



11 Alternative Therapies

1 Synopsis

In this video, Josh Paynter, a practitioner of traditional Chinese medicine, talks about acupuncture. He starts off by explaining the origins and goals of acupuncture, as well as showing us the needles he places in the body. Then, Josh explains where the acupuncture points are located and how acupuncture can feel. He highlights that acupuncture can hurt, but the feeling is different from conventional pain. Josh gives an example of treating a headache with acupuncture. He says that, in order to choose the right acupuncture points, he needs to know where the headache is located in your head. Josh also explains the main difference between Western and Chinese medicine, and describes the mixture of treatments he himself had when he suffered from cancer. The video concludes with Josh giving examples of some of the conditions he has treated and explaining why he loves his job.

Length of video: 4:17 min

2 Target Language

Grammar: real conditionals with *if* and *when*

Vocabulary: body parts, feelings, illnesses and health conditions, acupuncture, alternative medicine

Language Points: (river)-like, get rid of, stressed out (from)

3 Procedural Notes

A Before you watch

As a class. Before you hand out the worksheets, ask if anyone knows anything about acupuncture. Elicit some ideas and write them on the board. You will probably need to provide the word *needles* at this point (a very thin, sharp metal tool). Then, hand out the worksheets and nominate a student to read aloud the definition. Find out if anyone in the class or someone they know has ever tried acupuncture and, if so, how it felt.

Individuals. Give students a minute or so to answer individually. If they don't know the answer, encourage them to make a good guess.

In pairs. Have students compare their answers in pairs, discussing any differences. Do not check the answers at this stage. Instead, tell students they will find out the correct answers in the video they are about to watch.

B While you watch

1 As a class. Show the video from the beginning to the point where Josh says *It's a solid needle, like a wire* [up

to 00:58]. Tell students to listen very carefully and check their answers to the exercise in *Before you watch*. Then, check the answers as a class. For questions 2 and 3, elicit the correct sentences (you may need to play the clip again to enable students to do this).

Answer key: 1 True 2 False (Acupuncture is the placement of needles to re-route the flow of energy in the body.) 3 False (Acupuncture uses needles with nothing on them.)

2 As a class. Give students a minute or so to read the questions and answer options. Elicit or teach the meaning of these words:

pathway (n.) – (in this context) trajectory

kill (v.) – to make a living thing die

hurt (v.) – to cause physical pain

unusual (adj.) – not normal or common

Play the video from the point where you last paused it until the point where Josh says *So it depends on where that river-like flow is occurring, the point that I'll choose to needle* [00:58–02:39]. If students don't manage to answer all of the questions the first time, play the video segment again.

In pairs. Have students compare answers in pairs, discussing any differences. Finally, check the answers as a class by nominating different students to read aloud the completed sentences.

Answer key: 1 a 2 c 3 c 4 a 5 b

3 Individuals. Give students a minute or so to read the questions, and make sure everyone understands them. Elicit or teach the meaning of the word *disease* (illness). Play the rest of the video from the point where you paused it [02:36] to the end.

In pairs. Ask students to compare their answers in pairs, discussing any differences. Then, check answers as a class. Encourage students to use complete sentences.

Answer key: 1 Western medicine focuses on the disease (and attacking the disease, treating it and getting rid of it). 2 No, Chinese medicine focuses on the person (and how they experience that disease). 3 Josh had cancer. 4 He used Chinese medicine to feel whole and healthy again. 5 In Chinese medicine, they generally use the word *treat*. 6 Yes, Josh loves what he does because he makes friends with his patients and is an important person in their lives.



11 Alternative Therapies

In groups. If you have the time, do a multi-listening task (see the *Techniques for teaching with video* in the DVD booklet). Divide the class into groups of three or four students, and give each group a letter A, B, or C. Assign each group one of these listening tasks: Group As – write down as many of the body parts that Josh mentions as you can (there are ten in total, but they can aim for eight); Group Bs – write down as many types of feelings that Josh mentions as you can (there are seven in total); Group Cs – write down all the illnesses that Josh has treated (there are four in total). Tell Group As that two of the body parts may be unfamiliar and they shouldn't worry too much if they don't catch them or can't spell them correctly. They should use the context to help them identify these words.

Tell groups to make a list of their words as they listen. Play the entire video. Then, if there is time, have groups exchange lists with another group with the same letter. Show the video again and have them check each other's lists and add any missing items. Finally, nominate different students to say the answers and write the three complete lists on the board. At this point, you may need to explain the meaning of *liver* (the organ in the body that cleans the blood), *spleen* (the organ in the body that controls your blood supply), *dense* (heavy, thick), *expand* (get larger), and *dullness* (a feeling of light, continuous pain).

Answer key:

Ten body parts: liver, spleen, stomach, head, face, hand, arm, feet, ankles, brain

Seven types of feelings: warm, cool, dense, expanding, pain, dullness, electricity

Four illnesses Josh has treated: headache, sprained ankles, cancer, brain tumors

C After you watch

As a class. Write these sentence halves on the board: *If you come to me with a headache, ...; You can come here when ...; You can come here if ...* Ask students if they can remember the other half of these sentences from the video. Elicit some ideas and write them on the board (... *I need to know where the headache is; ... you want to relax/you're stressed out from work; ... you want to quit smoking*). Tell students that all of the sentences on the board are examples of *real conditionals*. Explain that real conditionals describe facts and situations that are true. Elicit the verb tense used in

both parts of this structure (present simple tense) and the two words that can be used to join the two parts of the sentence (*if* or *when*). Highlight that the clause introduced by *if/when* can come first or second in the sentence. Elicit that if it comes at the beginning of the sentence, you have to put a comma at the end of the first clause.

Individuals. Explain that sentences 1–5 are quite common situations, so both halves of the sentence can be in the simple present, and *if* and *when* are equally natural. Make sure students understand that they have to write one sentence for each situation, using a real conditional with *if* or *when*. Encourage them to use different sentence orders. Circulate and give help as necessary.

Possible answers:

- 1 When I want to relax, I watch TV.
- 2 I talk to my parents if I feel stressed.
- 3 When I feel bored, I call a friend.
- 4 I take an aspirin if I have a headache.
- 5 If I cut my finger, I put a Band-Aid® on it.

D Language Points

Individuals. Tell students that the three sentences in this exercise come from the video. Have them complete the exercise individually and then compare answers in pairs.

As a class. Check answers as a class. For sentence 1, explain that we can add *-like*, meaning *similar to*, to almost any noun to turn it into an adjective. This adjective can then be used before another noun. Say or write on the board the following sentences and elicit their meanings: *She lives in a palace-like house* (her house is similar to a palace – big and beautiful); *He drives a ship-like car* (his car is similar to a ship – very big). For sentence 2, elicit the meaning of *get rid of* in this context (to stop or remove something unpleasant or unwanted). Highlight that this expression can also mean *throw or give away*, e.g., *We are moving to a smaller apartment, so we have to get rid of some of our furniture; I got rid of my car and bought a bike*. For sentence 3, highlight that it is also possible to simply say *stressed out*, e.g., *I'm feeling stressed out today; I feel stressed out when I have to take a test*.

Answer key: 1 river-like 2 rid 3 out from

In pairs. Give pairs a couple of minutes to write a sentence using *-like*. Nominate a few students to read



11 Alternative Therapies

aloud their sentence. Don't worry if some of them are unusual or not very serious. Then, ask students to tell their partner: (a) something they have gotten rid of in the past year, and (b) what makes them feel stressed out (*I feel stressed out when ...*). Nominate students to share what their partner told them with the rest of the class. Finally, hold a class vote on which thing mentioned is the most stressful.

E Your Viewpoint

In groups. Nominate students to read aloud the questions. Elicit or teach the following words as you go:
rare (adj.) – not common
aromatherapy (n.) – a health treatment in which oils with a pleasant smell are rubbed into your skin to make you feel relaxed
reflexology (n.) – a type of massage in which a person's hands or feet are rubbed and pressed in order to make other parts of the body more healthy or to help them relax

Give students five to ten minutes to discuss the questions in groups of three or four.

As a class. Discuss students' answers. For question 1, ask students who think acupuncture works to raise their hands. Nominate a few of these students to explain why. Repeat this process for students who don't think acupuncture works. For question 2, nominate a few students to report the opinions of the people in their group. For question 3, ask students who would try one or more of these types of alternative medicine to raise their hands. Nominate a few of these students to say which one(s) they would and wouldn't try. Repeat this process for students who wouldn't use any of these types of alternative medicine and invite a few of them to explain why not.

4 Video Script

Josh: My name's Josh Paynter. I'm a practitioner of traditional Chinese medicine. I practice both acupuncture and herbal medicine. Acupuncture is the medical science of China, based on different cultural aspects of China including philosophy, science, and religion. Acupuncture is the placement of needles in the body at particular points, for the purpose of rerouting energies in the body to heal certain areas. And those points lie on channels, like lines, that cross the body. There's nothing on the needle, it's just a piece of steel. There's no injection, it's a solid needle, like a wire. The acupuncture points are found on meridians, or channels. They're like highways that traverse the body. They start on the inside of the body at an organ, like the liver or the spleen or the stomach, and then they emerge on the surface and they go through their trajectory, or their course or their pathway. And on that pathway, there are the points at which

we put the acupuncture needles. The goal is to have the energy flowing in the right direction, because if it reverts its course, then there can be pain, and if it reverts its course within an organ, there can be disease. It can hurt, but we ask people to really think about what they're feeling. Is this pain that you're feeling, or is it dullness? Or does it feel like electricity? Or does it feel warm, or cool? Or does it feel dense, or expanding? And generally, people realize that what they originally report as pain is not pain, but it's something else. It's a feeling that they're not used to. For instance, if you come to me with a headache, and I need to pick a point for your headache, I need to know where the headache is on your head, because if the channel is flowing in the front of the face, it'll only help a headache in the front of the face. If the channel flows in the back, then I need to use different points that will help in the back of the head. So, for instance, a point on the



11 Alternative Therapies

dorsum of the hand here, the channel flows up the arm and across into the front of the face. For a headache on the back of the head, I might choose points on the feet. So, it depends on where that river-like flow is occurring, the point that I'll choose to needle. The major distinction between Western medicine and Chinese medicine is in what's being treated. In Western medicine, they're interested in the disease and attacking that disease, treating it and getting rid of it. In Chinese medicine, we're interested in the person and how they experience that disease. I had cancer, and I had chemotherapy and radiation treatment, both of which make you feel sicker than you would feel if you just had cancer. I didn't use Chinese medicine for the cancer, I used the Chinese medicine to make me feel whole again and healthy. There's a distinction in Chinese medicine between the terms "treat" or "cure." We don't generally use the word "cure," because that's very rare, and it's not

rare just in Chinese medicine, it's rare in medicine in general. We use the word "treat" because we are treating the whole person in acupuncture, and because of that, we can treat a variety of things. I've treated everything from sprained ankles to cancer and brain tumors. You can come here for things when you're not sick. You can come when you want to relax, when you're stressed out from work. You can come if you want to quit smoking. People always ask me, you know, if I love what I'm doing, and ... because they know that I've studied Chinese studies, and that I was sick and I wanted to help other people be healthy. And I do love what I do. And I think that the reason that I love what I do is because complete strangers walk into my door, and then, within a few treatments, to consider them friends of mine, and they consider me an important person in their lives as well. It's a nice thing to have.