

## The Tragic Case of Amanda Todd

Internet accelerates and magnifies virtually everything, including viciousness and compassion. The case of Amanda Todd, the 15-year-old Canadian girl who **killed** herself after a cascade of abuse following her victimization by a pedophile, illustrates what can happen when technology enables types of human behavior and how bullying can destroy psychological health. The horror began when a predator took advantage of a trusting 12-year-old girl. A pedophile who **stalked** young girls with webcams **called** her “stunning, beautiful, perfect,” using the flattery to convince the child to reveal her breasts. The man began to blackmail her — and when she refused to “put on a show” for him a year later, he e-mailed the pictures to her friends and family.

While this should have **resulted** in outrage from Todd’s classmates over a pervert who should have been pursued and prosecuted, instead Todd was targeted by bullies as a “porn star.” Todd’s mother said that her daughter had learning difficulties, which may have **played** a role in the incident. But the focus shouldn’t be on the victim, but on the perpetrators, who target the weak. Both bullies and pedophiles choose children who are helpless and desperate for any type of friendship or affirmation, kids who are isolated and feel bad about themselves for not fitting in but do not know how to tell when flattery or promises of friendship aren’t genuine but actual tools of cruel manipulation.

To start afresh, Todd switched schools after the first incident. But the experience had already **triggered** depression and an anxiety disorder. Research connects all of these problems with bullying: not only being a victim of bullying can spur depression and anxiety, but kids with mood disorders, like others who are different, are also especially likely to be **targeted**.

Todd’s mood disorders set off other problems, as well. In an attempt to feel better, she began drinking and taking drugs. Studies show that this **misguided** “solution” often appeals to students in Todd’s situation, both as an escape and because of the strong social identity **associated** with teen substance misuse. “Stoners” and “burnouts” in most situations tend to be more accepting and supporting of misfits.

Then the stalker **reappeared**, revealing the pictures again to her new classmates, prompting another round of bullying and isolation. Once more, she **moved** to try to escape. But unfortunately, now **settled** reasonably well in another school, Todd again **trusted** the wrong people. Someone she **described** in her video as an “old guy friend,” got in touch, convincing her to “hook up” with him when his girlfriend was away. Word got out — and soon the girlfriend, her friends and even the guy himself **showed** up at Todd’s new school, to administer a beating that they **videotaped**. Her “reputation” caught up with her all over again.

In despair, the teen drank bleach, winding up in the hospital and then getting **jeered** online again for the unsuccessful suicide attempt. Desperate, she **posted** a video detailing her ordeal. She attempted to take her life again, and this time, she **succeeded**. Even now, after her death, there are taunts posted among the tributes on her memorial page. Did the Internet kill Amanda Todd? And why was the predator who **created** child pornography and who **blackmailed** her **allowed** to go free? Hacker activists Anonymous claim to have **located** the perpetrator, a 32-year-old Vancouver man who was **charged** with sexual assault with a minor in a case **unrelated** to Todd’s according to CTV.

But whatever becomes of the instigator of this terrible story, I think we need to remember the victim. Amanda Todd wasn’t able to protect herself: she wasn’t the villain, but she was **treated** like one. If we want to stop bullying, we can’t allow the ongoing targeting of those who can’t defend themselves to be seen as acceptable. We need to ask: What is wrong with a society in which other adolescents can see a 12-year-old who is blackmailed by a pedophile as a “porn star,” rather than a victim of child sexual abuse? How have we gotten here?

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## /ED/ pronunciation rules:

When we change regular verbs to the past tense we add -ed to the base form of the verb. There are 3 different ways that we pronounce 'ed' endings and they are [d], [t] and [ɪd].

The reason it happens is because some words end in a **voiced sound** and some in **unvoiced sounds**. Voiced sounds cause your vocal chords to vibrate, and unvoiced sounds do not produce vibration. Example:

Voiced: /r/, /i/, /g/

Unvoiced: /p/, /c/, /k/

PS.: It is important to remember that the pronunciation of the 'ed' ending in English depends on the **sound** of the previous word, not the actual spelling of the word. For example, although the word 'fox' ends with the letter 'x', it actually ends with the /s/ sound.

The pronunciation of words ending in ED depends on the final consonant (sound). There are three ways to pronounce ED:

/ɪd/	/t/	/d/
T wanted D needed	P helped K looked SH washed CH watched GH laughed TH breathed SS kissed C danced X fixed	L called N cleaned R offered G damaged V loved S used W followed Y enjoyed Z amazed
<b>Voiced Sound</b> = uses the vocal cords and they produce a vibration or humming sound in the throat. <i>(Touch your throat to feel it)</i>	<b>VOICELESS</b>	<b>VOICED</b>

### Write /ɪd/, /t/ or /d/ according to the sound!

Killed \_\_\_\_

Reappeared \_\_\_\_

Succeeded \_\_\_\_

Stalked \_\_\_\_

Moved \_\_\_\_

Created \_\_\_\_

Called \_\_\_\_

Settled \_\_\_\_

Blackmailed \_\_\_\_

Resulted \_\_\_\_

Described \_\_\_\_

Allowed \_\_\_\_

Played \_\_\_\_

Trusted \_\_\_\_

Charged \_\_\_\_

Triggered \_\_\_\_

Showed \_\_\_\_

Located \_\_\_\_

Targeted \_\_\_\_

Videotaped \_\_\_\_

Unrelated \_\_\_\_

Misguided \_\_\_\_

Jeered \_\_\_\_

Treated \_\_\_\_

Associated \_\_\_\_

Posted \_\_\_\_

Match the words from column A to column B. Use a dictionary if you need it.

1- Drawing	A. ___	The upper and lower bony structures of the mouth that hold the teeth.
2- Gnash	B. ___	Release from a leash.
3- Harmless	C. ___	Evil by nature and in practice; Playfully malicious. Release from a leash.
4- Unleashed	D. ___	To put together ones teeth as a sign of anger
5- Maroon	F. ___	A picture or diagram made with a pencil or pen.
6- Jaw	G. ___	Not able or likely to cause damage
7- Wicked	H. ___	The color between red and brown

Now listen to the music and compare the situation presented with the tragic case of Amanda

**Jeremy (Pearl Jam)**

At home  
Drawing pictures  
Of mountain tops  
With him on top  
Lemon yellow sun  
Arms raised in a v  
And the dead lay in pools of maroon below

Daddy didn't give attention  
To the fact  
That mommy didn't care  
King Jeremy the wicked  
Ruled his world

Jeremy spoke in class today  
Jeremy spoke in class today

Clearly I remember  
Picking on the boy  
Seemed a harmless little fuck  
But we unleashed a lion  
Gnashed his teeth and

Bit the recess ladies breast  
How could I forget?

And he hit me with a surprise left  
My jaw left hurting  
Dropped wide open  
Just like the day  
Like the day I heard

Daddy didn't give affection  
And the boy was something  
That mommy wouldn't wear

King Jeremy the wicked  
Ruled his world

Jeremy spoke in class today  
Jeremy spoke in class today  
Jeremy spoke in class today

Try to forget this  
Try to erase this  
From the black board

Links used:

<http://healthland.time.com/2012/10/16/the-tragic-case-of-amanda-todd/> - Text

<https://www.youtube.com/watch?v=MS91knuzoOA> - Song

<https://www.youtube.com/watch?v=vOHXGNx-E7E> - Amanda Todd's video