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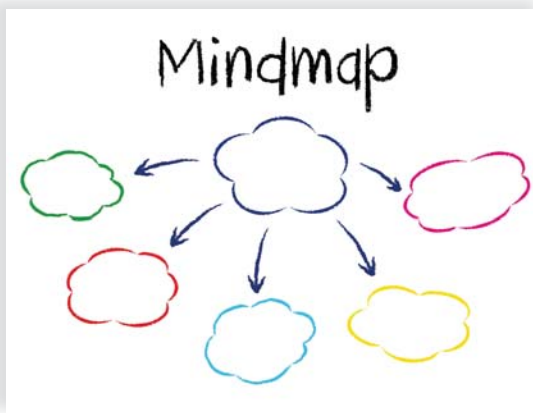


Addictions



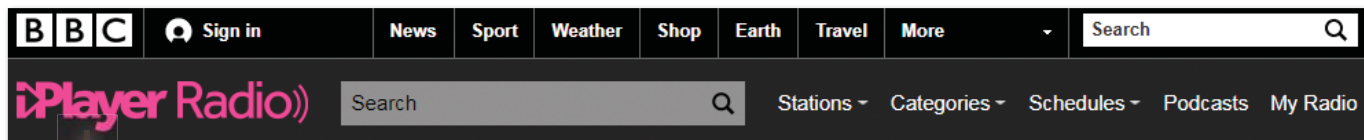


1. What do you think of when you hear the word *addiction*? Which substances and behaviours could be addictive? Work in groups and note down your ideas in a mind map. Then present them to the rest of the class.





2. Listen to a BBC radio talk and answer the questions below.



http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/05/140522_6min_coffee_addiction.shtml

a. What is the topic of the talk?

.....
.....
.....
.....



b. Can you think of a "catchy" title for this radio talk?

.....
.....

c. What are the dangers mentioned?

.....
.....

d. Why do people develop such an addiction?

.....
.....

e. What is a "psychoactive drug"?

.....

.....

f. What is the definition given for the following words?

◆ *insomnia*

◆ *indigestion*

◆ *lethargic*

g. What do we mean by "withdrawal symptoms"?

.....

.....

h. Why is Finland mentioned in the talk and what do they say about it?

.....

.....





3. Read the adapted newspaper extract about adolescent alcohol consumption below and try to specify the writer's purpose.

1 Greek law prohibits the sale of alcoholic drinks to children younger than 18 years old, or their entry to bars and clubs. Yet these laws are never enforced and, what's worse, a lot of these places are even getting away with selling potentially lethal adulterated spirits.



2 Alcohol consumption among teenagers in Greece is widespread, largely because it is considered socially acceptable, even taking place in the home. According to a study on youngsters aged up to 16 by the University Mental Health Research Institute (UMHRI) in Athens, 94.1 percent of respondents in Greece had consumed alcohol at some point.

3 "Alcohol-related harm is the third biggest factor in the rise of morbidity and mortality in Europe. At the same time, it is a legal and very widely available product that is economically important to businesses and states. All of this requires a multidimensional approach to the issue, but under no circumstances should we

treat alcohol as something innocent, especially when it comes to young people," said a clinical psychologist.

4 "Greece is a wine-producing country and drinking wine or other alcoholic drinks is part of the country's cultural heritage. You cannot imagine a festive dinner without there being wine, beer or some form of alcohol on the table. The question is how societies can hold onto the positive aspects of such cultural traits and avoid the harmful consequences."

5 "Children in Greece first taste alcohol much sooner than in other European countries and many parents actually encourage their children – wrongly, of course – to taste beer or wine at a very young age," added the clinical psychologist.

6 This misguided practice tends to be spurred by the belief that it will take the mystique out of alcohol and make children less eager to get their hands on it. However, it also breeds familiarity and the data show that 4.7 percent of under-16s got drunk for the first time when they were younger than 13.

7 Another fact pointing to the cultural aspects of the issue, as well as the effect of having easier access, is that alcohol consumption in general tends to be higher in rural parts of the country than in Athens and other cities. That said, alcohol consumption among minors has decreased steadily since the 1980s, pointing to more public awareness.

8 “People need to acknowledge that alcohol is not harmless. It is an addictive substance like nicotine and narcotics,” said the clinical psychologist. “The main thing is to educate children at school and in the home. Banning it is not the way to really solve the problem, especially when it comes to teens who see breaking a ban as a challenge.”

9 Experts want to see more being done to tackle the phenomenon on every level and point to the proliferation of sweet fizzy drinks that contain alcohol as a sign that there is not enough awareness on the part of the state and consumers.



<http://www.ekathimerini.com/225684/article/ekathimerini/community/teen-alcohol-consumption-going-unchecked>

4. Read the text again and match the following titles to each paragraph.

1.	An alarming reality	
2.	The need for drastic measures to be taken	
3.	A mistaken attitude of Greek parents	
4.	Regulations regarding alcohol consumption	
5.	Detrimental effects of alcohol consumption	
6.	Alcoholism rate by area	
7.	Action to be taken on the part of the state	
8.	Country-specific traditions	
9.	A common practice among teenagers	

5. Choose the best answer A, B or C for the following questions.

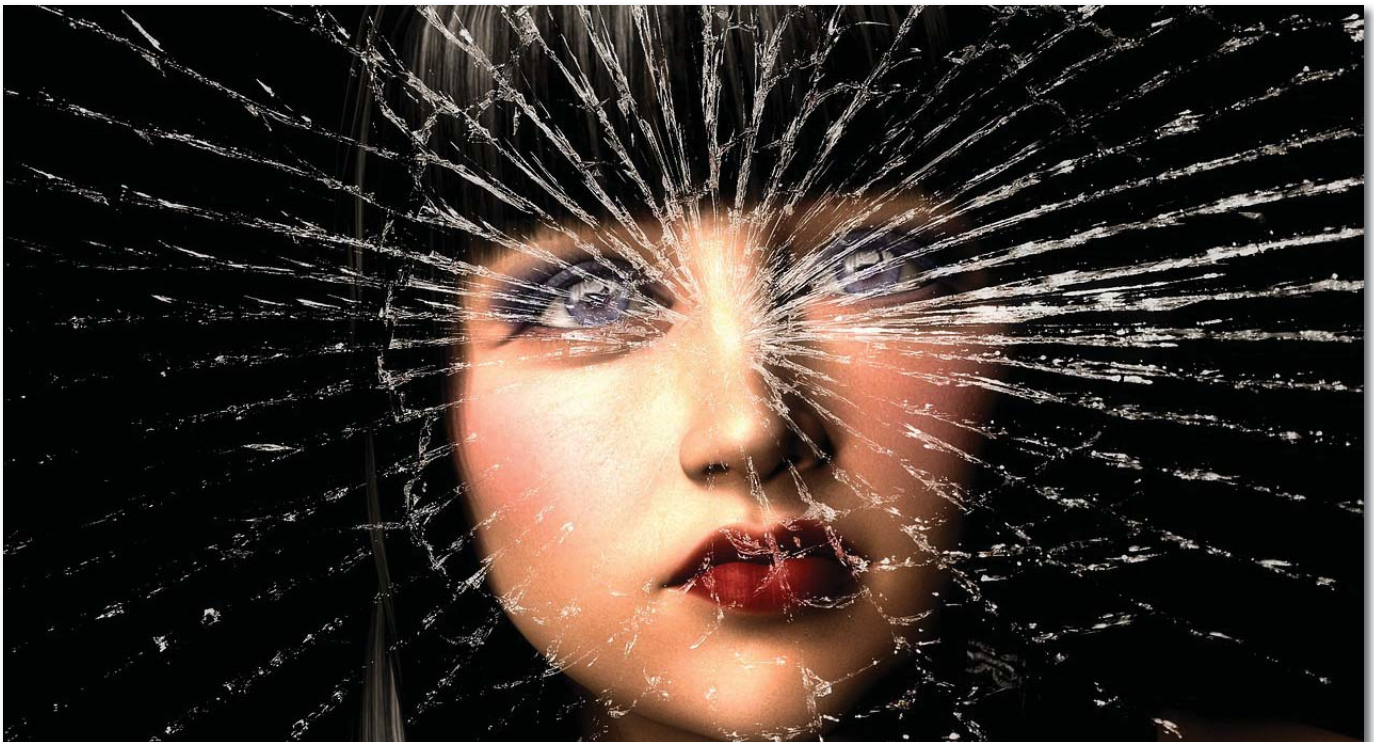
1.	Who is this text addressed to?	<p>a. researchers</p> <p>b. parents and teenagers</p> <p>c. general public</p>
2.	The clinical psychologist considers the problem	<p>a. partially solved</p> <p>b. simple</p> <p>c. complicated</p>
3.	Who is to blame for the problem?	<p>a. lack of regulation enforcement</p> <p>b. teenagers</p> <p>c. parents</p>
4.	The roots of the problem lie at the fact that	<p>a. alcohol is part of our tradition</p> <p>b. Greek society is rather tolerant</p> <p>c. alcohol is essential to economic boost</p>
5.	What does the word <i>this</i> in the third paragraph refer to?	<p>a. alcohol consequences</p> <p>b. businesses and states</p> <p>c. aspects related to alcohol consumption</p>
6.	What is the writer's conclusion about the issue?	<p>a. the state should take measures</p> <p>b. there is a need to raise awareness</p> <p>c. school education should be improved</p>





6. Match the following words (1-8) from the text with their definitions (a-j). There are two extra options you do not need to use. Then put the words in sentences of your own.

1. adulterated	.....	a.	the condition of being diseased
2. lethal	.....	b.	grow suddenly in number
3. morbidity	.....	c.	accept/admit the existence or truth
4. spur	.....	d.	render poorer in quality by adding another substance
5. rural	.....	e.	motivation, incentive
6. acknowledge	.....	f.	causing death
7. enforce	.....	g.	the state of being subject to death
8. proliferation	.....	h.	characteristic of the countryside
		i.	admittance
		j.	make people obey a law



7. Read the following sentence from the newspaper article and answer the questions.



“Under no circumstances should we treat alcohol as something innocent, especially when it comes to young people,” said a clinical psychologist.

- a. What do you notice in relation to its syntax?
- b. When do we use this kind of syntax?
- c. Can you give some more examples?

◆ Use your answers to complete the following grammar notes:

- ✓ In statements it is usual for the verb to follow the
- ✓ Sometimes however this word order is reversed. This pattern is called

e.g. He had never seen such a sunset before. ⇔ Never before such a sunset.
- ✓ We can invert the subject and the auxiliary verb in a statement to give
- ✓ This structure is mainly used in English.



Inversion

We use inversion ⇒ in questions

Have you ever been in that restaurant before?

⇒ with a negative adverb or adverb phrase at the beginning of the sentence to give emphasis

Hardly had I got into the house when the telephone rang.

Never had they seen such an amazing sight before.

Seldom do we see such a wonderful display of dance.

Rarely will you find him at home.

Only then did I realise what I had done.

Not only does she play music but she also sings very well.

No sooner had we arrived home than the guests rang the doorbell.

Scarcely had I got off the bus when it crashed into the back of a car.

Only later did he really think about the incident.

Nowhere have I ever had such bad service.

Little did he know!

Only in this way could he earn enough money to live on.

In no way do I agree with what you're saying.

On no account should you do anything without asking your boss first.

⇒ in the second part of the sentence with negative or limiting adverbials

Not until I saw him with my own eyes **did I** really believe him.

Not since she left school **had she** had such a wonderful time.

Only after I had seen her house **did I** understand why she loved it so much.

Only when we had finally arrived home **did I** feel safe.

Only by working hard **did we** manage to get a decent salary.

⇒ instead of "if" in conditionals

Had I been there, all this wouldn't have happened.

Should you require any further information, please contact us.

Were he to see you here, he would be surprised.

⇒ with an adverbial expression of place
at the beginning of the sentence

On the table was all the money we had lost.

Round the corner came the policeman.

⇒ after "so + adjective... that"

So beautiful was the bride that nobody could talk of anything else.



8. Now rewrite the following sentences using inversion.

1 The keys I was looking for were in my pocket.

.....

2 The food was so delicious that we could not stop eating.

.....

3 Michael had never been to such a fantastic restaurant before.

.....

4 I had scarcely finished writing my essay when the examiner announced the end of the exam.

.....

5 He understood little about the situation.

.....

6 It is now the time to deal with the problem.

.....

7 Mary is not only a good student but she is also a gifted musician.

.....

8 If you need any help, you can call me anytime.

.....

9 You will not find such nice people anywhere else.

Nowhere

10 We cannot cope with this problem without the help of the others.

Only with

- 11 We cannot accept applications until after the end of May.
Not until
- 12 If we had known it would take so long to get there
we would have never decide to go.
.....
- 13 They were never aware of the danger that threatened them.
At no time
- 14 He wasn't rich and he wasn't handsome either.
Neither
- 15 You shouldn't tell him about my trip to England.
On no account
- 16 We were only able to get into the building by calling the security guard.
Only
- 17 As soon as he came to the party he started complaining about the food.
Barely before
- 18 If you need any help, you can call me anytime.
No sooner than
- 19 He cannot suspect that his daughter is so much in trouble.
Little.....
- 20 You couldn't hear a sound in the church
Not a sound



9. A significant number of people is struggling with certain addictions. Write an essay (180-220 words) suggesting ways to deal with the problem. Your essay will be published in the school magazine.

Before you start writing read the advice and guidelines provided.

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✓ Understanding the topic

1. What are the key words in the topic?
2. What register will you use?
3. How many paragraphs do you need to write?
4. What will you write in the introductory and the concluding paragraph?



✓ Organizing your essay

PLAN		For and against essay
Introduction	paragraph 1	⇒ state the problem
Main body	paragraph 2	⇒ first suggestion / solution with examples / supporting details and expected results
	paragraph 3	⇒ second suggestion / solution with examples / supporting details and expected results
	paragraph 4	⇒ third suggestion / solution with examples / supporting details and expected results
Conclusion	paragraph 5	⇒ summarise all the solutions ⇒ state your opinion



☑ Useful language → linking words/phrases

listing points	first, first of all, secondly, moreover, in addition, also, additionally, besides, apart from that, as well as,
making suggestions/ solutions	one way of solving the problem..., a good idea would be to..., measures should be taken..., the situation could be improved by...,
showing contrast	however, nonetheless, on the other hand, in spite of, on the contrary,
expressing an opinion	it seems to me that..., I believe/feel..., it is apparent that...,
giving examples	for instance, for example, since, as, such as, in particular,
presenting expected results	therefore, as a result, in this case, this means that, consequently, then, this way ...
expressing opposing viewpoints/showing contrast	nevertheless, nonetheless, , although, even though, in spite of, despite, however ...
concluding	The obvious conclusion to be drawn is that, on balance it appears, all in all it seems to me that, we must bear in mind that on the whole, taking everything into account, to sum up

