

Objective

In this unit, you will give information about plants and their medicinal uses.

A Listening and speaking**LESSON ONE****Activity**

Name these plants and describe them. What medicinal values do they have?



Exercise 1: Answer the questions below.

1. Mention some medicinal plants you know and the diseases they cure.
2. How should we look after herbs?
3. Apart from curing illnesses, what other values do herbs have?

Listening practice

Exercise 2: Your teacher will read to you a passage about medicinal herbs. Listen carefully then answer the questions.

1. Give the names of the plants mentioned in the passage.
2. What type of plants are they?

3. Which ways can we conserve plants in our environment?
4. Classify the plants according to their uses.
5. Name any plants in your community that are of medicinal use.

Exercise 3: Your teacher will read to you names of different plants. Group them under the following sets as shown in the table.

Shrubs	Vegetables	Creepers	Trees	Water plants
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Compare your table with a partner. Tell him or her why you categorised some plants differently.

LESSON TWO

Dialogue

Activity 1

Read the dialogue and answer the questions that follow.

Tejetu : Plants are very important to man. I was thinking about it the other day.

Tona : Why do you say so? To me they are just ordinary plants. And they are all the same.

Tejetu : No, they aren't. Plants range from tiny microscopic algae to gigantic trees. Some are green, others are not. Some are creepers, others are shrubs. But the best way to classify them is into flowering and non-flowering plants.

Tona : I can identify the flowering and non-flowering plants because all I have to do is observe them for at least 6 months to see which ones flower and which ones don't.

Tejetu : I am glad you know something about plants. You should also remember their importance to man.

Tona : That's the bit I don't know.

Tejetu : Most of the plants have medicinal qualities. They can be used to cure diseases, for example; don't you remember that *endod* soap cures bilharziasis?

Tona : Of course I do.

Exercise 1: Answer the questions in complete sentences.

1. What are the two groups of plants?
2. How do plants differ in appearance?
3. Why are plants important?
4. Which part of *endod* is used to make the soap?
5. Name any medicinal plant you know.

Exercise 2: Match the words under **A** with their meaning in **B**.

A	B
herbal	used up
conserve	medicinal
pruning	cutting
exhausted	protect

Activity 2

Think of any herbal plant in your community and write a dialogue in which you will explain its importance and how it can be preserved.

LESSON THREE

Grammar practice

Present simple passive

Exercise 1: Copy the sentences in your exercise book. Underline the verbs.

1. *Koso* is used to kill worms.
2. Carrots are eaten to improve eye sight.
3. Mango leaves are believed to cure cough.
4. Onions are said to be a remedy for high blood pressure.

Exercise 2: Rewrite the sentences in your exercise book using: **as a result**, **because of** or **consequently**.

Example: As a result of taking Koso, you will feel better.

Activity

With a partner write more sentences about different plants and their uses, using **as a result**, **because of** and **consequently**.

LESSON FOUR

Vocabulary practice

Exercise 1: Complete the following sentences with the nouns in the box.

headache, toothache, stomachache, backache

Example: My head is paining me, I have a **headache**.

- If one has a painful stomach, he or she has a _____.
He has to take some tablets.
- My sister had a _____. She went to a dentist.
- My grandmother always complains of pain in her back. She has a _____.
The doctor advised her to do simple physical exercises.

Exercise 2: Match the actions in column **A** with words in column **B**. Do the work in your exercise book.

A	B
grind	leaves
chop	seeds
pound	root
boil	bark

Activity

Work in small groups. Identify some common health problems that affect people in your community. Write their symptoms. How are the herbs used by the people in your community?



LESSON FIVE

Grammar practice

Using: should / shouldn't

Work with a partner and read the sentences.

1. Herbs **should** be preserved so that they are easily available in the communities.
2. Herbs **should** be washed before they are used.
3. Important herbal leaves **shouldn't** be exposed to animals.

Exercise 1: Give similar advice to the people in your locality about the value of plants.

Using: ought to / had better

1. You **ought to** prune herbal trees so as to get good yield.
2. The community **ought to** know the names and kinds of herbs that are of medical use to human beings.
3. Mothers in our homes **ought to** identify the leaves, roots and seeds that are useful to the wellbeing of their babies.
4. My sister **had better** look for the mango leaves in order to make medicine for her sick child.
5. You **had better** chew these seeds in order to reduce your painful toothache.

Exercise 2: Complete the following sentences with **should/shouldn't, ought to, had better**

1. Medicine _____ be kept out of reach of children.
2. We _____ read the doctor's prescription before we take any drugs.
3. Sick people _____ go to hospital and not to witchdoctors.
4. Herbs _____ be preserved for future use.
5. Since you have a bad cough, you _____ take your medicine.
6. Only patients with heart problems _____ take this drug.
7. We _____ to know the medicinal value of that herb before we use it.

Activity

Design a poster. Think of all the medicinal plants in your community. Why do you think they should be preserved? What should people do? Use **should**, **shouldn't**, **ought to**, **had better**.

Grammar highlight

should, shouldn't, ought to and had better are used when giving advice or when persuading someone to do something.

B Reading**LESSON SIX****Comprehension****Activity**

Discuss the following questions in groups.

1. What is in the basket?
2. Of what importance are plants to us?
3. Name some herbal medicines.
4. Which medicine do you prefer?
The modern or traditional?

Read the passage below.

Plants for medicinal use

Plants are mainly grouped according to whether they produce flowers or not. Plants are vital for the survival of man, beast and even climate. They range from microscopic ones growing in water to gigantic trees growing in dense forests. Medicinal plants are also called herbs and are widely used in research centres to develop remedies for various ailments. Some are administered to patients in their raw form.

Every part of a plant is important as medication can be extracted from the roots, the bark, stems of fleshy plants, leaves, flowers and fruits. Herbs can be chewed fresh or dried, boiled or roasted or applied on affected areas of the body. It is therefore important that everyone young and old play their role in conserving plants. It could save humanity a lot of trouble and expense.

Exercise: Write answers to the questions in your exercise book.

1. What is the main grouping of plants?
2. What are medicinal plants called?
3. Why are herbs taken to research centres?
4. Which parts of the plant are used for medication?
5. List the different ways in which herbs are administered to patients.
6. By what means can man conserve plants?

LESSON SEVEN

Vocabulary practice

Exercise: Work in pairs to complete the table. Refer to the passage about **Plants for medicinal use**. Match the words in **A** with their meaning in **B**.

A	B
herbs	medicine to cure a disease.
remedy	to cook something without water over open fire.
chew	to look after and protect something.
apply on body	medicinal plants.
roast	study something carefully in order to discover something new.
conserve	breakdown something into small pieces using teeth.
research	rub into skin or cover body with medicine.

Activity

In groups of four, think of more words related to medicinal plants and add them to the list. Look up their meanings in a dictionary. Construct sentences using the words. Work with your partner.

C Writing**LESSON EIGHT****Making a poster****Activity 1**

Work in pairs. Make a poster.

Draw leaves, flowers and fruits of medicinal plants around your school.

Write the name of each below the drawing.

Colour your pictures beautifully.

Activity 2

Pressing leaves

Find a few leaves of any plant near your home or school.

Place them in between the pages of an exercise book and press it closed.

Keep the book under a heavy object to keep the leaves tightly pressed.

What happens to the leaves after a week?

LESSON NINE**Composition****Activity**

Work with a partner. Describe any herb you know of that was used to cure a person. Describe the different steps taken to extract the remedy and how it was administered to the patient. Remember to make a draft before you write the final copy.

LESSON TEN

Forming sentences

Exercise: Write correct statements about herbs from the table.

Local herbs		a common local plant that kills tape worm.
<i>Koso</i>	can	still working to determine the correct dosage of herbs.
Excessive amounts of <i>koso</i>	is	cure several diseases.
Medical researchers	are	cause severe intestinal disorders.
Medicinal plants		continuing to be of importance to people in our communities.

Activity 1

Identify as many herbs as you can that can cure illnesses and write them in your exercise book.

Activity 2

Work in groups of three. Study the following processes of getting coffee herbal products.

Husks of dried green coffee beans known as *keshir* can be boiled; sugar and milk can be added to make a nice, soothing herbal drink.

Coffee leaves are also boiled to make a herbal drink.

Raw berries or dried beans are roasted and ground and can then be mixed with butter and honey to form balls which are eaten like herbal sweets.

The white fragrant flower of the coffee plant is made into herbal perfumes.

Think of another herbal plant. Explain the processes of getting its products.

LESSON ELEVEN

Summary

Read the passage below.

Herbs are used to treat different health disorders, mild or severe. Today, 80% of the world's population rely entirely on plants for medicine and its **popularity** is being **revived** rapidly in Ethiopia.

Whole plant **remedies** are used both internally and externally to treat various **ailments**. Herbs can be used to treat many of the conditions that patients might take to their doctor, from skin problems and digestive disorders to problems with the heart and blood circulation.

Stress related conditions also respond well to the healing properties of herbs. Herbs also raise **energy** levels of the body. They boost the body's **immune system**; to fight bacteria. Herbs **normalise** the body functioning; by helping to **regulate** the function of glands. Herbs are also nutritious and contain vitamins that **nourish** the body.

Exercise : Summarise the passage in not more than 100 words. Do the work in your exercise book.

Activity

Use a dictionary to find the meanings of the words in bold and form meaningful sentences of your own using these words.