



THE MENACE OF DRUGS

Text type: Informative Blog

Theme: Drug Education

Subthemes: Drug education in schools/refusal skills/prevention of drugs

In this unit the students will be able to

- Demonstrate use of nouns, noun phrases and clauses
- Identify, change the form of, and use Present and Past Perfect Continuous tenses
- Illustrate use of tenses learnt earlier. (Past Indefinite Tense and Past Continuous Tense)
- Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.
- Write an essay on a general subject.
- Demonstrate the use of Noun Phrase.
- Identify and use compound prepositions and prepositional phrases in writing
- Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.
- Recognize and use correlative conjunctions including pairs such as "both/and" "either/or," neither/nor," "not/but" and "not only/but also."
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to have general idea of the text, infer theme/ main idea.
- Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to make simple inferences using context of the text and prior knowledge, use context to infer missing words, read silently with comprehension and extract main idea and supporting detail, comprehend/interpret text by applying critical thinking.

Pre-Reading

- What do you know about drugs?
- What can schools help combat drug abuse?

The Menace of Drug

People from all walks of life can experience problems with their drug use, regardless of age, race, background, or the reason they started using drugs in the first place. Some people experiment with recreational drugs out of curiosity, to have a good time, because friends are doing it, or to ease problems such as stress, anxiety, or depression. However, it's not just illegal drugs that can lead to abuse and addiction, prescription medications such as painkillers, sleeping pills, and tranquilizers can cause similar problems.

Drug abuse may start as a way to socially connect. People often try drugs for the first time in social situations with friends and acquaintances. A strong desire to fit into the group can make it feel like doing the drugs with them is the only option. As drug abuse takes hold, you may miss or frequently be late for work or school, your job performance may progressively deteriorate, and you may start to neglect social or family responsibilities. Your ability to stop using is eventually compromised. What began as a voluntary choice has turned into a physical and psychological need. Eventually drug abuse can consume your life, stopping social and intellectual development. While each drug produces different physical effects, all abused substances share one thing in common: repeated use can alter the way the brain functions.

While-reading

How might drug usage affect a person's job, relationships, and other parts of his life?

In recent years, prescription drug abuse has also become an escalating problem, most commonly involving opioid painkillers, anti-anxiety medications, sedatives, and stimulants. Many people start taking these drugs to cope with a specific medical problem like taking painkillers following injury or surgery. However, over time, increased doses are needed to achieve the same level of pain relief and some users can become physically dependent, experiencing withdrawal symptoms if they try to quit. One of the earliest warning signs of a developing problem is going through the medication at a faster-than-expected rate. In other cases, people start abusing medication not prescribed for them to experience a high relieve of tension, increase alertness, or improve concentration. To avoid developing problems with a prescription medication, it's important to take it only as directed. Use the lowest dose for the shortest period possible, and talk to your doctor about other methods of treating the problem.

Effective drug education is important in this regard. Education is a tool that can play a counterbalancing role in shaping a normative culture of safety, moderation, and informed decision making. The term drug education refers to the attempt to inform those living in a community where psychoactive drugs may be widely available and or could have a significant effect on families, politics, and finances. It is used to help teach the effects, drugs may have on physical health. Drug education is a large proponent of providing safe and healthy resources that promote healthy living. Engaging students in drug education can help shape their attitudes and

behaviors. It can also help them develop strategies for risky situations and empower them to make safer and do healthier choices. Evidence demonstrates that effective drug education delivered by trained teachers and supported by parental and community involvement contributes to reduced substance misuse and improved outcomes.

Schools have an important role to play in tackling drug misuse, by providing drug education and wider support to all pupils. Schools also have a role in identifying pupils vulnerable to or affected by drug misuse so that those who need extra help either receive it in school or through links to other services. All schools should have a range of responses and procedures for managing drug incidents. Moreover, schools should have a drug policy which sets out the school's role in relation to all drug matters. A good policy will usually have a number of these key elements: it doesn't disrupt normal school functioning, involves all types of school community members (students, teachers, staff and parents) in developing the policy, applies to everyone on school grounds (students, teachers, staff, visitors including parents), and is enforced consistently and quickly. Alcohol and drugs undermine health and destroy futures, especially among the nation's youth. To combat rising trends in addiction and addiction overdoses, experts are creating educational programs that use evidence-based training to help inform community members of peer pressure, mental health concerns, prescription drug abuse, prevention strategy, and much more.

The best solution is to reach young people with effective, fact-based drug education before they start experimenting with drugs. Teens and young adults who know the facts about drugs are much less likely to start using them. Drug education is not to be taken lightly and is a crucial factor in addressing deep-seated concerns that may perpetuate substance use disorders.

While-reading

How important is it to teach young people about drugs?

Post Reading:

- What are some common indicators that someone is abusing prescription drugs, and why has this been a growing worry in recent years?
- What is the most effective way to counteract the growing prevalence of addiction, particularly in youth?



1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
addiction	the condition of being addicted to a particular substance or activity
combat	take action to reduce or prevent (something bad or undesirable), to fight
tranquilizer	a drug taken to reduce tension or anxiety, calmative
consequence	a result or effect, typically one that is unwelcome or unpleasant
voluntary	something a person consciously choose to do
deteriorate	worsen
acquaintance	a person one knows slightly, but who is not a close friend
recreational	pertaining to activities done for enjoyment, amusement, or relaxation
deteriorate	to become progressively worse in quality, condition, or appearance
opioid	a class of drugs that includes both legal
sedatives	substances, usually in the form of drugs or medications, that have a calming or sleep-inducing effect
perpetuate	to cause something to continue indefinitely
psychoactive	capable of affecting the mind or mental processes
undermine	to weaken or lessen the effectiveness, strength, or stability of something.
escalating	increasing or intensifying in scale, scope, or severity
normative	relating to or establishing a standard or norm
proponent	a person who advocates or supports a particular cause, idea, or policy

2. Reading and Critical Thinking Skills

A. Comprehension Questions:

- What do you understand about drug addiction? Explain briefly.
- Why drug education is important for combating the dangers of drug addiction?
- What are the devastating effects of drugs on the nation's youth?
- Write some effective strategies for coping with drug addiction.

- v. For what reason truly do individuals from varying backgrounds encounter issues with drug use, as indicated by the text?
- vi. How do you think drug abuse affect an individual's life?
- vii. Recommend some strategies that schools can adopt to handle drug abuse among youth.

3. Vocabulary and Grammar

a. Noun Clause:

A noun clause is a dependent clause that works just like a noun in a sentence. The Concise Oxford Dictionary of Linguistics explains a noun clause as "a clause whose syntactic role is seen as like that of a noun or noun phrase", and the Collins Dictionary defines it as "a clause that fulfils the same function as a noun".



Functions of a Noun Clause

Just like a noun has various functions, a noun clause has multiple functions too. A noun clause can perform the following functions.

- Works as the subject by performing or constituting the action in a sentence.
- Takes the place of the object in a sentence by receiving the action.
- Acts as the subject complement by identifying or describing the subject.
- Functions as the object of a preposition.

Examples of Noun Clause

To have a clearer understanding of how noun clauses are used in sentences and how they perform different functions, go through the following examples.

Noun Clauses as Subjects

- *What amuses my son* is always surprising.
- *How we would finish the assignment on time* is still a question.

Noun Clauses as Objects

- I have been wondering *if I should take an auto*.
- Does anyone know *where I could find a clinic*?

Noun Clauses as Subject Complements

- This was *exactly what I was looking for*.
- A tub of tender coconut ice cream is *what I need now*.

Noun Clauses as Objects of Prepositions

- You will have to be ready to face the consequences of *whatever decision you make*.
- Sara would be happy with *anything we give her*.

b. Pick out the noun clause in each sentence.

- i. Why he was crying is unknown to his father.
- ii. Tell me frankly why you did this.
- iii. Pay careful attention to what I say.
- iv. There is a rumour that he has been arrested.
- v. My belief is that he will not come.
- vi. Sara went to see what had happened.
- vii. I often wonder how he is getting on.
- viii. He could not decide whom he should address first.
- ix. I don't know where he is going.
- x. How we would finish the assignment on time is still a question.

Present Perfect Continuous Tense:

The present perfect continuous (also known as the present perfect progressive) is a verb tense used to talk about something that started in the past and is continuing at the present time.

Example:

I have been reading this book for a month now.

In this sentence, using the present perfect continuous tense conveys that “*reading a book*” is an activity that began sometime in the past and is not yet finished in the present.

The formula for the present perfect continuous tense is has/have been + [present participle (root form of verb + -ing)].

Present Perfect Continuous Tense

I	have	been	travelling
Subject	Auxiliary verb (present tense)	Auxiliary verb (past participle)	Base form of verb+ing

**Structure**

✓ S + has/have + been + V1 (+ing) + ...

Example

✓ He has been playing football for two hours.

Present Perfect Continuous Tense

 Affirmative Form	S + have/has + been + V_ing. She has been running all day.
 Negative Form	S + have/has + not + been + V_ing. She has not been running all day.
 Interrogative Form	Has/have + S + been + V_ing? Has she been running all day?

c. Here are a few more examples of present perfect continuous tense:

- i. He has been working in the garden for the past thirty minutes.
- ii. She has been typing her paper for the last hour.
- iii. Saad has been reading a book for the past two hours.
- iv. Tom hasn't been working since 9 a.m.!
- v. Have you been playing games there since 7 o' clock?

d. Answer these questions using present perfect continuous tense.

Example: Why are you so tired today?

I am so tired today because I have been studying for hours.

- i. Why are you looking sick?

- ii. Why have not you finished your assignment yet?

- iii. Why has not your friend visited your house for so long?

- iv. Why are you wearing this fancy dress?

- v. Why are you laughing so hard?

Since and For

Note the difference between since and for

**Since + point in
time**

five o'clock yesterday
last summer 1996 he
was a child



**for + length of
time**

ten minutes two days
three decades many
years a long time

e. Use since or for to complete the given sentences.

- i. My brother has been working _____ two hours.
- ii. I have been stitching my dress _____ 2 p.m.
- iii. Asad has not been living here _____ three weeks.
- iv. It has been raining _____ morning.
- v. My uncle has been living in Canada _____ last five years.
- vi. They have been looking for a house in our neighborhood _____ March.

Compound Prepositions

A **compound preposition** consists of a combination of words that is often considered as one preposition and connects the object of a preposition to another word or set of words.

Examples

according to
in regard to
apart from
by means of

in place of
along with
instead of
in front of

ahead of
in spite of
because of
out of

Prepositional Phrase

A prepositional phrase is a combination of a preposition, a modifier and its object. A prepositional phrase can be placed in the beginning, middle or end of a sentence based on its role in that particular sentence. Prepositional phrases are just a part of the sentence it modifies and cannot stand alone. The Collins Dictionary defines a prepositional phrase as "a structure consisting of a preposition and its object. Examples are *"on the table"* and *"by the sea"*." According to the Merriam-Webster Dictionary, a prepositional phrase is "a phrase that begins with a preposition and ends in a noun, pronoun, or noun phrase."

Examples

After trying multiple times, Haritha finally cleared the equation.

Before we start class, I would like to talk to you about something.

Three Parts a Prepositional Phrase

- A Preposition** → **which indicates relationships between other words in a sentence.**
- An Object of the Preposition** → **a person or thing that receives the action in a sentence.**
- A Modifier** → **a word, phrase, or clause that describes another word in a sentence.**

The girl in the second row is the one who has recently joined.

The box was kept under the table.

We were planning to order food during the break.

Q4 (i). Identify compound prepositions and prepositional phrases from the given sentences.

- We took a stroll in the park in spite of the rain.
- Apart from finishing his project, he also needs to study for his tests.
- During the thunderstorm, the cat took refuge under the table.

(ii) Choose the correct compound preposition to complete each sentence.

- _____ the heavy road traffic, we arrived on time.
 - ☐ On top of
 - ☐ Because of
 - ☐ In spite of
 - ☐ According to
- The teacher justified the rules _____ the students' demand for clarification.
 - ☐ In place of
 - ☐ On behalf of
 - ☐ In front of
 - ☐ In response to
- _____ the disturbance outside, he managed to wind up his attempt.
 - ☐ In back of
 - ☐ In spite of
 - ☐ Instead of
 - ☐ In view of
- _____ her tiring work hours, she makes dinner for his family.
 - ☐ In case of
 - ☐ On account of
 - ☐ In addition to
 - ☐ In spite of
- _____ her sickness, she attended the function.
 - ☐ By means of
 - ☐ In favor of
 - ☐ In spite of
 - ☐ On top of

Correlative Conjunctions	Examples
BOTH.....AND	The farm has both beef and dairy cattle.
EITHER.....OR	Either dye or paints are used to color cloth.
NEITHER.....NOR	Neither he nor his friends came back.
WHETHER.....OR	I don't know whether he's alive or dead.
NOT ONLY.....BUT ALSO	Love is not only a sentiment but also an art.
HARDLY.....WHEN	He hardly flinched when he was hit.
RATHER.....THAN	He would rather play than work.

Q4. Read the following sentences and identify the correlative conjunction pairs.

- i. Both the teacher and the student were happy with the new policy.
- ii. You can either text me or send me a letter.
- iii. Neither the sun nor the hot weather could destroy their spirits.
- iv. She is not only a talented teacher but also a skilled chef.
- v. She is not the fastest athlete but she is the most determined.

Q5. Choose the correct correlative conjunction pair to complete each sentence.

- i. _____ the teacher _____ the students were excited about the field trip.
 - Either/or
 - Both/and
 - Neither/nor
 - Not only/but also
- ii. I will _____ study tonight _____ go to the movie.
 - neither/nor
 - both/and
 - either/or
 - not only/but also
- iii. _____ was she late _____ she forgot her homework.
 - Not only/but also
 - Either/or
 - Neither/nor
 - Both/and
- iv. He is _____ tall _____ strong.
 - either/or
 - both/and
 - neither/nor
 - not/but
- v. We can _____ take the bus _____ walk to the park.
 - neither/nor
 - both/and
 - either/or
 - not only/but also

Q. Recognise the subordinating conjunctions in the following sentences.

- a. We can meet wherever it is most convenient for you.
- b. She completed her schoolwork although she was tired.
- c. He skipped the celebration because he was busy.
- d. *You have* to accomplish your tasks before you can watch TV.
- e. Students will report to class when the bell sounds.

4. Oral Communication skills

A. Divide the class in groups and practice oral communication skill. Discuss the prompt given below.

Drug addiction is a menace to modern society. How can you protect yourself and those around you from this menace?

Use the following expressions to state your opinion during group and class discussion.

- First of all, I think...
- There are various/several reasons for this.
- First,... /Firstly,...
- Second,... /Secondly,...
- Moreover/Furthermore/In addition to...
- Finally,...

5. Writing Skills

A. Read the fourth paragraph of the chapter "The Menace of Drugs" and write a summary of it.

- Ensure that your composing is clear and comprehended.
- Express your thoughts utilizing the least words.
- Give exact and right data.
- Dispense with monotonous words, expressions, or thoughts.
- Pick exact and explicit words that convey important points.
- Stay away from pointless specialized or concentrated language that may not be recognizable to all.
- Arrange the information in a manner that is simple to understand and includes a concise introduction, body, and conclusion.
- Check for spelling, punctuation, and grammar mistakes thoroughly.

- B. Write an application to the Managing Director of an international firm for the post of sales manager.

JOB APPLICATION LETTER TEMPLATE

Letter header	[Your name] [Your address] [Your email address] [Your phone number] [Date written] [Recipient's name] [Company name] [Company physical address]
Salutation	Dear Mr./Mrs. [Last Name],
Introduction	I am writing this letter to apply for the [job title] position at your company - [company name]. I believe that my educational background and professional experience make me an ideal candidate for this role. Moreover, I can have a chance to continue building upon the [technical skill] and [soft skill] acquired over the past [number] years.
Body paragraph(s)	In the last role as a [job title], I was responsible for [job task 1], [job task 2], and [job task 3]. I pride myself on [notable accomplishment 1] and [notable accomplishment 2], resulting in [contribution] at [your former company]. You and the team can rely on me as a [personal trait 1], [personal trait 2], and [personal trait 3] employee with the ability to [soft skill] effectively. In terms of my educational background, I earned my [degree type] in [your major] from [University name] in [year]. I also obtained a certificate (or license) in [field].
Closing paragraph	Please find attached my resume for your further review of my skills and work history. I would appreciate the opportunity to discuss this position and how I can bring more value to the [team or department name]. Thank you for your time and consideration. I look forward to hearing from you soon.
Sign-off	Kind regards, [Your Name]

- C. Write an essay of at least 200- 250 words on "Drug Addiction. Use subordinating conjunctions where needed. Also apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary. Make effective choices for meaning or style.

HOW TO START ESSAY WRITING



Reading

essay question
lectures notes
module reading
list other
resources



Planning

focus on essay
question overall
structure section
paragraphs
references



Writing

essay question
use plan write
each paragraph
referencing
summarising
paraphrasing



Reviewing

essay question
structure
referencing
language
spelling
grammar