

# 6

## Drug Abuse



### Learning Outcomes

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

- perform a drama/ role play/play script showing different roles and scenarios preferably on SDGs.
- critique the plot development with respect to different aspects of the story.
- examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).
- examine and interpret the use of conjunctions and transitional devices in speech and writing for effective communication.
- recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/, 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, etc.
- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- introduce a topic, organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
- develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.



### Pre-reading

- What do you think the word "drug abuse" means, and why might it be a problem in society?
- Why do you think some young people might start using drugs even if they know it is harmful?
- What role do you think families, schools, and the government can play in preventing drug abuse?

1. Drug abuse is a growing problem in many countries, including Pakistan. It affects not only individuals but also families, schools, and societies as a whole. Drug abuse means the **harmful** or wrong use of drugs that can damage a person's health, behaviour, and life. The number of people affected by drugs is increasing every year. This is a serious issue that needs **attention** from all parts of society.
2. Drug abuse happens when a person uses illegal drugs. These drugs can include heroin, hashish, opium, ice, and even sleeping pills or painkillers taken without a doctor's advice. People who become **addicted** to these substances may find it hard to stop using them. Their bodies and minds become dependent on the drugs, which causes damage to their health and their relationships.
3. There are many reasons why people start using drugs. One of the biggest reasons is lack of **awareness**. Many young people do not fully understand how dangerous drugs can be. They may try drugs out of curiosity or due to peer pressure from friends.
4. Unemployment and stress are other common causes. When people feel hopeless about their future, they may turn to drugs to **escape** from their problems. Some people also start using drugs because of family problems, pressure at school, or emotional pain. Easy access to drugs also plays a role.
5. Drug abuse has many harmful effects. First, it affects the health of the person taking drugs. It can damage the brain, heart, lungs, liver, and other parts of the body. Drug users often **suffer** from serious diseases and may even die from overdoses.
6. Second, drug abuse affects a person's behaviour. It can cause mood swings, depression, anger, and **confusion**. Many people who use drugs have trouble at school or work. They may lose interest in studying or earning a living.
7. Third, it affects both families and communities. When someone in a family becomes addicted to drugs, it causes stress and sadness for everyone else. Drug abuse also leads to crimes, accidents, and **violence** in the



society. People may involve in the act of theft and robbery, or hurt others to get money for drugs. This creates fear and insecurity in communities.

8. One of the most worrying things is that many drug users are young people. Teenagers and university students are especially at risk. Some students start using drugs at parties or with friends, thinking it is fun. But later, they become addicted and cannot stop.
9. This damages their education, health, and future. Schools and colleges are now becoming more aware of this issue. They are also starting awareness programs to **protect** students.
10. The government is taking steps to fight drug abuse. The Anti-Narcotics Force (ANF) works to stop the smuggling and sale of illegal drugs. The government also runs awareness campaigns in schools, colleges, and on TV to educate the people about the dangers of drugs.
11. There are also rehabilitation centers where the people can go to get help against drug addiction. These centers provide medical care and counseling to help the people recover.
12. The fight against drug abuse cannot be won by the government alone. Families, teachers, and communities all have an important role to play. Parents should talk openly with their children about the dangers of drugs. They should create a safe and loving environment at home where children feel heard and supported. Teachers should keep an eye on signs of drug use in students and guide them with care and **kindness**. Religious leaders, social workers, and the youth groups should also play their role in spreading awareness and support those who are recovering from addiction.
13. There are many things we can do to reduce drug abuse:
  - a. Awareness programs should be held in schools, colleges, and communities to teach the young people about the risks of drug abuse.
  - b. More treatment and **rehabilitation** centers should be opened across the country so that people struggling with addiction can get rid off these social evils.
  - c. Those who use drugs should be treated with care, not hate. They need support, counseling, and understanding to recover.
  - d. The government should continue to take strong action against drug traffickers and sellers.

- e. Sports, arts, and hobbies should be promoted among the youth to keep them busy and away from these harmful habits.
14. Drug abuse is a serious challenge in Pakistan, especially for the youth. It **destroys** health, education, families, and society. But this problem can be solved if we work together. The government, schools, families, and media must unite to raise awareness and offer support to those who are affected. Everyone **deserves** a chance to live a healthy and happy life. By helping the people stay away from drugs and supporting those who are trying to recover, we can build a better and safer Pakistan for the future.



## Theme

The essay highlights the serious issue of drug abuse in Pakistan, especially among the youth. It explains how drug addiction harms individuals' health, education, and behaviour. The essay explores the causes of drug abuse, such as peer pressure, unemployment, and lack of awareness. It also discusses the negative impact on families and society, including increased crime and health problems. Government efforts and the role of families, schools, and communities in preventing drug abuse are emphasized. Overall, the essay calls for united action to raise awareness, provide treatment, and protect the younger generation.



## Glossary

| Words            | Meanings                                                     |
|------------------|--------------------------------------------------------------|
| <b>addicted</b>  | unable to stop using something harmful, like drugs           |
| <b>attention</b> | focus or careful listening and looking                       |
| <b>awareness</b> | knowing or understanding something                           |
| <b>confusion</b> | a state of not understanding what is happening or what to do |
| <b>deserves</b>  | to be worthy of something, such as help or praise            |
| <b>destroys</b>  | completely damages or breaks something                       |
| <b>escape</b>    | to get away from something bad or dangerous                  |



**harmful**

causing damage or hurt

**kindness**

being nice, caring, and helpful to others

**protect**

to keep someone or something safe from harm

**rehabilitation**

a process to help someone recover from addiction

**suffer**

to feel pain, sadness, or discomfort

**violence**

physical force used to hurt or damage someone or something



## Reading and Critical Thinking

### A Answer the following questions:

- 1 What is drug abuse, and how does it affect individuals and society?
- 2 What are the common causes of drug abuse in Pakistan?
- 3 How does drug abuse negatively impact a person's health and behaviour?
- 4 Why is drug abuse considered dangerous especially among the youth?
- 5 What role can the government play in controlling drug abuse?
- 6 What role can families and schools play in preventing drug abuse?
- 7 What are some of the harmful effects of drug abuse?
- 8 What are rehabilitation centers, and how do they help the people suffering from drug addiction?

### B Choose the correct option.

- 1 What is drug abuse?
  - a. unsafe medicine
  - b. unhealthy habit
  - c. harmful use of drugs
  - d. unnatural cure
- 2 Which age group is most affected by drug abuse in Pakistan?
  - a. adults
  - b. infants
  - c. old citizens
  - d. small kids
- 3 What is a major cause of drug addiction among youth?
  - a. parental carelessness
  - b. social media
  - c. peer pressure
  - d. bad company

- 4 What harmful effect does drug abuse have on health?
- |                      |                 |
|----------------------|-----------------|
| a. weight gain       | b. brain damage |
| c. muscle amputation | d. numbness     |
- 5 What is a place where drug addicts are treated?
- |                          |                |
|--------------------------|----------------|
| a. police station        | b. hospitals   |
| c. rehabilitation center | d. bus station |



## Vocabulary and Grammar

### Examine and Interpret the Use of Conjunctions and Transitional Devices:

- **Identify** the words and phrases that connect ideas in speech or writing.
- **Understand their function** in showing relationships such as cause and effect, contrast, addition, or sequence.
- **Evaluate how effectively** these devices help maintain clarity, flow, and coherence

**Conjunctions:** Words like and, but, or, so, because, although, while, etc., that connect words, phrases, or clauses.

**Transitional Devices:** Phrases or words like therefore, however, in addition, for instance, as a result, in contrast, on the other hand, etc., used to connect paragraphs or sections smoothly.

**Recognize and Use Subordinating Conjunctions:** A subordinating conjunction is a word or phrase that connects a dependent clause (which cannot stand alone) to an independent clause (which can stand alone). These conjunctions show relationships like cause, time, condition, contrast, or purpose, e.g., because, although, since, when, if, even though, while, as, unless, before, after, so that, etc.

**A** How do the writer's use of conjunctions and transitional devices contribute to the clarity and persuasiveness of the essay's message on drug prevention? Explain it with at least one example for each.



## Oral Communication Skills

Teacher will select two students to perform the following dialogue before the class.



## 'The Future is Ours: A Conversation on SDGs'

**Sarah:** *[Excitedly]* Assalam-oAlaikum, Aliya, have you ever heard about the **Sustainable Development Goals**? They're a set of global goals adopted by the United Nations to end poverty, protect the planet, and ensure prosperity for all.

**Aliya:** *[Curiously]* Wa-Alaikumussalam, Yes, I've heard a bit about them. But I don't really know much. I know there are a lot of goals. What's the main idea behind them?

**Sarah:** Well, there are 17 goals in total, and they're all about creating a better and more sustainable world. Each goal focuses on a different issue, like education, health, gender equality, and climate action. It's all about making sure that everyone has the opportunity to live a better life without harming the planet.

**Aliya:** Sounds cool! So, like, what's the connection between the environment and all these other issues?

**Sarah:** Great question! Take **SDG 13: Climate Action**, for example. It's all about taking urgent action to fight climate change. If we don't address climate change, it will affect things like food security, health, and even education. For example, if crops fail due to extreme weather, that can lead to hunger and poverty. It connects all.

**Aliya:** Wow, I didn't realize how interconnected it all is. So, it's not just about the environment. What other goals should we be paying attention to?

**Sarah:** Definitely. There's also **SDG 4: Quality Education**. It's about making sure that everyone, especially children in underserved areas, has access to free and quality education. Education is the key to solving so many other problems, from poverty to gender inequality.

**Aliya:** That's a huge one. If people don't have access to education, how can they break the cycle of poverty or contribute to the world in a meaningful way?

**Sarah:** Exactly! And then there's **SDG 5: Gender Equality**. It's about making sure that women and girls have the same opportunities as men and boys. This includes things like equal remuneration, equal access to education, and freedom from violence. If we can achieve gender equality, we can make the world a fairer place for everyone.

**Aliya:** I totally agree. But how can we, as students, help push these goals forward? It's not like we can just fix everything ourselves, right?

**Sarah:** You're right, Aliya. But we can still make a big difference. For example, we could start a recycling program at school to support **SDG 12: Responsible Consumption and Production**. Or we could raise awareness about **SDG 3: Good Health and Well-being**, and encourage everyone to take care of their health and well-being.

**Aliya:** I love that idea! Maybe we could also do something to promote **SDG 10: Reduced Inequality**. We could organize a fundraiser to help support underprivileged communities or raise awareness about social issues.

**Sarah:** Yes, exactly! The key is getting involved. Even small actions can have a big impact, and if everyone does their part, we can achieve the SDGs. Imagine if all the students at our school worked together on just one goal, we'd be making a huge difference.

**Aliya:** You're right. It's all about making the world a better place for future generations. If we start now, we can create lasting change. Let's talk to our teachers and classmates about the SDGs and see how we can get started!

**Sarah:** I'm in! Together, we can help make the world more sustainable, fair, and just for everyone.

**A**

**Take two volunteers from the class, and they will prepare a dialogue on prevention of drug and perform it before the class. The class will be involved through questioning.**



## Writing Skills

**Write Informative/Explanatory Texts:** To write informative/explanatory texts means to:

- **Examine and explain** complex ideas, events, or concepts
- Present **factual information** clearly and logically
- Use **appropriate structure**, language, and transitions
- Organize content in a way that is **easy to follow** and supports understanding

Moreover, effective informative writing:

- Avoids bias or emotional language
- Focuses on **clarity, accuracy, and logical flow**
- Uses headings, paragraphs, and transitions to guide the reader

- Often includes **definitions, explanations, examples, and analysis**

**A**

**In what ways does the structure and content of the essay help convey complex ideas about drug abuse prevention clearly and effectively to the reader?**

**Introduce a Topic and Organize Complex Ideas for Clarity:** This writing standard means that when presenting complex ideas or information, a writer should:

- **Clearly introduce** the main topic or issue.
- **Logically organize** ideas so that each new point builds on the previous one.
- Ensure the entire piece is a **unified whole**, not a collection of disconnected points.
- Use **formatting tools** like headings, subheadings, and **visual aids** like charts, tables, or videos, when appropriate to make the information easier to understand

This structure supports reader comprehension and helps maintain clarity even when the subject is complex.

**B**

**How does the organization of ideas in the essay on drug abuse prevention help the reader understand the complexity of the issue, and how could formatting or visuals enhance this understanding further?**

**C**

**In what ways does the writer use relevant facts, examples, and explanations to develop the topic of drug abuse prevention, and how does this support the needs of the intended audience?**