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| **Topic: Drug addiction** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Swan** | **Upper intermediate** | **adult** | **7** | **50** |
| **Materials: worksheets**  **Idioms worksheet**  **Listening audio**  **Listening worksheets**  **A picture who injecting drugs**  **A Cannabis picture**  **Article about cannabis**  **matching quiz** | | | | |
| **Aims:**  **SWBAT understand slang and use it**  **SWBAT make an opinion about drug addiction and explain it** | | | | |
| **Language Skills:**  **Reading : Idioms worksheet, the Articles**  **Listening : Audio, Others opinion**  **Speaking : Their own opinion**  **Writing : students write down their own opinion** | | | | |
| **Language Systems:**  **Lexis : slang and other idioms**  **Function : slang in communication** | | | | |
| **Assumptions:**  **Students already know basic words** | | | | |
| **Anticipated Errors and Solutions:**  **And you’re going to have to deal in this now ( in-> with)**  **She’s probably going to end up lose her job (lose -> losing)** | | | | |
| **References:**  <https://www.drugs.com/illicit/cannabis.html>  Cannabis  Medically reviewed by [L. Anderson, PharmD](https://www.drugs.com/support/editorial_policy.html#l-anderson-pharmd). Last updated on Nov 26, 2018.  [**https://www.esl-lab.com/drugaddiction/drugaddictionsc1.htm**](https://www.esl-lab.com/drugaddiction/drugaddictionsc1.htm)  **Drug addiction**  Copyright @ 1998-2018. [Randall Davis](https://www.esl-lab.com/randall.htm). All rights reserved | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims :**  **SWBAT understand the contents** | | | **Materials :**  **A picture who injecting drugs**  **A Cannabis picture**  **Listening audio** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 Min**  **3 min** | **Whole group**  **Whole group** | **Making group tables**  **Listen** | | **Greeting and Making a group and introduce one another**  **Introduce the main subjects, give handouts and listen to the audio**  **Solve the quiz and check the answer one another** |
| **Notes :** | | | | |
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| **Practice :** | | | | |
| **Aims:**  **SWBAT learn words and slang** | | | **Materials:**  **Listening audio**  **Listening worksheets**  **Idioms worksheet** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 Min**  **3 min**  **2 Min** | **Whole group**  **Each group** |  | | **Learning major words / slang in audio by script**  **Solve the quiz and check the answer one another**  **Listening audio again** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims :**  **SWBAT make an opinion how they think and can discuss with it** | | | **Materials:**    **Article agree & disagree legalizing cannabis** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 Min**  **5 Min**  **12 Min** | **Each group**  **Each group**  **Each group** |  | | **Set the cannabis picture and giving them a article of cannabis,**  **Skim the article and write down their opinion using at least one of those words**  **Student might not know the words**  **(especially underlined), teachers get around and trying to help them**  **Pitch an opinion one by one in a row with basis, and discuss in a group** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  **SWBAT make a conversation** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min** | **Whole group** |  | | **Pitch students the question, checking some words, closing and make them keep talking even class is finished.** |
| **Notes:** | | | | |

**What is cannabis?**

Cannabis contains the chemical compound THC, and the dried leaves and flowers of the cannabis plant are known as marijuana,

**What are the effects of cannabis?**

An altered state of consciousness. The user may feel "high", very happy, euphoric, relaxed, sociable and uninhibited.

Distorted perceptions of time and space. The user may feel more sensitive to things around them, and may also experience a more vivid sense of taste, sight, smell and hearing.

Increased pulse and heart rate, bloodshot eyes, dilated pupils, and often increased appetite.

Impaired coordination and concentration, making activities such as driving a car or operating machinery difficult and dangerous.

Negative experiences, such as anxiousness, panic, self-consciousness and paranoid thoughts..

The effects of cannabis are felt within minutes, reach their peak in 10 to 30 minutes, and may linger for two or three hours. THC is highly lipid soluble and can be stored in fat cells potentially for several months. The stored THC is released very slowly, and unevenly, back into the bloodstream.

**There are eight medical conditions for which patients can use cannabis:**

Cancer, Glaucoma, HIV/AIDS, Muscle spasms, Seizures, Severe pain, Severe nausea

Cachexia or dramatic weight loss and muscle atrophy (wasting syndrome)

**Cannabis side effects**

Long term effects of heavy use can include:

Irritation to the lungs, risk of developing chronic bronchitis and an increased risk of developing cancer of the respiratory tract (more likely to do with smoking).

Exacerbation of pre-existing cardiovascular disease, as cannabis use significantly raises the heart rate.

Decreased concentration levels, reduced short-term memory and difficulties with thinking and learning (resolved if cannabis use stops).

Decreased sex drive in some people. Chronic use can lower sperm count in males and lead to irregular periods in females (resolved if cannabis use stops).

Dependence on cannabis - compulsive need to use the drug, coupled with problems associated with chronic drug use.

**Use in Childhood Seizures**

In June 2018, the FDA approved Epidiolex (cannabidiol or CBD) from GW Pharmaceuticals. Epidiolex is an oral solution for patients two years and older to treat Lennox-Gastaut syndrome and Dravet syndrome -- two severe forms of seizures that begin in childhood.

Epidiolex is the first FDA-approved treatment in the U.S. that contains a purified drug substance derived from marijuana -- CBD -- and the first treatment for Dravet syndrome. In September 2018 the FDA rescheduled cannabidiol from a C-I controlled substance to a C-V controlled substance, meaning it has a proven medical use but a low risk of abuse. This change allows Epidiolex to be marketed in the U.S.

In robust Phase 3 studies with 516 patients with either seizure type, Epidiolex, taken along with other medications, was shown to be effective in reducing the seizure frequency when compared with placebo.

Common side effects with Epidiolex include tiredness, elevated liver enzymes, diarrhea, and lowered appetite, among others.

Script.(drug addiction)

Brandon: Yeah.

Stacy: Um . . . Um . . .

Brandon: What?

Stacy: Well, I need to talk to you, and I'm not really sure how to do it. It's kind of difficult, but I kind of, I need to talk to you about something.

Brandon: Alright. Go ahead.

Stacy: Okay. You know, Stephanie. [Yeah.] You're dating my sister, right? Stephanie. [Yeah, yeah.] Um, I think she's back on drugs.

Brandon: What do you mean? I, I know she had a problem in the past, but she told me that that was over.

Stacy: Well, that's what she says, but you know, I know my sister pretty well; I think I know her better than just about anyone else, and I know you guys have talked about getting married soon, and [Yeah] . . . I'm pretty sure she's using drugs again, and you really need to, you need to know this . . . you really need to face the facts, and you're going to have to deal with this now.

Brandon: So, but, I . . . again, how do you know?

Stacy: She's doing some of the same stuff, you know, um, like. Well, like. Listen, you know. Um, you've noticed she's been skipping work lately?

Brandon: Well, she said she's been having some health problems, so I just figured it was that.

Stacy: No, no, no. She's not. [ Are you sure? ] Yeah. It's, it's more than that. Like, a month ago, she asked me to lend her a thousand bucks to fix her car.

Brandon: Wow. Man. Um, I mean, she didn't tell me anything like that. I mean, her car is running fine, I think.

Stacy: Yeah, I know, it is. It's running fine. [ Oh, great. ] Exactly. She's lying a lot now, and she's, you know, she's trying to hide it, and she's good at hiding it.

Brandon: And, I let her borrow my car a couple days ago, and I had fifty bucks in there, and when the car came back, it was gone. She's . . . I don't know how else it could have disappeared. [ Man. I can't belive this. ] I'm pretty sure she stole it.

Stacy: I know. Um, but she's hiding things, and she hides things from us, and okay, for example, like last week. I saw her with the two cell phones, and when I checked the texts on the one phone . . . .

Brandon: Wait, wait. Two phones? What do you mean?

Stacy: . . . .Yeah, umm.

Brandon: She only has one.

Stacy: No, she's got at least two phones, and when I checked the one phone, I saw some texts, and she was talking about, um, um, some drugs and needing to meet up with someone to buy them.

Brandon: Ah, man.

Stacy: I'm sorry, Brandon, um, I . . . we need to, we need to confront her on this. You need to confront her on this.

Brandon: I don't know how to do this. I mean . . . yeah, I don't know.

Stacy: I know, but you've got to. You, you can't . . . the . . . you know, you've got to do this if you want to try to hope that there's going to be anything to this relationship. It's, it's much better to talk to her openly about this now, cause, I promise you, the problems will just escalate, so . . .

Brandon: But, she might blow up.

Stacy: She might, but hey, wait, listen. Why don't you guys come over for dinner and we can talk about it together? You know, um . . .

Brandon: I just don't know.

Stacy: I know, and you're right, she might blow up, but if you don't do anything, I promise the problems are just going to get bigger. She's probably going to end up losing her job, she's probably going to get arrested, and she might even die.

Brandon: Man, you're probably right. I have to think about this and how to approach her. Alright. Let, let me thing about it, and I'll call you. [ Okay. ] Alright, thanks.

Stacy: Alright. Bye, Brandon.

Major words,

* **face the facts** *(verb)*: come face to face with something difficult   
  - Let's face the facts. Your brother has a real substance abuse problem.
* **figure** *(verb)*: believe or conclude   
  - I figure that that drug rehab is going to take a lot of time and money to be successful.
* **buck** *(noun)*: informal for dollar   
  - I'm not going to lend you a single buck to support your bad habit.
* **run** *(verb)*: function or operate   
  - This flashlight runs on AAA batteries.
* **contront** *(verb)*: come face to face with something difficult   
  - My parents contronted me about the drugs they found in the car.
* **escalate** *(verb)*: grow bigger, intensify   
  - Drug use has escalated in some schools across the nation.

**blow up** *(verb)*: suddenly get angry   
- My wife blew up when she found cigarrettes in our daughter's bedroom

matching

The problem of drug use \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in our neighborhood to the point that we called the police.

I \_\_\_\_\_\_\_\_ that he gets drugs from kids at school, but I'm not completely sure.

My friends \_\_\_\_\_\_\_\_ a very well-known drug addiction treatment center California.

I couldn't \_\_\_\_\_\_\_\_\_\_ my sister on her drug use yesterday, but I will try again this week.

My mom was really upset, but she didn't \_\_\_\_\_\_\_\_ and yell at me.