sheila asks about the castles in Wales?
A She thinks it cost way too much money to build them.
B They were built by order of the enemy, king Edward I.
C Unlike most people, she doesn't think they are nice to look at.

Part 4 (2 mins.)

- 7 What does Jill say about socialising with other Welsh people?
A It's easy to become friends with other Walesans because they share the same cultural background.
B She doesn't intend to befriend many Welsh people, but it happens automatically.
C She prefers her Welsh friends because they always understand her.
- 8 Do Sheila and Katie speak Welsh or English together?
 9 *True or false?*
 Jill gets emotional whenever she hears the Welsh national anthem at the start of a rugby match.
- 10 What does Jill mean when she says 'We can blub at anything'?
A Jill and her friends are fiercely patriotic.
B The Welsh are proud and easily offended.
C Welsh people are generally easy criers.
- 11 *True or false?*
 Welsh men working in the coalmines used to sing songs to get across secret messages.

Part 5 (2 mins.)

- 12 What is the name of Jill's home town?
 13 What is 'Eisteddfod'?
 14 When was the first Eisteddfod?

- 15 When Jill uses the words 'fell by the wayside', what does she mean?
A It became very popular.
B It went all wrong.
C They stopped doing it.
- 16 Where does Eisteddfod take place?
A in a different place each year
B in Cardiff
C in places around North as well as South Wales
- 17 Fill in the missing words.
 'No, that was actually our third time. Er, one in ... (1), I think. The other one in 1989, which I actually went to. I took a whole week off with my ... (2), and my mother's ... (3) came over from ... (4). And we went all around. Oh, it was ... (5). And um, I spoke more Welsh than than I've ever done, I'm sure, actually. Because ... (6).'
- 18 What word does Jill use to say her town was very busy?

Part 6 (2 mins.)

- 19 What happened a couple of years ago?
A England and Wales played against each other in a World Cup match.
B England got eliminated from the European Football Championship before Wales.
C Wales beat England during an important football match.
- 20 What made Jill 'furious' at the time?
 21 What is 'Bara Brith'?
 22 What does Jill like to bring from her home town when she visits?

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: 4, 5, 12, 13, 19, 20, 21, 26, 27, 32, 39, 40, 46, 47, 54, 58, 66, 73, 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.

Teen bride ★

pages 3-5

My mum screamed, 'To your room. You're **grounded!**'
 I thought about different ways to die. I felt so **betrayed**.
 I don't remember the ceremony; it's all such a **blur**.
 I asked my mum about **enrolling** me in high school.
 I filled out paperwork to enter into the **foster care** system back in the States.
 They said I should marry him. I was **furious**.
 We wore long-sleeve shirts and **pants** or long skirts.
 My grandmother **ripped** the poster **off** the wall.
 My heart **skipped a beat** when he asked me to go out.
 I told them what happened and they started **teasing** me.
 I asked my stepdad if I could get a **workers' permit**.
 Everyone seemed very eager. I was **repulsed**.
 I woke up, watched TV, and cleaned. I was **beyond bored**.
 I **cringed** every time she said I had to be a good housewife.
 She screamed at my sister, and my sister yelled right back – she was **feisty**.
 She **patted** me **down**, saying it was for security purposes.
 Mohammed **verified** all my information.

to be grounded huisarrest hebben
to betray verraden
a blur wazig
to enrol inschrijven
foster care pleegzorg
furious woedend
pants broek
to rip off losscheuren
to skip a beat overslaan
to tease plagen
workers' permit werkvergunning
to be repulsed ervan walgen
beyond bored superverveeld
to cringe ineenkrimpen
feisty opstandig, pittig
to pat down fouilleren
to verify checken

Book of Joel ★

pages 6-7

I saw how the operation worked and how they **bait** people.
 The next **batch** of Willie's photos came a few days later.
 How an online **con** goes wonderfully, implausibly right.
 I set out to **embarrass** a guy. I ended up helping a guy.
 They have begun mentoring **entrepreneurs** and making microloans of \$50.
 It was a **fib**; he wasn't even sure what was in the photos.
 We saw smiling children with book bags and **notebooks**.
 Ben Taylor received a **random** Facebook message.
 Ben Taylor knew he was being **scammed** on the Internet.
 His house was little more than **cinder block** walls, a dirt floor, and a tin roof.
 How an online con goes wonderfully, **implausibly** right.
 The more time of theirs I could waste, the less time they'd have to spend **ripping** me **off**.
 People were doing everyday things like **tinkering** on their houses.
 They paid the **utility bills** at one school.
 He said Willie could get the rest too – but **with a catch**.
 He kept track of the money and **wired** it as needed.

to bait lokken
batch partij, serie
con oplichterij
to embarrass in verlegenheid brengen
entrepreneur ondernemer
fib leugentje
notebook schrift
random willekeurig
to scam oplichten
cinder block grote bouwsteen van beton
implausible onwaarschijnlijk
to rip off bestelen
to tinker prutsen
utility bill energierekening
with a catch met een addertje
to wire overmaken

I used to be homeless ★

pages 8-9

Han had grown up in an **abusive** environment.
 They have to sleep outside – in parks or **alleys**.
 Han was lying on a wooden **bunk bed** in a room with three other girls.
 They may not have a home, but they do have hopes, dreams, and **determination**.
 Han was one of an **estimated** 700,000 American teens who are homeless.
 Homeless kids rode **freight trains** across the country in search of work.
 The number of homeless teens **increased** by 700 per cent.
 In the homeless shelter, she cried into her **pillow** for hours.
 She was overwhelmed by a combination of fear, sadness, and **relief**.
 Most of them have few people they can **rely on** for help.
 It was the first night Han slept in a homeless **shelter**.
 Savohn is a **freshman** at the Academy.
 Young people need access to **mental health** services.

abusive gewelddadig
alley steegje
bunk bed stapelbed
determination vastberadenheid
to estimate schatten
freight train goederentrein
to increase toenemen, stijgen
pillow kussen
relief opluchting
to rely on rekenen op
shelter opvanghuis
freshman eerstejaarsstudent
mental health geestelijke gezondheid

Faking it ★★

pages 10-11

The **average** selfie was getting 300 replies.
 He was being **bullied** at his school and on Facebook.
 These filters give you a beautiful **complexion**.
 Snapchat's effects let you **embellish** your selfies with dog ears.
 Her lips were one of her most prominent **features**.
 What's behind the obsessive dream of a **flawless** look?
 Patients brought pictures of celebrities with their ideal nose or **jaw**.
 At the peak of her 'tragic' behaviour, she **reckons** now, she was taking 25 selfies a day.
 A recent report suggested that filtered images could be **triggering** body dysmorphic disorder.
 After six months of being **consumed** by his daily rituals, he tried to kill himself.
 Dr Wassim Taktouk uses Botox and **dermal** fillers to enlarge lips.
 Procedures to resemble your digital image have been referred to as 'Snapchat **dysmorphia**'.
 He was contacted by 16- and 17-year-olds, for '**preventative** Botox'.

average gemiddeld
to bully pesten
complexion uiterlijk, teint
to embellish verfraaien
feature (gelaats)trek
flawless gaaf, foutloos
jaw kaak
to reckon aannemen, schatten
to trigger veroorzaken
to consume verteren, verwoesten
dermal huid-
dysmorphia afwijking
preventative preventief

Happily ever after ★★

pages 12-13

Ashley is living in a **cramped**, overpriced apartment.
 The wedding photos were **epic**.
 Most young people now work freelance **gigs**, with flexible hours.
 Justin's offering a couple **grand** up front, with ongoing support for her rent.
Hence the deal: marriage for him; cash for Ashley.
 Our **heroine** is living in an overpriced apartment.
 You'd get a spouse whose **in-laws** could help you gain valuable political connections.
 His **lawyer** drafts up the forms.
 She has no insurance and she **owes** her therapist \$700.
 You'd get a **spouse** who could help run the family farm.
 Marriage is seen as less of a **starry-eyed** melding of souls than as a practical way to get ahead.
 A female college student graduates with an average of \$17,079 in **student-loan debt**.
 Partners have established support systems by the time they **tie the knot**.
 She's thrilled about the bills she can pay and that her **anxiety level** has gone down.
 Facing **iffy** job prospects, young women are rethinking their happily-ever-afters.
 The dopamine rush doesn't last, so other factors must also be **in alignment**.
 Millennials were, after all, raised by parents who divorced **in droves**.
 A friend of hers recently attended a **lavish** wedding.
 Instagram has created a **toxic** atmosphere around the idea of the perfect life.

cramped krap
epic gaaf, vet
gig baantje
grand duizend dollar
hence vandaar
heroine heldin
in-laws schoonfamilie
lawyer advocaat
to owe verschuldigd zijn
spouse echtgeno(o)t(e)
starry-eyed idealistisch, dromerig
student-loan debt studieschuld
to tie the knot trouwen
anxiety level angstniveau
iffy onzeker
in alignment op één lijn
in droves in drommen
lavish overdadig
toxic giftig

Knifed for likes ★★

pages 14-15

A paramedic was bent over him, trying to stop the blood flooding from his **abdomen**.
 I saw groups of teenage boys wearing black **balACLAVAS**.
 The clips show how tough they are, **bragging** about their violence.
 One **chilling** aspect is that users often know an attack is due to take place.
 Large, run-down **council estates** lie a stone's-throw from smart streets.
 We'd **eventually** lost touch with the family.
 He had been at a secondary school but was **excluded** aged 15.
 He was excluded aged 15, just before his **GCSEs** (=General Certificate of Secondary Education).
 These levels of **lawlessness** will continue to get out of control.
 I'd been concerned for my son, worried he might be **mugged** for his phone.

abdomen (onder)buik
balACLAVA bivakmuts
to brag opscheppen
chilling angstaanjagend
council estate wijk met sociale huurwoningen
eventually uiteindelijk
to exclude wegsturen
GCSE eindexamen
lawlessness wetteloosheid
mugged beroven

Perpetrators film their attacks and post the videos on Facebook, Snapchat, and Instagram.	perpetrator	dader
Kirsty Lang was horrified after witnessing a stabbing on her doorstep. What her son showed her about a dark YouTube underworld shocked her to the core .	stabbing to the core	steekpartij geheel, totaal
The police's gang unit identified 32 gangs operating in the borough of Hackney alone.	borough	wijk in een stad
They know the identity of the perpetrators, but ' snitching ' is a dangerous business.	snitching	verklikken
The number of fatal stabbings in England is soaring .	soaring	enorm stijgen
There, sprawled on the pavement outside my house, was a teenage boy.	sprawled	uitgestrekt
Social media is one of the key drivers behind the violence, which is extremely territorial .	territorial	territoriaal, plaatselijk

Is addiction on the rise? ★★★

pages 16-17

Approximately 430,000 people had a serious gambling problem.	approximately	bij benadering, ongeveer
Data collected suggests that problem gambling behaviours are on the rise. Colloquially , we might say things like: 'Oh, I downloaded this new game and I'm totally addicted to it.'	behaviour colloquial	gedrag in spreektaal, informeel
We think of addiction as a compulsion to perform a behaviour.	compulsion	dwang
A person's upbringing and the level of deprivation in which they live predict the risk of developing addiction.	deprivation	ontbering, gemis
The vast majority of people who play games do so with no detriment to their health.	detriment	nadeel
The games employ another device used by the gambling industry – the near miss.	device	middel
If an addiction turns from a want to a need for it, it puts a person at risk of harm .	harm	schade
Video games and social media – it seems that many of us are hooked on something. Most importantly: are levels of addiction on the rise ?	hooked on on the rise	verslaafd aan stijgend
We know very little about the prevalence of behavioural addictions.	prevalence	gangbaarheid
There was a rise of more than one-third over the previous three years.	previous	voorafgaand
Do technological advances put these enjoyable temptations in our pockets?	temptation	verleiding
Once you'd have to go down to the betting shop or off to a bingo hall.	betting shop	gokkantoor, wedwinkel
You had to go to a bingo hall if you fancied a flutter .	flutter	gokje
Behaviours can also induce pleasure (and therefore dopamine) in much the same way. These include what are known as ' loot boxes '.	to induce loot box	teweegbrengen verrassingsprijs
This classification will lead to overdiagnosis and a pathologising of gaming.	to pathologise	als een ziekte zien
It is possible to be addicted to anything, not just substances .	substance	substantie, middel
There is something about how ubiquitous technology has become that increases risk.	ubiquitous	overal aanwezig

Strange new worlds ★★★

pages 18-19

Scott said that 'teamwork makes the dream work'. Cutesy. But it was an apt statement.	apt	treffend
Dr Contractor wanted to understand whether the crew's reaction could have been averted .	to avert	vermijden, voorkomen
Even if a perfect group of astronauts is assembled, however, things could go awry .	awry	fout, verkeerd
In groups that tended to fight most or lose coherence , there was usually no clown.	coherence	samenhang
Returning from the space station Scott said 'teamwork makes the dream work'. Cutesy .	cutesy	schattig, gevat
Sending people to Mars is a daunting prospect.	daunting	angstaanjagend
The clown is not only funny, he also knows how to defuse most of the tensions.	to defuse	ontladen
The crew's close ties had become detrimental to their relationship with the team on Earth.	detrimental	schadelijk
A mission to Mars involves a lot of people cooped up together in a small space.	to coop up	opsluiten
NASA is working on software to help the crew find ways to mitigate any problems.	to mitigate	verlichten
Another observation was the presence of mitochondrial fragments in Scott's blood.	mitochondrial	klein onderdeel van een cel
Volunteers are locked away for up to 45 days on mock space missions.	mock	gesimuleerd

They are poked and prodded , physiologically and psychologically.	poked and prodded	op allerlei manieren onderzocht
NASA is looking into ways of preserving the mental health of putative Martian voyagers.	putative	vermoedelijk, hypothetisch

A future without cigarettes ★★★

pages 20-21

Charities said the move was a way to circumvent tobacco advertising laws.	to circumvent	omzeilen, ontduiken
These people are your constituents , your neighbours, your friends and family.	constituent	kiezer
Those who are suspicious of our intentions do smokers a great disservice .	disservice	slechte dienst
Governments, regulators , and individuals should study the evidence for alternative products.	regulator	toezichthouder
One of the world's largest tobacco companies has been accused of ' staggering hypocrisy'.	staggering	onthutsend
Our industry has had an undeniable problem with credibility in the past.	undeniable	ontegenzeggelijk
Even with increasing prevention and cessation efforts, there are more than one billion smokers.	cessation	het stoppen, ophouden met
These detractors have become disablers of public health solutions.	detractor	iemand die iets kleineert
We are harnessing recent breakthroughs in technology to develop smoke-free alternatives.	to harness	aanwenden, toepassen
This campaign is simply PR puff .	PR puff	public-relationszin
The following open letter was published as sponsored content in Politico.	sponsored content	advertorial

Flat Earthers ★★★

pages 22-23

Donald Trump's presidential aide Kellyanne Conway coined the term 'alternative facts'.	aide	naaste medewerker
There are question marks over the assassination of JFK.	assassination	moord
Conway coined the term 'alternative facts' in 2017.	to coin	verzinnen
Why are conspiracy theories more popular than ever?	conspiracy	complot, samenzwering
Pharmaceutical companies are out to make a fast buck .	a fast buck	snel geld
There are also question marks over the existence of gravity .	gravity	zwaartekracht
They're mundane , everyday suspicions that we all have to some extent.	mundane	gewoon, alledaags
Toppling scientists from their pedestals is linked to the enormous political upheavals that have taken place.	pedestal	voetstuk
While they found spikes , conspiracy theories have not become more common.	spike	piek
What is it that draws people to these theories, despite untold evidence to the contrary?	untold	onnoemelijk veel
This sort of rhetoric is being wielded more and more to say: we don't need knowledge.	to wield	hanteren
The anti-vaxxer conspiracy theory is the idea that vaccines cause harmful effects.	anti-vaxxer	vaccinatieweigeraar
The alternative is it must be flat – but how do we know it isn't concave or hollow?	concave	hol(rond)
How do we know it isn't convex or hollow?	convex	bol(rond)
There's a raft of celebrities in support of the anti-vaxxer movement.	raft	groot aantal
It's everyday suspicions that we all have – not outlandish, tinfoil hat levels of paranoia.	tinfoil	aluminiumfolie

A new literacy ★★★

pages 24-25

It's not a simple, binary issue of print vs digital reading.	binary	tweeledig
The unintended collateral damage of our digital culture is not simply about print vs digital reading.	collateral damage	bijkomende schade
Students no longer have the patience to read longer, denser , more difficult texts.	dense	compact
My research depicts how the present reading brain enables the development of intellectual processes.	to depict	beschrijven
We do not err as a society when we innovate.	to err	zich vergissen
Increasing reports from researchers in psychology and the humanities bear this out.	humanities	alfa- of geesteswetenschappen
Older boys don't read but hunch over video games.	to hunch over	buigen over

We need a new literacy for the digital age.	literacy	geletterdheid
The iPad is the new pacifier for babies and toddlers .	toddler	peuter
The subtle atrophy of critical analysis affects us all.	atrophy	het weggewijnen
Parents and other passengers skim a flotilla of email and news feeds.	flotilla	vloot, grote hoeveelheid
It's the ability in ourselves to go beyond our present glut of information.	glut	overvloed
It incentivises a retreat to the most familiar silos of unchecked information.	to incentivise	aansporen
Intellectual processes are internalised knowledge, analogical reasoning, and inference .	inference	gevolgtrekking
The iPad is the new pacifier for babies and toddlers.	pacifier	fopspeen

Meghanomania ★★★★★

pages 26-27

He wouldn't like people criticising his wife. He's utterly besotted .	besotted	stapelverliefd
I heard the Clooneys were bickering in the choir stalls.	to bicker	ruziën, kibbelen
She was, after all, a commoner , the first ever to marry a future king.	commoner	burger(meisje)
Friends briefed <i>People</i> magazine about her dire relations with her father.	dire	afschrikwekkend
It was clever to have the loquacious Bishop Michael Curry to give the address.	loquacious	spraakzaam, praatziek
She forced her husband to abandon his old muckers .	mucker	makker
Harry was favoured over the petulant William.	petulant	humeurig
William's a prickly character, and Harry's hot-headed.	prickly	prikkelbaar
Savvy outsiders feel Meghan is getting bad advice.	savvy	snugger
It was shrewd of Prince Charles to propose a rendition of 'Stand by Me'.	shrewd	slim, sluw
From the tabloids to the drawing rooms of great estates, the rumours fly.	tabloid	roddelkrant
It's strange not to have any member of your family at the wedding, bar Doria, your lovely mother.	bar	behalve
The rumours fly of court-defying couture, tiaras, and tantrums.	court-defying	het hof tarten
She wrote a piece about Meghan's habit of cradling her bump .	cradling her bump	haar zwangere buik vasthouden
Palace denizens complain that it's impossible to catch Harry's eye.	denizen	bewoner, ingezetene
There is disapproval for forcing your hen-pecked husband to abandon his old muckers.	hen-pecked	onder de plak zitten
The rumours fly of royal rifts and three-day parties.	rift	onenigheid
There's sadness at the passing of the roistering Harry, in favour of a duller version.	roistering	lawaaï makend, luidruchtig
Prince Charles had met Meghan; he compared her to ' tungsten '.	tungsten	wolfraam, soort metaal
Where's the wonga going to come from when Charles is king?	wonga	poen