

Traditional medicine around the world

LEARNING OUTCOMES

- I can learn about traditional and modern medicines in other cultures and use what I learn to make connections with my own culture.
- I can discuss traditional medicines in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

ailment [n]: an illness, usually not a serious one
anxiety [n]: a worried feeling you have because you think something bad might happen
apparently [adv]: based on what you have heard, not on what you are certain is true
benefit [n]: an advantage you get from something
condition [n]: an illness or health problem that lasts a long time and affects the way you live
effective [adj]: something that works well and produces the result that was intended
healing [n]: the process of becoming healthy again
malaria [n]: a serious illness caused by being bitten by a mosquito, usually in a hot country
relieve [v]: to make pain or another bad physical feeling less unpleasant
rub [v]: to spread a liquid or substance onto the surface of something
sting [n]: the pain that you feel when an insect, animal or plant stings you
substance [n]: a particular type of liquid, solid or gas
wound [n]: an injury in which your skin or flesh is damaged

WARMER

Ask students *What do you do if you have a headache? Does it always work?* and elicit their answers. Ask *What would your grandfather or grandmother do?* and elicit ideas. Find out the students' reactions to any differences, and ask why people of their grandparents' generation may use more traditional remedies to cure an ailment.

- Ask students what they know about traditional medicine. Are many traditional remedies still used in their country to cure illnesses? Guide the students to the words in the top row and see if they can guess which ailments they might help cure.

Answers

lemon juice = mosquito bite spinach leaves = toothache
 honey = dry cough olive oil = earache
 cold water = hiccups

- Pre-teach more challenging words with the help of the glossary, or if students are working at home, advise them to use a monolingual dictionary to help with vocabulary. Students read the health page quickly the first time and focus on the questions at the end.

- Students read the text again and match the ailments to the remedies and the countries they come from. Allow students time to check their answers with each other before you go through the answers as a class.

Answers

1 b Germany 2 d the US 3 e the UK 4 c Egypt
 5 a Japan

- Students match the sentence halves. When they have finished, elicit the answers as a class. Students can do this exercise in pairs if you are short of time.

Answers

1 e 2 d 3 b 4 a 5 c

Gateway to culture

- In pairs or small groups, have students read the opinions together and decide if they agree or disagree with them. Allow students time to discuss the opinions. Then elicit some of their ideas on the topics by asking *Did you agree or disagree with number 1? Why?* Have students share their ideas with the rest of the class.

Answers

Students' own answers

PROJECT

- Explain to students that they are going to work in groups to research a traditional remedy from their country. They may need Internet access to do their research, which can be done in class or at home. For Step 1, students brainstorm ideas in groups of three or four. If working at home, each student can do some individual research for Step 2 and then share their findings with the rest of their group in the next class. Encourage students to research a remedy, a cure, or even a healthy activity from their country that might be used around the world as an example of how their culture has impacted on the rest of the world.
- Students use the information they have gathered to write a post for the magazine's health page. Encourage students to collaborate on the writing task. You could ask the students to make posters and present these to the class.