

## Part A

## Objectives

By the end of this part of unit 6 you will be able to:

- discuss some consequences of smoking, alcohol abuse and taking drugs
- read a passage about drug abuse
- listen to a story about a drug addict
- discuss drug taking and complete a mind-map
- write a sketch about saying 'NO!' to drugs
- prepare a talk about the dangers of taking drugs
- learn about modal verbs
- learn about how to discuss problems
- use a dictionary to increase your word power
- write about the drug situation in Ethiopia
- read a drug abuse advice leaflet.

## A6.1 Introduction: Living dangerously

- 1 Look at the two advertisements below. What are they trying to make you believe? Why is what they are trying to make you believe untrue?



1 TOP PEOPLE PAY A LITTLE MORE FOR THEIR PREMIUM BEER.

2 COME TO WHERE THE ACTION IS. SMOKE **BLUE SILK** CIGARETTES.

- 2** Look at the advertisements in your town for smoking and alcohol. List them. In each case find out what the pictures are trying to make you believe.
- 3** Do you know the consequences of smoking, alcohol abuse and taking drugs? Suggest some ideas which your teacher will write on the board, for example, *death, serious illness, addiction, etc.*



## **A6.2 Reading:** What do you know about drug abuse?

### **1** Learn the following words:

<b>illegal:</b>	against the law
<b>addictive:</b>	something you cannot stop doing
<b>peer pressure:</b>	wanting to behave in the same way as your friends
<b>craving:</b>	intense longing
<b>additives:</b>	things added to another thing
<b>withdrawal:</b>	stopping doing an action
<b>symptoms:</b>	signs of something
<b>jangling:</b>	loud and uncontrolled
<b>embrace:</b>	attraction

### **2** Read the following passage, then answer the questions below.

You may have heard people talk about drugs such as speed, LSD, acid, ecstasy, chat, cocaine and hash. These are all dangerous illegal drugs which you know you should not use. Most drugs are addictive and will cause you harm. So it is best to avoid taking them and always say “No!” to a drug dealer or pusher who offers you a free sample.

Perhaps you know someone who has already got the habit. At a party, one of your friends may suggest you give it a try. Peer pressure often makes you feel that you are not part of the group unless you join in. Often young people think “It won’t affect me” or “I’ll just give it a try”. But once you have started, you may never be able to kick the habit, and your need for another ‘fix’ grows stronger as time passes. You have become a drug addict.

All drugs are dangerous, but heroin is the most addictive. Once you have started injecting heroin into your veins, the craving for another fix will very quickly take hold of you. You will do anything to get enough money to pay the dealer for your next small packet of white powder. You will beg, borrow or even steal from your parents and friends to get the money. And you can never be sure that the powder you are being sold as pure heroin does not also contain other additives such as talcum powder or chalk. When heroin addicts try to break the habit, the withdrawal symptoms when you come off the drug cause you to suffer cold sweats, hot chills, stomach cramps and jangling nerves. You are hooked and cannot escape the dreadful embrace of the drug.

Another danger of drug taking is sharing needles to inject the drug. By this means you could become infected by the HIV virus and get AIDS, so shortening your life by many years. So remember:

**DRUGS WILL RUIN YOUR LIFE**

### **3** Answer the questions.

- 1** How many illegal drugs can you name?
- 2** Why should you say “No!” to a drug dealer?
- 3** Have you ever had experience of peer pressure?
- 4** Which is the most addictive drug?
- 5** How is this drug used?

## Unit 6 Drugs

- 6 Give two reasons for not taking heroin.
- 7 Do drug dealers always sell pure heroin?
- 8 Name four effects when you want to try and come off the drug.
- 9 Why is sharing needles dangerous?
- 10 Write a short caption to explain why you should not take drugs.



### A6.3 Listening: Daniel's story

- 1 Look at these two pictures. What do you think you will hear in the listening passage?



- 2 Listen to Daniel's story and note the main points.
- 3 Discuss in your group your reactions to Daniel's story.



### A6.4 Speaking: Talking about drugs

- 1 What do you associate with the word *drugs*? Your teacher will draw a mind map on the board and will write your suggestions on it.
- 2 Work in groups, each group to brainstorm one of the following topics:
  - a the various drugs that are in circulation and what you know about them and their effects.
  - b the consequences of taking drugs.
  - c the reasons why people take drugs.

Now work with other groups to share the information from these three topics, then return to your original group and report back the discussions.

**A6.5 Writing:** Saying 'No' to drugs

In your group, write a scene between a drug dealer, and someone who is refusing to take drugs.

What arguments would the drug dealer choose?

What arguments would you choose to counteract those of the drug dealer?

Then act out your play before the class. You could also invite other classes to watch your performance.

**A6.6 Speaking:** The anti-drug club

Prepare a short talk for your school's anti-drug club, or a broadcast by the school's media club, about the dangers of drug taking, then read your talk to the other members of your group.

**A6.7 Language focus:** Modal verbs**1**

Modal verbs are special verbs which behave very differently from normal verbs. Here are some important differences:

**1** Modal verbs do not take -s in the third person.

Examples:

- He can speak Chinese.
- She should be here by 9:00.

**2** You use *not* to make modal verbs negative, even in Simple present and Simple past.

Examples:

- He should not be late.
- They might not come to the party.

**3** Many modal verbs cannot be used in the past tenses or the future tenses.

Some common modal verbs are:

can	could	may	might	shall
should	must	ought to	will	would

The modals *should* and *ought to* have similar meanings. They are both used to talk about obligation, and to give advice or instructions.

*Ought to* is very often used when we want to express the idea that it is the right thing to do / the natural helpful thing to do.

*Should* has less of a moral flavour.

*Should* / *ought to* can also express probability.

The modals *must* and *have to* are used to express necessity.

*Must* is stronger than *should* and *ought to* and expresses certainty.

**Examples:**

- You should / ought to stop smoking. (A piece of advice.)
- He should be home now. (It is probable.)
- You must stop smoking. (A command.)
- He must be home now. (It is certain.)



Complete the sentences with *must, should, shouldn't, ought to, have to*.

- 1 You \_\_\_\_\_ turn off your mobile phone in class.
- 2 You \_\_\_\_\_ go swimming after a big meal.
- 3 Did you \_\_\_\_\_ study German at school?
- 4 You \_\_\_\_\_ take an umbrella. It's raining heavily.
- 5 I think we \_\_\_\_\_ go now. It's getting late.
- 6 She \_\_\_\_\_ see a counsellor.

**2** Work in pairs to discuss the possible consequences of each of the following actions, then complete the sentences below, using an *if* clause and a modal verb.

**Example:**

*If you drink alcohol, you may get a headache.*

- 1 If you take drugs ...
- 2 If you smoke cigarettes ...
- 3 If you drink too much alcohol ...
- 4 If you do not take exercise ...
- 5 If you don't clean your teeth ...
- 6 If you don't use a condom ...



### A6.8 Speaking: Discussing problems

**1** When talking about various problems, you can introduce different points by using the following expressions:

The trouble is ...

The problem is ...

The awful / worst / terrible thing is ...

Don't forget that ...

In a case like this, ...

In a situation like this ...

In this sort of situation ...

**2** Working in two teams, each person chooses one of the following problems and notes down some ideas about it:

Smoking

Drugs

Unemployment

Alcohol

Stealing

Learning English

Forgetting to do your homework

**Team A then chooses a topic and Team B has to say a related sentence within a limited time, using one of the above expressions. Your teacher will tell you when your time is up.**

**Example:**

*Smoking – The trouble is that you need will-power to stop.*

If Team B makes a suitable sentence in the time given, they score a point. Teams then swap roles and the team with the most points at the end is the winner.

## A6.9 Increase your word power: Dictionary work

### 1 Look up the following words in a dictionary:

syringe	illicit	addiction	abuse	hazard	immune
peer pressure	tranquilliser	trafficking	psychosis	overdose	

### 2 Now work in pairs to match the words with their definitions using the following patterns:

- ... is a type of ...
- ... is a / the place where ...
- ... is used for ...
- ... is part of ...
- ... means taking too ...
- ... means the same as ...
- ... means connected with ...
- ... is a large / small ...
- ... means free from ...
- ... means when you ...

#### Example:

*syringe – a type of medical instrument used for extracting blood*

- 1 a disorder of the mind
- 2 a risk or danger
- 3 making calm
- 4 the influence to make one conform to the rest of the group
- 5 too much of a drug
- 6 unlawful
- 7 carrying on an illegal trade
- 8 physical or psychological dependency on something
- 9 free from infection
- 10 to make wrong use of



## A6.10 Writing: Drugs in Ethiopia

### 1 Use the following writing scaffold to write three or four paragraphs to describe the drugs situation in Ethiopia.

- 1 Introduction (thesis)
- 2 Discussion – Drugs situation in Ethiopia
  - firstly
  - secondly
  - another reason
  - lastly
- 3 Conclusion – Why young people should not take drugs

**2 Re-read your work, and ask yourself the following questions:**

- Did I include an introduction, a body, and a conclusion?
- Did I write a good topic sentence for each paragraph?
- Did I include details that support each topic sentence?
- Did I avoid repeating the same words over and over again?
- Did I use descriptive nouns, adjectives, verbs, and adverbs?

**Revise your work if you have answered ‘No’ to any of these questions.**

**3 Compare your essay with your partner’s. Is there anything you could add to it?**



**A6.11 Reading: Drug abuse advice leaflet**

**1 Copy the following vocabulary items into your exercise book, then check their definitions in a dictionary. As you read the text aloud in pairs, tick off any items when they are mentioned in the text.**

enhance	hazard	potentially	banned	immune	craving
burdensome	illicit	excess	psychosis	malnutrition	abscesses
prone to	irrationally	capability	forfeiture	trafficking	

**2 The following text was adapted from a *Narcotics Control Board Leaflet*. Read the text and make notes of the main points.**

A drug is any chemical that alters how the body works, or how a person behaves or feels. Drugs are used to treat illnesses and diseases, to relieve pain and sometimes to relax and enhance pleasure.

The term ‘drug abuse’ refers to the use of natural and / or synthetic chemical substance for NON MEDICAL REASONS resulting in abnormal behaviour. Drug abuse can affect a person’s physical and emotional health and social life. Specific hazards of drug abuse differ from person to person, however.

Most drugs are legal and medically acceptable, to relieve pain and control diseases. Some, like alcohol, may be culturally accepted. Some other drugs, however, are illegal; their use is banned by law. When used, they can become addictive and can affect the central nervous system, for example, cocaine, heroin, marijuana, etc. Unfortunately drugs are abused widely, and sadly even in the schools.

Because drug abuse can cause SERIOUS HARM, and indeed, nobody is immune to the dangers of drug abuse, everyone – including you – should know the real story about drugs: why people use them, how they can affect your body, mind and behaviour, and how they can destroy your life.

Different people have different ‘reasons’ at different times for abusing drugs. At first many young people experiment with drugs for reasons that include: peer pressure because they do not want to be different from others in their group; adult examples of alcohol or tobacco use; to feel grown up; to rebel against parental values and authority; curiosity about the effects; for kicks – for something to do; to escape emotional problems; and the wide availability of drugs today.

The DANGER with experimenting is that the craving for drugs becomes part of daily life. They can also become a means of trying unsuccessfully to cope with or avoid problems. Later, some people may decide to continue using drugs occasionally, or as a regular part of their life, in the effort to relieve boredom, get energy, obtain a ‘high’, attempt to ‘solve’ problems or escape reality. Finally, some people need drugs because they become physically and / or psychologically dependent

on them.

Abusing drugs is very dangerous, especially when they are taken in excess or over a long time. Effects also depend on the user's personality, setting, etc. Some dangerous effects of drug abuse are overdose, dependence or addiction, ill health, accidents or injury, poverty, debt and crime. Certain combinations of drugs can be deadly, e.g. alcohol and barbiturates (depressant drugs which relax

**30** the central nervous system). In fact, drug overdose will require IMMEDIATE MEDICAL treatment.

In addition, continued use of drugs can lead to a real psychological and / or physical need for them. Daily activities come to revolve around getting more drugs and all other needs, even basic ones like food and personal hygiene, become secondary, while withdrawal from drugs without medical supervision can be very difficult, painful and even dangerous.

**35** The use of unclean needles can cause blood poisoning, abscesses, and infections like HIV (the virus which causes AIDS). Moreover, even small amounts of some drugs can make you lose self-control and be prone to accidents and injury. You can become over-confident and take foolish risks, or act irrationally and get hurt or die! For example, people on drugs have been known to jump from the top of a three-storey building in belief that they can fly! Drug misuse can also be

**40** very costly and this in turn may lead to financial problems.

There are other kinds of problems. Drug abuse is against the law and you risk heavy fines and / or imprisonment as well as forfeiture of property. The supply, trafficking, possession or use of drugs are all against the law – and once you acquire a criminal record, you may find it hard to find anyone to employ you.

**45** Drug abuse is a very serious matter. Abusing drugs can only provide a temporary escape from the world of reality. The risks are great and the result can be deadly. Live a DRUG-FREE life and encourage others to do the same. As a student you can learn and enjoy life without drugs. In short: DON'T DO DRUGS!

**3 Answer the following questions as clearly and briefly as you can:**

- 1** Medical drugs – that is, drugs that are prescribed by a doctor, or provided by a pharmacist, have three valid purposes. What are they?
- 2** What does the writer mean by 'drug abuse'?
- 3** In general, what are the main effects of drug abuse?
- 4** Why are some drugs banned by law?
- 5** Make a list of the reasons why young people take drugs.
- 6** What are the dangers of using drugs, according to the passage?
- 7** Explain how drug addiction can lead to an increase in crime.
- 8** Explain the following words and expressions used in the passage:  
enhance (line 2) synthetic (line 3) hazards (line 5) illegal (line 8) immune (line 12) peer pressure (line 16) craving (line 20) overdose (line 28)

**4 Discussion and opinion**

- 1** How do you see the problem of drug abuse, particularly narcotic drugs among students / young people?
- 2** Do you share the view that drugs provide only temporary escape from reality? Explain your views.
- 3** What can be done to stop drug abuse?
- 4** Someone has called alcohol 'the legal killer'. What is your own attitude towards alcohol and tobacco as licit (legal or lawful) drugs in Ethiopia?
- 5** Write down what advice you would give to a classmate who is on drugs.



## Part B

## Objectives

By the end of this part of Unit 6 you will be able to:

- role-play a conversation about a drug problem
- read a story about dealing with a drug dealer
- talk about cause and effect
- hold a debate about harmful substances
- use the past simple passive tense
- talk about graphs
- interpret bar graphs of drug use
- use data from a graph to prepare a report on the use of khat in Ethiopia
- revise zero conditional and modal verbs
- revise expressions of quantity
- read about drug use world wide.



## B6.1 Speaking: Role-play a conversation

**Work in pairs to role-play a conversation between two friends who are worried about the drug-taking habits of a classmate. You should try to decide whether to:**

- ignore the behaviour
- talk to your classmate and give some advice
- report the situation to a friend or teacher.

**How would you structure this discussion? Your teacher will write your suggestions on the board. Write brief notes using these suggestions, then complete your role-play. Demonstrate your role-play to the rest of the class.**



## B6.2 Reading: Dealing with a drug dealer

- This is an extract from a story called *Who killed Danny?* Read the first section of the passage, then in your groups decide what you would do in Joseph's position.**

Joseph looked up at the man, his eyes wide with fear. "I don't know," he whispered. "I don't know what Danny was doing. We were following him. My friend said we should. I didn't see who shot Danny."

"So you saw him being shot, did you?" hissed the man. "It was the police who shot him."

Joseph didn't say anything. 'I suppose they must have shot him,' he thought. 'But why? Danny was just running. The police could have caught him, beaten him, locked him up ... but why shoot him? Why did they do that? What had Danny done?'



“Danny was working for us,” said the man. It was as if he was answering Joseph’s thoughts. “He was going to make a lot of money. The police don’t like us. That’s why they shot Danny. They’d shoot you and your friends too, if they knew you had been at the house ... Two things can happen to you, boy. The police can get a tip-off that you and your friends were working with Danny, or you can start working for me and make yourself some money.”

Joseph thought quickly. What the man said didn’t sound quite right. But what if it was true? What if the police did come after them with their guns and dogs?

He nodded his head unwillingly, but the man seemed satisfied. “OK,” he growled. “Now you must prove to me that you can hold your tongue and really mean to help me.” The man handed Joseph a package. “You must deliver this somewhere for me, and not tell a soul. Otherwise ...”

Joseph nodded again, and looked at the small, dirty, brown bag. It felt soft in his hands. ‘Not money,’ he thought.

“Just keep it safe until you hear from me again,” said the man. “Don’t ever think about opening it, or of showing it to anyone else. Remember what happened to Danny!”

Joseph took the bag, hid it under his hat and made his way down the long alley. The man watched him walk away, then turned and walked slowly back up the alley to the street. Once there, he stopped to light a cigarette. ‘Well, we’ll see how this works,’ he thought. ‘This bag has more flour in it than stuff. I’ll leave it with the boy for a few days and see if he tells anyone else about it. If he doesn’t, I can ask him to deliver it. Perhaps if he does a good job of it this time, we can slowly get his friends interested, and then, at last, we may have a good network going.’

“Well, what did he want?” Joseph started as Omari barred his way in the alley. “And don’t tell me he was still asking for directions to Ngara.”

Joseph knew it was no use. Omari had caught him out, and he had better not lie to him too. “He wanted to know if I had seen who shot Danny,” he blurted out. “I told him I didn’t see anything, but I don’t know if he believed me.” He did not tell Omari what else the man had said. He did not tell him about the bag under his hat.

Omari could see the young boy was frightened and miserable. “Make sure you tell me if the man comes again. Understood?” he ordered. Joseph nodded mechanically. Omari was puzzled. What had Danny been up to? Was this the man who had called the police? Had Danny been working for the man? Why? But Omari had no answers. Not yet anyway.

Adapted from *Who Killed Danny?* by Anise Walee

## **2** Now read the conclusion of the story.

They met the next day behind the market. “But why can’t you deliver it yourself?” asked Joseph innocently. “And why must I wait until tonight? What is in that bag anyway?”

“You ask too many questions, boy,” the man growled. “Don’t, or you’ll end up like Danny.”

“What happened to Danny?” asked Joseph.

“I told you to keep your mouth shut,” hissed the man. “Just do as I tell you. Take the bag to the house I told you about, and leave it there, do you hear? I’ll pay you well if you do, and if you don’t ... well, you know what happened to Danny. Boys who don’t listen to me can end up dead.”

When the man had left, Joseph told Peter and Omari everything. They had been hiding nearby. “Well done, Joseph,” they said.

A little while later, Kimathi walked down the main street, whistling a cheerful tune, his hand closed protectively around the neat, fat white envelope in his pocket. His steps quickened as he drew near and passed the police station. The officers found the envelope when they next stepped through the door. It contained a tape which made very interesting listening ...

## **3** Work in your group to discuss the following questions:

- 1** What do you think happened next?
- 2** Do you think it is a good conclusion? How does it compare with your suggestions for what Joseph should do?
- 3** Can you suggest any other ways Joseph could have stopped the drug trafficking?

### B6.3 Language focus: Cause and effect

- A cause is something that makes something else happen. Out of two events, it is the event that happens first. To find out the cause, ask the question “Why did it happen?”
- An effect is what happens as a result of the cause. Of two related events, it's the one that happens second or last. To find out the effect, ask the question “What happened?”

Cause	Effect
The boy kicked the ball.	The ball flew into the goal
The girl teased the cat.	The cat scratched her.
Abrehet studied hard for the test.	Abrehet came top of the class.
Gebre became really tired.	Gebre went to sleep early.

- At times connecting words are used to link the cause and effect. Examples of connecting words are: *because, so, consequently, therefore, leads to, results in, ends up, means.*

**Work in pairs to join the cause and effect of the following actions:**

**Example:**

*Consuming too many calories results in – obesity*

- |   |   |
|---|---|
| 1 Cutting down the rain forest leads to ...   | a bad breath and a poor complexion.               |
| 2 Hunting elephants for their ivory means ... | b your teeth will rot.                            |
| 3 Smoking cigarettes results in ...           | c poor marks in your final exams.                 |
| 4 Using illegal drugs ends up ...             | d they may become extinct.                        |
| 5 Failing to do your homework results in ...  | e in nobody trusting you.                         |
| 6 Stealing money leads to ...                 | f higher global temperatures and loss of habitat. |
| 7 Eating lots of sweets means ...             | g the possibility that you will go to prison.     |
| 8 Telling people lies ends up ...             | h becoming addicted to them.                      |



### B6.4 Speaking: Debate

**In your group, choose one of the following topics to debate:**

- a Khat is of no benefit to society
- b All drug addicts should be sent to jail
- c Alcohol should not be sold to people under 30 years of age
- d Cigarettes should be banned in Ethiopia

**Make notes for or against your chosen topic, then prepare speeches for the debate. Present these speeches to other groups who have chosen one of the other three topics, so that everybody has a chance to listen to a debate on each of the topics.**

## B6.5 Language focus: The past simple passive

We use *passive* verbs when who did the action is obvious or is not important, when we want to focus on *what* happened, not *who* did it. We use the past participles of verbs to make the passive tense.

**Example:** 2,000 cars *were exported* in 1999.

### 1 Write these sentences in your exercise book with the correct form of the verb.

**Example:**

The government *builds* 100 schools every year.

More schools *were built* by the government in 2005 than in 2004.

- 1 Scientific discoveries *prove* / *are proved* by experiments.
- 2 Scientists *do* / *are done* experiments.
- 3 Many experiments *carry out* / *are carried out* in laboratories.
- 4 It is important that scientists *record* / *are recorded* their observations accurately.
- 5 The student *filled* / *is filled* the test tube.
- 6 Many important discoveries *made* / *are made* by accident.

### 2 Write the past participles of the following verbs in your book:

built – *built*    send

see                win

begin             buy

blow              come

find                keep

**Can you add any other irregular verbs to your list?**

### 3 Use the above verbs to write sentences in the passive tense.



## B6.6 Speaking: Talking about graphs

### 1 Look at the climate graph for Addis Ababa and answer the questions below.

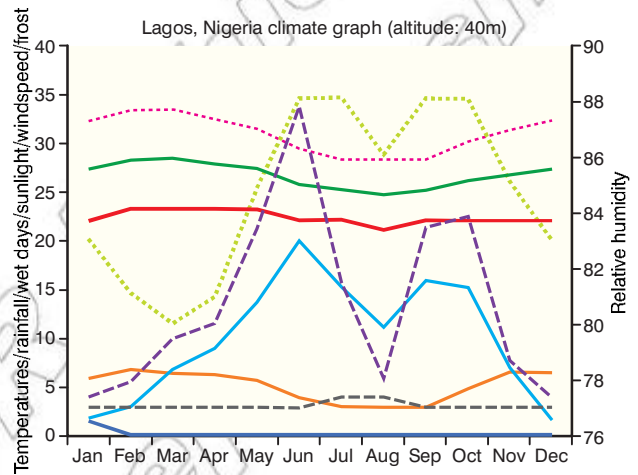
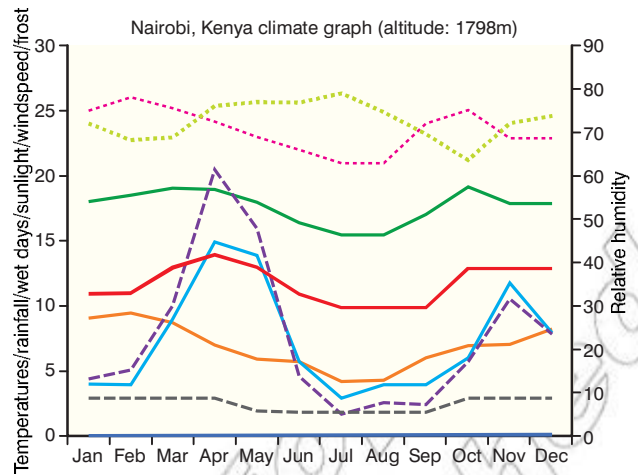
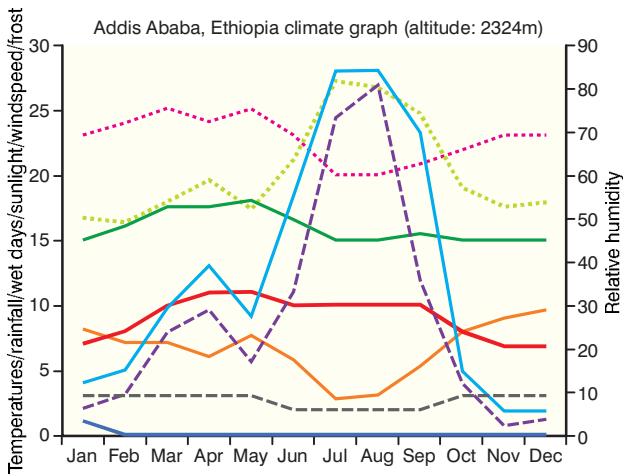
- a What is the average rainfall in January?
- b What is the wettest month?
- c What is the minimum temperature in June-July?
- d What is the average temperature in October and November?
- e Which is the sunniest month?

### 2 Read this description and identify which of the following two graphs it describes.

June is the wettest month with an average rainfall of 340 millimetres. September and October are also quite wet with about 830 millimetres each. Then the amount of rain falls sharply to below 50 millimetres in December and January. The humidity is at the lowest in March, with peaks in June-July and September-October. The minimum temperature remains fairly constant.



**Unit 6** Drugs



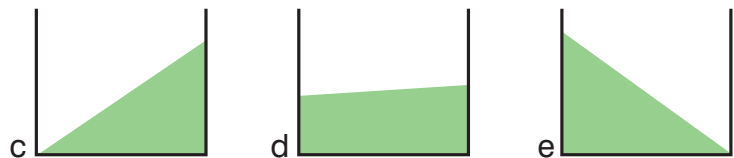
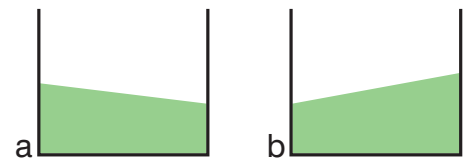
- min temp (°C)
- max temp (°C)
- average temp (°C)
- wet days (>0.1mm)
- rainfall (cm)
- average sunlight hours/day
- average wind speed (Beaufort)
- relative humidity (%)
- days with frost

**3 Find synonyms (words that mean the same) in the description for the following:**

- a increase
- b decrease
- c quickly
- d slowly
- e constant

**4 Match these key expressions to the diagrams.**

- 1 a steady increase
- 2 a dramatic rise
- 3 a gradual fall
- 4 a sharp drop
- 5 a slight increase



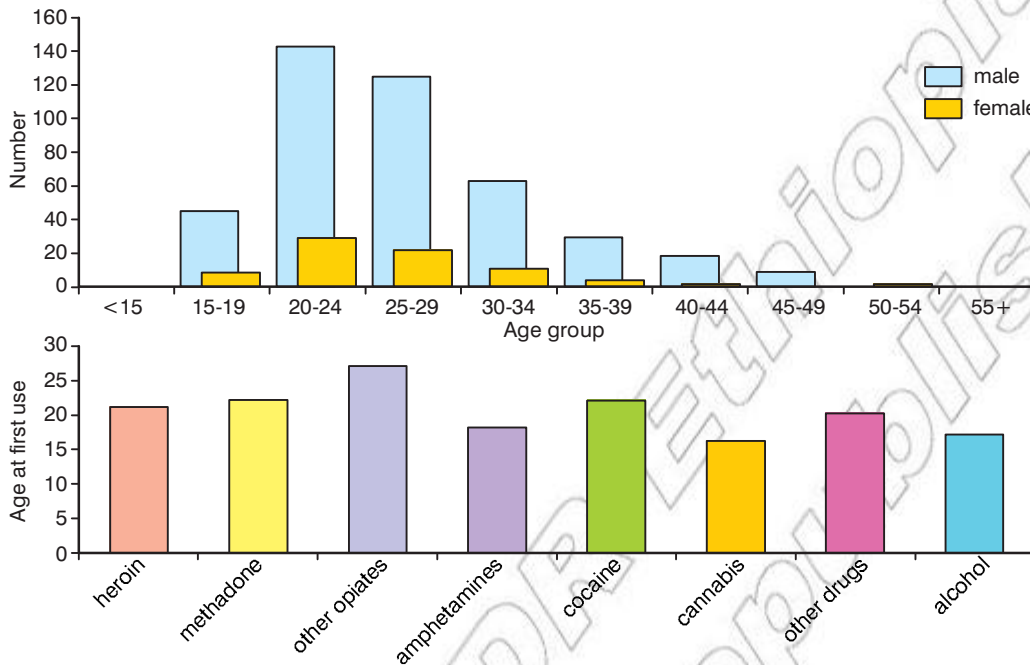
**5 Rewrite these sentences in your exercise book using the underlined nouns as a verb. The first one is done for you as an example.**

- 1 There is a steady increase. *It increases steadily.*
- 2 There is a dramatic rise.
- 3 There is a gradual fall.
- 4 There is a sharp decrease.
- 5 There is a slight drop.



## B6.7 Speaking: More about graphs

- 1** Look at the following bar graphs about drugs. Work in pairs. One student describes the information on the first graph, using appropriate language from the key expressions in B6.6, and the other draws a bar graph with this information. Students then swap roles to describe and draw the second graph.



- 2** Complete the following sentences, using the information from the two graphs and the words in the box.

cannabis      men      heroin      decrease      rises  
 women      solvents      quantity      increases

- Above the age of 19, the use of drugs \_\_\_\_\_ dramatically.
- At this age, many people start to use hard drugs such as \_\_\_\_\_.
- Above the age of 25, the use of other opiates \_\_\_\_\_ dramatically.
- Most of the people at this age are young \_\_\_\_\_.
- Young women at this age do not take the same \_\_\_\_\_ of drugs as young men.
- \_\_\_\_\_ are the least popular kind of drug, followed by \_\_\_\_\_.
- The use of drugs \_\_\_\_\_ up to the age of 35, but after then it shows a \_\_\_\_\_.
- By the age of 50 only a few \_\_\_\_\_ still take these drugs.

- 3** Change these sentences into the passive tense. The first sentence is done for you.

**Example:**

- Young people under the age of 19 do not use drugs.  
*Drugs are not used by young people under the age of 19.*
- Many people over 21 take drugs.
- Many people try heroin at this age.
- Many people do not consider alcohol as a drug.
- Fewer women take drugs than men.
- Many people use cocaine as a recreational drug.



### B6.8 Writing: Interpreting information

Look at the following information about the use of khat in Ethiopia. Using the data from the table, prepare a report for your school newspaper or drugs club.

Khat in Ethiopia				
<b>Countries where used:</b> Kenya, Oman, Yemen, South-East Ethiopia, especially east and south	<b>Amount exported from Ethiopia:</b> Ethiopia's third largest export (14%)	<b>Age range of khat users in Ethiopia:</b> 17-40 Main customers: 80% of the adult population in Yemen chew khat regularly; families in Ethiopia spend an average of 17% of their income on khat; used in social situations where alcohol is banned	<b>Immediate effects of drug:</b> increased concentration, excitement, loss of appetite and euphoria	<b>After effects of the drug:</b> feelings of depression and insecurity; mild psychological addiction

### B6.9 Language focus: Zero conditional and modal verbs

**1** Conditional sentences describe something that depends on something else. We use the zero conditional to talk about facts or situations which are always true.

**Examples:**

If you heat water, it boils.

**In 'zero' conditional sentences:**

- the time is **now** or **always** and the situation is **real and possible**.
- the tense in **both parts** of the sentence is the **simple present**.

'IF' CLAUSE (CONDITION)	MAIN CLAUSE (RESULT)
<b>If + simple present</b> If you heat ice If it rains	<b>simple present</b> it melts. you get wet.

**Note:** The order of the *if* clause can be first or second in the sentence:

- Ice melts if you heat it.
- You get wet if it rains.

**Complete the following sentences with the verb in brackets.**

- 1 If I (visit) a friend after school, I (*not usually get*) home till late.
- 2 If our radio (*not work*), we (*ask*) my brother to fix it.
- 3 I (*eat*) a banana if I (*be*) hungry.
- 4 If they (*feel*) thirsty, they (*drink*) a lot of water.
- 5 Athletes (*must train*) hard if they (*hope*) for a gold medal.
- 6 There (*be*) a drought if enough rain (*not fall*).

**B6.10 Language focus:** Expressions of quantity

Some of these sentences are correct and some are wrong because they contain the wrong expression of quantity (*some, any, a few, a little, a lot, much, many*). Rewrite the incorrect sentences in your exercise book.

- 1 I do much walking. I like it. It keeps me fit!
- 2 Do you use many electricity every day?
- 3 Are there some solar energy systems in this area?
- 4 There has been some tree planting outside the town this year.
- 5 Would you like some tea?
- 6 There are a little bananas left. Do you want one?
- 7 I need any help with my homework. Can you come round?
- 8 A lot of electricity is wasted every day.
- 9 If everyone used some less electricity, it would help the energy crisis.
- 10 Oh no! There isn't some water in the tank!



**B6.11 Reading:** Drug use worldwide

**1** Copy the following table into your exercise book.

Type of drug	Where grown or produced	Value of drug trade	How distributed
Cocaine & crack			
Cannabis			
Ecstasy			
Heroin			

**2** Read the following text, then record the information in your chart.

**Cocaine** is a highly addictive drug. Mixed with other chemicals, it makes users feel confident, exhilarated and awake, with the high lasting around 30 minutes.

**Crack** is a smokeable form of cocaine sold in solid white chunks called 'rocks'. It's absorbed much more quickly and often in higher doses than cocaine, which make the effects more intense. The high, however, only lasts for about 10 minutes.

**Where does cocaine come from?**

The raw material comes from coca plants, which mostly grow in the South American countries of Columbia, Peru, Ecuador, Venezuela and Bolivia. When chewed, the coca leaf suppresses hunger, thirst, pain and tiredness. Cocaine is repeatedly mixed or 'cut' with other agents, usually glucose powder or talcum powder, until it is sold at around 20-50 per cent purity.

**How does the cocaine trade work?**

The cocaine trade has an estimated annual turnover of \$70 billion. In Columbia, where around 70 per cent of the world's cocaine originates, 2.2 million hectares of rainforest have been destroyed to cultivate coca plants. The Columbian government points out that drug money has provided both the cause and the funding for the civil war that has devastated the country for years. Hundreds of thousands of people have been killed or injured and several thousands more have disappeared or



been kidnapped. Yet still, desperate farmers, unable to get a fair price for legal crops like coffee, are forced to turn to growing coca to feed their families.

In Mexico, where gangs of criminals compete to control the flow of cocaine into the United States, nearly 6,000 people were executed by rival drug smugglers in 2008. In the Caribbean and West Africa, people from the poorest sections of society are recruited to act as 'drug mules'. They swallow several grams of cocaine wrapped in plastic or rubber and attempt to pass through international borders with the drugs in their stomachs. If the 'mule' is arrested, or dies as a consequence of the wrapping bursting inside their bodies, another needy person can be found to take their place.

*Anna Fielding*

**Cannabis** is one of the world's most popular illegal drugs. Originally used as a medicine in ancient China, the mild hallucinogen has grown in popularity as a recreational drug and was used by 143-190 million people around the world in 2007, according to the United Nations' *World Drug Report*. Also known as marijuana, pot, ganja and dope, cannabis usually comes in the form of bushy weed, solid hash or oil. People can smoke it (with or without tobacco), eat it, or drink it in tea to induce feelings of relaxation, happiness and laughter. Some users also report tiredness, paranoia and hunger when getting stoned.

#### ***Where does cannabis come from?***

Cannabis comes from the *Cannabis sativa* plant, which grows naturally in Asia and Africa. In 2737 BC, the Chinese emperor Shen Nung became the first person to use cannabis as a medicine. Use of cannabis as a medicine spread throughout Asia and Africa, but in Europe it was mainly used to make rope and paper. Today, most of the world's hash is produced in Morocco or Southwest Asia and consumed in Europe. Hash is generally smuggled into Europe through Spain, Portugal or the Netherlands.

#### ***How is cannabis produced?***

In areas where climate and the law prevent *Cannabis sativa* growing in the open, it is cultivated in houses or greenhouses. The unpollinated flowers and buds of the female plant produce a chemical which creates the 'high' effect on the brain. Once the plants have been harvested, the dried, shredded flowers and buds are sold as weed. The resin is scraped from the plant, pressed into blocks and made into hash.

#### ***How does the cannabis trade work?***

The global trade in weed and hash are completely different, according to the UN. Whilst the weed market, valued at \$113 billion, is generally confined to production and consumption within a country, the \$29 billion hash trade is built around smuggling and trafficking.

*Paul French*

**Ecstasy** or MDMA is a synthetically produced drug that became famous in the 1980s clubs for its ability to make people dance. It usually comes in tablet, capsule or powder form. It can be swallowed with water or crushed and snorted and makes users feel happy, energetic and acutely aware of their senses. It can take up to an hour for the high of the drug to kick in. The high is often followed by an intense low, which can last up to three days.

#### ***Where does Ecstasy come from?***

MDMA was first made by accident in 1912 by a German pharmaceutical company during medical research. In the early 1980s a group of chemists began manufacturing the drug in tablet form and selling it to party goers. By 1983, Ecstasy pills were being sold openly in bars and nightclubs in the US and Spain. According to the UN's *World Drug Report 2009*, 12-24 million people around the world used Ecstasy-group drugs in 2007.

**How is Ecstasy made?**

MDMA is the result of a complex scientific process to make a powder which can be mixed with a binding agent, such as china clay to make Ecstasy pills. The strength of each Ecstasy tablet is determined by how much MDMA is added to the mixture. The average MDMA content of Ecstasy pills has fallen by 50 per cent since 2000, with many being cut with other drugs. Although MDMA can be produced anywhere, the large amount of chemicals required means that commercial production of Ecstasy tablets takes place in illegal laboratories. In 2007, there were 72 known Ecstasy laboratories around the world, spread across eight different countries: Australia, Indonesia, Canada, USA, Holland, France, Mexico and Spain.

**How does the Ecstasy trade work?**

According to the UN office on drugs and crime, the global Ecstasy group market is worth \$16 billion. Although the total value is small compared to cocaine, heroin and cannabis, profits can be handsome for manufacturers and suppliers.

*Paul French*

**Heroin**, also known as ‘smack’, ‘skag’ or ‘junk’, is the most potent member of the opiate family, which also includes morphine, opium and synthetic opiates. It’s considered extremely addictive, causing both physical and psychological cravings in users. Found in the form of a white, crystalline powder, it can be injected or smoked. When injected, the drug works almost immediately, with an initial rush lasting several minutes and effects lingering for several hours.

**What is opium – and where does it come from?**

Opium is the dried ‘milk’ of the opium poppy, which can be found growing wild in temperate regions all over the world. Most legal opiates originate in India and Tasmania; the majority of the black market drugs come from Afghanistan, Pakistan and the ‘golden triangle’ of Burma, Laos and Thailand. It is illegal to supply or possess opiates without a prescription, and an offence to allow premises to be used for producing or supplying the drug.

**How is heroin made?**

Heroin is a particularly potent strain of morphine. It was discovered by accident in 1874 and was later manufactured by a German pharmaceutical company who hoped to use it to treat alcoholism. Most illicit heroin is grown in small-to-medium sized farms in Afghanistan and Pakistan, and approximately two-thirds of it is converted into heroin or morphine before export. While typically found at upwards of 95 per cent purity in their country of origin, by the time heroin hits the streets, it has generally been cut with other substances, such as caffeine, dramatically reducing its purity. Many drug-related deaths are caused by doses of the drug cut with toxic or contaminated material.

**How does the international heroin trade work?**

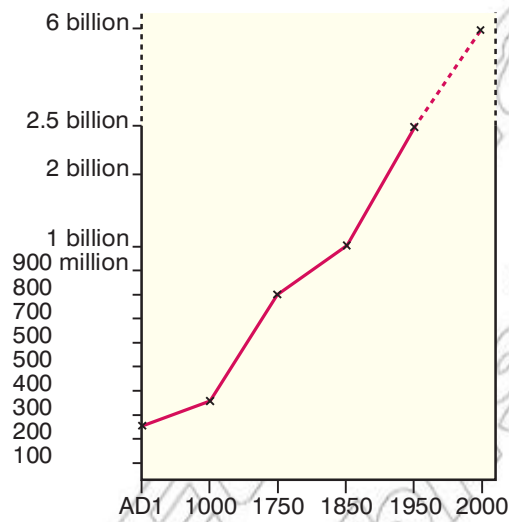
The United Nations Office on Drugs and Crime (UNODC) estimates that 90 per cent of the world’s heroin supply comes from Afghanistan, where the drug trade is controlled by criminal groups. Growing the opium poppy is banned by the Afghan government, but opium production has risen sharply in Afghanistan since the war began in 2001, as growing the plant is reportedly up to 10 times as profitable as wheat.

*Louis Pattison*

## Assessment

### 1 Speaking

Look at the graph showing changes in world population and tell your partner how you would complete the passage your teacher will give you about it.



### 2 Listening / Writing

- 1 Your teacher will read you a story about drugs. Listen and write down the main ideas.
- 2 Using your notes, write up the story in your own words.

# Revision 2 (Units 4–6)



## A Listening

- 1 Listen to your teacher reading a short passage and write it down.**
- 2 Listen to the passage your teacher will read you, then answer the following questions.**
  - 1 What is meant by the term ‘false advertising’?
  - 2 Why is false advertising bad practice?
  - 3 What rights do customers have?
  - 4 How do service providers use false advertising?
  - 5 Who deceives customers with hidden fees?
  - 6 How do liquidators manipulate the price of sales goods?
  - 7 Can customers claim a refund when they buy these sales goods?
  - 8 How are customers confused by computer sellers?
  - 9 How do some products reduce the cost of producing foods to make themselves a bigger product?
  - 10 What products improve the colour of peanut butter?

## B Vocabulary and spelling

**Answer these questions with words from Units 4–6. Write them in your exercise book.**

- 1 When an older child make a younger child shake with fear, what is he or she called?
- 2 Give two other examples of unacceptable behaviour.
- 3 If you are worried about a personal problem, whom could you write to in a newspaper?
- 4 Give three examples of warning signs that you know.
- 5 What are the opposites of the following words: *sensible, happy, polite, intelligent, honest*.
- 6 Name three places where you can find advertisements.
- 7 What is another name for advertising?
- 8 What are the four key elements of a good advertisement?
- 9 What kinds of words attract people to read advertisements?
- 10 What is the word used as a memorable rhyme for advertisements?
- 11 When you have a craving, what does that mean?
- 12 When someone cannot stop taking drugs we call them an \_\_\_\_\_.
- 13 What is the expression meaning when your friends persuade you to do the same as they do?
- 14 What is another word for illegal?
- 15 When someone has a mental illness caused by drugs it is called a \_\_\_\_\_.
- 16 What is another word for a danger?
- 17 What is the word for the illegal trading of drugs?
- 18 Which is the world’s most popular illegal drug?
- 19 What drug is popular at parties in the West?
- 20 What is the most dangerous illegal drug?





## C Speaking

Tell your teacher why you think taking drugs can harm a young person.

## D Language use

### 1 Complete the sentences with *all*, *every*, *no*, *none*, *both*, *neither*, or *either*. Write your answers in your exercise book.

In my family (1) \_\_\_\_\_ the children are the same in some ways and different in others. I have three brothers and (2) \_\_\_\_\_ of them are slim. However (3) \_\_\_\_\_ of my two sisters are slim, and I'm not (4) \_\_\_\_\_. My sisters are (5) \_\_\_\_\_ pretty. (6) \_\_\_\_\_ of us in the family are tall. My father is medium height and my mother is very short. (7) \_\_\_\_\_ of us talk a lot, so there's always a lot of noise in the house. (8) \_\_\_\_\_ child in the family had done well at school and that makes my parents happy.

### 2 Choose the best option to complete the sentences. Write the answers in your exercise book.

- 1 Our teacher is always telling us that we \_\_\_\_\_ in class.
  - a should be quiet
  - b must be quiet
  - c mustn't be quiet
  - d shouldn't be quiet
- 2 I \_\_\_\_\_ stay behind after school yesterday to help with the preparations for Speech Day.
  - a ought to
  - b had to
  - c should
  - d have to
- 3 I \_\_\_\_\_ to my grandmother's after school today but I didn't have time.
  - a didn't have to go
  - b should have
  - c should have gone
  - d should go
- 4 I \_\_\_\_\_ my room today as my brother did it for me.
  - a should have clean
  - b cleaned
  - c had to clean
  - d didn't have to clean
- 5 You \_\_\_\_\_ all those sweets! They will make you sick.
  - a had to eat
  - b should have eaten
  - c shouldn't have eaten
  - d shouldn't eat
- 6 Two hundred people \_\_\_\_\_ in the factory.
  - a are employed
  - b employ
  - c employed
  - d employing

- 7 This road \_\_\_\_\_ by big lorries.
- a uses
  - b didn't use
  - c is not used
  - d are not used
- 8 Paper was invented \_\_\_\_\_ the Chinese.
- a in
  - b on
  - c by
  - d with
- 9 The computer \_\_\_\_\_ at the moment.
- a was being repaired
  - b is being repaired
  - c is repairing
  - d repairs
- 10 My brother is going to study at \_\_\_\_\_.
- a the University of Addis Ababa
  - b University Addis Ababa
- 11 I have never been to \_\_\_\_\_.
- a Lake Victoria
  - b the Lake Victoria
- 12 It takes about four days to climb \_\_\_\_\_.
- a Ras Dashen
  - b the Ras Dashen
- 13 Excuse me, can you tell me \_\_\_\_\_ to the post office?
- a how
  - b the way
  - c the direction
  - d a way
- 14 Go down the street and \_\_\_\_\_ 9 West Street.
- a go left to
  - b turn left into
  - c turning left to
  - d left hand to
- 15 The post office is \_\_\_\_\_.
- a right
  - b on right
  - c near right
  - d on the right



## E Reading

I first tried drugs about six months ago, and now I can't stop. The first time it happened I was at this bar that me and my friends normally go to. This lad had a bottle of poppers and offered me some. Even though poppers are pretty tame, they gave me a real buzz, which I liked.

A few weeks later I went back to the same bar with my best friend and ended up hanging around with the same lads. They were a good laugh and to be honest I was hoping that they might offer us poppers again. But there was something different on the menu. They were taking pills. I'd never tried pills before, but they said it was a special offer, "The first pill's always free," this lad told me. "You'll enjoy it, I promise," he said. "It's like the poppers but a bit stronger." So I said yes and took two. They were tiny and white, they looked so harmless. At first nothing happened, then the night completely changed. I felt totally weird. My body was shivering, and I felt like I had vertigo. I couldn't stop dancing and laughing. Which was quite frightening, 'cos I literally couldn't control myself at all.

The lad that gave me the drugs started kissing and touching me. It felt amazing, really intense and weird. But I got scared because I knew it was just the pills talking so I backed off and went to find my friend. I started to feel really sick, and I just wanted to get out of there. I was getting really paranoid and at one point I wanted to beat up one of my close friends because I thought she kept looking at me funny (she wasn't looking at me at all.) It was turning into a nightmare. I made it home and was really sick. I promised I'd never ever do it again, but I did.

After the first time I started to forget about all the bad stuff that happened, and just remembered how good the rush felt. I remembered how perfect my body felt and how it was like I was going to dance all night without getting tired. I couldn't wait to do it all again. That's the problem. You see the thing about me is that, even though I know people who sometimes take drugs, I do it way worse than anyone else. I always want more. I always want to take drugs. If someone offers me a pill I never turn it down. If we go out, I can't have a good time if I'm not pilling.

I don't take drugs on purpose. It started as just a thrill. Now I can't shake it off. I don't hang out with the same group of girls anymore, because they're not as into the pills so they can't keep up with me. They are worried about me, and have told me to stop, but now I'm in this new group and there's always plenty of pills to go round. It feels normal.

I've got used to staying up all night, but I can hardly keep awake at school. I don't really care though, because if I ever feel low about it, I know I can just go out. It's only now I've just typed that, that I can see how far things have gone. I want to stop...I do. I want to stop because my uncle was a drug addict. He killed himself as he owed so many drug dealers money. He left his two children fatherless. I hope that I can change as I do not want to die, get ill or lose out on any of my mates because I'm too drugged up.

I would strongly recommend anyone who is wanting or getting pressurised into taking drugs to say no. You don't know how you will react against them and you can lose the people that care for you.

### Answer the questions

- 1 How long has the girl been taking drugs?
- 2 Why did she go back to the same bar?
- 3 What was different on this occasion?
- 4 What happened after she had swallowed the pills?
- 5 Why did the girl want to take the drugs again?
- 6 What effect has it had on her friends?
- 7 How is it affecting her schoolwork?
- 8 Why does she want to stop?
- 9 What is her message to other young people?



## F Writing

Write a report about the drug scene in your area. Say who takes the drug(s), why, when and where. What are the local authorities doing about it?

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