

# Keeping Culture in Mind too!

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An Intensive course on culture.

Student's Book

Pre- Intermediate to Advanced

## Unit Entry

### Overview of learning outcomes:

to learn about history and it's impact on culture	to learn about: point of view; prediction; types of culture; communication problems	to learn about: welcome customs; touching	to learn about: perspective; feelings; prediction; order of viewing; emoticons; prior knowledge	to learn about: verbal communication; other forms of literacy
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Keeping Culture in Mind too!  
by Yvonne Hynson

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## Introduction

This book was based on the four principles of intercultural communication outlined by Newton, (2009): identify differences and similarities between cultures and investigate them, reflect and decide about future actions. Other important influences are Bonvillain, (2006) and Brown, (2011). Both women explore the notion of culture but from slightly different perspectives: Bonvillain from anthropology and Brown from the classroom of English Speakers of Other Languages (ESOL).

The final strand of influence has come from classroom experience using books I previously wrote and desk top published, which look at culture in New Zealand over a calendar year (Hynson, 1992, 2003). I perceived in the early 1990s there was a need for an ESOL activity book, written explicitly for low literacy level students but flexible enough to be utilised by higher level teachers too, to learn about culture and the natural environment around them as it was happening. My idea was to try and diffuse some of the homesickness prevalent amongst students by making them identify with the local environment, and to have fun while they were doing it. Although they were interested in nature and how it was different from their own countries, the most successful activities always turned out to be about cultural differences and similarities. I now realise if I had embedded reflection and decision making about the activities into them, I may have deflected some of the conflicts due to intercultural miscommunication that arose.

## Rationale

While existing text books contain universal themes on housing/artefacts, holidays, family, love and story telling, the series ‘Keeping Culture In Mind’ and ‘Keeping Culture In Mind 2’ explore those universal themes that do not usually appear in Elementary level ESOL books: birth, religion, social organisation, and impact of history on culture. There is also a preview unit to determine attitude to other cultures and an exit unit to examine culture and re-entry shock. Within each major theme, there are also related minor themes for example gift giving/reciprocity, promises, role models, global citizens. In the exploration of the main and subthemes, students determine where they are on the continuum between the two extremes, individualism and collectivism.

For the purposes of this book: individualists are characterised by being ‘me centered’ ie they can ignore the family or customs of the group; are independant of the group; competitive at an individual level; often come from a nuclear family; believe time is money in terms of decision making; communicate directly; believe in private ownership and privacy; and generally come from countries industrialised for a long time. Collectivists are characterised as being ‘group centered’ ie the family or group is first and more important than the individual; are (or were in the recent) past from big families; have group ownership; are dependent on the group; believe relationship harmony/consensus is more important than individual desires; think silence is meaningful; often communicate indirectly and believe time is relative to harmony.

Note China’s ‘one family’ policy has changed a cultural value and some more recently successful industrial economies in Asia have also become more nuclear family oriented. These and other rapid changes: social media, Internet networks, globalisation, and natural disasters’ effects on local economies have also had considerable impact on where people feel they are now on the continuum.

Maori, the indigenous people of New Zealand, are generally thought of as a collectivist culture but they are also changing and often lean more towards individualism on this continuum. This is due in part to the frequent intermarriage with European settlers and contact with European culture, particularly missionaries. Similarly, older civilisations from the Middle East and Africa still tend to be collectivist in nature and they make up a large proportion of refugees in NZ. Many are represented in our ESOL classes but the distance from the pressures of family and NZ lifestyle have also brought about change.

A lot of New Zealanders of European origin have become more tolerant of any differences in collectivist fundamental beliefs, perhaps due to intermarriage and a raised awareness of the implications of the Treaty of Waitangi. This founding document from 1840 influences the views of New Zealanders on an almost daily basis and many collectivist notions have been introduced as a result of it.

One example is the number of tribunals (small local courts with three judges), where issues are discussed with all involved without time restraints.

The themes are universal and every effort has been made to show potential obstacles to intercultural communication in exploratory/discovery style activities; these include cultural perception and behaviour-verbal and nonverbal processes. In some cases it has been difficult to fully explore all aspects of verbal processes and their competency eg cadence, accent, connotation and style. The language best suited for comparing these is higher level literacy. Similarly, vocalics (speech characteristics), which are acknowledged as non verbal processes and obstacles to intercultural communication, have not been included.

Current institutional directives and recent policies on learning at Unitec, Auckland New Zealand, have been influential in the design of engaging activities in this book. They are, I believe, student centered, interactive, explorative, collaborative and relevant. They were intended to bring the world into the classroom - directly through the pooling of cultural knowledge or indirectly through Internet sources. There is also scope for adapting them with mobile learning. They were created to increase critical and reflective thinking, which impacts on learning and the deeper cognitive processing of knowledge. There has been considerable collaboration between Maori colleagues in Maia, Maori and non-Maori colleagues in Te Puna Ako, colleagues in the Department of Language Studies and myself to achieve this.

Diversity in New Zealand is enriching everyone’s lives but it does not come without its challenges, (Brown, 2011). By using the activities in this book, I think students will be led to a greater understanding between cultures and the identification of areas of miscommunication. Tolerance could be promoted between students from different cultural backgrounds through its use in ESOL classes and in some cases how to resolve conflicts may be utilised. It is not claiming to be the solution but a work in progress towards a solution.

## Why I wrote this book

I have always been interested in the cultural dimension inherent in language and culture, which is an integral part of language learning, yet it is often presented as only the individualist’s view in ESOL textbooks. ESOL teachers often tend to be individualists in English speaking countries too. Illustrations (and text) in textbooks also generally support the individualist’s view. As English is a global language, it is empowering to show students that to understand and speak English does not take away their identity ie it is OK for them to be able to talk about how they think differently. It does not mean I am giving them license to offend people with different behaviour, either inside or outside of the classroom, but showing them how to be accepted more by others.

However, my main aim was to create a book at a lower level of literacy because there is nothing available for teachers or students to use. The main purpose is to get adult students having conversations, thinking and discussing cultural similarities and differences in meaningful ways without a grammatical or skills focus underlying the text. It is easy to adapt elementary materials for higher levels and extend with more challenging grammatical structures or listening, reading or writing skills but it is a lot more difficult to present complex ideas in graded language that does not oversimplify the content in order to lead to practising true communication about real issues. Hence, the lack of materials in this area.

A classroom where students are sharing cultural beliefs and perspectives is, from my experience, a lively one. Engagement is not an issue and the result is a much more cohesive group. In ESOL classrooms pair work and group work are the norm, so students act as the pool of cultural resources for each other in discussions and through understanding of each other, a more efficient and productive learning environment is created. Any teacher who desires a positive atmosphere in their classroom will benefit by including these intercultural communicative activities. They empower students by acknowledging differences and allow them to discover the cultural dimension inherent in, what can often be quite ordinary, like shopping, in ESOL textbooks.

**Who is this book for?**

Primarily it is for English Speakers of Other Languages (ESOL) students. These students may be either studying in the New Zealand context, (classes towards the end of an elementary course in a secondary or tertiary environment or in a home tutor situation) or be studying English in another country. The topics are serious issues so it is more suited to late teenagers or adults.

Where there is a class with only one cultural background and only the teacher is from a different culture, group activities may not be as successful. However, there are considerable influences on cultural perspective which students will reflect on at the end of each unit: their age, gender, class, position in the family, religion, family background etc. These are just as important to understand as the relevance of the content itself.

‘Keeping Culture In Mind’is not just for students or for teachers with New Zealand/European ancestry either. Low literacy adult ESOL students learning in USA, Australia, Great Britain and Canada also need to explore how intercultural miscommunication arises. The dominant individualistic population in these countries are similar to most New Zealanders of European ancestry. More often than not, the ESOL teachers in these countries are also individualists. The topics are globally engaging because they concentrate on similarities with and differences to the student’s own culture. The topics present individualist’s and examples of a collectivist’s culture- Maori. Their cultural perspectives are for comparison and contrast. Hopefully, students do not feel obliged to identify with an individualistic teacher just because he or she is the English (ESOL) teacher.

**How this book on intercultural communication differs from others**

This book is quite different from other practical ESOL textbooks on intercultural communication in that it is committed to biculturalism in the context of Maori and the integration of settlers from other countries into New Zealand (NZ) society. NZ is a young country compared to Novinger’s, Corbett’s and Bonvillain’s. In addition it has a fast growing multicultural population derived from three quite different sources: the Pacific region, annual refugee quotas and its changed immigration policies which allow an increasing number of immigrants from all over Asia rather than the traditional ‘English speaking’ or European country sources of the past. Hence, this workbook of intercultural activities is particularly relevant to ESOL students in the New Zealand context but not exclusively so.

It is comprehensive in its breadth of intercultural themes, subthemes and literacies - text, visual and oral. They are not always considered in depth at elementary level but the idea was for teachers with higher level language students to expand the content or to let students discover more through pooling information. Additionally, by grading the language, learners with just enough language skill (ie high elementary with three basic tenses - past, present tense, ‘going to’ future and basic comparatives), are enabled to express their own cultural points of view. Discussing culture should not just be the prerogative of higher level language learners. Vocabulary can be pretaught or links to Quizlet can be exploited.

I have used other books in the past, eg ‘Other Voices’ a skills based workbook by Wajnryb, but all of them involved considerable reading before any cultural input and discussion and often the contexts were irrelevant to learners in New Zealand. There are journals and magazines in New Zealand for ESOL students - ‘Password’ has been around for decades with relevant, short articles graded for Elementary and higher but it is also text based only and primarily for individuals to read and answer questions. Teachers have had to adapt and rework the material to make it interactive for classroom use or record the material themselves to extend it to a listening lesson. ‘Link’ is a similar magazine with stories of new immigrants but again it is text based. These two NZ sources do not really explore content but are useful for introducing ideas.

Other ESOL textbooks currently available with great practical activities (Novinger, 2001) and (Corbett, 2000) are for much higher literacy levels. The comprehension and vocabulary required for all these books can frustrate elementary learners and too much time can be spent decoding the information content. ‘Keeping Culture In Mind’ prepares students with the vocabulary interactively, uses listening activities

or illustrations that show the meaning, so, little time is wasted in the introduction to the theme, leaving more time for communication. In fact it is rare to find a book with illustrations and listening activities introducing the cultural content for discussion. Imagery literacy is often ignored by teachers and mainstream textbooks and many times the listening activities in this book prepare the students interactively. There is always at least one task for pairs or small groups to collaborate on.

One book with lots of problem solving and every day contexts in it ‘Mirrors and Windows’ (Hiber-Kriegler, Lazar and Strange, 2003) uses examples from a quite different cultural mix (Greeks, Italians, Austrians, Armenians and other European nationalities) and contexts do not always translate into the New Zealand situation. Unfortunately, the language is not graded but it could be useful for using with Intermediate or higher level ESOL students. Again, it is text based with minimal illustrations and no listening. This book uses generic problem solving situations without reference to any nationalities.

Finally, there is a section called ‘Plans for the Future’ at the end of every unit. This important principle is the making of decisions once you have reflected. This does not appear to be present in any other textbooks. It offers opportunities to explore the ‘third space’ ie Language learning through cultural content postitions the student between language and culture according to Newton, (2009). It is also a more concrete reflection of awareness to new information and forces the student to really think about what practices they will adopt or reject and what attitudes they have or will consciously cultivate in the future.

**Methodology and Layout of the book**

There are 12 universal themes which are explored in 12 units over two books (birth, death, education, social organisation, rites of passage, history, religion, housing/artefacts, holidays, family, love and story telling) with an entry and exit unit for each book. Each unit is identical in format over the 10 pages: learning to read imagery/ arousing interest in the topic and activating prior knowledge, similarities and differences in content presentation, reflection and decision making about the future, answers and transcript.

Pages one and two introduce the theme with illustrations and small group activities promote critical thinking around images: the connections between images to self, images to text and images to the world. This is also the ‘First Place’ described by Newton, (2009). It is the first step, *Identify*, and involves exploring the learner’s own world.

There are two underlying purposes in first presenting the topic through images. The first is to elicit and examine cultural perception around the content; to activate prior knowledge. Images are a simple but direct introduction and often easier to understand at a lower level of language competence. The second is to progressively develop the critical ‘reading’ of imagery, the literacy decoding of which is not currently in any one resource book for ESOL teachers. It has, however, been part of primary school training for many years in New Zealand. So, there are benefits for both ESOL teachers and ESOL students using these pages. Not many tertiary ESOL teachers have been trained in image literacy or know how to exploit illustrations fully enough.

Each of the following areas are sequentially introduced and repeated: body language, background knowledge of cultural norms, facial expressions and emotions, colours, use of light/focus, perspective, hidden symbolism, the meaning of status, position, racism and sexism, the reading of icons, shapes and setting, vocabulary knowledge gained by visual means eg a snow or sea image for a student who has never experienced either. It is hoped the student will take full advantage of the messages conveyed in other illustrations within each unit and it is expected that teachers will make full use of them too.

There is a box at the bottom of each image introduction page with simple yes/no answers. They are to start the students thinking about the theme of the unit. The questions in groups on the next page promote discussion by nearly always having a reason to talk e.g. most find out who agrees or how many of them agree with a point eg reading orientation - left to right or right to left in their own language. To do this



they must also pool cultural information. At this stage several of Bloom’s orders of taxonomy are explored: describing present and past knowledge, comprehension and analysing. They are not yet required to apply this information.

The next 4 pages investigate the similarities and differences between cultures relating to each universal theme and include the discovery and examination of how it is socially organised to reflect underlying fundamental values and beliefs. This is Newton’s, (2009) second step, *Investigate*, and involves exploring the ‘Second Place’ ie the the cultural worlds of others.

The content is presented in a variety of ways but I liked Bonvillain’s, (2006) way of using myths and legends to introduce the topic so there are three Maori stories in this book. Students may need to analyse the content in some way: categorise, identify components or compare with the New Zealand culture. Often the vocabulary is introduced before this, if illustrations cannot elicit the necessary words or students may have to brainstorm and pool knowledge around a theme.

During the exploration phase of similarities and differences, a certain amount of comprehension, anaylsis and application is involved. They may be asked to order, summarise, problem solve, interpret data, and occasionally they may have to synthesise; using old ideas to create new ones. Every unit includes at least one listening activity, vocabulary to talk about the theme and in some cases links to sites on the internet to follow up with. All the illustrations should be exploited in the same way as the first two pages explore image literacy to revise and consolidate critical thinking.

There is at least one group activity to promote intercultural comparison and there is one ‘cultural conflict’ problem in every unit for them to solve. By the time they have explored the topic they are thinking about where they are on the continuum. Problem solving is an integral way students can interpret their beliefs in a safe environment i.e. the classroom. There is no right or wrong answer to each problem and the problem is introduced in this way. The context is open and could be in New Zealand or somewhere else. Higher level literacy students should be encouraged to ‘think outside the box’ to find alternative answers.

Exploring social organisation is fundamental to understanding how their culture organises the beliefs, values and in some cases religious dictates. At elementary level it can only be explored at a surface level but it is included to facilitate cognitive engagement around the theme. Students may only be able to express simple representations of their society to each other but the main purpose is really to promote thinking for the reflective phase.

The last two pages have activities related to body language, literacy, expect the students to reflect on the topic and decide about future actions. The last two activities are vital for the true development of intercultural communication, Newton, (2009). Body language on the other hand is quite light, fun and not threatening. Students always find this aspect of communication interesting and comparison is engaging. There is a small section on literacy because not every culture considers written language the only form of communication so it raises the awareness of students to oral and visual literacy inherent in symbols (Unit 3 Book 2) and patterns within their own culture. Sometimes it examines style (Unit 3, Unit 4 Book 2), or grammar (Unit 2).

Finally, the students must evaluate, make decisions and predict their future actions. These are the last orders of Bloom’s taxonomy and the third and fourth steps, *Reflect* and *Decide*, (Newton, 2009). The student must start to assess their culture in comparison with others, will hopefully start to recognise subjectivity and start to make choices. In a lot of ways this is best done for homework as reflection and contemplation can easily be distracted by other classroom activity of groups still comparing body language or literacy! By using ‘going to’ rather than ‘will’ I have allowed the student flexibility in choice. I am not expecting overnight changes but rather a change in awareness as the student progresses through the book. The repetitive design of ‘Reflection’ and ‘Plans for the Future’ lends itself to future research and was one of the original aims.

Answers to any activities, transcripts from any listening activities and further reading are at the end of each unit.

### How to use this book:

The time to do activites will vary with the literacy level of students but each unit of 10 pages could take up to 3-4 hours for a low literacy elementary students. In New Zealand the units from both books are tagged to the months of the year and the public holidays or special occasions within each month. It is suggested that units are done sequentially, especially if incorporated into syllabus for each semester ie in semester 1, Book 1: Units preview, 1-6 and exit unit, in semester 2, Book 2: units preview and 1-6 plus exit unit. It really does not matter if students repeat preview and exit units. The themes are universal and units do not need to be used in this manner for higher level students, or those outside of New Zealand for that matter.

It is also possible to just use the illustration pages at the beginning of each unit to train students to critically examine images. This could lead to general discussion of the theme of each unit without doing any of the activities which critically examine underlying values and beliefs. However, at the end of this discussion, reflection and decisions about the future are important basic principles of this book. Perhaps modify these activities for lower level literacy students.

The language of the activities is graded to make it easier to understand for those students with limited control of past, present and future tenses but who have a will to communicate on adult issues. Present perfect tense is sometimes used. However, the topics are not oversimplified even if the language is high elementary.

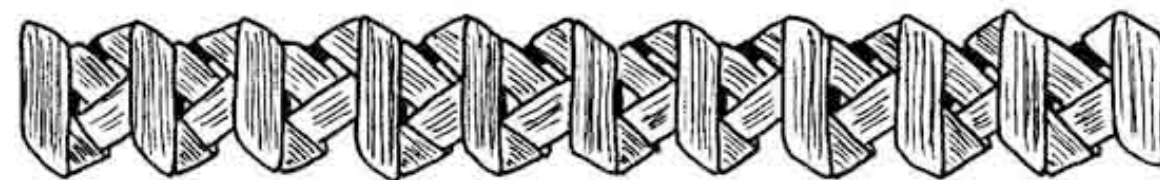
Vocabulary on the other hand is preintermediate to intermediate and may require preparation for activities to succeed. At low levels, use [Quizlet](#) links to preteach or give as homework to learn from before using the texts. At higher levels Quizlet could be for review. It is American pronunciation but there are definitions, images, games and spelling for students to use. Quizlet also has a free app for students to use with mobile devices and to keep track of their progress with these words.

However, strategies for guessing unknown words in context are included, particularly the use of punctuation to help: brackets, colon, semi-colon, inverted commas, italic font for Maori words. It is important to stress that activities are communicative based on theme content not grammar. The purpose of all the activities is to discover cultural content and compare to their own experience.

Some teachers may choose to just use ‘Body Language’ activities only as they are lighter in content. Once again, it is essential to feedback on reflection and plans for the future related to these activities or ‘real’ development of intercultural communication is lost.

‘Literacy’ activities only is not to be discouraged but should be followed with reflection and plans for the future, modified if necessary but for the same reasons as given above for ‘Body Language’ activities.

If all the units are incorporated into a syllabus, then a feedback session on reflections and plans for the future could be used to determine just how successful raising awareness of cultural interaction has been. This was one of the original aims of these sections: research on intercultural miscommunication.




Unit	Name	Major Theme	Minor themes	Body Language	Imagery literacy	Literacy
Entry	Are you ready?	History	point of view; prediction; types of culture; communication problems	welcome customs; touching	perspective; feelings; prediction; order of viewing; emoticons; prior knowledge	verbal communication; other forms of literacy
1	There's no place like home	Housing	myths and legends; environment; climate; money; artifacts; tax; ownership; physical characteristics	Giving and receiving money; pointing	prediction; background and foreground; language; colours; perspective; graphs	Symbols in the rooms or parts of a house; bilingualism in signs
2	On Holiday	Holidays and special days	free time; family obligations; daylight saving	personal space; thumbs and fingers; arms; rude gestures	prediction; prior knowledge; background and foreground; feelings; position; perspective; light	directions; map reading; special phrases for holidays or long trips
3	A time of Change	Rites of passage	Myths and legends; symbols in tattoos and weaving; age; peer pressure; celebrations; time	fingers and thumbs and hands to show good or bad times;	feelings; position; predictions; background and foreground; light; numbers; colours	images and symbols for words; nicknames
4	Cross My Heart	Religion	master symbols; icons; numbers; time sense	religious body language	symbols; prediction; light ; perspective; signs; colours	taboo words; bar codes and QR codes; warning colours
5	Who's got the power?	Power	Famous people; role models; Guy Fawkes; conflict resolution; confrontation	Showing power body language; anger	Feelings; position; prediction; background and foreground; graphs; light; audience	Signal words in lectures
6	The End?	Death and the end of cycles	attitude to money; euphemisms; fate or free will?; reciprocity and face	handshakes; proxemics; power and respect	Feelings; prediction; background and foreground; numbers; audience	Euphemisms
Exit	Time 2 go	Personal view	personal behaviour; world citizen; savours; support networks; adaptability	Physical things: clothes, smell; posture; proxemics; silence; feelings	Feelings; relationships; prediction; background and foreground; symbols; perspective; colours; status; position	Emotive words to influence you

## Notes to the teacher:

**1. Order of each unit:**  
**Pages 1&2 of every unit are Reading illustrations training.** Images are linked to the theme of each unit and should activate prior knowledge and arouse interest. They are designed for group activities rather than pairs from different cultures and to increase critical thinking skills. **Elementary level onwards.**  
**Pages 3 to 6 of every unit are content related.** They include reading, listening and vocabulary activities for the theme, social organisation information and problem solving. They are designed for individual analysis, then the exploration of cultural similarities and differences in pairs or small groups.  
**Preintermediate and higher.**  
**Page 7 of every unit is body language.** Activities are again designed for individual analysis, critical analysis of images then the exploration of cultural similarities and differences in pairs or small groups. The activities are generally fun or interactive. **Elementary level onwards.**  
**Page 8 of every unit is about forms of literacy.** Activities are not sequentially organised but they are related to the theme of the unit. Images are central to the understanding, should arouse interest and be explored as well. Individuals usually need to complete some reading or listening skill activities before pair or group comparison of similarities and differences. **Preintermediate and higher.**  
**Page 9 of every unit is reflection and decision making.** These are reading and writing activities which could be done for homework but need to be reviewed to ensure understanding of cultural concepts and awareness has been developed or raised. **All levels.**  
**Page 10 of every unit.** Answers to any vocabulary activities and transcripts. Further reading or online resources are also included on this page for higher level students.

**2. Formating:**  
*Italics* indicates the student needs to read and complete before any discussion and sometimes after to complete a task.  
Punctuation is used to improve reading strategies: *Italics also indicate a word they do not need to know (Maori)* and brackets are used regularly to give meaning next to a difficult word.  
Light Blue text in Reading Illustrations content highlights the main image literacy idea being explored.  
Green background indicates a group activity.  
Problem solving is in a yellow box  
Links to Quizlet for vocabulary practise (use at your discretion) or other Internet resources are dark blue  
TIP: It is suggested you use **all** the QUIZLET vocabulary quizzes, preteaching at lower level, revision for higher.

## Notes to the student:

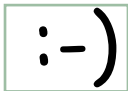
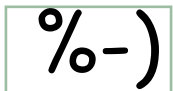
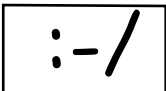
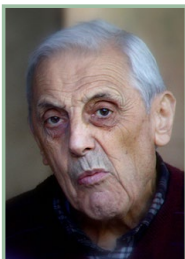
Topics in this book look at personal areas of your adult life that are not often in traditional textbooks. Try to answer honestly and do not be upset if your answers are different from everyone else’s. It is safe to discuss your culture with your classmates and with the guidance of your teacher. The purpose of this book is to explore differences and to find similarities in us all. By talking about your values and hearing about others’ values, you can find ways to become comfortable in a new society.  
**Don’t forget to write your reflections and plans for the future!**  
 Listen to podcasts.

*Instructions are in italics and any Maori words - you do not need to know the Maori words but they are there for interest.*  
Use the brackets ( ), colon : , semi-colon ; and inverted commas ‘.....’ to help you guess new words.

Answers to any activities are at the end of each unit. The words for each listening activity are also at the end of each unit. Use Quizlet to help you remember new words and you can download the free app for iphone or ipad. Learn from your classmates!



Entry unit:



What do you think about 1-4?  
In small groups talk about your answers.

- 1. I think this unit is about meeting people Yes/No  
Why or why not?
- 2. I think this unit is about technology Yes/No Why or why not?
- 3. I think this unit is about feelings Yes/No Why or why not?
- 4. I think this unit is about changes to our world Yes/No Why or why not?  
How many of us agree? \_\_\_\_\_

Reading illustrations (pictures, photos etc)

Learning about reading illustrations. In small groups answer the questions below:

1. When you looked at the opposite page:  
did you look from left to right?  
did you look from right to left?  
did you look from top to bottom?  
did you look from bottom to top?  
did you look from the centre out to the edge of the page?  
did you look around the pictures in a circle?  
Is it normal to look just one way at a group of illustrations in your culture? Yes/No  
How many of us are the same? \_\_\_\_\_

2. Look at the three photos of people. What are the people doing in each picture?  
Which feelings do they suggest? Is it any of the feelings in a) d) or another feeling?  
a) I am excited  
b) I am unsure of this  
c) I am happy  
d) I think this is a negative feeling.  
How do you know? What in the picture helped you? eg The eyes look..... the mouth looks....  
In which illustrations do the people meet your eyes (look directly at you)?  
(Use your finger, point to them and say, "This one and this one!")  
Do they make you feel comfortable or uncomfortable? Why?  
Do people from your culture use their face and eyes to suggest negative feelings in the same way?  
Yes/No How many of us said, "Yes!" \_\_\_\_\_  
Now look at the photo of two people. What parts of the body are touching? \_\_\_\_\_ and \_\_\_\_\_.  
Are the two people comfortable with the touching? Yes/No Why or why not?

3. Which four illustrations show feelings but are not a photo of a human face?  
(Use your finger, point to them and say, "This one and this one!") Which 3 feelings do they suggest?  
a) I am confused but not worried  
b) I am unsure of this  
c) I am happy  
d) I am angry  
How did you guess? What in the picture helped you? eg The eyes look..... the mouth looks....  
Do you ever use this kind of 'feeling picture' (emoticons) in your emails to friends or relatives? Yes/No  
How many of you said, "Yes!" Write the number in the space below:  
\_\_\_\_\_ of us use this kind of 'feeling picture' (emoticons) in writing.

4. One of these pictures is a wind turbine. Without using a dictionary, which picture is it probably?  
(Use your finger and point to it and say, "This one!") Did you agree with everyone? Yes/No  
How did you guess? What in the picture helped you? What word helped you in wind turbine?  
What other photo shows technology? Which technology in the photo do you use to communicate with?

Who uses the most technology to communicate? Name: \_\_\_\_\_

5. None of us have been into space yet we know, from reading or TV, the shape of our world.  
Which two pictures show or represent our world? (Use your finger, point to them and say, "This one and this one!")  
How did you know? What in the pictures helped you?  
Describe the bottom picture on the right. What is the artist trying to suggest in the bottom picture?  
Is it positive or negative? \_\_\_\_\_ Why?  
What about the top left picture? Is it positive or negative? \_\_\_\_\_ Why?  
Who agrees with you? \_\_\_\_\_



Entry Unit: Are you ready to go?

1. i. Learning about all the parts of culture Use this set to help you with vocabulary.  
Look at the pictures and information (2013)below to help you learn about culture in New Zealand (NZ).  
Put a dot somewhere on the line to show how different your culture is to European (NZ))
- |  |                        |
|--|------------------------|
| a) Food  | The same_____Different |
| b) Clothes (mainly casual)   | The same_____Different |
| c) Music and art   | The same_____Different |
| d) Leisure/lifestyle   | The same_____Different |
| e) Nature  | The same_____Different |
| f) Climate (comfortable; no extremes)                                    | The same_____Different |
| g) Live mainly in cities   | The same_____Different |
| h) 11 National holidays/year   | The same_____Different |
| i) Average wage in 2013 (\$28500/yr )                                    | The same_____Different |
| j) Mainly female teachers  | The same_____Different |
| k) Computers in schools  | The same_____Different |
| l) Industrialisation for a long time                                     | The same_____Different |
| m) Politics (Democracy)  | The same_____Different |
| n) Christian religion (~40%)   | The same_____Different |
| o) Small families (<2.6 children)  | The same_____Different |
| p) Individuals are more important than the group for most New Zealanders | The same_____Different |

ii. Talk to a partner. How many are similar results? \_\_\_\_\_  
iii. Look at changes since the last statistics (census). Choose one interesting difference between your culture and New Zealand culture and write a sentence below:

iv. Match the pictures below to 7 of the letters a) -p) above:



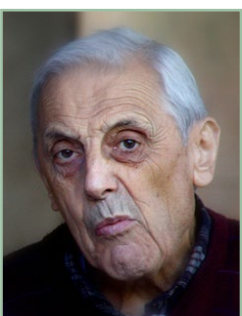
v. Do you agree with everyone? Yes/No



2. Useful vocabulary about communication

See Quizlet.com to practise 8 important words:

- a) What do all the words from Quizlet link to? M \_ sc \_ mm \_ n \_ c \_ t \_ \_ n  
b) Are the pictures below positive or negative ? Why? Who thinks the same as you? \_\_\_\_\_



3. Your experiences with talking to another culture in English

- a) How many of the 11 examples below were difficult communication for you? \_\_\_\_\_  
b) How did you feel? \_\_\_\_\_

- \_\_\_ Ignorance – not knowing the cultural history of the other speaker
- \_\_\_ Spoken words – politeness or rudeness rules
- \_\_\_ Spoken words – the stress of words or tone has another meaning
- \_\_\_ Spoken words – the meaning is different from the mother language
- \_\_\_ The pronunciation of one or both speakers blocks understanding
- \_\_\_ The grammar use and meaning is different to mother language
- \_\_\_ Body language – the gestures etc do not always have the same meaning
- \_\_\_ Preconceptions – not knowing facts, only thinking you know but really you have no or little information and experience
- \_\_\_ The personality of the speaker is not friendly
- \_\_\_ The idea that one culture is better than another
- \_\_\_ The environment of the situation eg under stress, official talk, negative feelings

- c) Talk to a partner about their experiences. How many were the same? \_\_\_\_\_  
d) Put the things about miscommunication eg ignorance, into your order of importance: from really important (1) to not as important (10 -11)  
Write your answer in the left space e.g. for the writer, 5 = Preconceptions.  
If you think they are all equal, you are wrong! Some maybe equal but often everyone's ideas are different.  
e) Talk to a new partner.  
Are any things about miscommunication in the same order of importance?  
Yes/No Which ones? Which ones can change? \_\_\_\_\_

Social Organisation

1. Thinking about cultural changes

1. On a large sheet of paper write the following 4 ways to change :

Easy to change      Changes with time      Difficult to change      Impossible

In small teams decide which cultural aspects from 1a) to 1p) can change.  
Write them under one of the above four ways.

2. How many of the teams agree on ‘impossible to change’ aspects of culture? \_\_\_\_

2. a) Cultural Views and (New Zealand) history: Getting ready to listen

Which order do you think these main ideas are going to be in?

Write first (1st) to fourth (4th) in the space.

- \_\_\_ history of New Zealand languages
- \_\_\_ why speakers from two cultures can have problems understanding each other
- \_\_\_ why language is not just words
- \_\_\_ effects on Maori from another culture

Talk to a partner.  
Do you agree? Yes/No Why or why not?



Marae is a Maori place -the ‘heart’ for meeting, (grieving and sleeping at times); the centre of the village. Is it the left, or right picture? \_\_\_\_\_



Is the picture above negative or positive? Why?

**Problem solving**

There is no right or wrong answer to this problem. You are new to this country and your family want you to succeed in your English studies but they don’t understand about learning to speak and listen to speakers. You need to practice outside of class too. They own a family business and expect you to work in it every day and after class. Your family do not speak English well nor do the customers. You need to practice speaking and listening more and mix with other young people from your school. What do you do?

- a) ask your family for more free time to go out with your new English speaking friends
- b) just SKYPE and chat in English with your new friends on-line after work or late at night
- c) something else?

Discuss your reasons for your choice with another student.

2.b) Useful vocabulary about cultural views and New Zealand history

Practise useful vocabulary for the listening with Quizlet.com:

US accent for pronunciation, definitions, spelling and games  
New Zealand pronunciation of the same vocabulary

2. c) Cultural Views, New Zealand history and comparison with others

- i. Listen and check your answers to the order of the 4 main ideas in 2 a.
- ii. Listen again and answer the following questions
  - 1. How long ago did Europeans arrive in New Zealand? \_\_\_\_\_
  - 2. How did Maori express their culture? .....
  - 3. Did Maori have a written language when Europeans first arrived? Yes/No/Not given
  - 4. Who wrote the sounds and translations of spoken language for Maori? .....
  - 5. Who became the new dominant group? .....
  - 6. Maori fundamental belief system is the individual is more important than the group. True/False
  - 7. Body language is an important part of communication. True/False Why or why not?
  - 8. What does spoken language express (6):.....
  - 9. What is another name for the 21st century? .....
  - 10. This text discusses the effect of colonial power and globalisation on a culture. Yes/No Why or why not?

Check your answers with a partner.

iii. Write an answer

- a) What are some new words in your language from a trading partner with a different culture? .....
- b) Has a dominant culture made any changes to your culture in the past? How?.....
- c) Which culture is making changes to your culture now? How? .....

iv. Fill in the table with key words. Compare your answers to a), b) and c) with 2 new partners from different cultures. Write key words from their answers into the table below.  
Who is closest to you? \_\_\_\_\_

	My culture	Partner 1	Partner 2
new words			
past changes			
changes today			



Gestures and Body language

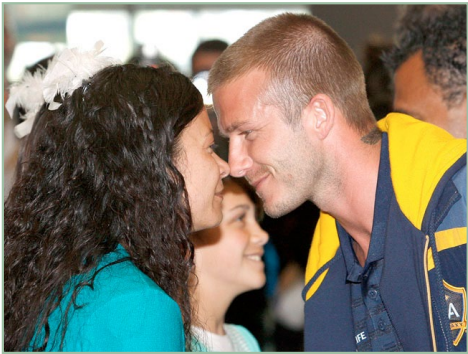
1. Greeting for the first time

At the end of a traditional ceremony of welcome, (*powhiri*) Maori gently touch noses (*hongi*) to show ‘you breathe the same air as me, so you are now part of the extended (all the relatives) family.’



a) Do you have a similar custom? Yes/No

New Zealanders, including Maori, also shake hands – in business or at first meetings and women sometimes hug each other or a child.



b) How do you greet someone for the first time and show friendship?

c) How many examples of body language for greeting can you think of with a partner? \_\_\_\_

d) Is any body language the same? Yes/No Why or why not?

e) Talk to a partner from another culture. How many answers from a)-d) are similar? \_\_\_\_

2. What parts of another person’s body are OK to touch for the first time?

New Zealanders shake hands to congratulate some-one, at New Year, at first meetings in business or special times in New Zealand generally. Maori traditionally *hongi* (touch noses) after meeting someone for the first time. Some people, usually new immigrants in New Zealand (NZ), kiss on one or both cheeks, some hug and some bow.

a) Fill in the table below for your own culture, then ask two other people and write their results: Which culture is closest to your own? \_\_\_\_\_

Part of the body (touch for the first time)	In NZ culture	In my culture	In _____ culture	In _____ culture
hand (shake)	yes			
fingers	no			
elbow/arm	yes			
shoulder	yes			
top of the head	yes but not in Maori culture			
cheeks	yes			
mouth (kiss)	no			
nose	yes in Maori culture			

Words and language (literacy)


Learning all about literacy in New Zealand

a) Put the four words into the correct space:

unacceptable                      culture                      a chant                      ancestors

Every \_\_\_\_\_ uses story telling, symbols, poems and songs (literacy) to educate people. Literacy shows art and beauty, rules of our society (*marae tikanga*), *kōwhiri* (the process and way to follow the rules), \_\_\_\_\_ behaviour, history and helps us remember names of famous people. Traditionally, Maori use (*patere*) \_\_\_\_\_ (a kind of song) to remember the names of their (*whakapapa*) living family and \_\_\_\_\_. Now they also use a written language. Traditional art (weaving, patterns) and symbols are also part of literacy.



b)  Listen and check. Do you and a partner agree on the answers? Yes/No

What is the most interesting difference between your culture’s literacy and New Zealand’s culture - Maori and all the other people (*pakeha*) ? \_\_\_\_\_

c) Write your answers to i) and ii) then ask a partner about their answers to i) and ii).

i.) What is your favourite traditional song, chant, story or poem?

What is it about? love? history? a famous person? a famous place ? something funny?  
a rule and the breaking of the rule ? something else?

Write a few key (important) words to help you talk about a song, chant, story or poem with a partner:

ii. ) How important are songs, chants, poems and stories in your culture? Choose:

Very important -----important -----not so important -----not important

d) In small groups ask each other:

i. Can you tell the group a song or chant a poem in your language?

OR Can you translate a few words into English? Write important words for yourself to remember :

ii. Do any of your songs, chants, poems sound better in English?

What did the group think? They thought the song/chant/poem sounded .....



Reflections



1. What is the most interesting difference between your culture and NZ?

Where are you on the line between 2 main cultural approaches?

Individualist: the individual is more important than the family (collectivist)

Mark (X) your result on the line below:

Individualist\_\_\_\_\_Collectivist

2. Other cultures are equal but different to my culture. Choose one:

I agree completely -----I agree a bit-----I am not sure-----I disagree a bit-----I disagree a lot.

3. Look at three different partners’ (from a different culture) results from this unit:

(cultural factors, social organization and changes, their view on intercultural communication, body language and literacy).

Who from another culture thinks nearly the same as you?

(Name): \_\_\_\_\_ What country did they come from? \_\_\_\_\_

Check (X) the O. Does this person ...

- come from the same part of the world (not always the same country) eg Asia or central Europe? O
- have the same religion as you? O
- have nearly the same age as you? O
- have the same gender (male/female) as you? O
- have the same position in the family? eg single teenager O
- have the same position in society? e.g. upper class O
- have nearly the same family values as you? O
- have a similar language level and pronunciation. O

4. Globalisation (Big international corporations) is changing my culture. Yes/No

5. Language is only words. Yes/No

6. The dominant culture should decide everything in society. Yes/No

7. In my culture the individual is more important than the group. Yes/No

8. Change is sometimes uncomfortable but it is necessary. Yes/No



Plans for the future

I am going to think more carefully about my communication with someone from a different culture. Yes/No/Maybe

I am going to show an interest in other people’s culture. Yes/No/Maybe

I am going to educate my children about my culture. Yes/No/Maybe

I am going to respect other cultures. Yes/No/Maybe

I am never going to \_\_\_\_\_

Answers

2. Useful vocabulary about communication  
personality 4 rudeness 8 ignorance 1 under stress 5 tone 7 gesture 2 politeness 6  
What do all the words link to? M i s c o m m u n i c a t i o n

Social Organisation

e.g. means shapes or pictures or things to represent or mean more than you see.  
a) s y m b o l s b) majority c) concepts d) belief e) carving f) missionaries g) aural  
h) dominant i) fundamental  
Stress on the first syllable: symbols, concepts, carving, missionaries, aural, dominant, attitudes  
Stress on the second syllable: majority, belief, traditional, colonial  
Stress on the third syllable: fundamental, unacceptable, intercultural  
Stress on the fifth syllable: globalisation. On the tape there is a mistake - the speaker said fourth syllable!

Text for audio 0.3. Cultural Views and New Zealand history  
Order of main ideas (4).

- 1 history of New Zealand languages 4 why speakers from two cultures can have problems understanding each other
- 3 why language is not just words 2 effects on Maori from another culture

Listen again and check your vocabulary answers  
When Europeans arrived to live in New Zealand about 150 years ago, Maori were the majority of the population. They owned all the land and expressed their culture through their aural language – songs, chants and stories. Key concepts and the beliefs were also in symbols in everyday life all around them e.g in wall panels, food containers and carving. There was no written language like English so early missionaries wrote the sounds and made the nearest translation. The family and tribal group were more important than the individual in traditional Maori culture.

With time and power Europeans became the dominant group and the majority. They made the laws of the country. However, the European fundamental belief system is the opposite: the behaviour of the individual is more important than the group. This changed learning in education and led to poor results for Maori. For example in schools: a lot of teachers discouraged spoken Maori language by hitting children so this is one reason the number of Maori speakers reduced dramatically. Hitting children is now illegal in New Zealand.

When you start to lose your language, you start to lose your culture. Language is not just communication between people, it contains history, attitudes, world experience, hidden meanings, rules and traditions. There is also the other kind of communication: our body language. It is over 90% of our overall communication when we speak. Sometimes these gestures or movements are unacceptable in intercultural communication (when speakers from two different cultures talk and listen) because they have a different meaning or are rude.

Intercultural miscommunication is often the result of ignorance. However, not knowing something is not an excuse in the twenty first century. This is the ‘Information Age’. The world is changing fast and more people live in cities now. This changes culture too. When a country becomes rich from international trade, their culture sometimes becomes a mixture of traditional and different culture from the new trade languages.

1. How long ago did Europeans arrive in New Zealand? 150 years
2. How did Maori express their culture? through their aural language – songs, chants and stories. Key concepts and the beliefs were also in symbols in everyday life all around them e.g in wall panels, food containers and carving.
3. Did Maori have a written language when Europeans first arrived? No
4. Who wrote the sounds and translations of spoken language for Maori? Missionaries
5. Who became the new dominant group? Europeans
6. Maori fundamental belief system is the individual is more important than the group. False
7. Body language is an important part of communication. True Why ? It adds to the meaning.
8. What does spoken language express (6): history, attitudes, world experience, hidden meanings, rules and traditions.
9. What is another name for the 21st century? The Information Age
10. This text discusses the effect of colonial power and globalisation on a culture. Yes  
Why? Colonial power (the British) had an effect on Maori education and language loss, trade has an influence on culture and language.

Words and language -literacy  
a) Put the words into the correct space:  
Every culture uses story telling, symbols, poems and songs (literacy) to educate people. Literacy shows art and beauty, rules of our society (marae tikanga), history, unacceptable behaviour and helps us remember names of famous people. Traditionally, Maori use (patere) a chant (a kind of song) to remember the names of their family and (whakapapa) ancestors. Now they also use a written language.

Useful resources:  
Body language  
New Zealand culture month by month  
Video and questions about colonisation before the Treaty of Waitangi  
New Zealand history

Quizlet vocabulary from Keeping Culture In Mind (Book 1)

# Keeping Culture in Mind too!

by Yvonne Hynson

BSc , Dip TESOL , RSA cert. TESOL

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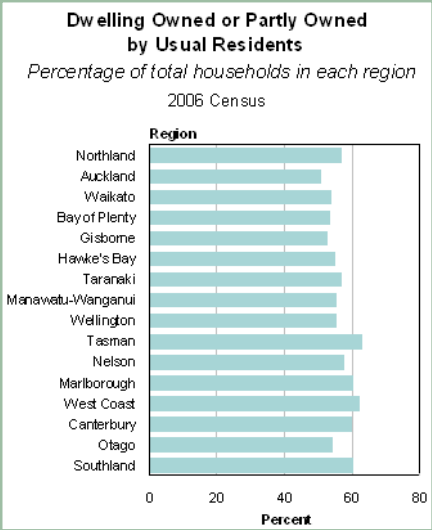
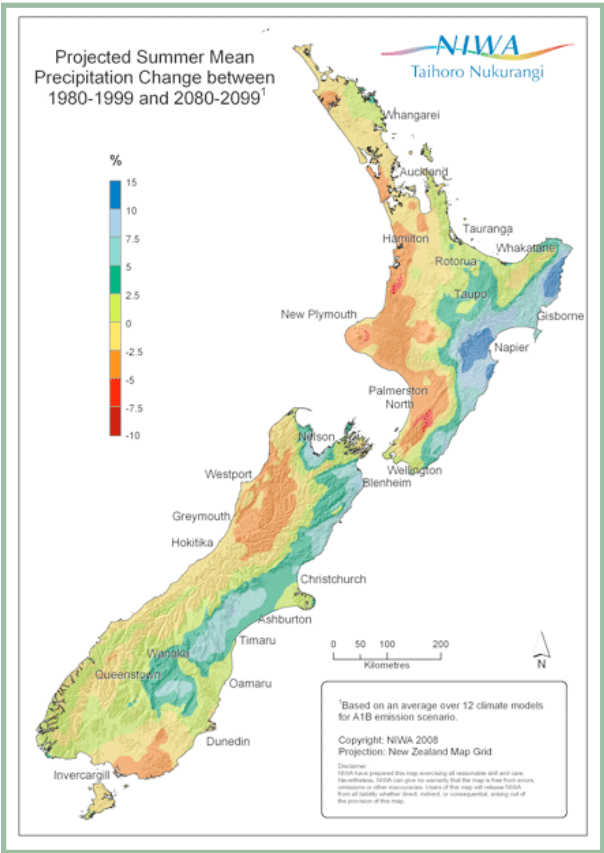
2014

## Unit 1

### Overview of learning outcomes:

to learn about: housing and its impact on culture	to learn about: myths and legends; environment; climate; money; artifacts; tax; ownership; physical characteristics	to learn about: giving and receiving money; pointing	to learn about: prediction; background and foreground; language; colours; perspective; graphs	to learn about: symbols in the rooms or parts of a house; bilingualism in signs
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Unit 1



Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

1. Look at the photo of people. For each photo ask and answer the questions.  
What are the people doing?  
What in the picture helped you to understand?  
Are the people outside or inside and how do you know?  
Did the photographer take this photo from a distance? Yes/No Why?  
Why did the photographer take this photo from behind?  
How do you feel when you look at this photo? \_\_\_\_\_  
How many of us agree? \_\_\_\_
2. In the photo of four words there is no punctuation - capital letter or full stop. Why do you think the writer did not follow the rules?  
Which generation of young people liked this saying?  
How many of us have seen, read or heard about this way of thinking? \_\_\_\_
3. The diagram of New Zealand has many different colours on it.  
Which colour means a lot of rain in summer? dark blue light blue green(s) orange brown  
Why do you think the artist chose these colours?  
In your culture do these colours mean the same thing?  
How many of us agree? \_\_\_\_  
In the graph of ownership of households in areas of New Zealand, approximately what % of New Zealanders own their own homes? 20% 30% 40% 50% 60%  
How many of us agree? \_\_\_\_  
Is this more or less than in your culture?  
What other information can you get from this graph?
4. Look at the photo of the *whare runanga* (meeting house) at Unitec.  
How does the light in this photo make you feel?  
Why does the photographer include the rainbow?  
Does it look friendly? Why or why not?  
How many of us agree? \_\_\_\_  
Look at the photo of the white cottage. The white fence is 30% of the photo. Why do you think the photographer put the fence into the photo? Does the house look friendly? Yes/No Why or why not?  
Have you ever seen a caravan before? Yes/No  
Point to the photo of the caravan. (*Use your finger and say, "This one."*)  
How many of us said no? \_\_\_\_  
What is the same about all caravans?  
Are they bigger or smaller than houses? Why?



1. I think this unit is about homes Yes/No Why or why not?

2. I think this unit is about water Yes/No Why or why not?

3. I think this unit is about friends Yes/No Why or why not?

4. I think this unit is about holidays Yes/No Why or why not?

5. I think this unit is about lifestyle Yes/No Why or why not?

How many of us agree? \_\_\_\_\_



Unit 1: There’s no place like home

1. A Maori legend about New Zealand geography *Vocabulary to help you*

Listen to the story about Maui.  
It is about fishing up the North Island and the reason why New Zealand is mountainous.  
a) *Correct the sentences below as you listen to the story.*

- 1. Maui did not know any magic.
- 2. Maui’s brothers liked to go fishing with him.
- 3. Maui took them to a place close to the beach.
- 4. The brothers did not catch any fish.
- 5. Maui punched his brother on the nose.
- 6. Maui’s fish hook was magical and from the jawbone of his grandfather.
- 7. Maui’s fish hook caught on a big rock.
- 8. Maui pulled up a huge octopus.
- 9. Maui blessed the fish and went back to the village.
- 10. His brothers waited for Maui to return.
- 11. The fish lay dead and did not move.
- 12. The brothers were not responsible for the mountains and valleys of New Zealand.



b) *Now in pairs or small groups retell the story.*  
*Adapted from Stories of Old - Maui Goes Fishing : The story of how Maui Tikitiki a Taranga came to discover Aotearoa*  
*You can read New Zealand children’s Maori stories here - they are easier!*



2. Talking about your culture’s geographical influences *Useful vocabulary to learn*

*In small groups answer the questions below:*  
a. Do you have any legends or stories to explain the shape or geography of your country? Yes/No  
*Can you tell the other students about it?*  
b. New Zealand is two main islands with a lot of coastline.  
Have you got a coastline? Yes/No Have you got a lot of mountains? Yes/No  
Does the geography influence your culture? Yes/No How?  
*Think about feeling of space, nature, natural resources eg oil, timber, gold, water, people -if your country has a high population or not, etc...*  
c. Find someone from another culture with similar or the most similar influences.  
Who is this person and where are they from? \_\_\_\_\_  
What has the biggest influence and why? \_\_\_\_\_

3. Talking about how climate influences your culture

*Read this:* New Zealand in July is wet and rainy and in the mountains and the southern part there is snow. **Shelter** is important. We cannot change the weather or climate so they influence our culture. Our buildings are stone, brick and have insulation in the South Island because it is cold. Houses are usually wooden and more open in the North Island, especially north of the snowline. Drains for heavy rain are important and Kiwis like decks for barbecues and relaxing in the sunshine and the shade in the summer.  
Underline words about climate.  
**Highlight** words about housing.

*In small groups answer the questions below:*  
a. How does weather and climate influence your culture? Think about building design, food, clothes, feeling of space, storm water etc  
b. What is the most important thing about the design of a house?  
c. Who is the most different to you? \_\_\_\_\_ Why?

4. Task 1: Making a home together - adapted from Classroom Dynamics by Jill Hadfield  
*Design a home for a group of you to live in. Those students with families could join together to make one group of 2 or 3 families. Money is not a problem. What kind of rooms do you need? What communal (shared) areas do you need? Your garden is the same size or smaller than the home. What is in it? Discuss and draw the floor plan on a rough piece of paper before you copy it into the space below.*

*Look at other students’ plans.* Which group has the most interesting plan? \_\_\_\_\_  
Why do you like it? \_\_\_\_\_

4. Ownership *Useful vocabulary to learn*

*In small groups answer the questions below:*  
a. What is the most valuable thing that you own? Is the value from money or something else?  
b. Do you share the ownership of anything? What?  
How many of us think our money is our most valuable thing? \_\_\_\_\_  
*Talk about your answers with a partner.*  
a. In most New Zealand homes there are usually objects (ornaments) and family photos in the living room. They have meaning and symbolise wealth and values as well. What ornaments or decorations are in your living room? Do they have any special meaning? Yes/No  
Are any of the meanings the same as my partner? Yes/No



Social Organisation

1. What do New Zealanders own and give? [Learn this vocabulary first](#)

- a) [Go to this website](#), click the 'About Culture' link on the left and **do the survey**. You learn about ownership, and giving in New Zealand by matching the correct answer to the sentence or question. What was your % result? \_\_\_\_\_
- b) On your own. What word(s) do **you** link with each picture? Write your answer on the line.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2. Compare your culture with other cultures

- a) In small groups, ask the following questions:
1. Why did you write this word (point to the picture) and word(s) in 1.
  2. Does your culture support social services? Yes/No Which ones?
  3. Can groups of people own land together? Yes/No Which ones?
  4. Does your culture support refugees? Yes/No Which ones?
  5. Is it easy to own your own home? Yes/No Why or why not?
  6. Do you think it is fair that religions pay no tax? Yes/No Why or why not?
  7. Do you or did you pay a lot of tax in your culture (>30%)? Yes/No

Whose culture is closest to New Zealand? \_\_\_\_\_

- b) In pairs work together to write words under the following pictures. What word(s) do **you** link with each picture? Write your answer on the line.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. Spending tax money

Task: What % of the total tax is for defence, health, education, infrastructure (police, roads, public buildings etc), social support and any other important area?

Write your results in the spaces on the left of the services.

- \_\_\_ defence (army, navy and air force, buildings, ships, planes etc)
- \_\_\_ health (hospitals, clinics, mental health, programmes for preventing bad health)
- \_\_\_ education (schools, universities, community learning, buildings, e-learning)
- \_\_\_ infrastructure (support for roads, buildings, rubbish collection, libraries, art galleries etc)
- \_\_\_ social support (unemployed, widow or widowers, accident compensation, disabilities)

You have 10- 20 minutes to decide. After the time limit, talk to as many students in the class as possible about your order of importance and % of total tax for each area.

Who has got the the most similar order of importance and % of taxes as you? \_\_\_\_\_

Problem solving

There is no right or wrong answer to this problem.

You have saved hard to buy a home and have a loan from the bank for your first small house. You love your spouse (husband or wife), have just married and want some time alone with them. Your family want you to look after two younger relatives because their home is small but yours is only a little bigger. You currently live with your parents and these younger relatives. Do you...

- a) Explain to your family that you will take the children and look after them in your new home.
- b) Explain to your family that you cannot take the children and they will have more room now you are moving out.

Discuss your answer with another student. Put an X in the O

My partner has nearly the same answer as me. O

My partner is completely different to me. O

Discuss your reasons for your choice with another student.




# Gestures and Body language


Money and things play an important part in every society. - either asking for them or giving them away.  
a) Match the pictures to the texts below. Write the number of the picture next to the body language text  
b) Check your answers with a partner from a different culture. Ask and answer the questions.

- i. How do you say I want money? ( \_\_ )  
Do you use your hand? Yes/No
- ii. Facial expressions when you recive gifts? ( \_\_ )  
Are you the same? Yes/No
- iii. New Zealanders don't bow but some cultures bow lower or higher than the giver. ( \_\_ )  
Do you do this? Yes/No
- iv. Showing the cost of money? We rub our fingers and thumb together. It means lots of notes (paper money). ( \_\_ ) What about you? Yes/No
- v. Snobbery (thinking and showing you think you are better than others) is shown by raising the nose. ( \_\_ ) What other ways are there to show snobbery? \_\_\_\_\_
- vi. We point with our finger and outstretched arm at things and sometimes people (but it is a little rude). ( \_\_ ) Is it rude to point at people? Yes/No
- vii. Maori use hand and body movements in traditional dress to mean sea, land, love etc ( \_\_ )  
Do dance movements in your culture having meaning? Yes/No


Which body language is the same as New Zealanders? \_\_\_\_\_  
Which body language about money is different to other cultures in the class? \_\_\_\_\_




( a )




( d )




( c )




( b )




( f )



( e )



( g )



( h )

# Words and language (literacy)

1. Learning about parts of a meeting house  
a) The large carved meeting house on a marae (*whare runanga*) is usually named after an important ancestor. The shape of the building is also welcome like the body of a person. Parts of *whare runanga* represent parts of the ancestor.  
*Write the letter of the photo in the space next to each part and meaning.*  
(*koruru* or *parata*) was the ancestor's head only at the apex of the gable \_\_\_\_  
(*maihi*) the arms of the ancestor (*koruru*) \_\_\_\_  
(*amo*) upright figures on each side at the front \_\_\_\_  
the backbone of the ancestor(*koruru*) is the rafters outside  
(*heke*) ribs of the ancestor (*koruru*) are the rafters inside  
(*poho*) the bosom or stomach is the inside of the building  
*the carvings* and weaving inside represent family, history and communal wealth - sea, forests, lakes, rivers, mountains and sometimes food from these places.  
(*pare or loupe*) over the entrance removes *tapu* from men entering and protects those leaving. \_\_\_\_  
(*pou toko manawa*) the post supporting the ridge pole in the middle of the house \_\_\_\_  
(*pou pou*) wall slabs inside the house

b) What are the 4 parts of the meeting house? (*whare nui*)  
[Click here](#)  
Go to and type in **Te whare tapa wha** in the Search box at the top.



a, b, c, d, e

c) Do parts of the house or special buildings have any meaning in your culture? Yes/No  
How many people said yes? \_\_\_\_\_ Tell the group about the meanings.



2. Learning about bilingualism  
Our partnership with Maori means both languages - Maori and English - are in all government departments. Signs inside and outside buildings have also become mulitcultural in New Zealand. It is common to see 4 or 5 languages of instruction in the toilets. Businesses add the dominant tourist language - Japanese or Chinese language on English signs.  
How many languages can you see in your culture in business and in government departments? \_\_\_\_



Reflections



- 1. Who from another culture is the most similar to you and why?
- 2. What is the most important thing in your home ?
- 3. How important is an individual’s money in your culture?
- 4. Time is as important as money. Agree/Disagree
- 5. Success is always about getting more money. Agree/Disagree
- 6. Paying high tax to help others is important. Agree/Disagree
- 7. My religion helps others more than the government tax. Agree/Disagree
- 8. What was the most interesting thing about this unit?

9. Individualist: the individual is more important than the family (collectivist)  
*Mark (X) your result on the line below:*  
Individualist\_\_\_\_\_Collectivist

Plans for the future



- 1. I am going to save hard for my own home. Yes/No/Maybe
- 2. I am going to buy second hand things. Yes/No/Maybe
- 3. My children are going to live in the family home when they marry. Yes/No/Maybe
- 4. I am going to talk more/less about money with New Zealanders.
- 5. I am never going to .....

Answers and transcripts

Audio 7.1. A Maori legend about New Zealand geography  
Maui is a young man who is in a lot of Maori myths and legends. He has magical powers and an adventurous spirit. He also is clever and mischievous. In this story you learn why the North Island is called Te Ika a Maui - the fish of Maui and why the North Island is not flat and smooth. One day his brothers were going out fishing while Maui stayed at home. He was doing nothing and his wives and children complained he was lazy and did not catch any fish for them. He responded by getting his enchanted fish hook, which was pointed with part of the jaw bone of Muri-ranga-whenua, attaching a strong fishing line to it and then boasted he would catch a fish so large they would not be able to eat it all! Meanwhile, his brothers refused to take him because they were afraid of his magic and left without him. That night Maui hid in the hollow of the canoe under the floor boards and did not show himself until the brothers were far out to sea the next day. It was too late to turn back and take Maui to the village so the brothers agreed to let him stay. Maui insisted they go further out to sea, away from any land. He said he knew the best fishing place. At last they reached the open sea and they caught so may fish that the canoe (waka) was full in a short time. Then he asked his brothers for bait for his magic hook because it was his turn to fish but again they refused. The hook was carved beautifully, with mother-of-pearl in the hollow and made from the jaw of his grandmother. Maui struck his nose violently with his fist and smeared the hook with his own blood. When he threw the hook into the sea, it sank down, down, down until it reached the small carved figure on the roof of a house at the bottom of the sea, then further still into the doorway. There is caught firmly on the sill of the doorway. It was the house of that old fellow Tong-nui (God of the Sea). Feeling something on the hook, Maui pulled and pulled, sang magical words and a portion of the earth, of Papa-tu-a-nuku, came up, up, up with bubbles and foam and soon the brothers’ canoe lay on top of this huge new fish. Now Maui wanted to make an offering to the gods, to find a priest to bless and purify the huge fish before they cut it up and gave a portion to each brother. Before he left to return to their village, he told his brothers not to touch it or the gods would be angry with them. But once Maui left, the brothers did not listen and started to cut up and eat the fish. It tossed from side to side, lashed its tail and the fins and lower jaw moved about. And this is the reason why the North Island is rough and uneven, - here a mountain, there a plain, here a valley, there a cliff. The Maori name for the North Island is Te Ika a Maui - the fish of Maui. The head is Wellington; the tail is Northland. In the district of Heretaunga they still show the fish- hook of Maui, which became a cape; it forms the southern extremity of Hawkes Bay.

- Social Organisation
- 1. The wealth of a country is its natural resources: minerals eg coal, gold, timber, water, people etc
  - 2. How many refugees has New Zealand taken between 1980 and 2002? 16,556 refugees and displaced persons were resettled under the Refugee Quota Programme.
  - 3. How does the New Zealand government help people into their first home? With loans, education courses and subsidies.
  - 4. How do banks help with mortgages (home loans)? By deposit subsidies, advice and sometimes cancellation of bank fees.
  - 5. Do religions or religious trusts or charities pay tax? No
  - 6. Some people, since the 1950s, have lived in over 100 communes or alternative communities in NZ.
  - 7. Maori tribes own freehold land, Treaty settlement land, and general land together.
  - 8. In 2004, 1.2 million volunteers worked in the non-profit sector.
  - 9. 1.3 million New Zealanders pay tax to the national government, local and regional councils.
  - 10. NZ taxes support social welfare: students, those with disabilities, families, retired folk, the unemployed.
  - 11. How many refugees does NZ settle every year? 300 sponsored people and 750 from the UN agency.
  - 12. Taxes come from: Goods & Services (GST15%), individual and business’s income.

Gestures and Body Language  
How do you say I want money? ( b )  
Facial expressions when you recive gifts? ( h )  
New Zealanders don’t bow but some cultures bow lower or higher than the giver. ( g )  
Showing the cost of money? We rub our fingers and thumb together. It means lots of notes (paper money). ( d )  
( c )Snobbery (thinking and showing you think you are better than others) is shown by raising the nose.  
( e ) We point with our finger and outstretched arm at things and sometimes people (but it is a little rude).  
( a ) Is it rude to point at people?  
Maori use hand and body movements in traditional dress to mean sea, land, love etc ( f )

Words and Language (Literacy)  
(koruru or parata) was the ancestor’s head only at the apex of the gable a  
(maihi) the arms of the ancestor (koruru) e  
(amo) upright figures on each side at the front d  
(pare or loupe) over the entrance removes tapu from men entering and protects those leaving. c  
(pou toko manawa) the post supporting the ridge pole in the middle of the house b  
www.careers.gvt.nz and search: Te whare tapa wha What are the 4 parts of the meeting house? (wharenuui)  
Te taha hinengaro (Psychological health), Te taha whanau ( Family health), Te taha wairua (Spiritual health) & Te taha tinana (Physical health)

Useful resources:

- Cross cultural communication
- ESOL teaching and culture
- Learning languages at secondary schools in NZ
- Marae information
- Maui
- NZ climate
- NZ Refugee quota
- NZ statistics
- NZ tax system
- Te Whare tapa wha
- A Short video of NZ geography and popular tourist activities with questions
- Snaphots/issues and review of 2013 statistic changes

# Keeping Culture in Mind too!

by Yvonne Hynson

BSc , Dip TESOL , RSA cert. TESOL

An Intensive course on culture.

Student's Book

Pre- Intermediate to Advanced

Valley Music Publications (VMP)

[www.englishteacher.co.nz](http://www.englishteacher.co.nz)

2014

## Unit 2

### Overview of learning outcomes:

to learn about: holidays, special days and their impact on culture	to learn about: free time; family obligations; daylight saving	to learn about: personal space; gestures using parts of the arms; rude gestures	to learn about: prediction; prior knowledge; background and foreground; feelings; position; perspective; light	to learn about: directions; map reading; special phrases for holidays or long trips
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# Unit 2



1. I think this unit is about walking Yes/No Why or why not?
2. I think this unit is about directions Yes/No Why or why not?
3. I think this unit is about fun Yes/No Why or why not?
4. I think this unit is about Maori stories Yes/No Why or why not?
5. I think this unit is about Christmas Yes/No Why or why not?
6. I think this unit is about holidays Yes/No Why or why not?

How many of us agree to every answer? \_\_\_\_\_

# Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

1. Look at the photos of people.
  - a) What are they doing? How do you know? eg There is a / are ... in the picture/photo
  - b) How do they feel? What in the picture helped you? eg The eyes look..... the mouth looks.... The people's bodies are....Which of the following feelings do you think the illustrations of people (pictures, photos etc) show
  - i) interest
  - ii) boredom
  - iii) happiness
  - iv) joy
  - v) excitement
  - vi) concentration
  - vii) something else? What? \_\_\_\_\_What body language helped you to decide?  
Now look at the photos of the people again. What parts of the body are touching?  
Are they comfortable with the touching? Yes/No Why or why not?  
How many of us said, "Yes!" \_\_\_\_\_
- c. Where is everybody, inside or outside? How do you know? What in the photos helped you?  
Who knows which photo is the New Zealand bush ? \_\_\_\_\_  
Who knows which photos are at New Zealand beaches ? \_\_\_\_\_  
Who knows which photo is in the South Island of New Zealand ? \_\_\_\_\_  
How do you know? What in the photos helped you?

2. There are two kinds of holiday homes: caravan and tent. A caravan has got wheels and glass windows. Without using a dictionary, which picture is which probably?  
(Use your finger and point to it and say, "This one!")  
Did you agree with everyone? Yes/No  
How did you guess? What in the picture helped you?  
One of the photos is from a website to hire or rent holiday homes.  
Which picture is it probably and why?  
(Use your finger and point to it and say, "This one!")

3. Look at the direction of light in the photos eg in the bottom photo the light is on the women's faces. What difference does the direction of the light make to a photo? What do we look at?  
Look at each photo and decide on the focus (main point).

4. Which two photos gives you the feeling of moving?  
(Use your finger and point to then and say, "This one and this one!") Why?





## Unit 2: On holiday

How different is your culture to New Zealand culture?

### 1. Learn about New Zealanders' holidays Useful Vocabulary

Look at the photos below and link them to underlined word or words in the text below.

Listen and put the correct words into the conversation.

a. Audio 8.1 Marama = M Carolyn = C

M Are you going away this ( )?

C Yeah, after our eldest daughter goes on her first OE - they call it ( ) year now you know- but anyway we are going up north to Bay of Islands. We've been to the same place for the past couple of years and we really like it. It's a very simple camp-site- no frills, but it's right on the ( ) and the kids have a great time.

M Sounds good. Where's your daughter going?

C Oh, the usual Kiwi experience - ( ), get a job for a couple of years then come back through Asia.

M Lucky her! Oh... I always wanted to do that! I went to Sydney instead. You need to save up a lot of money for ( ).

C Anyway, what about you ? What are you guys up to this year?

M Well, we are not sure yet but we might go and visit my ( ). You know..., he's got a ( ) near Coromandel so the kids can spend some time watching the animals and playing outside. They aren't old enough yet to want the shopping, nightlife, clubbing scene yet, thank goodness. The marae is close so they can (learn) some maoritanga too. And he's got a bit of bush so we go tramping...

C Cool. I haven't been tramping for years. Maybe we should do some of the ( ) in the Waitakere Ranges in January - if the weather's ( ).



b. Listen and choose the best answer

1. Carolyn is going to the a) mountains b) beach c) city ?
2. Carolyn's family went to the same place last year. True/false
3. Marama is going to a) her brother's place b) the beach c) a camping site
4. Marama's brother's farm has got which 2 things: a river, animals, a lake, some bush
5. Carolyn likes walking in the bush in wet weather. True/false
6. Marama has some Maori ancestry in her family. True/false

c. Talk together about the text above in small groups. What do you think?

- i. New Zealanders like to have a lot of space around them on holiday? Yes/No/Don't know
- ii. Young people often like the city, nightlife and shopping on holiday. Yes/No/Don't know
- iii. Young people often stay in cheap accommodation like backpackers or campsites. Yes/No/Don't know
- iv. Families like to visit relatives in other places. Yes/No/Don't know
- v. What is the same and what is different in your culture?

Camping is popular. Yes/No

Young people travel to different countries to gain 'world experience'. Yes/No

It is important to have some space away from people is on holiday. Yes/No

Visiting relatives is the usual holiday. Yes/No

What was the most interesting difference for you? \_\_\_\_\_

d. Here are some more words about New Zealand holidays. Underline the words that are NOT useful to describe holidays in your culture. Add to the groups of words with your ideas.

How many ideas are different from your partner? \_\_\_\_

#### People:

street musicians  
tour guide  
travel agent  
tourist

#### Places:

accommodation tent  
motels caravan  
plane  
bach  
beach  
bush  
campsite  
backpackers

#### Activities:

adventure  
camping  
book on line  
tramping  
sunbathing

#### Time:

summer  
Christmas/New Year  
semester break  
long weekends

#### Feeling:

bored  
relaxed

#### Things:

toilet bag  
souvenir  
caravans  
sleeping bag

### 2. Finding out about other students' cultures

a. Ask and answer the questions with a partner from another culture:

- i. Have you ever slept in a tent? Yes/No When, where, who with etc...
- ii. Have you ever been for a walk in the NZ bush/ a forest? Yes/No When did you, where, who with?
- iii. Have you ever stayed in a motel or backpackers? Yes/No When, where did you, who with etc..
- iv. Have you ever been for a swim in the sea? Yes/No When, where, who did you go with? etc..
- v. Does your family go on holiday in your country? What kind of holidays? Where do you go? How long do you stay for ?
- vi. What do you do if you stay at home on a long holiday (more than 3 days)? Write your answers:

What was the most interesting thing you learnt from your partner?

b. Decide which is the best order for you and a friend or family and why.

For the same amount of money you can travel around New Zealand 6 different ways:

- i. hire a camper van and visit camping grounds or free places to camp for 14 days
- ii. stay in backpackers or YHA for 21 days and travel by bus
- iii. stay in motels and travel by rental car for 7 days
- iv. stay in a good hotel in a city and walk everywhere for 4 days
- v. hire a car, rent a cheap bach by a beach and stay in the same place for 10 days
- vi. hire a car and caravan and visit camping grounds for 10 days

Find someone with the most similar order to you to travel with.

Name: \_\_\_\_\_

Why did you both choose a similar order?

Find someone with the most different order to you to travel with.

Name: \_\_\_\_\_

Why are you so different? Is it age, background, religion, personality or what?

Can you find anything in common? Yes/No





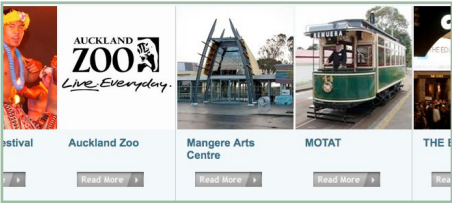
Social Organisation

1. Learn more about how New Zealand society helps organise special days and holidays

New Zealanders organise their free time and holidays in three main ways:

- a. the government makes laws about holidays from work, sets school and religious dates
- b. the local government makes rules about areas for holiday activities and organises activities
- c. the family have rules or customs.

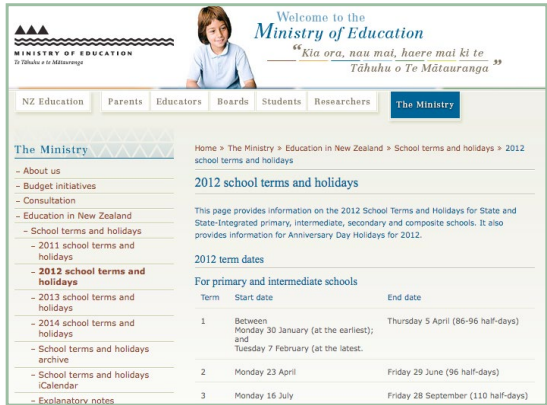
Write the letter next to the correct illustration.



1. \_\_\_\_



2. \_\_\_\_



3. \_\_\_\_

3. There is no right or wrong answer to this problem.

You have worked part time and studied all year and now there is 3 weeks break. You and your 4 friends planned a holiday, are going to hire a car and travel around the country. You did not save a lot of money but enough for yourself. Your family want you to take your younger brother but they cannot give you any money to help. What do you do?

- a) Explain to your family there is not enough money for him or enough room in the car and he is too young for some activities.
- b) Take him, hire a bigger car, maybe ask your friends to help financially or miss out some activities.

Discuss your answer with another student.

My partner has nearly the same answer as me. O

My partner is completely different to me. O



b. Audio 8.2 and 8.3 Listen to the lecture about holiday time in New Zealand and make a list of holiday organisation examples for each way. Group A listen here and Group B listen here In groups A or B discuss your answers. Then tell someone from the other group your answers:

NZ government	Local government and family:

2. Compare with your own and others' cultures

- a. Underline information completely different to your own culture.
- b. Complete the table below then ask at least two other students about the topics. Change the topics to ask questions eg Do people... ? Write their names and the results below. \* means yes

	Your culture	NZ			
People dress very casually at the beach.		*			
People stand very close to each other in buses or queues.		*			
People like eating outside.		*			
People like being outside.		*			
Women can go topless at some beaches.		*			
People can smoke a lot or play loud music at the beach.		*			

b. Talk to someone from a different culture. Write notes.

How many public holidays a year do you have? \_\_\_\_

What social organisation is different ? \_\_\_\_\_

(Think back to the lecture about NZ holidays).

How easy is it to organise a holiday in your culture? \_\_\_\_\_

What is the same about you and your partner/s? \_\_\_\_\_

Which words do you link with the 2 pictures below and why? Write your ideas on the lines below:

Who had the most similar ideas to you? Name: \_\_\_\_\_





Gestures and Body language

Write the number of the gestures below next to the picture and ask questions 1-10 in small groups.

- 1. Space around you varies from culture to culture and from situation to situation. When you can't change the circumstances eg in a crowded bus, you adapt but you don't always feel comfortable with strangers so close to you. How close is too close for a stranger in your culture?
- 2. How do you say come here?
- 3. How do you use your arms to attract attention from a distance? (2)
- 4. How do you say goodbye with your arm?
- 5. How do you say it's good, bad or OK with your fingers & thumb? (2)
- 6. How do you count with your fingers and thumb?
- 7. How do you say go away with your fingers and hands?
- 8. What is a rude gesture from an angry driver?
- 9. What parts of the face do people use to show they are relaxed?
- 10. Which parts of the body don't people touch in public in your culture?

How many of us have 7 (or more ) gestures the same? \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_

d. \_\_\_\_\_

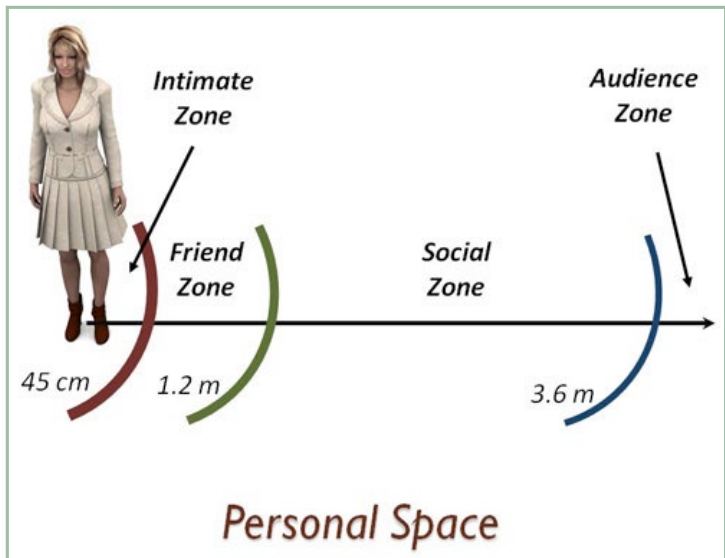


a. \_\_\_\_\_



e. \_\_\_\_\_

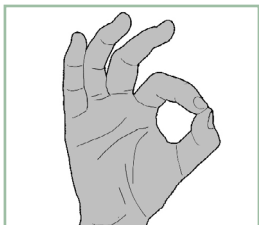
f. \_\_\_\_\_



g. \_\_\_\_\_



h. \_\_\_\_\_



i. \_\_\_\_\_

Words and language (literacy)

- 1. When you ask for directions, here are some of the problems:
  - the other person doesn't know the answer
  - you can't understand their accent
  - your language is not polite enough to the person doesn't want to help you
  - the place names are difficult to pronounce
  - they speak too fast and you can't understand
  - you can't read the map properly
- a) the last time you asked for directions, did someone help you? Yes/No

- 2. What can you do to improve the situation?
  - a) repeat the directions back to make sure you heard correctly - begin So, turn left ....
  - b) point to the place on a map
  - c) ask politely and thank them afterwards
  - d) state the problem first eg "I'm lost. Can you help me please?"
  - d) get GPS eg Tom Tom or Navman so you don't need to ask anyone
  - e) learn to read road maps
  - f) use google maps or another app on my mobile so you don't need to ask anyone

How many of the above solutions have you used before? \_\_\_\_\_

- 3. Talk together in small groups.
  - a) How many of us experienced the same problems in 1. above? \_\_\_\_
  - What was/were the best solution(s) from a) -f) ? \_\_\_\_\_
  - b) Look at a map of your area. Show how to get to your place.
  - OR Use google maps to show your way home from your class.
  - Who gave the best directions? Name: \_\_\_\_\_



- 2. a) What special phrases do you say on special days or holidays?
- The following are examples from New Zealand culture:
  - Happy New Year!
  - Have a great holiday! Have a wonderful break!
  - Bon voyage! This is French but a number of people use it.
  - Have a safe trip! Come back soon or come back safe and sound!
  - Happy Easter!
  - The usual reply to all of the above is "You too!"
  - Merry Christmas! Happy Mother's/Father's Day! Thanks (darling/dear)!

- b) Can you translate any special phrases from your own culture?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- c) Compare with other students and learn one new saying from another culture/language. Write it here:
- \_\_\_\_\_
- \_\_\_\_\_





Reflections



- 1. Holiday time is more important to me in this country now. Agree/Disagree/It depends
  - 2. I don't need a lot of money to have a good holiday. Agree/Disagree/ It depends
  - 3. I understand the reasons for Daylight Saving. Agree/Disagree/ It depends
  - 4. I understand New Zealanders attitude to free time. Agree/Disagree/ It depends
  - 5. The kinds of New Zealand holidays that appeal to me are ...
  - 6. The sorts of New Zealand holidays that don't appeal to me are ...
  - 7. Choose one partner from a different culture and write about their usual holidays- **not weekends:** When, where, who goes with them, what do they do?
  - 8. Why are they the same or different to you? Circle the same or underline the differences:
- age/religion/geography of their country/climate of their country/ family attitude/ government laws/ gender/other? What? \_\_\_\_\_
- 9. Time is as important as money. Agree/Disagree/ It depends
  - 10. Climate has a lot of influence on my culture. Agree/Disagree/ It depends



Plans for the future

- 1. I am going to have more/less holidays in the future. Yes/No/Maybe
- 2. I am going to go with my family on holiday. Yes/No/Maybe
- 3. I am going to help make the local areas more beautiful with volunteer work in my free time. Yes/No/Maybe
- 4. Choose the best one: I am going to have/My children are going to have less/more free time to explore my/their new country.
- 5. I am never going to ....

Audio 8.1 Listen and put the correct words into the conversation.

Marama = M Carolyn = C  
M Are you going away this (summer)?  
C Yeah, after our eldest daughter goes on her first OE - they call it (gap) year now - we are going up North to Bay of Islands. We've been to the same place for the past couple of years and we really like it. It's a very simple camp-site- no frills, but it's right on the (beach) and the kids have a great time.  
M Sounds good. Where's your daughter going?  
C Oh, the usual kiwi experience - (Europe), get a job for a couple of years then come back through Asia.  
M Lucky her! Oh... I always wanted to do that! I went to Sydney instead. You need to save up a lot of money for (Europe).  
C Anyway, what about you ? What are you guys up to this year?  
M Well, we are not sure yet but we might go and visit my (brother). You know..., he's got a (farm) near Coromandel so the kids can spend some time watching the (animals) and playing outside. They aren't old enough yet to want the shopping, nightlife, clubbing scene yet, thank goodness. The marae is close so they can (learn) some *maoritanga* too. And he's got a bit of bush so we go tramping.  
C Cool. I haven't been tramping for years. Maybe we should do some of the (walks) in the Waitakere Ranges in January - if the weather's (nice).

- 1. Carolyn is going to the b) beach
- 2. Carolyn's family went to the same place last year. True
- 3. Marama is going to a) her brother's place
- 4. Marama's brother's farm has got which 2 things: animals, some bush
- 5. Carolyn likes walking in the bush in wet weather. false
- 6. Marama has some Maori ancestry in her family. true

Social Organisation

Audio 8.3

New Zealanders organise their free time and holidays in 3 main ways: the local and national government make laws; and the family have rules and customs.

At the local level, each area celebrates their anniversary with a public holiday on a different Monday. This gives everyone in the area a long weekend. Councils provide free activities like concerts in the parks, live music on waterfronts, parades or boat races. In Auckland, which is very multicultural, Chinese New Year, Indian Duvali Festival of Light and some other ethnic days have festivities too. Local councils also make exceptions to the law about dress code eg nudist beaches and some parades.

The family makes rules about free time and holidays and every family is different. New Zealand is a young country with only about a thousand years of *Maori*, 150 years of mainly European immigrants, recent immigrants from Asia and refugees from many other countries. *Maori* celebrate *matariki* (Maori New Year) near Queen's Birthday and some people say we should replace this royal holiday with it. A lot of immigrants celebrate both New Zealand and their homeland's holidays and customs. Some also have religious rules to follow in their free time and on special days.

Some strong collectivist cultures insist every member helps in the family business or on a farm in their free time. Many families fill their children's free time with extra education, sport or music. A family meal together is not always every night now but a lot watch TV together. Not every family has enough money to have a holiday away from home for more than a day or so either.

Body Language and gestures

- 1. f 2. g 3. b and c 4. a 5. h and e 6. d 8. i

Useful Resources:

Cross cultural communication

Choose a country from 'Get to know your world' and click basics/student etc

Public holiday information

A short video with questions about adventure holidays in NZ

Social Organisation

Audio 8.2

New Zealanders organise their free time and holidays in 3 main ways: the local and national government make laws; and the family have rules and customs.

At a national level there are work laws eg 4 weeks holiday for full time workers and a 40 hour working week so most workers have free time on Saturday and Sunday. This may vary with the service industry but workers usually get time off in the week or extra money for working on weekends, public holidays or after 9-5pm.

There are 15 public holidays a year for religion, royalty eg the Queen's birthday, or historical reasons. Often these are on a Monday so New Zealanders get a long weekend. Daylight Saving, which means changing the time forward an hour in spring and back an hour in autumn, encourages people to relax outside because there is extra daylight in the spring and summer evenings.

The 2 main religious holidays are Easter and Christmas. Easter is from the lunar calendar so the 4 days are different every year but Christmas is always 2 days, the 25th and 26th of December.

Education authorities decide about school holidays. They are around Christmas in the summer, spring and a short winter break. All these holidays vary a little every year too.

The government, not religion, also decides about acceptable dress code in public places but some religions have rules about how much 'skin' you can show.

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by Yvonne Hynson

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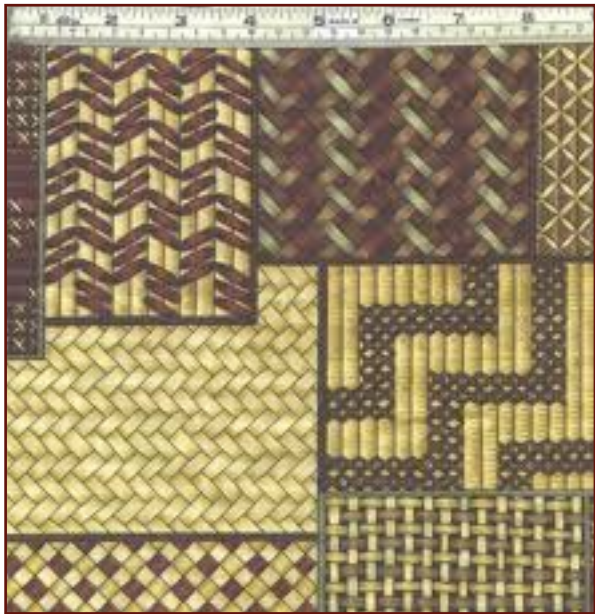
## Unit 3

### Overview of learning outcomes:

to learn about rites of passage and their impact on culture	to learn about: myths and legends; symbols in tattoos and weaving; age; peer pressure; celebrations; time	to learn about: fingers and thumbs and hands to show good or bad times	to learn about: feelings; position; predictions; background and foreground; light; numbers; colours	to learn about: images and symbols for words; nicknames
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# Unit 3



1. I think this unit is about hair      Yes/No    Why or why not?  
2. I think this unit is about travel      Yes/No    Why or why not?  
3. I think this unit is about good times      Yes/No    Why or why not?  
4. I think this unit is about Maori stories      Yes/No    Why or why not?  
5. I think this unit is about age      Yes/No    Why or why not?  
6. I think this unit is about change      Yes/No    Why or why not?
- How many of us agree to every answer? \_\_\_\_\_

# Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

1. Look at the photos of people.  
a) What are they doing? How do you know? eg There is a / are ... in the picture/photo  
b) How do they feel? What in the picture helped you? eg The eyes look..... the mouth looks....  
The people's bodies are....  
Which of the following feelings do you think the illustrations of people (pictures, photos etc) show  
i) interest  
ii) boredom  
iii) (un) happiness  
iv) joy  
v) excitement  
vi) concentration  
viii) something else?  
What body language helped you to decide?  
c. Where is everybody, inside or outside? How do you know? What in the photos helped you?
2. Now look at the photos of the people again. What parts of the body are touching?  
Are they comfortable with the touching? Yes/No Why or why not?  
How many of us said, "Yes!" \_\_\_\_\_
2. Which photo has a number? (Use your finger and point to then and say, "This one!")  
What does the number mean to you, if anything?  
What are important ages in your culture?
3. Look at the direction of light in the photos eg in the bottom photo the light is on the young people's faces. What difference does the direction of the light make to a photo? What do we look at?  
Look at each photo and decide on the focus (main point).
4. Look at the photo of the young children wearing white clothes. What does white mean in your culture?  
What do other colours mean?
5. Which photo is about people but there are no people in it?  
(Use your finger and point to then and say, "This one or this one!") Why?  
How can the photo be about people and their journey through life?  
What do you think the Maori symbols in the artwork mean?






Unit 3: A time of change

1. A Maori legend about two lovers, tattoo and weaving


i. Which photo (a, b or c) shows: a headband made by weaving \_\_\_\_, a tattoo on the chin \_\_\_\_, a tattoo on the face \_\_\_\_, weaving on the edge of a cloak \_\_\_\_

- ii.  Audio 9.1 Listen to the legend of Mataora & Niwareka. Does the story tell the start of *moko* (tattoo) and *taniko* (weaving)? Yes/No
- iii. Are the following sentences true (T), false (F) or not given (NG) ?
- 1. Mataora was the husband of Niwareka. \_\_\_\_
  - 2. Maui was a cousin of Mataora. \_\_\_\_
  - 3. Niwareka was a princess from the Underworld. \_\_\_\_
  - 4. Mataora hurt his wife. \_\_\_\_
  - 5. Uetonga lived in the human world. \_\_\_\_
  - 6. Niwareka's brothers punched Mataora on the nose. \_\_\_\_
  - 7. Mataora wore paint tattoo on his face. \_\_\_\_
  - 8. Niwareka's family laughed at Mataora and his messy face paint tattoos. \_\_\_\_
  - 9. Mataora felt bad and apologised to his wife. \_\_\_\_
  - 9. Niwareka taught Mataora how to tattoo. \_\_\_\_
  - 10. Niwareka learnt how to make colourful cloaks. \_\_\_\_
  - 11. Niwareka and Mataora wore headbands everyday. \_\_\_\_
  - 12. Uetonga took the art of tattooing to the world above. \_\_\_\_
- based on the legend [here](#) and from the [National Library](#)



Left: Portrait of Jane Kauangaro, a Maori woman from the Wanganui district, wearing a korowai (tag cloak), a tiki around her neck and two huia feathers in her hair, taken between 1891 and 1908 by William Henry Thomas Partington of Wanganui. Collection Record Auckland Star : Negatives (PAColl-3752)

2. Learn about tattoo Useful vocabulary

 Listen and write the correct words from the box into the correct space.

process	meaning	fashionable	12-13 years old
other		butterflies	past
			low

Ta moko is the \_\_\_\_\_ and moko the product. According to archaeological evidence, tattooing came from Eastern Polynesian culture. All high ranking Maori had tattoos in the \_\_\_\_\_ and those without tattoos were \_\_\_\_\_ rank or had no status. Tattooing started at puberty (\_\_\_\_\_) with rites and rituals but women did not usually have full face tattoos - only around the mouth and chin. The moko has meaning: the owner's position, power and their family ancestry (left side of the face was usually the father's side and right side of the face was the mother's side). Tattoos on \_\_\_\_\_ parts of the face also had meaning.

Tattoos on other parts of the body - back, arms and legs have become \_\_\_\_\_ these days with young Maori and pakeha (non-Maori) . Many times the tattoo has a symbolic \_\_\_\_\_ to the owner as well but it may be in other languages eg Chinese. Wildlife images like, \_\_\_\_\_ , dolphins etc are popular with women.

3. Talking about your culture's weaving and tattoos and comparing with others'

- In small groups answer the questions below:
- a. Do you have any legends or stories to explain tattoos or weaving? Yes/No  
Can you tell the other students about it?
  - b. Have you got a tattoo? Yes/No  
Yes? When did you get it, did it hurt to get a tattoo, why did you get it and what does it mean?
  - c. Are tattoos popular with young people in your culture? Yes/No
  - d. Do you think a tattoo is ugly? Why or why not?
  - e. Can you or anyone in your family weave? Yes/No
  - f. Is weaving a hobby, craft or part of your culture? Yes/No  
Yes? What material do you use? \_\_\_\_\_ (New Zealander's use flax.)  
How many of us said no to (f)? \_\_\_\_\_
  - g. Why do cultures have stories about customs and traditions?

4. How different is your culture to New Zealand culture?

There are a number of 'rites of passage' (things you do to celebrate change at certain points in your life) in New Zealand culture. Do you think a tattoo was a rite of passage for Maori in the past? Yes/No Why or why not? The illustrations below show some rites of passage.

i. Write the correct letter of the words in the box next to the correct image.

ii. How many of these 'rites of passage' below are the same in your culture? \_\_\_\_

iii. How many are the same as your partner? \_\_\_\_

a) having a twenty first party b) celebrating the fiftieth wedding anniversary c) travelling overseas

d) getting your driver's licence e) voting for the first time f) getting married

g) smoking and drinking h) baptising the baby into the Christian religion



1. \_\_\_\_

2. \_\_\_\_



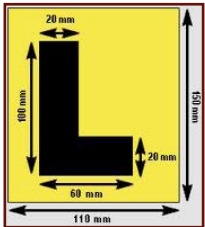
1. \_\_\_\_



4. \_\_\_\_



5. \_\_\_\_



6. \_\_\_\_



7. \_\_\_\_



8. \_\_\_\_



## Social Organisation

1. Look at the time-line and rites of passage of most New Zealand people, the age it occurs and what it depends on. When do the same 'rites' happen in your culture? Complete the table for your culture.

Which ones depend on age (A) religion (R) or are social laws (S) or family (F) ?

*Ask one or two other students from different cultures about their rites and write their answers.*

R F S or A for NZ	Age	celebration rite	R F S or A for me	Age	Name:	Name:	Name:	Name:
	0	Birth						
RF		have a baptism						
F		go to preschool						
F		go to kindergarten						
FR		have a first haircut						
SAF	5-6	start school						
RF	10-16	join religion formally						
F	10-16	get the first part time job						
SAF	16	get a Driver's licence						
RF		have a first boyfriend/ girlfriend/ baby						
FS	18	leave school/home						
F		graduate High School						
SFA		start tertiary education						
F		get the first full time job						
SA		vote						
A		smoke cigarettes						
AF		drink alcohol						
A		get a tattoo/piercing						
AF		get married from now on/have a baby						
FA	21	celebrate being an 'adult'						
F		have a first 'real' overseas experience						
F		have a baby						
F		graduate tertiary education						
F		develop a career						
F	21-30	bring up children						
F	40-60	become grandparents						
FA	50	celebrate middle age						
SA	65-70	retire						
F	70	become great grandparents						
F	80-90	have silver and gold wedding anniversaries						
A	100	get a birthday card from the Queen						

35

2. How different is your culture to New Zealand culture and others' cultures?

- a. Are you similar to New Zealanders? O or really different O
- b. Which has the most influence? age O social laws O family O religion O
- c. Which rite of passage is the most important to you? \_\_\_\_\_

3. In small groups compare your answers.

- a. \_\_\_\_\_ is nearly the same as me because...

- b. Which rights of passage do **peer pressure** affect?  
(Look at the photo to help you understand the meaning of **resisting peer pressure**.)

- c. Why are 'rites of passage' important to every culture? *Write:*

.....

.....

.....

- d) Which is the most important rite of passage for you? *Think about the answers to the following questions before you write about it.* What is the name of this rite of passage? How old are people in your culture when they celebrate it? Why do they celebrate it? How important is it for everyone to do this rite of passage? What do they do in the morning, in the afternoon, in the evening or a year later? Where do they go? Who do they celebrate with? Do they need to buy anything special for it? Can you see anything different about them after the celebration or rite of passage?

[illegible]

## Problem solving

**There is no right or wrong answer to this problem.**

Your teacher/boss is very strict about time to start and you are late 20 minutes every day. You have family/friend obligations - you take family/friend members to work or school on the way every day. This 'late' time now means you are losing money and/or have poor attendance and maybe cannot sit your exams. Your friend is homesick and always sleeps in.

What do you do?

- Explain to everybody they must get up earlier.
- Explain the problem to your boss/teacher and offer to work extra time in your breaks.
- Some other solution?

**Discuss your answer with another student.**

My partner has nearly the same answer as me. O

My partner is completely different to me. O

36

## Gestures and Body language



Use the photos above to help you answer the following questions in pairs or small groups

1. New Zealanders often say shhhh! for 2 reasons. Choose 2 out of a-c:

- a) to make the sound of a snake
- b) to remind you to be quiet because it is a library or somebody is sleeping etc
- c) to let you know it is a secret and you don't want others to hear

Does your partner agree? Yes/No

2. Why do New Zealanders put their thumbs up when they close their fist? Choose 1 out of a-c:

- a) to show you they are better than you
- b) to show you 'Congratulations! Well done! or Good job!'
- c) to let you know it is a secret and they won't tell anyone

3. Famous people and many New Zealanders make a V sign with their fingers to show you they are the loser/the winner

4. Others make a 'high 5' and slap hands together high above their heads to show you are the loser/the winner

5. Some complicated handshakes - more American than New Zealand and copied from TV.

How many of the class copy body language like this from TV or other cultures? \_\_\_\_\_

6. What do the hand signs in the photos mean in your culture?

Do you have any special body language for rites of passage in your culture?

How many of us agree on most of the same meanings? \_\_\_\_\_

What hand signs do you use for the same meanings in your culture? Show the group.

## Words and language (literacy)

1. "Maori weaving is full of symbolism and hidden meanings. embodied with the spiritual values and beliefs of the Maori people."

Puketapu-Hetet, Erenora (with), "Maori Weaving", Pitman Publishing, Auckland, 1989.

Look at the following patterns together in pairs or small groups. Write the correct letter from the pictures below:  
 armpits/work/haka \_\_\_\_\_, the flatfish flounder \_\_\_\_\_,  
 the stairs to the gods \_\_\_\_\_, tears \_\_\_\_\_, growth \_\_\_\_\_,  
 unity \_\_\_\_\_, the hook of Maui \_\_\_\_\_, weaving \_\_\_\_\_.

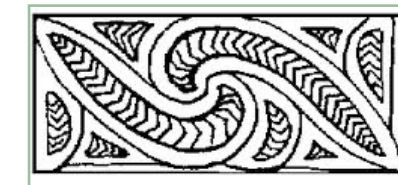


b

c

d

f



g

2. *Tukutuku* are the wall panels inside a meeting house (*wharenui*). They vary from *iwi* to *iwi* (tribe to tribe) in design but they tell stories, record star charts, represent nature and link meanings to the symbols. An expert can 'read' the stories and also knows the meanings of symbols in the weaving, wood/bone/stone carving or tattoos.

Which **design** is the most similar to any symbol or design in your own culture? \_\_\_\_\_

### 3. Nicknames

At different ages you can have a different name and you can even change your name when you are 20 by deedpoll (an official change of name) in New Zealand.

a) William, Robert and Elizabeth are formal names from baptism or birth but these three names have many alternatives: Rob, Bob, Bobby, Bert, Robbie, Bill, Billy, Will, Liam, Willy, Liz, Lizzie, Eliza, Beth. What three things do all of them have in common? Underline the correct answer.

They are short/long

They often end in an i:/e sound -the friendly sound

The first/second letter is often the first letter of the syllable

b) Sometimes the nickname is not from a name but from a physical feature eg Big Tom, Red (from the hair colour) or Handsome George.

How many nicknames do you know? \_\_\_\_\_

Talk about popular nicknames in your culture and the answers to the questions in small groups or with someone from a different culture.

i. Do you have a nickname in your culture? Yes/No

ii. Do you like it? Yes/No

iii. Do only your family and close friends use it? Yes/No

iv. Does it change with age? Yes/No

v. Is an English class name the same as a nickname? Yes/No Why or why not?

Who agrees with you the most? \_\_\_\_\_



Reflections



Finish the sentences:

- 1. The most important rite of passage for me in my culture is .....
  - 2. ....is a very important rite of passage for women in my culture.
  - 3. ....is a very important rite of passage for men in my culture.
  - 4. ....**was** a very important rite of passage for people in my culture but it is changing now.
  - 5. What change in life/rite of passage is the most important to you right now in this country? Why? .....
  - 6. Who in the class is the most similar to you ?
- Why? Age ☐ Religion ☐ Family ☐ the same continent ☐ other \_\_\_\_\_?



Plans for the future

- 1. I am going to change my name to a nickname people can say. Yes/No/Maybe
- 2. I am going to celebrate my own/my son or daughter’s 21st. Yes/No/Maybe
- 3. I am going to educate my children in traditional rites of passage. Yes/No/Maybe
- 4. I am going to show an interest in other culture’s rites of passage without making a judgement about them. Yes/No/Maybe
- 5. If my child/children (over 18 years old) ask for a tattoo, I am/I am not going to stop them getting one.
- 5. I am never going to .....

9.1 The legend of Mataora & Niwareka. According to Māori mythology, tattooing started with a love affair between a young man by the name of *Mataora* (which means “Face of Vitality”) and a young princess of the underworld by the name of *Niwareka*. One day however, *Mataora* beat *Niwareka*, and she left him. She ran a long way back to her father’s realm in the underworld (*Uetonga*).

*Mataora*, was ashamed, felt guilty and he was heart-broken so he followed after his princess *Niwareka*. After many trials, and after overcoming many obstacles, *Mataora* eventually arrived at *Uetonga*.

But his face paint was messy and he was dirty after his journey. When *Mataora* came to the fire used by the tattooers *Uetonga* the *tohunga* (sacred man and *Niwareka*’s father) was there, tattooing a man. *Uetonga* stared at the marks on *Mataora*’s face, then he stretched out his hand and wiped them off, saying, ‘Your tattoers in the world above don’t know how to do their work properly.’ They mocked him and laughed at him before they threw him down to the ground and tattooed him. He was in pain and called out for *Niwareka*’s help. She was at *Aroarotea*, spending her time there weaving cloaks, when her sister told her someone was calling for her. *Niwareka* went to *Mataora* and listened to him beg for forgiveness. She eventually accepted and looked after him until his tattoo healed. *Mataora* promised to control his violence and never hurt his wife again. Then she suggested they go back to the human world above.

However, before they returned to the world above, *Niwareka*’s father *Uetonga* offered to teach *Mataora* the art of tattooing. At the same time *Mataora* also leant the art of *Taniko* - the plaiting of cloak borders in many colours. When *Mataora* and *Niwareka* finally returned together to the human world, they brought with them the arts of *ta moko* and *taniko*.

Further Reading:

- Age
- Cross cultural communication Choose Brazil in countries then look at views of time in basics
- Symbolic carving
- Ta moko
- A short video with questions about nicknames and a tattoo
- Tukutuku panels

- Does the story tell the start of *moko* (tattoo) and *taniko* (weaving)? Yes
- 1. *Mataora* was the husband of *Niwareka*. T
  - 2. *Maui* was a cousin of *Mataora*. NG
  - 3. *Niwareka* was a princess from the Underworld. T
  - 4. *Mataora* hurt his wife. T
  - 5. *Uetonga* lived in the human world. F
  - 6. *Niwareka*’s brothers punched *Mataora* on the nose. NG
  - 7. *Mataora* wore paint tattoo on his face. T
  - 8. *Niwareka*’s family laughed at *Mataora* and his messy face paint tattoos. T
  - 9. *Mataora* felt bad and apologised to his wife. T
  - 9. *Niwareka* taught *Mataora* how to tattoo. F
  - 10. *Niwareka* learnt how to make colourful cloaks. T
  - 11. *Niwareka* and *Mataora* wore headbands everyday. NG
  - 12. *Uetonga* took the art of tattooing to the world above. F

9.2 *Ta moko* is the **process** and *moko* the product. According to archaeological evidence tattooing came from Eastern Polynesian culture. All high ranking Maori had tattoos in the **past** and those without tattoos were **low** rank or had no status. Tattooing started at puberty (**12-13 years old**) with rites and rituals but women did not usually have full face tattoos - only around the mouth and chin. The *moko* has meaning: the owner’s position, power and their family ancestry (left side of the face was usually the father’s side and right side of the face was the mother’s side). Tattoos on **other** parts of the face also had meaning. Tattoos on other parts of the body - back, arms and legs have become **fashionable** these days with young *Maori* and *pakeha* (non-*Maori*) . Many times the tattoo has a symbolic **meaning** to the owner as well but it may be in other languages eg Chinese. Wildlife images like, **butterflies**, dolphins etc are popular with women.

4. *How different is your culture to New Zealand culture?*
- a) having a twenty first party
  - b) celebrating the fiftieth wedding anniversary
  - c) travelling overseas
  - d) getting your driver’s licence
  - e) voting for the first time
  - f) getting married
  - g) smoking and drinking
  - h) baptising the baby into the Christian religion

Words and Language (Literacy)

patterns:  
armpits/work/haka c, the flatfish flounder d, the stairs to the gods  
e, tears b, unity g, the hook of Maui h, weaving a

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## Unit 4

### Overview of learning outcomes:

to learn about religion and its impact on culture	to learn about: master symbols; icons; numbers; time sense	to learn about: religious body language	to learn about: symbols; prediction; light ; perspective; signs; colours	to learn about: taboo words; bar codes and QR codes, warning colours
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Unit 4



666

In small groups answer the questions below:

- I think unit 10 is about religion. Yes/No Why or why not?
- I think unit 10 is about writing. Yes/No Why or why not?
- I think unit 10 is about numbers. Yes/No Why or why not?
- I think unit 10 is about symbols. Yes/No Why or why not?

How many of us agree? \_\_\_\_\_

Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

1. Can you see any religious symbols? Yes? What are they and what do they mean?  
(Use your finger, point to it and say, “This one! It means.....”)  
Somebody \_\_\_\_\_/Nobody could help me with the meanings.  
Many religions put symbols at the top of their buildings. Which three buildings have something at the top of the building and what does each one mean?  
Which photo shows a *tekoteko* (a carving of an ancestor)? (Hint: it is usually at the top of a *marae*)  
(Use your finger, point to it and say, “This one!”)  
Who has seen this *tekoteko* on the Unitec *marae* before? \_\_\_\_\_

2. How many photos are religious? \_\_\_\_\_ How do you know?  
Although many Maori are Christian or have no religion, the carving is often animist (a belief that there is no separation between spiritual and physical worlds and souls or spirits are in animals, plants, rocks , mountains, thunder etc  
Which photo represents a waterfall? (Use your finger, point to it and say, “This one!”)  
Who agrees with you? \_\_\_\_\_ Why?  
Look at the photos of buildings again. There is only one photo with people in it. What are they doing?  
How does the background of each photo of a building influence you?  
Taking it at night makes it look....  
Taking it at with a rainbow behind makes it look....  
Taking it by looking up makes it look....  
Taking it from a side angle makes it look....  
Taking it looking up makes it look....  
How many of us used **different** adjectives from beautiful and peaceful? \_\_\_\_\_

3. a) Not all of us have seen a hot cross bun but in New Zealand and many European countries, Christians (and other people) eat hot cross buns at Easter. Why do you think they call them that?  
What in the photo helped you to decide?  
How many of us eat a special food on religious days? \_\_\_\_\_  
b) a bar code represents a product at the checkout of a shop.  
Which illustration is this and how did you guess?  
There is another kind of code for products. Which one is it?  
Do you use Quick Response codes? \_\_\_\_\_  
How many of us said yes? \_\_\_\_\_  
There are two other illustrations with numbers. What is different about them?  
How important are numbers in your everyday life?  
very quite a lot not that much a bit not at all  
Who does **not** agree with you? \_\_\_\_\_  
Are numbers and literacy similar? Yes/No Why or why not?

4. Look at the photo of a sign outside with a musical instrument. What is the instrument and what does the sign probably mean? How do you know?  
What is another illustration about music? (Use your finger, point to it and say, “This one!”) Is it a kind of writing? Yes/No Who agrees with you? \_\_\_\_\_  
Which illustration shows capital letters of the alphabet? Where are the letters?  
What are they for? How do you know?

5. Look at the colour red in the illustrations. What does red mean in them? How do you know?





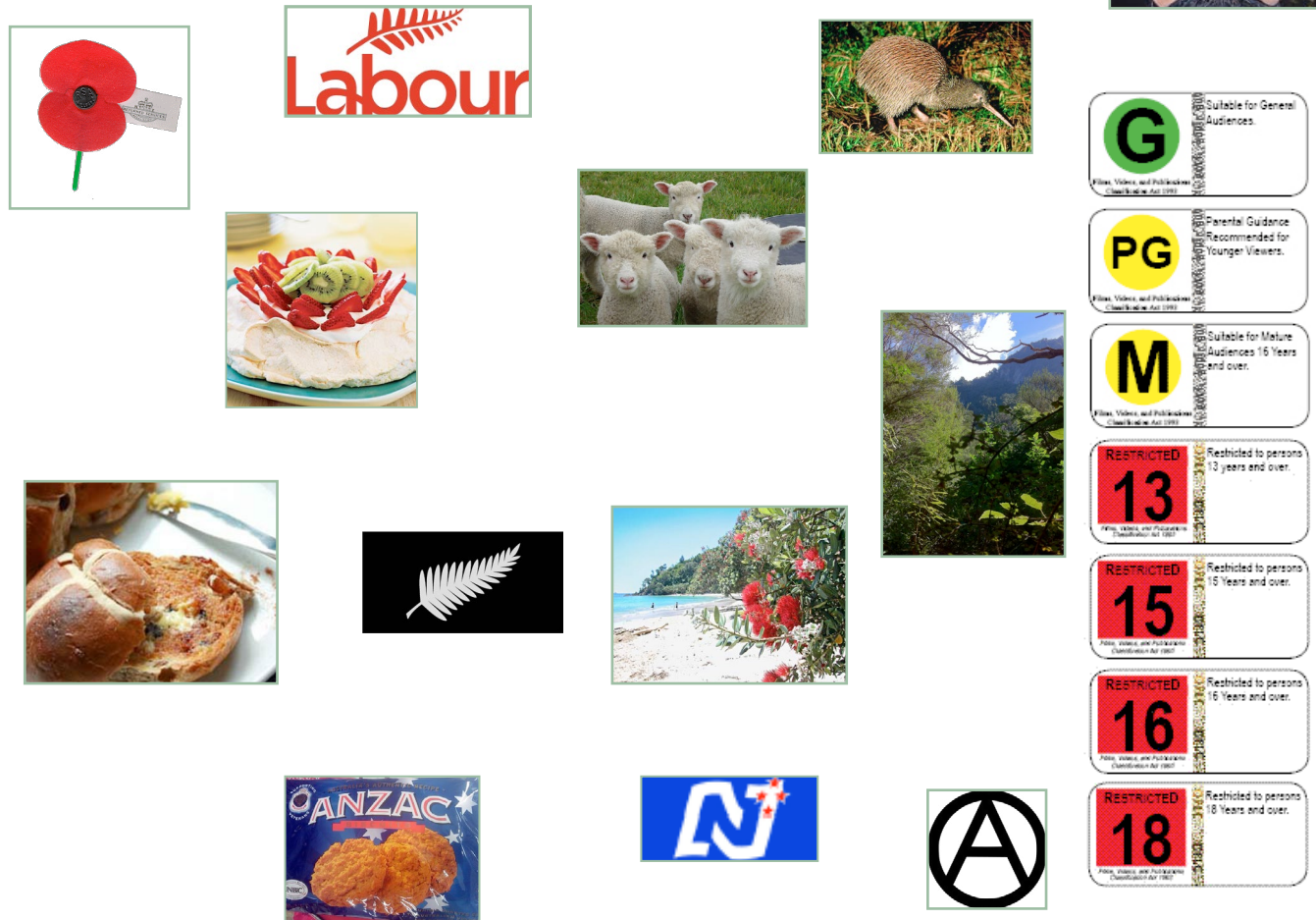
## Unit 4: Cross my heart

*How different is your culture to New Zealand culture?*

1a. *Talk in small groups about the illustrations below. What do they symbolise?*

*Check with the answers at the end of the unit.*

How many were correct guesses? \_\_\_\_\_



### 3. Finding out about iconic numbers

*Ask everybody questions to find the answers. Look at your results and write a number on the right.*

*Check you have the same answer as your partner and don't forget yourself!*

Useful language: Do you think 13 is an unlucky number?

Does 666 mean the devil to you? What is another (un)lucky number?

What other number is symbolic (religious or has another meaning from your culture).

*Ask everyone these questions and write short answers below.*

## How many of us think ...

13 is an unlucky number? \_\_\_\_\_

3 and 7 are lucky numbers? \_\_\_\_\_

666 means the devil? \_\_\_\_\_

another number is lucky? Which one? \_\_\_\_\_

## Why?

another number is unlucky? Which one? \_\_\_\_\_

## Why?

another number is symbolic? Which one and what does it mean?

*What was the most interesting discovery and why?*

(Write a long answer below.)

---

---

---

---

## 2. Your experiences and comparison with other cultures

*Can you remember all the meanings or symbols in the table for NZ ? Write your guesses.*

*Check with the answers at the end of the unit.*

a. Complete 'My culture'. Ask someone from a different culture for their answers to 'A different culture'.

Ask a new partner from a different culture the questions below and write the answers:

i. Which symbols or icons are the same as NZ? \_\_\_\_\_

ii. Which symbols or icons are the same as another culture? \_\_\_\_\_

iii. Are black and white the same meanings for you? Yes / No

iv. Is your culture religious? Yes/ No / Some people are

v. What is your religion if any? \_\_\_\_\_

vi. What is the symbol for your religion? Can you draw it below for me please?

How many of your answers are the same as New Zealand? \_\_\_\_\_

How many of your answers are the same as someone from a different culture? \_\_\_\_\_

Symbol or icon	NZ culture meaning	My culture	A different culture
Hot cross buns			
black			
white			
green			
red			
	royalty		
	conservative politics		
A inside a circle	anarchy		
The Southern Cross			
<i>kiwi</i>			
silver fern			
<i>Pohutakawa</i> tree			
ANZAC poppy and biscuits			
	Christianity		
pavlova			
country/farm life			

### 3. A quiz about religion in New Zealand culture

a) Work together in small groups and decide the answers to the quiz. Go to [www.englishteacher.co.nz](http://www.englishteacher.co.nz)

Click **about culture** on the front page. Do the quiz for this unit.

How many correct answers did your group get? \_\_\_\_\_

Does anyone in your group have similar percentages for religious groups in their culture? Yes/No

b) *Waitapu* means sacred waters. What did you learn from this [site](#):

[illegible]



Social Organisation

4. Learning about *tapu*, taboo and tabu Vocabulary you need

- a. ‘*Tapu*’, taboo and tabu mean:
- i) in *Maori* society a place or something is very special and sacred
  - ii) in *Maori* society there are problems when you do a certain thing and it is unacceptable behaviour
  - iii) certain places or parts of the body are untouchable
  - iv) forbidden/restricted access/against the rules of religion
  - v) all of these meanings (i-iv)

How many of us knew the meaning without looking at the answer? \_\_\_\_

b) Choose the best word from the box to fill the spaces below:

acceptable (2)	public (2)	knowledge	respect	night	water	once	shoes
----------------	------------	-----------	---------	-------	-------	------	-------

In New Zealand Maori have ‘*tapu*’ but with the movement of many Maori to the city and away from traditions, many people are losing the \_\_\_\_\_ of ‘*tapu*’. However, taking off \_\_\_\_\_ before you go into a ‘*marae*’ (meeting house area), not eating in the ‘*whare tupuna*’ (meeting house) and cleansing yourself with \_\_\_\_\_ after going into an ‘*urupa*’ (cemetery) still remain the same. The head is sacred to Maori so touching it is a ‘no-no’ but not many \_\_\_\_\_ this action these days. The concept of *tapu* tells people where food and drink can and cannot be eaten.

Similarly in ‘*pakeha*’ (non-Maori) society, there have been many changes in the last 50 years. Many Catholic Christians did not eat meat (taboo) on Fridays. Homosexuality and prostitution are still taboo in some religions but are legal now in New Zealand and becoming more \_\_\_\_\_. In certain situations you can see sexual parts of the body in \_\_\_\_\_ e.g. at nudist beaches or ‘Boobs on Bikes’ Parade in Auckland’s main street \_\_\_\_\_ a year. TV programmes also contain sexual or taboo material and taboo words late at \_\_\_\_\_ with R16 warnings only. However, spitting, urinating, using taboo words and picking your nose in \_\_\_\_\_ are still not \_\_\_\_\_.

🔊 Check with the audio What extra information is NOT on the audio:

c) Your experiences and comparison with other cultures

*In pairs or small groups ask each other the following questions:*

- i. What is taboo in your culture?  
What are the consequences of breaking a taboo? Does religion or society do something to you? What? Who has an interesting taboo in their culture? \_\_\_\_\_  
Is it different to your own culture? Yes/No Are any of them the same? Yes/No (Don’t forget food!)
- ii. What does R16 and R18 mean?  
You can / can’t do something, see something, buy something or go somewhere?  
Where do you see R16 or R18 ? \_\_\_\_\_  
Do you and your partner agree? Yes/No



4. Problem solving

**There is no right or wrong answer to this problem.**

Your son or daughter has fallen in love with someone of a completely different religion to your family, wants to marry and have children. What do you do?

- a) Explain to your son or daughter that their new partner must change their religion to yours and any children must have your religion.
- b) Explain that there are many partners of your own religion to marry instead.
- c) Give them your blessing and hope that with time they will change to your religion.
- d) Do nothing and hope they will change their mind.
- e) Some other solution?

*Discuss your answer with another student.* My partner has nearly the same answer as me. O  
My partner is completely different to me. O

b) Investigating religions

*In small groups investigate 4-5 major religious groups: Hindu, Buddhist, Christian (include Catholic and Protestant), Moslem (include Shiite and Suni) using general knowledge or e-search with Wikipedia or google search. If representatives of any of the religious groups are present then they stay with their religious group to help.*

INVESTIGATION:

Name of the religion and people and adjective: e.g. Christianity, Christians and Christian:

Main religious figures:

Sacred book name:

Place of worship:

Daily worship e.g. Saying grace before meals:

Special Days e.g. Good Friday and festivals e.g. Easter, Christmas and how many are public holidays?

Rites of passage with age e.g. communion ~11-13 years:

How do you join or do people welcome you to the religion?

Differences if any for male or female:

Taboos – e.g. food

Organisation of the religion e.g. Catholicism is hierarchical with Pope, Bishops, deacons, priests but Protestants do not have a global leader.

*One person from each religious group forms a new group and together try and find similarities.*

*Report on your results below:*

(Remember there is always variation in the religion and more than one way is possible.)


One similarity is in \_\_\_\_\_ people ....

(based on Intercultural Language Activities by John Corbett CUP 2010 Religion pp227-232)





## Gestures and body language

1.  Write the order of the pictures as you hear them:



a. \_\_\_\_



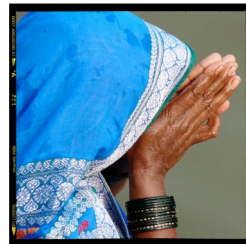
c. \_\_\_\_



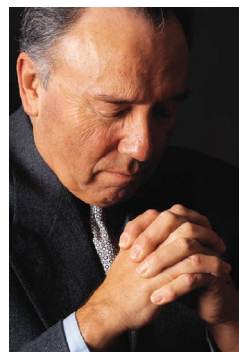
b. \_\_\_\_



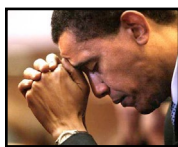
e. \_\_\_\_



d. \_\_\_\_



e. \_\_\_\_



f. \_\_\_\_



h. \_\_\_\_



i. \_\_\_\_

2. Is any body language the same in your culture? Yes/No  
Do you have any religious body language to show other students? Yes/No

3. What was the most interesting body language for you to learn about?

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

4. How many of these gestures or sacred customs are the same as your partner? \_\_\_\_

## Words and language (literacy)

1. Using symbols to mean words

: ) or ; ) are examples of emoticons and show the writer's emotions and feelings in on-line chat, discussions and email. Draw some that you use below:

How many are the same as your partner? \_\_\_\_

2. Bar codes and QR codes

*In pairs or small groups ask and answer the following questions i-iii:*

i) Look at the photos below and choose the correct photo for:

bar code \_\_\_\_ QR code \_\_\_\_

ii) Where do you see bar codes? \_\_\_\_\_

iii) You can have an app for QR codes on your smartphone. Do you have it? yes/no  
Yes? What do you use it for?

3. Colours to warn people

*In pairs or small groups ask and answer the following questions:*

a) What colour are stop and give way traffic signs? \_\_\_\_\_

b) What colour are no passing lines in the middle of the road? \_\_\_\_\_

c) Does gold or yellow have any special meaning in your religion or culture? Yes/No What?

Traffic sign colours are the same as my partner (from a different culture). Yes/No

4. Taboo words (or swearing)

*Read this:*

There are 3 kinds of 'swear' or taboo words in English: religious words, sexual words or words about the body. There are also many polite forms of the 'swear' words: heck holly help; golly gosh OMG; farrrr (out) fudge flip; blimmin' bleeding; geeze geezu gee geepers; shoot shivers

English has many 'hard' sounds so some people say it is the best language in the world for swearing: /t/ /k/ /p/ are in many swear words like piss, fuck and shit. New Zealanders use these bad/swear words as nouns and verbs and they are in R16 movies, on TV and in everyday life. Maori language does not have these words.

(i) Which polite words replace God, hell, Jesus, shit, bloody, fuck?

.....  
(ii) What are the religious (or taboo) words in your language?

(You can choose **not** to answer this question by saying, "There are words but I'd rather not say them.")

Are the words from religion, sex or parts of the body/body functions (like going to the toilet).

Is there any law about using them in public? Yes/No

Is there any punishment for saying them? Yes/No

How many of us have some kind of law or punishment for saying swear words? \_\_\_\_



a. \_\_\_\_



b. \_\_\_\_



c. \_\_\_\_



Reflections



1. What is the most interesting difference in symbols, religion or icons for you? \_\_\_\_\_

2. Religion is a very important part of my daily life. *(put an x on the line)*  
I agree completely ----- I disagree a lot.

3. My culture will **never** accept other religions as equal. *(put an x on the line)*  
I agree completely ----- I disagree a lot.

4. Look at the results of at least three different partners’ (from a different culture) and this unit: (symbols, icons, taboos, social organization and changes, body language and literacy).  
Who from another culture thinks nearly the same as you?  
(Name) \_\_\_\_\_ What country did they come from? \_\_\_\_\_  
What do you have in common with them? Complete the next sentence:  
We both (like/are/have/go to/come from) \_\_\_\_\_.

5. Choose the best answer for you:  
1=Strongly agree 2= agree a bit 3= disagree a bit 4= strongly disagree  
a) I believe my religion is an important part of me (my identity). \_\_\_\_  
b) It is important to have a choice of religion. \_\_\_\_  
c) Religion can support you when you have bad times. \_\_\_\_  
d) Religion and government should work together. \_\_\_\_  
e) Religious change is sometimes uncomfortable but it is necessary. \_\_\_\_  
Do you and your partner agree? Yes/No



Plans for the future

I am going to think more carefully about my communication with someone from a different religion.  
Yes/No/Maybe  
I am going to respect other cultures’ religions. Yes/No/Maybe  
I am going to ask if there is a religious taboo when I work with someone. Yes/No/Maybe  
I am going to educate my children about my religion. Yes/No/Maybe  
I am never going to \_\_\_\_\_

Answers

How different is your culture to New Zealand culture?

symbol	Meaning in New Zealand
Hot cross buns	These mean Easter and a traditional food for Christians and non-Christians at this time.
black	Death and the traditional colour of clothes at a funeral. However it is also the colour of the national sports teams - All Blacks.
white	Pure, clean, hospitals, virginity.
green	Growth, the NZ bush, peace.
Red	Blood but also red roses mean love! It is also the Labour party colour.
A crown	royalty
Blue	conservative politics
A inside a circle	anarchy
The Southern Cross	NZ - you can only see it in the southern sky; it is on the NZ flag.
kiwi	New Zealanders
silver fern	NZ but it also a sports team.
Pohutakawa tree	Christmas on the beach/summer
ANZAC poppy and biscuits	War and soldiers that died. New Zealanders wear the paper red poppy and eat the 'war food' biscuits to remember them.
the cross	Christianity
pavlova	celebration; made first by a NZ chef to celebrate the visit of Anna Pavlova the ballerina. Mother's Day and Father's Day/Christmas.
country/farm	Sheep is the main symbol of farming.

4. Learning about *tapu*, taboo and tabu  
Answer is v).  
b) Audio 10.0 In New Zealand Maori have ‘*tapu*’ but with the movement of many Maori to the city and away from traditions, many people are losing the \_\_\_\_\_ of ‘*tapu*’. However, taking off \_\_\_\_\_ before you go into a ‘*marae*’ (meeting house area), **not eating in the ‘*whare nui*’ (meeting house)** and cleansing yourself with \_\_\_\_\_ after going into an ‘*urupa*’ (cemetery) still remain the same. The head is sacred to Maori so touching it is a ‘no-no’ but not many \_\_\_\_\_ this action these days. The concept of *tapu* tells people where food and drink can and cannot be eaten. Similarly in ‘*pakeha*’ (non-Maori) society, there have been many changes in the last 50 years. Many Catholic Christians did not eat meat (taboo) on Fridays. Homosexuality and prostitution are still taboo in some religions but now are legal and becoming more \_\_\_\_\_. In certain situations you can see sexual parts of the body in \_\_\_\_\_ e.g. at nudist beaches or ‘Boobs on Bikes’ Parade in Auckland’s main street \_\_\_\_\_ a year. TV programmes also contain sexual or taboo material and taboo words late at \_\_\_\_\_ with R16 warnings only. However, spitting, urinating, using taboo words and picking your nose in \_\_\_\_\_ are still not \_\_\_\_\_. What extra information is NOT on the audio: **not eating in the ‘*whare nui*’ (meeting house)**

Gestures and body language

10.1 Positive religious gestures include making the sign of the cross on your chest (cross my heart) for a promise (h), making a circle with your index finger above your head like an angel’s halo for goodness (i) or crossing your fingers in front of you to show that you promise to do something or hope for good luck (b). Crossing your fingers behind your back usually means you are lying.  
When people pray they nearly always close their eyes. Going on your knees with your head down to show respect or to pray to a deity (god) is common in group situations (a) and also in private. Some people put their hands together in front of their face to pray (d), some at their chest or in front of it (g), children often put their hands in front of their mouths (c) and some people, usually men, ‘knit’ their fingers together and put them close to their heart (e) or forehead (f).

Useful resources:

- Censorship
- Cross cultural communication -religion in NZ
- Mispronunciation of words can become taboo words!
- Religious statistics
- Video on taboo words with questions

# Keeping Culture in Mind too!

by Yvonne Hynson

BSc , Dip TESOL , RSA cert. TESOL

An Intensive course on culture.

Student's Book

Pre- Intermediate to Advanced

Valley Music Publications (VMP)

[www.englishteacher.co.nz](http://www.englishteacher.co.nz)

2014

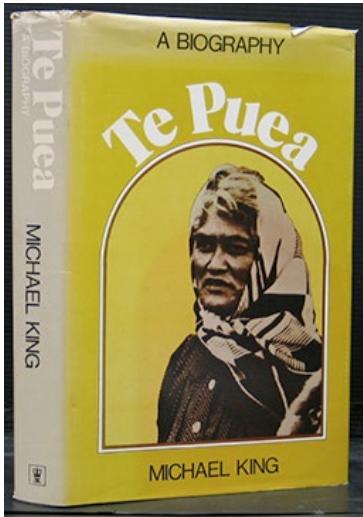
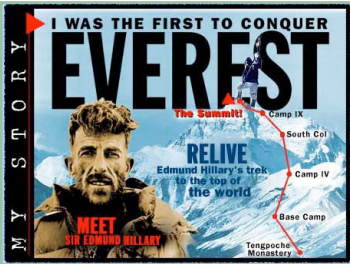
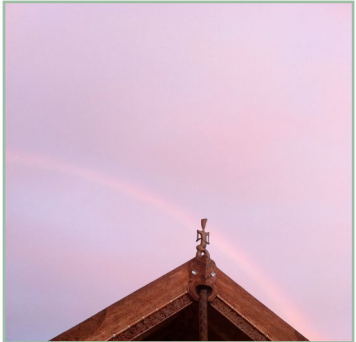
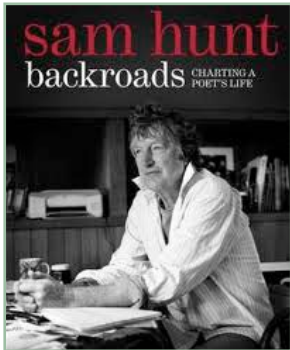
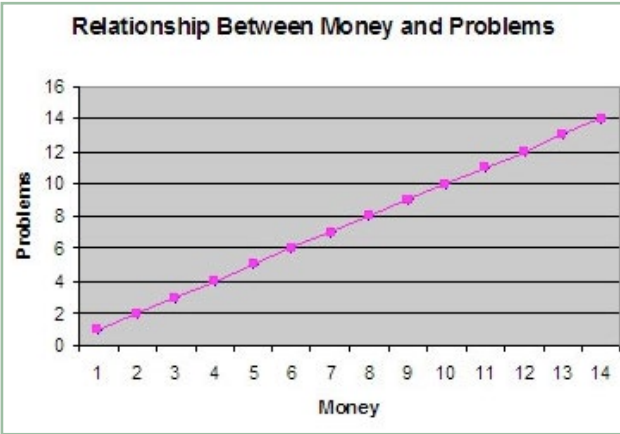
## Unit 5

### Overview of learning outcomes:

to learn about power and its impact on culture	to learn about: famous people; role models; Guy Fawkes; conflict resolution; confrontation	to learn about: showing power body language; anger	to learn about: feelings; position; prediction; background and foreground; graphs; light; audience	to learn about: signal words in lectures
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Unit 5



Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

1. Look at the photos of people.  
a) What are they doing? How do you know? eg There is a / are ... in the picture/photo  
Are they inside or outside and how do you know?  
b) How do they feel? What in the picture helped you? eg The eyes look..... the mouth looks....  
Which of the following feelings do you think the illustrations of people (pictures, photos etc) show  
i) interest  
ii) boredom  
iii) unhappiness  
iv) joy  
v) support  
vi) concentration  
vii) excitement  
viii) other emotion? \_\_\_\_\_

What body language helped you to decide?  
How do you know? What in the picture helped you? eg The eyes look..... the mouth looks....  
In which illustrations do the people meet your eyes (look directly at you)?  
(Use your finger, point to them and say, "This one and this one!")  
Do they make you feel comfortable or uncomfortable? Why?  
Do people from your culture use their face and eyes to show feelings in the same way?  
Yes/No How many of us said, "Yes!" \_\_\_\_\_  
Now look again. What parts of the body are touching? \_\_\_\_\_ and \_\_\_\_\_.  
Are the people comfortable with the touching? Yes/No Why or why not?  
What are the relationships between these people? How do you know?

2. One photo is of fireworks in the night sky. Do not use your dictionary. Which illustration is it and how did you guess?  
What is the connection with fireworks for unit 5 illustrations? (see the answers or page \_\_\_\_\_)

3. There is a graph about money and problems. It is a joke. What is the relationship between money and problems in this graph? \_\_\_\_\_

When you have a lot of money, what kind of problems does money bring?  
How many in the group agree with the relationship between money and problems in this graph? \_\_\_\_\_

4. One photo is the top of a *wharenui* (meeting house) on a *marae* (Maori meeting place and area of special cultural values).  
What is the name of the thing in the sky?  
When do you usually see it? What feeling is the photographer suggesting?

5. Who is the audience for each illustration?  
Which ones have a commercial interest ie they want you to buy something?  
Which ones are probably from a newspaper?



1. I think this unit is about money Yes/No Why or why not?

2. I think this unit is about politics and laws Yes/No Why or why not?

3. I think this unit is about famous people Yes/No Why or why not?

4. I think this unit is about sport Yes/No Why or why not?

5. I think this unit is about environment Yes/No Why or why not?

How many of us agree? \_\_\_\_\_



Unit 5: Who’s got the power?

1. Brainstorming qualities of role models

In small groups write your ideas about the following: Adjectives or short sentences describing positive qualities for cultural role models eg brave, clever etc You have 5 minutes for this so make one person the writer and everyone add ideas.

When you finish, how many of your ideas are the same as the other groups? \_\_\_\_

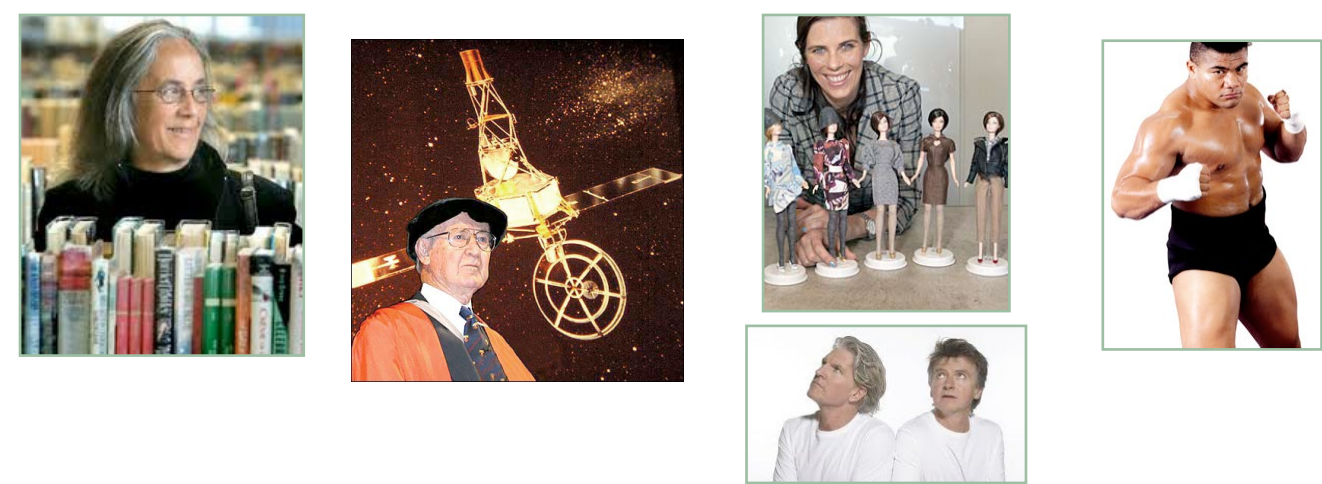
2. Putting people into groups- vocabulary to help you

a) In pairs talk about which famous New Zealand role models are: politicians, adventurers, sportsmen or women, business people -including entrepreneurs, leaders, scientists/academics, entertainers, artisans (writers, artists, dancers), heroes/heroines. [Click here to read the list.](#)



b) Write the letter or number from this list in the correct column below:  
c) Which people are more than one type of role model? \_\_\_\_\_

politicians	adventurers	sports	business	leaders	scientists/ academics	entertainers	artisans	heroes/ heroines



d) Can you name any of the 25 people in the photos on these 2 pages, the next 2 pages and the first unit page? (See the last page for the answers)

3. Comparing with your own culture and others

In New Zealand we have people from all parts of society and history who have become role models for future generations.

a) On your own write S (the same) or D (different) the table on the left for your culture. You can add another type of person to the table in the 3 free spaces.

b) Ask 3 others from different cultures about their role models and write S or D compared to YOUR culture.

In New Zealand role models are nearly always...	In my culture	Name:	Name:	Name:
men & women				
from the media				
hard workers				
creative				
patriotic				
young and old				
heroes/heroines				
business people				
political				

4. Thinking and talking about role models

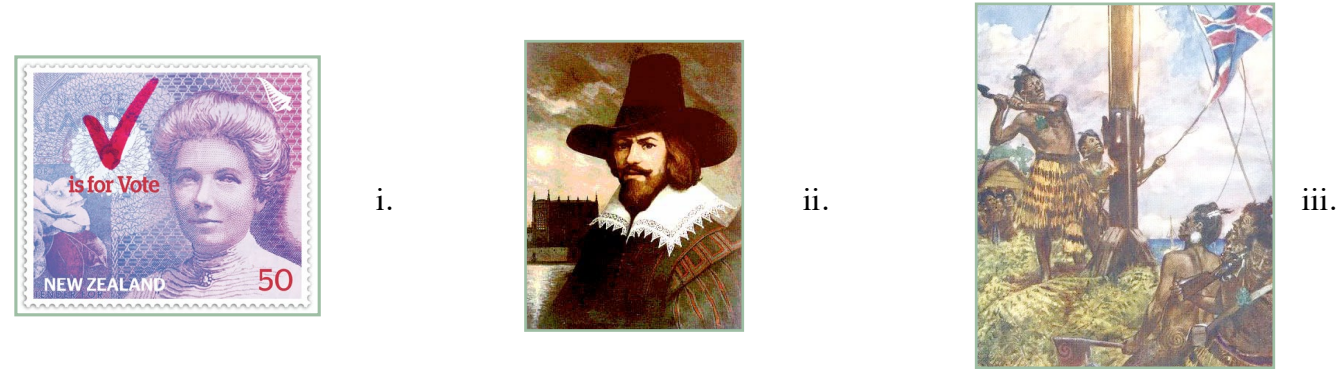
When a country is at war, its role models are more likely to be warriors and politicians. When a country is at peace, its role models are more likely to be thinkers e.g. business or creative people.

What do you think? Put an X on the line below:  
I agree \_\_\_\_\_ I disagree

How many people from another culture nearly agree ? \_\_\_\_



Social Organisation



Guy Fawkes (answer to page 61/2) fireworks representatives Kate Shepherd Hone Heke  
flagpole gates religious protesting activist vote

[Click here for help with vocabulary](#)

1. Activists in society

a) Read the following text first and put the best word or names in the space from the box at the bottom. The following three people are examples of \*confrontation with government. Two are New Zealanders and one is English. All three are \_\_\_\_\_ for change when all other methods have failed. \_\_\_\_\_ was a Maori activist. He chopped down the \_\_\_\_\_ at Waitangi for many years on Waitangi Day (New Zealand Day February 6th). He was angry and \_\_\_\_\_ about the government breaking Treaty promises - since 1853! Because of his and others' actions, the government now has the Waitangi Tribunal to review all injustices. \_\_\_\_\_ was a female activist in the late 19th century. She protested about women's rights by chaining herself to the \_\_\_\_\_ of Parliament Buildings. She was also successful and New Zealand women were the first women in the world to \_\_\_\_\_. Look on the NZ\$10 note. \_\_\_\_\_ was an English Catholic \_\_\_\_\_. He wanted the government to change the laws about \_\_\_\_\_ freedom. He tried unsuccessfully to blow up parliament buildings with all the politicians inside. In Great Britain and New Zealand we now celebrate his attempt with \_\_\_\_\_ , bonfires and barbecues on Guy Fawkes Day, November 5th.  
\* a public protest and argument against the mainstream idea  
b) Check with the audio  
c) Which person (i, ii, iii) did you read or hear about first? \_\_\_\_  
Choose from the illustrations above.



**Problem solving**

There is no right or wrong answer to this problem. Your neighbours are partying loudly again and it's already 1am. You have an important job interview tomorrow at 830am.. You really want a good night's sleep to be fresh, wide awake and make a good impression. What should you do?

a) go and tell your neighbours to be a bit quieter

b) put your head under your pillow and try and ignore it. It will be quiet eventually.

Discuss your reasons for your choice with another student.

2. Talking about confrontation Vocabulary to help you

a) Work in pairs. Put the conflict resolution in order of confrontation:  
Start with 'do nothing' and end with 'war'.  
You can use these words: violent action, strikes, petitions, tribunals/ 'hui' (discussions or meetings), 'hikoi' (peaceful marches), public 'stunts' to raise awareness

do nothing ----- war

b) Compare your order on the line above with others in the class.  
Who agrees with you? \_\_\_\_\_

3. Comparing rewards for role models

New Zealand rewards good role models with honours at New Year and on Queen's Birthday in June every year - knighthoods, titles, and medals eg OBE, Sir John Walker, Dame Kiri Te Kanawa. Another way is to recognise their effort and achievements is on \_\_\_\_\_ and \_\_\_\_\_.  
a) Ask students from another culture:  
How does your culture recognise (or reward?) hard work for the country, community or good role models?  
b) Which ways are different? \_\_\_\_\_



4. How do you think about yourself in conflict situations?

Use 1-4: 4 is strongly agree, 3 is agree, 2 is disagree, and 1 is disagree strongly.  
In most conflict situations I try to ....  
a. think about the interests and needs of the other person. \_\_\_\_  
b. win and feel good about myself. \_\_\_\_  
c. think only about the conflict process. \_\_\_\_  
d. think only about a practical conflict outcome. \_\_\_\_  
e. listen carefully to the other person's point of view. \_\_\_\_  
f. make sure the other person understands my point of view. \_\_\_\_  
g. work towards a win-win situation or compromise. \_\_\_\_  
h. be decisive and strong about how the conflict should work out. \_\_\_\_  
i. be sensitive to mutual face-saving issues. \_\_\_\_  
j. be certain to protect my own self-image. \_\_\_\_

Scoring:  
what is the total of a)+c)+e)+g)+i) = \_\_\_\_ Individualistic conflict  
what is the total of b)+d)+f)+h)+j) = \_\_\_\_ Collectivistic conflict

Interpretation:  
Scores can range from 5-20 on either. The higher the score, the more individualistic or collectivistic you are. If they are both the same, you often see the conflict from both points of views.  
Who from another culture has nearly the same score? \_\_\_\_\_

Gestures and Body language

Look at the pictures of people and body language.

- a) Which ones mean:  
I am open to your opinion \_\_\_\_  
I have a different opinion and you cannot change my mind \_\_\_\_ \_\_\_\_  
I am the boss so I know best (but I am listening) \_\_\_\_  
you are a ‘pain in the neck’ (annoying me) \_\_\_\_

Does your partner agree? Yes/No

b) Check with your teacher before you *mime and your partner guesses the meaning*.

- c) When New Zealanders disagree, they shake their heads from side to side and often fold their arms and legs too. Do you do this? Yes / No  
d) When you open your arms and hands towards the other person, what does this mean?  
Why do many politicians use this gesture on TV?  
e) How do you show you agree or respect the speaker? Do you look at the person’s eyes, or look down, shake your head up and down (nodding), put your hand on your chin (this means you are thinking carefully about the speaker’s words), or something different?

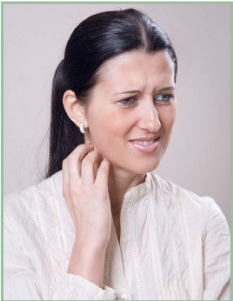
In small groups, which gestures are the same in your culture? Write your answers below:



i.



ii.



iii.



iv(a.)



iv(b.)

- f) Try this quiz on body language and compare your score with others.  
[Click here](#)

My score: \_\_\_\_\_  
The score most different to my own: \_\_\_\_\_

Words and language (literacy)

Learning about signal words in speeches and text

1. Signals to introduce:  
I’m going to talk / tell/ show you .....  
First of all, firstly, secondly, finally, another important .....,  
to finish, to summarise, briefly, to sum up  
2. Signals to help you understand a new word, idea or concept:  
That is to say, \_\_\_\_\_ is *Maori* for \_\_\_\_\_, remember \_\_\_\_\_ is ....., literally means....., by that I mean, this means, this is, this allows/can..., these are, for example, all of these mean...  
3. Signals to show you opposites or differences:  
against, in direct contrast, however, now although...  
a) Listen and underline the words above when you hear them.  
b) Complete the notes from the lecture below:



Title: \_\_\_\_\_ in New Zealand.

- Collectivist culture: \_\_\_\_\_ (meetings for discussion) on a marae (local meeting place for one main group of Maori). Time is \_\_\_\_\_ . \_\_\_\_\_ decisions.
- Individualistic culture: Discussions but with a \_\_\_\_\_ for time.
- The dominant culture and majority government in NZ is \_\_\_\_\_ but is becoming a blend of collectivist values. For example the government has set up \_\_\_\_\_tribunals (places for discussion with 3 judges to advise) e.g. for \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. There is also the Waitangi Tribunal to hear grievances and injustices. There is \_\_\_\_\_ to march, demonstrate or show disagreement with government. An Ombudsman or \_\_\_\_\_ (M.P) can help too. Petitions need \_\_\_\_\_ signatures before the government considers changes.
- Activists are \_\_\_\_\_ or religious. They work \_\_\_\_\_ the dominant culture.





Reflections



1. What is the most interesting difference in role models between your culture and NZ?

2. Look at least three different partners’ (from a different culture) results from this unit: 1-12 (role models, conflict and confrontation, body language and literacy).

Who from another culture thinks nearly the same as you?

(Name) \_\_\_\_\_ What country did they come from? \_\_\_\_\_

Why does this person think nearly the same as you?

3. Choose the best answer for you:

1=Strongly agree 2= agree a bit 3= disagree a bit 4= strongly disagree

a) I try to stay firm in my \*conflict requests. \_\_\_\_

b) I tend to take my time to understand the history of the conflict. \_\_\_\_

c) Problems between different cultures speaking English are only because of language level and pronunciation. \_\_\_\_

d) I try to persuade other people that my way is the best. \_\_\_\_

e) I usually apologize just to ‘soften’ the conflict situation. \_\_\_\_

f) The dominant culture should decide everything in society. \_\_\_\_

g) The history of my culture is more important than my new life here. \_\_\_\_

h) Change is sometimes uncomfortable but it is necessary. \_\_\_\_

i) The winner writes the history and changes society. \_\_\_\_

\*argument with hurt on both sides of the argument

Plans for the future

I am going to think more carefully about conflict styles. Yes/No/Maybe

I am going to explain reasons for role models to my children. Yes/No/Maybe

I am going to tell my children about my cultural history. Yes/No/Maybe

I am going to respect other cultures’ views but show mine too. Yes/No/Maybe

I am never going to ...



Answers

2. b) politicians: o p (xiii), adventurers: c d, sportsmen or women: h i j k l viii xxiii xxiv business people:e f (g)(p) (q) (r), leaders: (d)(o) ix x xi xii, scientists/academics:g m n, entertainers: u v z i ii iii iv v vi xix xx xxi xxii, artisans (writers, artists, dancers): q (r) t w x y z, heroes/heroines: a b  
c) Any in brackets are in more than one role

Who is where?

page 61 from top left:Dame Helen Clark, The Concords, Sam Morgan, Beatrice Faumuina, Sam Hunt, Peter Snell, Robyn Malcolm, Jean Batten, Peter Jackson, Sir Edmund Hillary, Sir Apirana Ngata, Te Puea  
page 63: Sir Ernest Rutherford, John Rowles, Susan Devoy, Topp Twins  
page 64: Patricia Grace, William Pickering, Karen Walker, David Tua, Neil and Tim Finn,  
page 65: Kate Shepherd, Hone heke  
page 66: Colin Meads, Billy T. James, Sir Apirana Ngata  
page 68: Robyn Malcolm

Social Organisation

The following three people are examples of \*confrontation with government. Two are New Zealanders and one is English. All three are **representatives** for change when all other methods have failed.

**Hone Heke** was a Maori activist. He chopped down the **flagpole** at Waitangi for many years on Waitangi Day (New Zealand Day February 6th). He was angry and **protesting** about the government breaking Treaty promises - since 1853! Because of his and others’ actions, the government now has the Waitangi Tribunal to review all injustices.

**Kate Shepherd** was a female activist in the late 19th century. She protested about women’s rights by chaining herself to the **gates** of Parliament Buildings. She was also successful and New Zealand women were the first women in the world to **vote**. Look on the NZ\$10 note.

**Guy Fawkes** was an English Catholic **activist**. He wanted the government to change the laws about **religious** freedom. He tried unsuccessfully to blow up parliament buildings with all the politicians inside. In Great Britain and New Zealand we now celebrate his attempt with **fireworks**, bonfires and barbecues on Guy Fawkes Day, November 5th.

\* a public protest and argument against the mainstream idea

Words and language (literacy)

This morning I am going to talk to you about Conflict Resolution in New Zealand. This will be a brief overview to show you how collectivist culture has influenced society and the government response.

First of all let’s look at Maori beliefs as they are the biggest group representing collectivist culture. Important issues are discussed in a hui in the wharenui on a marae. Hui is Maori for meetings for discussion and include all the members of the local tribe and often extends to visitors if the issue affects them too. Remember the marae is the local meeting place for one main group of Maori and the building on the marae where this takes place is the wharenui, which literally means the big house. There is protocol, and by that I mean rules for who speaks first and the order of speakers but the decision is made by the group and time is not important. Consensus is. That is to say everyone agrees on the outcome.

This is in direct contrast to the dominant culture: Europeans and individualists. Discussions are important, of course, but there is a deadline timewise. The majority influence the final decision and the outcome is not always representative of everyone at the meeting. This can and often does lead to confrontation. Those unhappy with the result may demonstrate, start petitions, march in the streets or if the issue is work related, they may take industrial action and strike. Activists may be **political, social** or religious and they work **against** the dominant culture.

Now although the dominant culture and majority of government representation in NZ is individualistic, it is becoming a blend of collectivist values. For example the government has set up several (**more than 20**) tribunals. These are places for discussion with up to 3 judges to advise but less formal than a regular court. There is a Tenancy tribunal. This is about housing. The landlord or landlady and the tenants both give their sides of the issue and a judge makes the final decision. This allows ordinary New Zealanders the opportunity to argue about rent or irresponsible landlords, and the return of the bond money when they move out.

The Tenancy Tribunal holds the bond money, not the landlord. If tenants cause any damage, the landlord can also go to the Tenancy Tribunal to ask for bond money.

Two other tribunals are employment and disputes. They work in a similar fashion. If you think your boss is unfair, or your worker is irresponsible, you can discuss the issue in the Employment Tribunal. Disputes Tribunal is for arguments between neighbours, people who owe you money or any small money dispute.

Finally, there is also the Waitangi Tribunal to hear Maori grievances and injustices. All of these tribunals mean there is less pressure on the legal or court system and you do not need a lawyer or a lot of money to resolve an issue.

There is freedom to march, demonstrate or show disagreement with government in New Zealand in safety. An Ombudsman or Member of Parliament (M.P) can help too. However, petitions need a lot of signatures before the government considers changes.

So to sum up, collectivists believe consensus not time is important. Individualists believe in discussion but need a result within a time deadline. The dominant culture and majority government in NZ is **individualistic**, but collectivists are changing and shaping the society to reflect their values more. NB the audio says several but there are **more than 20**

Further Resources:

- Cross cultural communication
- secondary school language key concepts
- Tribunals
- Body language
- 2013 Honours list
- 2013 Honoured New Zealanders

# Keeping Culture in Mind too!

by Yvonne Hynson

BSc , Dip TESOL , RSA cert. TESOL

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2014

## Unit 6

### Overview of learning outcomes:

to learn about death, the end of cycles and their impacts on culture	to learn about: the attitude to money; euphomisms; fate or free will?; reciprocity and face	to learn about: handshakes; proxemics; power and respect	to learn about: feelings; prediction; background and foreground; numbers; audience for images	to learn about: euphomisms
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Unit 6



13



7 3



70



1. I think this unit is about luck. Yes/No Why or why not?
2. I think this unit is about Christmas and December in New Zealand. Yes/No Why or why not?
3. I think this unit is about giving money. Yes/No Why or why not?
4. I think this unit is about death. Yes/No Why or why not?
5. I think this unit is about fate. Yes/No Why or why not?
- How many of us agree? \_\_\_\_\_

Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

1. Look at the photos of people.
- a) What are they doing? How do you know? eg There is a / are ... in the picture/photo
- Are they inside or outside and how do you know?
- b) How do they feel? What in the picture helped you? eg The eyes look..... the mouth looks....
- Which of the following feelings do you think the illustrations of people (pictures, photos etc) show
- i) interest
- ii) boredom
- iii) unhappiness
- iv) joy
- v) support
- vi) sadness
- vii) excitement
- vii) other emotion? \_\_\_\_\_
- What body language helped you to decide?
- How do you know? What in the picture helped you? eg The eyes look..... the mouth looks....
- In which illustrations do the people meet your eyes (look directly at you)?
- (Use your finger, point to them and say, "This one and this one!")
- Do they make you feel comfortable or uncomfortable? Why?
- Do people from your culture use their face and eyes to show feelings in the same way?
- Yes/No How many of us said, "Yes!" \_\_\_\_\_
- Now look again. What parts of the body are touching? \_\_\_\_\_ and \_\_\_\_\_ .
- Are the people comfortable with the touching? Yes/No Why or why not?
- What are the relationships between the people? How do you know?

2. One man is wearing a red suit and is in a red car. What is his name? \_\_\_\_\_
- What do red, green and black mean in the illustrations? (the flower, the decorations on the tree, the decorations in the party room).
- Do these colours have the same meanings in everyone's culture?
- How many in the group said yes? \_\_\_\_\_
- What does X in Xmas mean? Which religion does it come from?
- How many in the group belong to this religion? \_\_\_\_\_
- Which picture is a horse shoe? How do you know? Why is the horse shoe a U shape and not upside down? What is inside the U shape? What does it mean?
- Which country does this symbol in the U come from? \_\_\_\_\_ Why is it green?
- How many in the group knew all the answers? \_\_\_\_\_

3. Look at the numbers. What do they mean? Anything?
- Which ones are good luck? \_\_\_\_\_ Are they the same in your culture?
- How many said yes? \_\_\_\_\_
- Which number comes from Christian religion and means bad luck?
- How many in the group have the same meanings? \_\_\_\_\_

4. Three illustrations are about telling the future. Which ones are they and how do you know?
- Which two have got signs for each person? (Use your finger, point to them and say, "This one and this one!") Who knows the names of their signs? Names: \_\_\_\_\_
- \_\_\_\_\_

5. Who is the audience (magazine, friends, Facebook, newspaper, newsletter etc) for each illustration?
- What age group are interested in the illustrations and why do you think so?



Unit 6: The end

1. How different is your culture from New Zealand culture? Useful vocabulary to help



( a )

Write the correct letter in the text ( ) on this and the next page to match the meanings of the 12 photos. Some are more than once.  
The first one is an example.  
Traditional Maori believe the *marae* (meeting house complex) links the dead with the living and with those yet to be born. The *tangi* (funeral for the dead) on the *marae* helps *Maori* remember their *whakapapa* (descent) as *Maori*. It also includes the landscape because the ancestors are in the cemetery (*urupa*) and it is on the *marae*, next to the meeting house. ( c )

There are many rituals (important customs) with the *tangi* (ceremony for the dead): a *powhiri* ( ) (a special introduction before you go on a *marae*), last respects, burial ( ), cleansing and finally relaxation. It usually lasts 3 days and allows people to come from far away to say goodbye to the *tupapaku*. The hosts provide food and shelter and everyone sleeps on the *marae*.

The coffin ( ) is open and close family stand nearby all the time, some wear *kawakawa* leaves in their hair ( ) but all wear black. Visitors and friends ( ) can touch the *tūpāpaku* (dead person) for the last time, talk frankly to them, sing, tell jokes or just cry. On the last night close relatives, often the older women hold a vigil ( ). At sunrise they close the coffin ( ) before they bury the loved one ( ), usually with some Christian prayers in the cemetery (*urupa*). Once the loved one is in the *urupa*, the spirit then travels to the tip of *Aoteaora* (New Zealand) at Cape Reinga (*Renenga Wairua*) and climbs down the old pohutukawa tree and on to *Hawaiki*, the original homeland of all *Maori*. ( )

After the burial, everyone bows their heads, washes their hands or sprinkles some water on their heads before they leave. A feast (*hakari*) is after all of this. ( ) The hosts expect a gift towards the meals or *koha* (money to help with the ceremony) and they like help in the kitchen. After this, at the home or place of death, a priest says prayers (*karakia*) to cleanse these places. The last night is for relaxation and rest. For the next 3 nights a widow or widower is not left alone.



( b )



( c )



( d )



( e )



( f )



( g )



( h )



( i )



( j )



( k )



( l )

However, *tangi* is changing with more *Maori* choosing different ways. A loss of connection to the institution (*tangihanga*) ( , , , ) through migration, not knowing who the people are at the *marae* ( ), not feeling comfortable because of those factors and a loss of spirituality are some of the reasons Professor Tapsell believes people are choosing to do things differently. (Saturday June 23, 2012 4:22 PM NZ Herald)

Typical New Zealand funerals are often less than a day, with cremation of the loved one's ashes in an urn ( ) and not a burial in a cemetery ( ). Not all ceremonies are Christian but people still usually wear black clothes ( ). There is usually a short time after the ceremony to eat finger food, drink tea and talk about the dead person in a nice way.

Do you and a partner agree about the pictures (a)-(l)? Yes/No

2. Comparison with others

What is the same or different in your culture for funerals?  
Write some key words under the headings a) and b) below.

a) The same:

b) Different:

Talk with someone of a different religion or nationality about funerals.  
How many similarities are there between you? \_\_\_\_\_  
If possible talk to as many different students from different religions or nationalities.

What was the most interesting cultural difference? Write a sentence (or more) below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

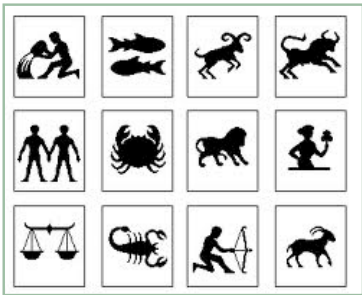


Social Organisation

1. The end of a cycle. Are you the same as most New Zealanders?  
Useful vocabulary to help you understand.

Write (s) the same or (d) different from New Zealand society for the following:  
The local community alcohol outlets financially support some charities. \_\_\_\_  
The government uses some of the money from Lotto to support charities. \_\_\_\_  
Religious and non- religious groups have charity ‘drives’ in December. \_\_\_\_  
The government decides Christmas and New Year public holidays. \_\_\_\_  
The government decides the dates for the end of the school year. \_\_\_\_  
The government pays for up to a week off work for a death in the family. \_\_\_\_  
The government only control health issues about death. \_\_\_\_  
Police increase fines for speeding and ‘drink driving’ in December. \_\_\_\_  
The family always decides about a ceremony for a person’s death. \_\_\_\_  
The relatives do not always stay with the dead person until burial. \_\_\_\_  
You do not have to have a religious ceremony at death. \_\_\_\_  
Most companies have an end of year party. \_\_\_\_  
Not every company has an end of year bonus system. \_\_\_\_  
The government controls Lotto and types of gambling. \_\_\_\_  
Local businesses decorate shops, streets and have parades to celebrate Christmas/the end of the year. \_\_\_\_  
Boxing Day (26th of December) sales are popular now. \_\_\_\_  
Most families have a Christmas dinner party at home. \_\_\_\_

Talk to someone from a different culture and compare answers.  
Check with others.  
Who is the most similar to your culture? Name: \_\_\_\_\_



**Problem solving**  
**There is no right or wrong answer to this problem.**  
The class end of semester/term/year party is on the same afternoon and time as a family member’s birthday. You really like everyone in the class and have enjoyed studying with them but you can only go to one party as your home is far from school. What do you do?  
a) Go to your class party and spend more time with your family member that evening.  
b) Go to your family members party, explain to your class members why you cannot come and organise another party with them some other time.

**Discuss your answer with another student. Put an X in the O**  
My partner has nearly the same answer as me. O  
My partner is completely different to me. O

**2. A survey about fate, luck and gift giving**  
Each pair chooses a different one of the following questions. Find out how many people say yes, look at your results together and write an answer using the survey language pattern example. Tell the class your result.  
e.g. Nearly all of us have more than one kind of funeral in our culture etc

Do you have more than one kind of funeral in your culture?  
Do you think the cost is more important than the usefulness of the gift?  
Do you make resolutions (wishes for future changes) on New Year’s Eve?  
Do you make plans for next year at the end of December?  
Do people in your culture give money to charities at New Year /Christmas?  
Do you think you should always give a bigger gift back to someone?  
Do you usually buy gifts for your boss in your culture?  
Are funerals less than one day in your culture?  
Do you think gift giving is too commercial and shops advertise too much?  
Do you believe there are lucky numbers?  
Does your culture believe in horoscopes (personal future predictions) ?  
Does your culture believe in fate (you cannot change your path in life) ?  
Are you religious?  
Do workplaces have end of year parties?

Result: \_\_\_\_\_ of us \_\_\_\_\_



**3. Gift giving team activity**  
Work in teams of three or four. This year you have \$300 to spend on presents for 8 people and can choose things from \$2, 5, 10, 20, 50, 100 from the following shops or charities in New Zealand. Talk about what is the best present and why you think \$(?) is enough. You have a month before Christmas to make something handmade but materials cost \$10-50. People say they like your homemade gifts. When you finish, one person stays to answer questions and the other two or three go and ask other group questions about their choice of gifts and costs.  
Which other group is the most similar to you ? Names & countries:

- 1. Your best friend – last year he gave you a gift worth \$100 and your’s was handmade and worth \$20 but he really loved it.
  - 2. Your older married sister, brother-in-law and nephew– last year they gave you a gift worth \$20 but it was really useful. She is pregnant, he doesn’t like you and their son is 2 years old. You gave ~\$50
  - 3. Your boss – last year he gave you \$100 bonus and you gave him a homemade gift but this year there was no work bonus. You like him and you also want time off next year to study.
  - 4. Your mother and father- last year they spent \$100 on you. You had a big argument with them this year. You still believe your reasons for the argument are right. Last year you spent \$50 on each of them.
  - 5. Your younger brother – he is still a student so his gifts are always <\$20. You love him dearly.
- \$2 shop:** all kinds of gifts but not quality eg cosmetics, ornaments, glass & plastic things.  
**Chemist:** quality cosmetics, personal grooming eg brushes, combs, razors, health supplements.  
**Trade Aid Shop:** high quality ornaments, kitchen and bathroom things, unusual things from workers in poor countries who get all the profit from the volunteers in the organisation.  
**Supermarket:** medium quality foodstuffs in gift packs, cheap medium quality groceries – cosmetics, personal grooming items, kitchen utensils and crockery, some clothes like socks, underpants and stockings.  
**Department Store** (poor to medium quality): toys, gardening materials, cosmetics, clothes, kitchen and household stuff, car items, IT items, entertainment – CDs, DVDs, books, camera/phones, Lotto tickets and other gambling cards.  
**Department Hardware Store** (medium quality): toys, gardening materials, car items, tools, DIY stuff, storage, outdoor and camping equipment.  
**Global charity donation \$10 or more vouchers:** feeding the poor, helping with clean water, medicines for the poor, help for disasters – shelter, clothes etc, or cancer research.



# Gestures and Body language

## 1. Learning about customs for the end of the year

- a) Match the pictures to the words below. Write the text under the picture of the body language.  
b) Check your answers with a partner from a different culture. Read the questions a) to e) and think about the answers before you ask and answer the questions a)-e) in small groups from different cultures.

hug                      show respect to elders                      wave goodbye                      kiss under the mistletoe



- a) It is a custom in New Zealand for people to kiss and hug (in public) at Christmas and at New Year's Eve parties (31st December pm). In Maori tradition the head is 'tapu' (sacred) and you should not touch it. By law you can complain if someone touches you too much or in personal places (sexual harassment). Can you kiss and hig in public?  
Is the head sacred in your culture?  
Does your culture have sexual harassment laws? What happens if I touch someone too much?  
b) To show respect, New Zealanders bow their heads but this is more often in prayer.  
How do you show respect with your body in your culture?  
c) To say goodbye New Zealanders wave their upright arm from left to right with an open hand.  
What do you do? Show me.  
d) New Zealanders sometimes kiss the person standing under 'mistletoe' ( a traditional plant decoration) at Christmas.  
Do you have a similar custom or a special plant for end of year celebrations?  
e) Parts of the body anyone can touch in public:  
hand, shoulder, arm, back, head, feet, lower leg.  
What parts of another person's body (e.g. a classmate) can you touch?

Which body language is the same as New Zealanders in your culture? \_\_\_\_\_  
Which body language about end of year parties (Christmas or New Year's Eve) was the most interesting?

# Words and language (literacy)

## 1. Learn about euphemisms

Euphemisms are 'softer' words and we use them for sensitive situations like death e.g. She died is 'hard' so we say she 'passed away' or 'she passed over'. Some Christians say 'she's gone to heaven' or 'gone to a better place.'

The US Army also uses words to confuse the public about death and some governments also use this kind of propoganda (false advertising) e.g. 'collateral damage' means the army killed civilians not soldiers and 'friendly fire' means your own army killed its own soldiers or other supporting soldiers by mistake.

New Zealanders say 'road toll' for the number of deaths from car accidents over major public holidays.

## 2. Listen to a comedian talk about euphemisms

- a) Listen to George Carlin on youtube talk honestly about [euphemisms](#)  
b) Match the examples with the euphemisms. The first is an example:

toilet paper ( d )  
medicine ( )  
sneakers ( )  
information ( )  
false teeth ( )  
dump ( )  
car crash ( )  
motels ( )  
house trailers ( )  
used cars ( )  
room service ( )  
poor people in slums ( )  
'broke' ( )  
cripples ( )  
the old ( )

a. directory assistance  
b. medication  
c. guestroom dining  
d. bathroom tissue  
e. mobile homes  
f. previously owned transportation  
g. economically disadvantaged occupy substandard housing in inner cities  
h. physically challenged  
i. senior citizens  
j. automobile accidents  
k. landfill  
l. negative cash flow position  
m. running shoes  
n. dental appliance  
o. motor lodges

1. What does george Carlin say about how language has changed?  
a) The number of syllables to describe something has increased/decreased with time.  
b) It is less/more dishonest.  
c) Euphemisms hide the true meaning. True/false/don't know  
d) Euphemisms do not change the condition of anything. True/false/don't know  
e) Governments, insurance companies and politicians use them less/ more than ordinary people.  
f) What examples from his talk does he use to describe 'shell shock' from over 70 years ago?  
b \_\_\_\_\_ f \_\_\_\_\_ ,  
operational e \_\_\_\_\_ ,  
p \_\_\_\_ t \_\_\_\_\_ s \_\_\_\_\_ d \_\_\_\_\_

2. In small groups, ask and answer the following questions:  
a) What problems can this kind of language (euphemisms) cause?  
b) Why do governments and society use this kind of language?  
c) Can you translate any example from your own experience or culture?  
d) Is your cultural example similar to any partner? Yes / No / a bit similar  
e) Have you heard any of George Carlin's examples before? Yes/No



Reflections



1. What is a new difference between your culture and New Zealand from this unit?
2. It is important to have a ceremony for a dead person in your culture to remember your ancestors and make extended family bonds tighter. Yes /No
3. It is interesting to learn about ‘foreign’ holidays and special days not the same as my culture. Yes / No / Sometimes
4. There is at least one other person (from another culture) with the same values as me or has answers similar to me. Yes / No / only one person  
What do you have in common?
5. I think fate and luck have a lot of control over my life. Put an X on the line to show your opinion:  
I agree a lot \_\_\_\_\_I disagree a lot.
6. It is important to use ‘softer’ words for sensitive situations. Put an X:  
I agree a lot \_\_\_\_\_I disagree a lot.

Plans for the future



- I am going to have a traditional funeral. Yes/ No /Maybe
- If a Maori friend asks me to go to a *tangi*, I am going to go. Yes/No/Maybe
- I am going to go to a New Zealand party at the end of the year. Yes/ No /Maybe
- I am going to celebrate Christmas this year in my own way. Yes/ No /Maybe
- I am going to learn more about the cultures I live with. Yes/ No /Maybe
- I am going to be careful about touching people. Yes/ No /Maybe
- I am never going to

Answers

1. *How different is your culture to New Zealand culture?*  
Traditional Maori believe the *marae* (meeting house complex) links the dead with the living and with those yet to be born. The *tangi* (funeral for the dead) on the *marae* helps *Maori* remember their *whakapapa* (descent) as *Maori*. It also includes the landscape because the ancestors are in the cemetery (*urupa*) and it is on the *marae*, next to the meeting house. (c)

There are many special customs (rituals) with the *tangi* (ceremony for the dead): a *powhiri* (b), last respects, burial (d), cleansing and finally relaxation. It usually lasts 3 days and allows people to come from far away to say goodbye to the *tupapaku*. The hosts provide food and shelter and everyone sleeps on the *marae*.  
  
The coffin (e) is open and close family stand nearby all the time, some wear *kawakawa* leaves in their hair (g) but all wear black. Visitors and friends (h) can touch the *tūpāpaku* (dead person) for the last time, talk frankly to them, sing, tell jokes or just cry. On the last night close relatives, often the older women hold a vigil (f).

At sunrise they close the coffin (e) before they bury the loved one, usually with some Christian prayers in the cemetery (*urupa*) (d). Once the loved one is in the *urupa*, the spirit then travels to the tip of *Aotearoa* (New Zealand) at Cape Reinga (*Renenga Wairua*) & climbs down the old *pohutukawa* tree and on to *Hawaiki*, the original homeland of all *Maori*. (a)  
  
After the burial, everyone bows their heads, washes their hands or sprinkles some water on their heads before they leave. A feast (*hakari*) is after all of this. (i) The hosts expect a gift towards the meals or *koha* (money to help with the ceremony) and the host likes help in the kitchen. After this, at the home or place of death, a priest says prayers (*karakia*) to cleanse these places. The last night is for relaxation and rest. For the next 3 nights a widow or widower is not left alone.

However, *tangi* is changing with more *Maori* choosing alternatives. A loss of connection to the institution (*tangihanga*) (b,c,d,f,g) through migration, not knowing who the people are at the *marae* (c), not feeling comfortable because of those factors and a loss of spirituality are some of the reasons Professor Tapsell believes people are choosing to forgo mourning rituals. (Saturday June 23, 2012 4:22 PM NZ Herald)  
  
Typical New Zealand funerals are often less than a day, often cremation of the loved one’s ashes in an urn (k) and not a burial in a cemetery (l). Not all ceremonies are Christian but people still usually wear black clothes (j). There is usually a short time after the ceremony to eat finger food, drink tea and talk about the dead person in a nice way.

*Literacy - Euphemisms*  
toilet paper (d) medicine (b) sneakers (m) information (a) false teeth (n) dump (k) car crash (j) motels (o)  
house trailers (e) used cars (f) room service (c) poor people in slums (g) ‘broke’ (l) cripples (h) the old (i)  
1. *What does George Carlin say about how language has changed?*  
a) The number of syllables to describe something has **increased** with time.  
b) It is **more** dishonest.  
c) Euphemisms hide the true meaning. True  
d) Euphemisms do not change the condition of anything. True  
e) Governments, insurance companies and politicians use them **more** than ordinary people.  
f) What examples from his talk does he use to describe ‘shell shock’ from over 70 years ago?  
battle fatigue, operational exhaustion,  
post traumatic stress disorder

Further Reading:

[Cross cultural communication](#)  
[ESOL teaching and culture](#)  
[Marae information for tikanga](#)  
[Tangi 1](#)

# Keeping Culture in Mind

by Yvonne Hynson

BSc , Dip TESOL , RSA cert. TESOL

An Intensive course on culture.

Student's Book

Pre- Intermediate to Advanced

Valley Music Publications (VMP)

[www.englishteacher.co.nz](http://www.englishteacher.co.nz)

2014

## Exit Unit

### Overview of learning outcomes:

to learn about your personal view and its impact on your cultural identity	to learn about: personal behaviour; world citizens; savoirs; support networks; adaptability	to learn about: physical things: clothes, smell; posture; proxemics; silence; feelings	to learn about: feelings; relationships; prediction; background and foreground; symbols; perspective; colours; status; position if objects in images	to learn about: emotive words in texts to influence you
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# Exit Unit



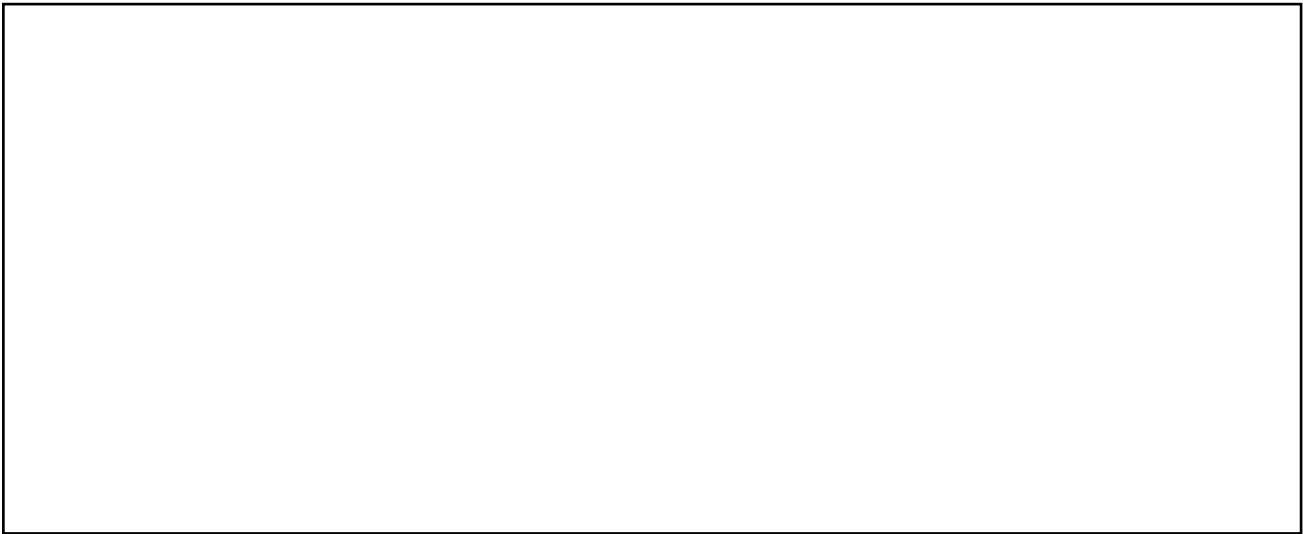
*In small groups answer the questions below:*

1. I think this unit is about people. Yes/No why not?
  2. I think this unit is about hands. Yes/No Why or why not?
  3. I think this unit is about feelings Yes/No Why or why not?
  4. I think this unit is about countries Yes/No Why or why not?
- How many of us agree? \_\_\_\_\_

# Reading illustrations (pictures, photos etc)

*In small groups answer the questions below:*

1. Look at the pictures of people. What are the people doing in each picture?  
What in the picture helped you to understand?  
Are the photos inside or outside? How do you know?
2. Which pictures or photos are about feelings?  
(Use your finger, point to them and say, "This one!")  
How do you know?  
Which ones are negative feelings? \_\_\_\_\_  
How do people use their head to show interest?
3. Look at the picture of a man and a woman. What is their relationship to each other (probably)?  
Why isn't the man speaking?  
Do the men in the group photos show status (position or class in society) in any way? How?  
In your culture how do you show you are more important than another person?
4. What is the picture of hands about? good luck promises friendship other?  
How do you know?
5. In which illustrations do the people look away from you and not at the camera?  
(Use your finger, point to them and say, "This one!")  
What does the artist want you to look at?  
How important is the background of each illustration?
6. What do you think of when you see a rainbow?  
Which part of the word rainbow helps you with the meaning?  
When do you see a rainbow?  
How many of us have seen a rainbow in New Zealand? \_\_\_\_  
How many of us have seen a rainbow before? \_\_\_\_
7. What does the picture of the yellow ball with the blue balls mean?  
Do the colours of the balls mean anything? Why or why not?
8. There is a picture of a ball with flags on it. Can you see your flag?  
Why are the flags on a ball?  
What does the artist want you to think?  
Can you draw your flag in the box below (or show your flag) to other students now?



Exit Unit: Time to go

1. Brainstorming aspects of culture

In small groups write your answers to the following:

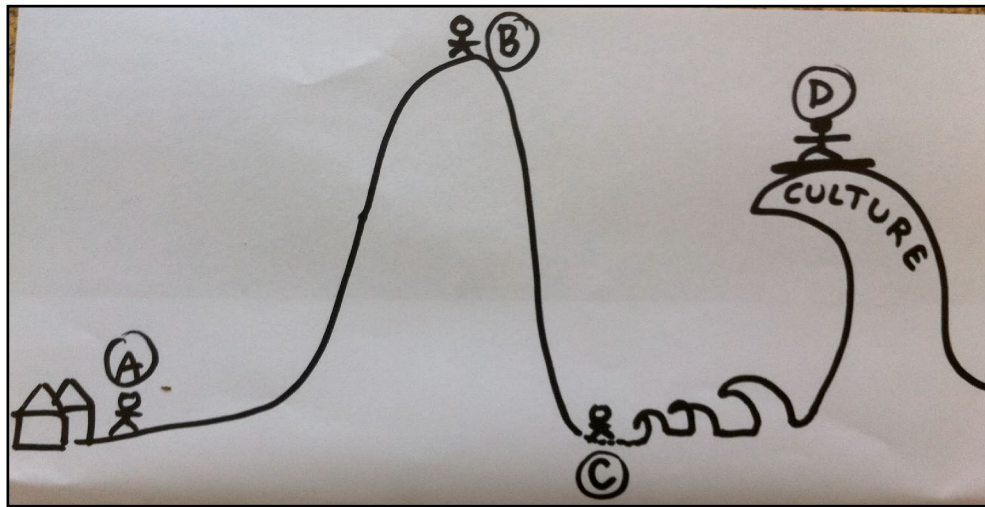
1. What aspects of culture are the same for everyone?

2. What affects how we celebrate or do cultural activities?

Which group has the most relevant answers and did not repeat ideas? \_\_\_\_\_

2. Thinking about cultural knowledge.

Which person are you in the picture of the tidal wave of culture below **before** you came to New Zealand? A,B,C or D? \_\_\_\_\_



Adapted from AWEA

3. Thinking about understanding and learning about culture.

- i. In the picture above which person are you now?
- Check the O on the right for the best answer A)-D) for you
- A) The person in the village who can't see the tidal wave of new culture? O
- B) The person on the hill who can see the tidal wave of new culture and feels safe? O
- C) The person on the beach who can see the tidal wave of new culture & feels worried? O
- D) The person on the surfboard? O
- Talk to a partner from a different culture. Do you agree with your partner Yes/No Why or why not?
- How many of us in class are A) \_\_\_ B) \_\_\_ C) \_\_\_ D) \_\_\_ ?
- ii.. In small groups answer the following questions:
- a) Is it important to understand the relationship of individuals to their society? Why or why not?
- How many of us agree? \_\_\_\_\_
- b) Is learning cultural knowledge enough or do you need to relate new knowledge to your own culture?
- c) Do you have to make changes when you live in another culture or is it enough to understand the differences between you and not change anything?
- d) Do you need to know **how** to discover new cultural information or not?
- e) Do you need to value and respect the beliefs of others or not?
- What was the easiest question for you to answer? a O b O c O d O e O
- What was the most difficult question for you to answer? a O b O c O d O e O

4. i) Learning about culture shock Use this vocabulary to help

Listen and put the speaker's letter (A) on the line to show their position at the time of the interview.

a) Match the following to the numbers on the culture shock graph.

Write the number after each one below.

You are excited about returning home. \_\_\_\_

Everything is new, interesting and exciting. \_\_\_\_

You may feel homesick, depressed and helpless. \_\_\_\_

Differences become apparent and irritating. Problems occur and frustration starts. \_\_\_\_

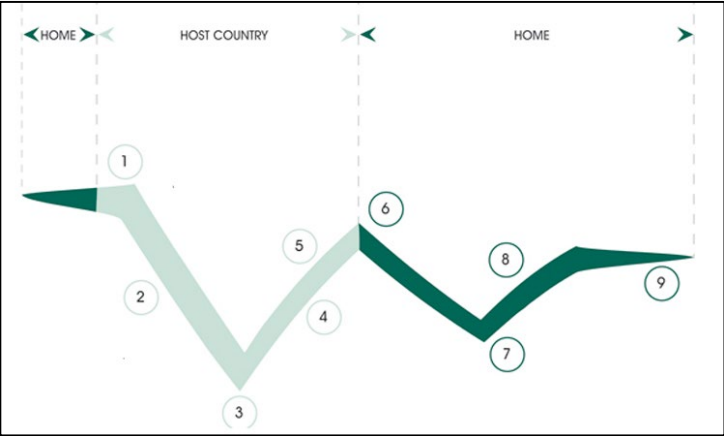
You may feel frustrated, angry or lonely because your family and old friends don't understand your experiences in another country. People don't understand how you changed. You miss the host culture and friends. You may look for ways to return. \_\_\_\_

You develop strategies to cope with difficulties and feelings, make new friends and learn to adapt to the host culture. \_\_\_\_

You accept the cultural differences. You see the host as your new home. You don't really want to go back or leave new friends. \_\_\_\_

You incorporate new knowledge and experiences from abroad into your new life and career. \_\_\_\_

You gradually adjust to life at home. Things seem more normal again but not exactly the same. \_\_\_\_

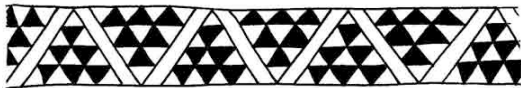


b) Put a star \* on the line above for **your** personal position today.

c) In small groups check your answers and compare your positions on the curves. How do you feel now? Who is the closest on the curve to you?

\_\_\_\_\_

Have they been in this country longer than you? Yes/No



4. ii) Learning about reasons for culture shock Use this vocabulary to help

These are some of the most important reasons for your position on the curve.

Put the following in order of importance for yourself:

1 is the most important and 10 is the least important. Sometimes two or more have the same importance:

I have a lot of patience when communication is probably because of cultural differences. \_\_\_\_

I keep trying to understand and solve any intercultural miscommunication. \_\_\_\_

I stay positive when cultural differences become difficult to understand or are completely different to my own values. \_\_\_\_

I have had a lot of good experiences with my host culture. \_\_\_\_

I have had a lot of bad experiences with my host culture. \_\_\_\_

I can change easily to make cultural differences less important to me. \_\_\_\_

I have a lot of foreign friends here to help me understand cultural difficulties. \_\_\_\_

I can manage my stress without help. \_\_\_\_

I live with my family and do not mix with other cultures so I do not need to make any changes. \_\_\_\_

Another person always makes the decisions for me so I do not need to make any changes. \_\_\_\_

I always feel lucky and fate helps me overcome difficulties. \_\_\_\_

Compare your answers with someone NOT sitting near to you.

My partner has nearly the same answers as me. O My partner is completely different to me. O



Social Organisation Use this vocabulary to help

1. Your social support network  
How important are friends when you need help in a stressful situation and why? \_\_\_\_\_  
How many of your friends are from a different culture? \_\_\_\_\_  
Think of an important but stressful situation. Think about your friends or close family members. Look at the following questions with a partner and answer how often they do things - always, usually, sometimes, hardly ever, never etc Write S or D for your partner's answers at the end of each sentence:  
a) They listen to you and talk with you whenever you feel lonely or depressed. \_\_\_\_  
b) They explain and help you understand the local culture and communication. \_\_\_\_  
c) They provide necessary information to help you with your new environment. \_\_\_\_  
d) They help you interpret things, not just translate the meaning. \_\_\_\_  
e) They show you how to do something new. \_\_\_\_  
f) They show you support and care for you. \_\_\_\_  
g) They explain things to make your situation clearer. \_\_\_\_  
h) They tell you about other ways, choices or options to solve the stressful situation. \_\_\_\_  
i) They speak English better than you. \_\_\_\_  
j) They have lived here longer than you. \_\_\_\_  
How many of your answers were the same? (S) \_\_\_\_



**Problem solving**  
**There is no right or wrong answer to this problem.**  
You passed your English test well and now it is time to decide about the next course. It was very hard for you because four nights a week you had a part time job as a cleaner to pay for your student loan. At the weekend you helped your family in their small business with your 4 brothers and sisters. You had a really close helpful foreign friend from class and you studied together. They are going to study art and music. You often play music with them in a group after class and your teacher thinks your drawing is great. You'd love to be a designer or musician and your teacher recommended this course for you too.  
However, your family expect you to take a business course and run the family business in three years. You need a student loan for your next course too, you are worried because the business course has a lot of assignments and it is going to be very difficult for you. Maybe it is going to take more than 3 years. You think you can easily pass the art/music course and maybe get a job in this area. What do you do?  
**Discuss your answer with another student.**  
My partner has nearly the same answer as me. O  
My partner is completely different to me. O

2. Finding out about other students' culture  
Talk to everybody and write one name on the right.  
Find one person who...  
has been here less time than you \_\_\_\_\_  
lives with their parents or extended family \_\_\_\_\_  
comes from the dominant cultural group in their country \_\_\_\_\_  
usually only mixes with their own cultural group outside of class \_\_\_\_\_  
has strong religious beliefs \_\_\_\_\_  
finds it easy to adapt to new cultural differences \_\_\_\_\_  
is nearly always a very positive person \_\_\_\_\_  
successfully handles stress from intercultural communication \_\_\_\_\_  
has experienced culture shock before \_\_\_\_\_  
has experienced re-entry shock already from their last travels \_\_\_\_\_



3. The importance of being a world citizen  
In small groups answer the following questions. Underline your choices and write short notes:  
1. How do you feel when you see your national flag, hear your national song (anthem) or see national icons? eg for New Zealanders this may be the kiwi, a rugby ball, the silver fern etc  
2. What are other examples of nationalism apart from your flag?  
.....  
3. Why do people like to feel part of a big group? .....  
4. When we exclude people from this group, how do they feel?.....  
5. Is it a natural part of us all to feel better than other nationalities? Why or why not?  
.....  
6. CHOOSE: Does nationalism (feeling pride in our country) divide us all or separate us all?  
7. CHOOSE: Is nationalism more important in war or in peace?  
8. How important is it to take care of the refugees from other countries' wars and disasters?  
Not important-----not very important-----important-----quite important-----very important  
9. Does your culture help refugees? Why or why not? .....  
.....  
10. How important is it to take care of the world environment?  
Not important-----not very important-----important-----quite important-----very important  
11. Do large corporations care more about profit than the environment? Yes/No/ it depends  
12. CHOOSE: Is international trade/globalisation helping create world citizens or creating differences in wages between workers all over the world?  
13. CHOOSE: When economies are failing, do people feel more nationalistic or less nationalistic?  
14. What kind of things can we do to make us world citizens first, then citizens of our country?  
Which questions were the most difficult to answer? \_\_\_\_\_

Gestures and Body language

*Finding out more about body language*

*In small groups discuss a)-h). How many in the group: \_\_\_\_*  
*Write how many of you agree in the spaces for a)-h) \_\_\_\_.*

a) when you talk, the distance apart affects your view of the body language communication. \_\_\_\_  
*Stand up and move closer and closer together. When do you start to feel uncomfortable?*  
*(Also think about different situations, countries with large populations and relationships.)*

b) how a person stands when they talk to you affects the communication. \_\_\_\_  
*Two in the group should model this for the others. Talk about last night or homework (anything!) and:*  
*i) one person leans against a wall and talks*  
*ii) one person holds the back of a chair between you and talks*  
*iii) one person acts sad or happy/excited*

c) how people dress affects the view of body language and communication. \_\_\_\_

d) how people smell changes affects communication - natural body odour, deoderants/perfume. \_\_\_\_

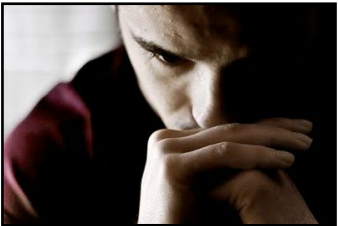
e) how or if people touch you while they are talking to you affects your communication. If they touch you, when, where and how long changes your view of the communication. \_\_\_\_  
*Two in the group should model this for the others. Talk about last night or homework (anything!) and:*  
*i) one person touches the arm of the other for a short time*  
*ii) one person touches the hand for a long time*  
*iii) one person puts their arm around the shoulder of the other*

f) how much the other person uses their hands or arms or face to express ideas or feelings affects your view of the communication. \_\_\_\_

g) how much people look at your eyes and who starts looking at eyes first affects communication. \_\_\_\_

h) how often and how long the other person is silent affects the communication. \_\_\_\_

How important is body language in intercultural communication? (1 to 10)  
*Put and x on the line below to show your opinion:*  
(10) Extremely important \_\_\_\_\_ (0) unimportant  
Do you and a partner agree? Yes/No Why or why not?



Words and language (literacy)

*1. Learning about the use of emotional words to influence the reader*  
*Read the following text and underline the rest of the words or phrases (2-3 words) that make you feel something (positive or negative emotive words).*  
Geoff Portman a businessman, forwarded an abusive racist letter by email to a Dunedin primary school. Mr Portman said he was angry with North East Valley Normal (NEVN)School. It was flying “so-called Maori flags” at its entrance. “I am a concerned citizen when I see the mixed array of flags that are hoisted every school morning outside the NEVN School,” the Otago Daily Times quoted the letter as saying. “Talk about mixed messages, when what this country needs is some national pride and a sense of belonging.”  
Portman attached an inflammatory message from an acquaintance that claimed Maori get special rights but are responsible for most of New Zealand’s problems.  
“You rob us, convert our cars, rape our women and bash our elderly,” the message reads. “But if a white police officer shoots a Maori or a Maori gang member, or assaults a Maori criminal running from the law and posing a threat to society, you scream racism.”  
Te Runanga o Ngai Tahu Otakou representative Tahu Potiki told the newspaper he was shocked that educated business leaders could make claims “so erroneous, loaded and one-sided”.  
“I understand people can have attitudes worked up over time about the place of Maori in New Zealand society, but as a community we have moved well beyond this sort of [rubbish].”  
Abusive email targets school’s Maori flags  
Published: 2:42PM Thursday September 15, 2011 Source: NZN  
TVNZ <http://tvnz.co.nz/national-news/abusive-email-targets-school-s-maori-flags-4404147>

*2. a) Work in small groups and label the underlined words and phrases (a) positive words, (b) negative words and give reasons why. Add more words from newspaper or online resources.*

positive	negative

*b) Compare your ideas with other groups. Can you add more words from their tables?*  
*c) How important is it to know about emotive English words in newspapers and online resources?*  
*Put and x on the line below to show your opinion:*  
(10) Extremely important \_\_\_\_\_ (0) unimportant  
*d) Think about groups in your culture not in the majority. Is it healthy for society for a few people to control the newspapers and media? How much have social networks eg Facebook, Twitter etc influenced the truth in the news?*  
*Put and x on the line below to show your opinion:*  
(10) A lot \_\_\_\_\_ (0) not at all



Reflections



1. Look at least three different partner’s results of this unit.

Who from another culture thinks nearly the same as you? (Name) \_\_\_\_\_

Think about one partner from another culture. Does this person:

have the same gender?	Yes/No
have the same religion?	Yes/No
have nearly the same age as you?	Yes/No
come from the same part of the world eg Asia or central Europe?	Yes/No
have the same family position eg single teenager or society eg upper class?	Yes/No
have nearly the same family values not because of religion?	Yes/No

2. Choose the best answer for you:

1=Strongly agree 2= agree a bit 3= disagree a bit 4= strongly disagree

a) I believe my culture has the best lifestyles. \_\_\_\_

b) My culture has better technology and industry than other cultures. \_\_\_\_

c) Problems between different cultures speaking English is only because of language level and pronunciation. \_\_\_\_

d) Globalisation is changing my culture. \_\_\_\_

e) Language is only words. \_\_\_\_

f) The dominant culture should decide everything in society. \_\_\_\_

g) In my culture the individual is more important than the group. \_\_\_\_

h) Change is sometimes uncomfortable but it is necessary. \_\_\_\_

3. What was the most interesting thing about culture from all of the units and why?

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Plans for the future



I am going to think more carefully about my communication with someone from a different culture. Yes/No/Maybe

I am going to look carefully at a person’s body language to help me understand. Yes/No/Maybe

I am going to be more patient with other nationalities when we communicate. Yes/No/Maybe

I am going to show an interest in other people’s culture. Yes/No/Maybe

I am going to educate my children about my culture. Yes/No/Maybe

I am going to respect other cultures. Yes/No/Maybe

I am never going to .....

.....

4.1 audio (13)

At first it was all excitement and joy. You know....all those things you wanted while you were away. For me it was mainly food, friends and family. I am not really the kind that goes out to night clubs a lot. But that feeling quickly changed to frustration. I wanted people to take off their shoes at the door, like it was in Japan. New Zealanders don’t usually do that and some friends were annoyed - especially my girlfriends with their new heels! Arh....It took awhile but I gradually I, you know, adapted. These days I am pretty happy, richer I guess for the experience of living in another culture. Some things I have taken from my old life in Japan but other things are just memories. Nah, I’m not the same but nearly.

Answers

4a)

You are excited about returning home. 6 Everything is new, interesting and exciting. 1 You may feel homesick, depressed and helpless. 3 Differences becom apparent and irritating. Problems occur and frustration starts. 2 You may feel frustrated, angry or lonely because your family and old freinds don’t understand your in another country. People don’t understand how you changed. You miss the host culture and friends. You may look for ways to return. 7 You develop strategies to cope with difficulties and feelings, make new friends and learn to adapt to the host culture. 4 You accept the cultural diffrences . You see the host as your new home. You don’t really want to go back or leave new friends. 5 You incorporate new knowledge and experiences from abroad into your new life and career. 8 You gradually adjust to life at home. Things seem more normal again but not exactly the same. 9

Further Reading:

- Cross cultural communication
- Avoiding cross cultural mistakes
- Body language
- AWEA - education for social justice THE WAVE