

Unit 19

Drug Abuse in Youth of Pakistan

By the end of the unit, the students will be able to:

- skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
- apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions.
 - distinguish between what is clearly stated and what is implied .
- analyze the order of arranging paragraphs
- comprehend/interpret text by applying critical thinking.
- create and deliver group/class presentation on various themes problems and issues:
 - present one point of view clearly
 - support the object with clear factual information
 - structure ideas and argument in coherent logical way
 - exhibit proper etiquette of interacting with audience
- Illustrate use of prepositions of position, time and movement and direction.
- Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu and Urdu to English.

Drug Abuse in Youth of Pakistan

It is a grim reality that the abuse of drug is on the rise in the youth of Pakistan. Every year forty thousand new users of drug are added to the list of drug addicts, making Pakistan one of the most drug affected countries in the world. The most disturbing fact is that majority of the drug addicts are under the age of twenty five, and are undergraduate students. According to one survey, one out of every ten college or university students is drug addict. Some of the most dominant causes of drug abuse in educated youth are academic pressure, over expectations of parents and lack of proper counseling and easy availability of drugs in educational institutions.

As students cross the threshold of college, they experience the new frontiers of freedom: freedom from the controlled environment of school, freedom from parental guidance, and above all freedom to move, choose and participate on their own sweet will in intramural social and extracurricular activities of campus. However, along with the excitement of freedom, students may also feel stress and pressure of parental expectations to perform well in studies and to be the best in the chosen field: the social pressure of living alone without assistance and support of family: and to cope with peer influence. Academic pressure, when the students are under heavy demands of time and energy to meet academic goals, studying all night, if necessary, to make the grade and averting failure.

To get through these pressures, many students seek ways to obtain stress relief. But instead of opting for healthy activities like sports or exercising to decompress, some students turn to the use of drugs. Students often find using drugs as an escape or a coping mechanism without being aware of detrimental consequences. The risk, of course, is that they may sabotage their education, or make their lives worse.

Parents are the largest influence of external pressure for their young adult. The level of anxiety that families have about the studies and future goals of their siblings can adversely affect the progress and overall

development of children. Pressure on developing minds has the potential to affect the nervous system and brain and can place youth at greater risk for abuse of drugs. Parental interference and pressure is, therefore, one of the most significant external trigger for pressures and can lead to a high-risk environment for mental illness and addiction in students.

But for parents, the door swings both ways. Parents can influence their children through healthy dialogue about risk factors, stress, and the dangers of drug use. As custodians, parents should wish their children to be successful and not succumb to their demands. Children learn more by what their parents do than what they say, and, if they see that their parents cope with pressure in a negative way; it sends a powerful message to their children. The pressure that adults put on themselves both as individuals and parents, trickles down to kids. We must start early to help teens develop a positive self-image and create healthy approaches to dealing with life.

When students try to alleviate pressure or stress, illegal substances make for a viable option. These illicit drugs are easily, and cheaply available everywhere in our country. In addition, in many college and university events alcohol and drugs are glorified and used as sign of pleasure and romance.

The graduating youth usually purchase drugs through dealers or 'agents', who are just a phone call away and their cell numbers are easily exchanged among peers. The contact numbers of drugs dealers and agents are also widely distributed in students hostels, college cafeterias and other places that are generally hidden from the eyes of law enforcing agencies and convenient to the students. Regrettably some elements of law enforcement agencies are also colluding with drug mafia. This nexus has made the availability of the lethal drugs far more convenient for the youth.

Parents, if not engrossed too much in their career, can quickly perceive and recognize that their children are addicted to some illicit substance. If parents notice that their children have deeply emaciated body, strong loss of appetite, difficulty in breathing and fatigue, strong

nervous disturbance, long home absences, extra money demand, telling lie to get money, isolation, remaining away from others, long sleeping time, laziness, pale face, tremors in fingers, irregularities in work and studies, no interest in everyday life, red eyes, slurred speech, circles under the eyes, neglect of personal hygiene and marks and traces of abuse on the body; they should immediately seek medical help for their child.

Regrettably, our educational institutions do not train students how to manage academic stress. Teacher should guide students that they should have realistic expectations regarding parental, social and academic pressure to avoid the pitfalls of illicit substance abuse. Educating our students about the consequences of alcohol and drug abuse may only deter them for a little while. We must also offer additional options such as exercise programs under the guidance of trained health and physical education instructor, individual counseling and emphasizing the students to stay connected to family back home. Moreover, every college should offers orientation weekends to create awareness among the students about, spiritual, physical, psychological and societal repercussions of the abuse of drugs.

Efforts should be made to control the use of tobacco in the campuses of educational institutions because it is gateway to drug abuse. Most of the youths usually start with soft drugs like cigarettes, *chhaliya*, *gutka*, *naswar* and *pan*, and then move to hard drugs like heroin, opium, cocaine, ice and sheesha, etc. People who start smoking cigarettes or drink alcohol at a young age are much more likely to experiment with illegal drugs than people who do not smoke or drink.

Supportive families and conducive atmosphere of educational institutions are essential to raising socially, mentally and physically healthy and well-adjusted children and preventing later adolescent problems. The challenges faced by many parents is balancing family and work life; juggling financial commitments with adequate support and leisure time for family to be together. Sometimes parents struggle with drugs abuse problems, which affects their parenting skills. Factors such as a lack of security, trust and warmth in parent-child relationships, a lack of structure

in family life and inappropriate discipline practices and insufficient limit-setting can render children at greater risk of problem behaviours and subsequent drug abuse and mental health disorders. Adequate measures should also be taken by the authorities in education to implement compulsory drug education in every educational institution; and train teachers to provide drug prevention education. Awareness campaigns should be run through mass media, theatre and essay contests, lectures, declamation contests should be organized in schools, colleges and universities for awareness. Proper counseling for early users and anti-drug youth cell should be established in colleges and universities. If these strategies are adopted with integrity and good faith we can not only control but eradicate the evil of drug abuse from our youth in particular and society in general.

Glossary

Word	Meaning
alleviate (v)	make (suffering, deficiency, or a problem) less severe.
averting	turn away (one's eyes or thoughts).
colluding (v)	cooperate in a secret or unlawful way in order to deceive or gain an advantage over others.
conducive	making a certain situation or outcome likely or possible.
custodians (n)	a person who has responsibility for taking care of or protecting something.
declamation	a rhetorical exercise or set speech.
decompress	relieve or reduce the pressure on (something).
deter (v)	discourage (someone) from doing something by instilling doubt or fear of the consequences.
detrimental	tending to cause harm.
emaciated (adj)	abnormally thin or weak, especially because of illness or a lack of food.
eradicate(v)	destroy completely; put an end to.
grim	very serious or gloomy.
integrity(n)	the quality of being honest and having strong moral principles.
intramural	situated or done within the walls of a building.

lethal (adj)	sufficient to cause death.
nexus (n)	a connection or series of connections linking two or more things.
orientation (n)	the action of orienting someone or something relative to the points of a compass or other specified positions; familiarization with something.
peer	a person of the same age, status, or ability as another specified person.
sabotage	deliberately destroy, damage, or obstruct (something), especially for political or military advantage.
siblings	each of two or more children or offspring having one or both parents in common; a brother or sister.
slurred	speak (words) indistinctly so that the sounds run into one another.
succumb (v)	fail to resist pressure, temptation, or some other negative force.
trickles (v)	come or go slowly or gradually.
viable (adj)	capable of working successfully; feasible.

Reading Comprehension

Answer the following questions.

1. What is the central idea of essay 'Drug Abuse in the Youth of Pakistan'?
2. Analyze the pattern of writing and the order of arranging paragraphs in the essay 'Drug Abuse in the Youth of Pakistan'.
3. Why are the educated youth resorting to drug abuse? Explain it in five lines.
4. Compare and contrast college's life with that of school's. Highlights the points of similarities and differences in the light of the essay.
5. What should be the role of parents in managing the future goals of their children?
6. What role can academia play in control of drug abuse?
7. How important is healthy relationships between parents and children for the overall development of child?
8. Why should the use of soft drugs be controlled? What are they "gate way" to?

9. Whom for is the writer using the term 'this nexus' in the essay 'Drug Abuse in the Youth of Pakistan' and why?

Writing Suggestions

Summarize the role of parents, educators, government administration and society at large in eradication of drug abuse in the light of the text of the lesson 'Drug Abuse in Youth of Pakistan'.

Oral Communication

Create and deliver class presentations on the impact of drug abuse on families and society at large and also suggest some workable solutions for this problem. While delivering the presentation the following points should be kept in mind:

- present with clarity the main points of presentation
- support the subject with effective factual information
- structure ideas and arguments in coherent logical way
- exhibit proper etiquette of interacting with audience

Vocabulary and Grammar

Vocabulary

Using your knowledge of literal and figurative meaning, grammatical gender and syntax, translate the following dialogue from English into Urdu.

Kamal: "Hey, Rubi. How are things?"

Rubi: "Going well, Kamal. What've you been up to lately?"

Kamal: "Oh, not much. Work's been busy. Oh, by the way, did you get a hold of Waqar about that real estate deal we were talking about?"

Rubi: "I haven't been able to reach him yet. But the decision is really not up to him anyway. Let me know if you still want it. If you don't, now is the time to back out. If you're still interested, I'll tell the real estate agent to go ahead and buy that office building. He'll follow through with it right away. He should have all the paperwork filled out by Friday."

Kamal: "I was hoping Waqar could help me figure out a way to

afford it. Our business is in the red right now, but we have some good contracts coming up. We should be in the black soon-- and that property would be ideal. I'll try calling Waqar myself. If we can't come up with a solution, we'll have to call off the deal and do without the bigger office."

Rubi: "Well, good luck then. It's hard to give up a dream! Let me know what you decide."

Kamal: "I will. Take care!"

GRAMMAR

PREPOSITIONS AND PREPOSITIONAL PHRASES

A. Fill in the blanks with suitable prepositions.

1. He lives _____ 48, MG Road.
a) in b) at c) on d) for
2. We started _____ eight _____ the morning.
a) at, in b) in, at c) in, on d) at, on
3. This portrait was painted _____ an artist who lived in the eighteenth century.
a) by b) with c) in d) for
4. We must start _____ dawn if we want to reach in time.
a) in b) on c) at d) with
5. We have been waiting _____ morning.
a) for b) since c) from d) to
6. The traveler must reach his destination _____ sunset.
a) in b) at c) before d) on
7. The next flight is due _____ 6 pm.
a) in b) on c) at d) before
8. He ran twelve miles _____ two hours.
a) in b) at c) on d) for
9. He ran _____ the room, panting for breath.
a) at b) into c) after d) on
10. He does not leave his house _____ 9 am.
a) in b) on c) before d) by

11. The train departs _____ 3 am.
 a) in b) at c) on d) within
12. _____ his children, his nephews and nieces were also present.
 a) beside b) besides c) outside d) before
13. _____ last month, I haven't seen him even once.
 a) for b) since c) ago d) from
14. Faisalabad is famous _____ its textile mills.
 a) in b) for c) on d) at

B. Complete the following sentences using appropriate prepositional phrases. Each question is followed by three suggested answers. Choose the most appropriate one.

1. _____ Sherena, they all seemed pretty cordial.
 a) except for b) except with c) except from
2. _____ cancer is curable.
 a) to a great extent b) for a great extent c) in a great extent
3. _____ the starter, I thought the meal was excellent.
 a) apart with b) apart from c) apart for
4. What is the _____ you?
 a) matter of b) matter with c) matter on
5. My car is parked _____ the post office.
 a) in front of b) in front c) in front at
6. He acted _____ my instructions.
 a) according with b) according to c) accordance with
7. He is _____ me.
 a) at enmity with b) at enmity for c) at enmity
8. I called him _____ my voice.
 a) at the top of b) at the top off c) with the top of
9. His words are _____ the facts.
 a) at variance with b) at variance to c) at variance of

Teacher's Guideline:

Explain and revise with the students how to use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu and Urdu to English.