Unit Entry

Overview of learning outcomes:

| to learn about history and its 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 |
Acknowledgements

I would like to thank the following people:
Bill Hynson and my daughters Fern and Rose for constant support and help with podcasts
Dr Jonathan Newton - for inspiring me to write these books, feedback and input
Nicholas Marsden - for all his input on layout, planning and flow
Lynn-Elisabeth Hill - for supporting my initial efforts, input into unit 3 in this book and unit 2 in Keeping Culture In Mind too, all her editing and work on flow
Julie Gill - for initial work with layout
Jenni Percy - for input on literacy
Nina Pelling - for input on Maoritanga
Hohepa Renata - for input on Maoritanga
Janine Gardiner - for input into the exit and entry units - savoirs and the wave
Trisha Hanifan - for input on image literacy
Basheba Beckmann - for help with the introduction
Indra Dhanaraj - for help with the introduction
Marcus Thompson - for help with the introduction
Maureen O’Brien - for help with Plans for the Future
Dorothy Brown - for inspiring me to be a better teacher, input on culture and communication

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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 (Hyson, 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 independent 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.

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 perogative 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-Krieger, 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 positions 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 your resource book for ESOL teachers. It has, however, been part of primary 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, analysis 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 cognitively 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 activities 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.
### 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.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

### 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 vocabulary quizzes to help you remember new words and you can download the free app for iPhone or iPad. Learn from your classmates!
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:

   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?

   What about the top left picture? Is it positive or negative? ________ Why?
   Who agrees with you? ________________________________________

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. Learning about all the parts of culture

Look at the pictures and information 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)

<table>
<thead>
<tr>
<th></th>
<th>The same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Clothes (mainly casual)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Music and art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Leisure/lifestyle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Nature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Climate (comfortable; no extremes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Live mainly in cities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) 11 National holidays/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Average wage in 2011 ($23.40/hr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) Mainly female teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) Computers in schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l) Industrialisation for a long time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m) Politics (Democracy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n) Christian religion (~40%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o) Small families (&lt;2.6 children)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p) Individuals are more important than the group for most New Zealanders</td>
<td></td>
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</tbody>
</table>

Use this set to help you learn the meanings of some words.

Talk to a partner. How many are similar results? ______

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

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

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

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 may be 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:

<table>
<thead>
<tr>
<th>Easy to change</th>
<th>Changes with time</th>
<th>Difficult to change</th>
<th>Impossible</th>
</tr>
</thead>
</table>

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?

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

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

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

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?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

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.

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? ______

<table>
<thead>
<tr>
<th>My culture</th>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>new words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>past changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>changes today</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gestures and Body language

1. Greeting for the first time

At the end of a traditional ceremony of welcome, (nowhiri) 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:

<table>
<thead>
<tr>
<th>Part of the body (touch for the first time)</th>
<th>In NZ culture</th>
<th>In my culture</th>
<th>In ________________ culture</th>
<th>In ________________ culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>hand (shake)</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fingers</td>
<td>no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>elbow/arm</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoulder</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>top of the head</td>
<td>yes but not in Maori culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheeks</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mouth (kiss)</td>
<td>no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nose</td>
<td>yes in Maori culture</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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), kowhata (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?


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 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? eg 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 O rudeness O ignorance O under stress O tone O gesture O politeness O

What do all the words link to? Miscommunication

Social Organisation

e.g. means shapes or pictures or things to represent or mean more than you see.

symbols (b) majority (d) belief (e) carving (f) missionaries (g) aural

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
2. Why speakers from two cultures can have problems understanding each other
3. Why language is not just words
4. 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.


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 (etiquette), 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

New Zealand history month by month

Stress on the fifth syllable: globalisation.

10
Unit 1

Overview of learning outcomes:

| to learn about New Year, birth and its impact on culture | to learn about: reciprocity/gift giving; face; summer; naming; registration; greetings; familiarity | to learn about: giving and receiving gifts; the use of congratulations | to learn about: feelings; audience; perspective; order of viewing; form filling; colours | to learn about: familiarity with ending -ee sound; writing a card; appropriate names |
Unit 1

In small groups answer the questions below:

1. I think unit 1 is about a new year. Yes/No Why or why not?
2. I think unit 1 is about flowers. Yes/No Why or why not?
3. I think unit 1 is about the start of something. Yes/No Why or why not?
4. I think unit 1 is about birthdays. 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 two photos of people. Which feelings do they suggest?
   Are they any from a) to e) or something else?
   a) I am really happy
   b) I am sad
   c) I am really unhappy
   d) I am lucky
   e) I am hurt
   How did you guess? What in the picture helped you? eg The eyes look..... the mouth looks....

2. Which illustration shows a feeling but is not a photo of a human face?
   (Use your finger, point to them and say, “This one!”) Which feeling does it suggest?
   a) I am lucky
   b) I am unhappy
   Do you ever use this kind of ‘feeling picture’ (emojis) 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’ (emojis)

3. Now look at the photo of the family. What are they doing and why? How do they feel?
   What parts of the body are touching? _______ and _______.
   Are they comfortable with the touching? Yes/No Why or why not?
   In which illustrations does the person meet your eyes (look directly at you)?
   (Use your finger, point to them and say, “This one!”)
   Do the eyes make you feel comfortable or uncomfortable? Why?
   Do people from your culture use their face and eyes in the same way to suggest feelings?
   Yes/No
   How many of us said, “Yes!” _______

   Where are the family? In hospital, at home, at a school, at a restaurant, at a bank? How do you know?
   Who is the photo for? Friends, family, relations, the hospital staff, anyone? How do you know?
   Who has nearly the same body language for men and women with a baby? ________________

4. When you looked at any words or any text on the opposite page:
   did you look from left to right? or right to left? or top to bottom? or bottom to top?
   or from the centre out to the edge of the page? or from the left and go around in a circle?
   What do you know about English writing?
   Is it the same direction or way as your language?
   What do empty boxes on a form mean? - look at the Request for a New Zealand Birth Certificate.
   What do you need to do?
   Government forms often want you to use BLOCK letters (capitals). In your culture is their a special way
   to write information for government departments? Yes/No
   How many of us said no? _______

5. What are the main colours of the birthday or baby cards? red blue green pink purple black orange
   Do girls have one colour and boys another in your culture? (Pink means a girl and blue means a boy in
   European culture.) How many of us have similar colours for boys and girls, men and women? _______
   Green is a colour we think of for New Zealand because our forest is evergreen. Our common native flow-
   ers are mainly red or white, especially pohutakawa in summer time. Bright colours are popular on New
   Year’s cards as well. What do these colours mean to you?
   Is anybody the same as New Zealand culture? Yes/No

   In New Zealand white is the colour for hospital bed clothes, blankets and often for babies’ clothes.
   Is anybody the same as New Zealand culture? Yes/No
Work with a partner. Put one letter from a-k of the words above into the best space for the meaning:

Work with a partner. Put one letter from a-k of the words above into the best space for the meaning:

At exactly ____ on the thirty first of December New Zealanders make a lot of noise to ____ the New Year e.g. ring church bells, honk car and boat horns or people play games loudly outside. Sometimes there are fireworks as well. Maori also celebrate Maori New Year (Matariki- a star group) in April, May or June depending on the lunar (moon) calendar. New Year’s parties keep going until the early hours of the morning and some people stay in bed until late on January the first. A few get up early to see the first ____, especially in or around ____ because the East Coast is the first place in the world to see the new day. But they hardly ever keep their New Year’s ____. Those New Year promises are just party small talk!

For the first few days of the year they ____ each other by saying, “Happy New Year!” and reply, “You too!” However, new immigrants from other cultures occasionally do different things like have an extended family day with big meals to ____ or have different gift giving customs too. Kiwis (New Zealanders) don’t usually give presents on this day. In Auckland there are the New Year’s Day (January First) Horse Races at Ellerslie. Department stores also have big ____ so children and adults often spend any Christmas gift money at this time.

It is ____ summer holidays in December and January; ____ and many work places also close for two weeks; Maori, Pacific Islanders and European New Zealanders all do the same things: relax on holiday! Some go to the ____ or parks for a picnic and others go away to see relatives or new places.

In small groups find out the information and compare answers to the questions:

a) Are you the same / different to most New Zealanders?

b) How many of the activities from 1.1 in your culture are the same as or similar to the activities of most New Zealanders? ____

In small groups find out the information and compare answers to the questions:

a) Do you give gifts to officials or bosses in your culture? Yes/No When?

How many people said yes? ____

b) Do you ‘regift’ (you don’t like or need the gift so you give it to another person)? Yes/No

How many people said no? ____

c) What is a good gift for a new baby and/or new parents and why? ........................................................ ........................................................

d) When is the best time to open ANY gift and why? ...........................................................................

_____________________________________________________________________________________________

e) Is it important to give money or a gift before or after a special time or date? How many people agree with you? ____

Listen and check

Is the text exactly the same? Yes/No

Which word or words are different? ____________

Match each picture to a word or words in the text. Why did you choose the word? Are your choices the same as a partner? Yes/No
Social Organisation

1. New Year
   a) Student A  Talk and read to a Student B to find what 4 things are the same?  Underline them.
   Arbor Day is June the sixth but many communities in New Zealand are starting to celebrate 'Matariki' (Maori New Year) on Queen’s Birthday weekend (the first weekend in June) now. This is a changing custom. We plant trees near streams and in parks and this is a blend of both Maori and pakeha culture.

   Use Quizlet for useful vocabulary, new words and revision
   Student B  Talk and read to a Student A to find what 4 things are the same?  Underline them.
   See page 17 under Body Language activities.

   b). Who decides what and when to do things at New Year in your culture?  Write the letter(s) next to the idea:
      A religious leader (R)  The government (G)  I decide (I)  Family (M&F)
      i. The official date of New Year ____________
      ii. What to do at New Year ____________

   a. The official name of the baby ____________
   b. Other names of the baby ____________
   c. Who can stay with the mother having the baby ____________
   d. Where the baby is born ____________
   e. Customs or rules about newborn babies ____________
   f. A gift for a family member for their birthday ____________
   g. A gift for others for their birthday ____________

   Look at the answers of someone from a different culture.
   How many of your answers are the same?  _____

   iii) Read the two conversations again on the wiki Famous New Zealanders.
   Write 1 for conversation 1 or 2 for conversation 2 next to the pictures  h) to k).

   2. The Start of a New Life

   i. Write the best letter for the space in conversation 1:
      a) member  b) problem  c) tired  d) birth (2)  e) anyway  f) visiting  g) Birth (2)
   (There is a baby crying in the background.)
   Nurse:  Excuse me but it isn’t the ____________ hours for this hospital.  Are you a family ____________?
   Jennie:  Ah... well, nah...actually I’m a close friend from Anne’s work.
   Nurse to mum:  You said you didn’t want any visitors except family in the first 24 hours.  Did you change your mind?
   Anne (mum): Arh..no.  Oh Jennie, thanks for the flowers but you’d better go now.  I’m a little ____________.
   Do you mind?  When I go to the ____________ Centre tomorrow, you can visit at any time.
   J:  Sure no worries.  Why isn’t Dylan here?  I thought he was going to stay for the ____________.
   A:  Oh there was a ____________ at work and he had to go. But he was helping me before.  I don’t think he really wanted to be here for the ____________ of the baby.  He’s going to take me to the ____________ Centre when he gets back.

   Problem solving:  Reciprocity  There is no right or wrong answer to this problem.
   Your friend (from another culture) gives you a very, very expensive present for helping them.
   Which one do you choose and why?
   a) You can’t accept it because it is inappropriate.  You usually help others without getting gifts.
   b) You accept the gift and give back something of equal or more value - or wait for a time when you need a favour (their help).

   What if you are more important than your friend in your culture?  Does your answer change?
   What if your friend gives you the gift BEFORE you have helped them?  Does your answer change?
   Discuss your reasons for your choice with another student.

   3. Who decides what and when to do things at New Year in your culture?  Write the letter(s) next to the idea:
      A religious leader (R)  The government (G)    I decide (I)   Family (M&F)
      i. The official date of New Year ____________
      ii. What to do at New Year ____________

   a. The official name of the baby ____________
   b. Other names of the baby ____________
   c. Who can stay with the mother having the baby ____________
   d. Where the baby is born ____________
   e. Customs or rules about newborn babies ____________
   f. A gift for a family member for their birthday ____________
   g. A gift for others for their birthday ____________

   Look at the answers of someone from a different culture.
   How many of your answers are the same?  _____

   Ask about any differences.
Gestures and Body language

1. Talk with a partner about vocabulary group names 1-4 in the box above and answer questions a-g.
   a) Which group number is about animals? __
   b) Which group number is people’s names? __
   c) Which group number is about job names or a popular sports person? __
   d) Which group number is about names for lovers? __
   e) What same sound do all the ends of the words have? ___
   f) Choose one: This sound ‘ee’ at the end of a word is       friendly/dangerous/rude
   g) Do you have a similar informal sound in your language? Yes/No      What?  ....................................

2. In this unit there are several pictures of cards: for a new baby, birthday cards and for New Year.
   What do you usually write in these cards?  What are the best words to write for a *classmate/friend/
   family member/or new workmate?  ..........................................................................................................
   Are your ideas the same or different to other students in the class?  _______________

3. Now choose one of the *people above and one of the cards from the unit and write a message to them
   in your language. Translate it to others.

1. honey   baby   sweetie     2.  piggie    horsie   pussy   mousie
3. surfie   truckie   sparky   techie      4.  Tommie   Susy  Annie  Mummy  Daddy  aunty

In small groups of different nationalities and cultures talk and show each other the following body
language:
1. How do you hold a baby?  Can friends of the family hold a newborn baby?
2. How do you give a gift?
3. How do you receive a gift?
4. Do you do have any special body language for family at New Year?
5. Do you do have any special body language for religion at New Year?
6. Do you do have any special body language for strangers at New Year?

Is anybody the same as you?  Who?     __________________________
Is any body language the same?  Yes/No/some but not all

In pairs or small groups, including someone from another culture, answer the following questions:
1. Do you have any special body language to show congratulations in your culture?  Show the class.
2. Do you usually clap when others clap to congratulate you?

Are your ideas the same or different to other students in the class?  ____________

1. Conversation 2
Bob and Lisa: Congratulations on your new baby!
Anne & Dylan: Thanks. (Dylan and Bob shake hands.)

In small groups with at least one partner from a different culture, ask and answer a) to g):

1. Do you have the same customs around naming babies?  Yes/No  What?
2. When and how do you decide the names of babies?
3. What is the meaning of your first name, (middle name) and last name in your culture (at school, work, 
   home or a formal occasion)?
4. Is the order the same as in English i.e first name then surname?  Yes/No
5. What’s not a good first name or nickname in New Zealand? ____________
6. How many names can you have?  ___
7. Can you change your name? (This is legal in New Zealand by Deedpoll from 20 years old.) Yes/No
   How many partners have similar customs or are the same as you? ___

Maori celebrate New Year when they see ‘matariki’ in the night sky. This is a group of stars 
called ‘12 sisters’. It means a new cycle, time to plant kumara again, sing, dance and do crafts.
It is usually several days of celebration in May, or June. It depends on the full moon (lunar 
calendar). Celebrations are on ‘marae’ throughout New Zealand.

Words and language (literacy)

1. honey baby sweetie     2.  piggie    horsie   pussy   mousie
3. surfie   truckie   sparky   techie      4.  Tommie   Susy  Annie  Mummy  Daddy  aunty

1. Talk with a partner about vocabulary group names 1-4 in the box above and answer questions a-g.
   a) Which group number is about animals? __
   b) Which group number is people’s names? __
   c) Which group number is about job names or a popular sports person? __
   d) Which group number is about names for lovers? __
   e) What same sound do all the ends of the words have? ___
   f) Choose one: This sound ‘ee’ at the end of a word is       friendly/dangerous/rude
   g) Do you have a similar informal sound in your language? Yes/No      What?  ....................................

2. In this unit there are several pictures of cards: for a new baby, birthday cards and for New Year.
   What do you usually write in these cards?  What are the best words to write for a *classmate/friend/
   family member/or new workmate?  ..........................................................................................................
   Are your ideas the same or different to other students in the class?  _______________

3. Now choose one of the *people above and one of the cards from the unit and write a message to them
   in your language. Translate it to others.

1. honey   baby   sweetie     2.  piggie    horsie   pussy   mousie
3. surfie   truckie   sparky   techie      4.  Tommie   Susy  Annie  Mummy  Daddy  aunty

4. Your experiences and names
   In small groups with at least one partner from a different culture ask and answer a) to g):
   a) Do you have the same customs around naming babies?  Yes/No  What?
   b) When and how do you decide the names of babies?
   c) What is the meaning of your first name, (middle name) and last name in your culture (at school, work, 
      home or a formal occasion)?
   d) Is the order the same as in English i.e first name then surname?  Yes/No
   e) What’s not a good first name or nickname in New Zealand? ____________
   f) How many names can you have?  ___
   g) Can you change your name? (This is legal in New Zealand by Deedpoll from 20 years old.) Yes/No
      How many partners have similar customs or are the same as you? ___
Reflections

1. Look at least three different partner’s results of Unit 1.
Who from another culture thinks nearly the same as you?
(Name) _________________________
Think about one partner from another culture. Does this person:
have the same religious beliefs? Yes/No
have the same gender (male or female)? Yes/No
come from the same part of the world (e.g., Asia or central Europe)? Yes/No
have the same family position (e.g., single teenager or society's upper class)? Yes/No
have nearly the same family values not because of religion? Yes/No
like learning in a team more on their own? Yes/No
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:

I am going to:

I am going to:
a) ask about the other person’s background to help me understand any differences between us. Yes/No/Maybe
b) only celebrate New Year in the way of my culture. Yes/No/Maybe
c) think carefully about choosing an ‘English’ name. Yes/No/Maybe
d) try harder to understand someone when I have a language difficulty. Yes/No/Maybe

What am I never going to do and why?

ANSWERS

1. Look at least three different partner’s results of Unit 1.
Who from another culture thinks nearly the same as you?

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

have the same religious beliefs? Yes/No
have the same gender (male or female)? Yes/No
come from the same part of the world (e.g., Asia or central Europe)? Yes/No
have the same family position (e.g., single teenager or society's upper class)? Yes/No
have nearly the same family values not because of religion? Yes/No
like learning in a team more on their own? Yes/No

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:

2. Is it easy to talk about differences in New Year traditions? Yes/No

Is it easy to talk about birth? Yes/No

No? Check (x) the O for one or more of the reasons why:
a) religion O
b) family values (the group or the individual) O
c) gender O
d) government laws O
e) my age at the moment O
f) my social class O
i) other (What?) _________________________

3. What is the most interesting difference about birth of a child and giving babies names?

What did I learn about gift giving in different cultures?

4. Choose a) b) c) or d)

When I last had a language communication difficulty, it was because...
a) of my cultural background – gender, age, social group, religion, family.
b) I didn’t understand the ways of (New Zealand/country I was in at the time).
c) I didn’t understand the other person’s cultural background.
d) other? Write: _________________________

Plans for the future

I am going to:

I am going to:
a) ask about the other person’s background to help me understand any differences between us. Yes/No/Maybe
b) only celebrate New Year in the way of my culture. Yes/No/Maybe
c) think carefully about choosing an ‘English’ name. Yes/No/Maybe
d) try harder to understand someone when I have a language difficulty. Yes/No/Maybe

What am I never going to do and why?

Further Reading:

Marae information
www.englishteacher.co.nz
Unit 2

Overview of learning outcomes:

| to learn about: love, promises and their impact on culture | to learn about: myths & legends; St Valentine’s Day; sexuality; marriage; Treaty of Waitangi; (keeping) promises; individualistic vs collectivist values | to learn about: hand gestures for promises; kneeling | to learn about: feelings; status; position; prediction; background and foreground; colours | to learn about: verb tenses with promises |
Unit 2

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?
   Do you know anything about these illustrations (pictures, photos etc)   Yes/No
   Which three illustrations are about the Treaty of Waitangi? How do you know?
   Write any new information below:

   How much about the history do you need to know to answer the questions above? Choose one answer:
   none at all              a little           some          a lot
   How many of you agree with a lot? Write the number in the space below:
   How much about the history do you need to know to answer the questions above? Choose one answer:
   None at all              A little          some          A lot
   How many of you agree with a lot? Write the number in the space below:

   What are the two pictures of hands about?              good luck          promises          friendship
   How do you know?

2. Now look at the pictures of the people again. Which feelings do they suggest?

   What parts of the body are touching?   Why or why not?
   Are they comfortable with the touching?  Yes/No  Why or why not?
   How many of you agree?
   In your culture how do you show you are more important than another person?
   In which illustrations do the people look away from you and not at the camera or painter?
   (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?
   Is it comfortable to look at people when they are not looking at you?  Why or why not?

3. In New Zealand white is the colour for hospital bed clothes, blankets and often for babies' clothes. It is also the colour for weddings and the bride (the woman getting married). Blue is usually a colour for men but the other woman is also wearing it. Why do you think she is doing that?
   What do these colours mean in your culture?
   Does anybody wear the same colour as New Zealand brides in their culture?  Yes/No
   Who?
   Red, white and blue are the colours of the New Zealand flag and the British flag. Which picture has got the flag in it?  (Use your finger, point to them and say, "This one!")
   What colours are on your flag and do they mean anything?
   Who has the same colours on their flag (but maybe not the same meaning) as you?
Unit 2: I Promise!

There is an old Maori story about a couple from different tribes and classes who finally got married because of their courage and love for each other. The name of the hot spring pool on Mokoia Island in Lake Rotorua is from Hinemoa’s name. (1)

Hinemoa was the beautiful highborn daughter of an important chief at Owhata on the edge of Lake Rotorua. She was also famous for her strength and character. Many handsome chiefs wanted to marry Hinemoa but her father always refused them. (2)

Tutanekai was a handsome warrior, who lived on Mokoia Island in the middle of Lake Rotorua but was low born. He had three stepbrothers, who also wanted to marry the beautiful famous Hinemoa. He did not think he could marry Hinemoa so he played beautiful love songs to her on his flute every night for a long time. People on the mainland (and Hinemoa) always heard this sad music because the sound of his flute playing floated across the lake. (3)

The first time that they met at a meeting on the mainland, Hinemoa and Tutanekai fell in love at first sight. Later Tutanekai told her he was the flute player. The next time when they were able to meet, she agreed to be his wife. However, she was afraid of her father so they decided Hinemoa would come to Tutanekai’s home on Mokoia Island at night. (4)

Every time she tried to leave by canoe, her tribe moved the canoes and stopped her. So, one moonless night she listened all the time for his flute playing and secretly swam the long dangerous distance. Then tired and cold, she found a small hot pool to rest in. (5)

Finally, when Tutanekai found her, they slept together overnight. In Maori custom, she was now his wife. At first Hinemoa’s father was angry, then admired her courage and did not make war on Tutanekai’s tribe. He agreed to the marriage and throughout the area Maori celebrated with a great feast for many nights. (6)

1b) Listen. Which paragraph matches the meaning the best?

___ How Hinemoa gets to Tutanekai’s home
___ About the woman in the story
___ About the man in the story
___ Tutanekai and Hinemoa’s marriage
___ The history and present day
___ A meeting and a plan

1c) Write a question about the text. Ask and answer 3 other students’ questions:

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

2. Do you have love stories (or myths and legends) in your culture in which...

a) the man or woman marry from different classes or groups? Yes/No
b) the man or woman marry from different religions? Yes/No
c) the man or woman marry an enemy of the family? Yes/No
d) the rules for getting married are in the story? Yes/No
e) the history of the land is part of the story? Yes/No
f) women show leadership roles? Yes/No
g) courage, music or beauty are important in the story? Yes/No

Which one is the most interesting love story, from a-g or something else? ______

Compare your answers to a) to g) with a partner.
Tell someone from a different culture about your favourite story.
Is there a similar story in your culture? Yes/No

3. About marriage and divorce

a) With your parents’ permission, you can live together at 16 years old. When you are 18 and live together for 3 years in New Zealand, the law says you are married -for taxes, divorce etc

Are these laws the same in your culture? Yes/No

b) There is more than one way to get married in New Zealand, once you are 18 years old without your parents’ permission: in a Registry Office, at a religious service, or by a marriage celebrant anywhere you want – at home, at the beach etc. Men can also marry men, women can marry women too.

How many different ways can you get married in your culture?

_________________________________________________________________________________

c) How old can you get married without your parents’ permission? ______

d) The graph below shows the numbers of divorces and marriages for NZ from 1961 until 2008. The number of divorces and marriages is about the same rate from 2000. Yes/No

Divorce is easy to get in New Zealand. Is it the same or different to your own culture? Why?

Marriage and Divorce Rates 1961-2003

(1) Marriages registered in New Zealand per 1,000 mean not married estimated population aged 15 years and over.
(2) Orders for dissolution of marriage entered in New Zealand per 1,000 estimated current married.
Social Organisation

1. Learning about the two main kinds of cultures.
Use Quizlet to learn new words or for vocabulary practise.

Put these ideas about the two different cultures into the two boxes below.
Then think about yourself and draw an X on the line below the boxes to show you in your culture:

nuclear family - extended family - we - privacy - teamwork - silence
direct communication - I - more indirect communication - independent - dependent on the group - individual competition - ... relationship harmony - lending to the extended family - choosing who to lend money to - time is money - time is relative to harmony - family first - me first - group ownership - individual ownership -
- industrialised for ~150 years - 66% of the world - 33% of the world

Individualistic culture

Collectivist culture

Click the about culture link on the left of this website and do unit 2 quiz.

How do you compare to everyone? Mark (X) for your result on the line below:

Individualist ________________________________________________________________ Collectivist

2. Promises:
The Treaty of Waitangi in New Zealand was a promise between the Crown (individualist - European culture) and Maori (collectivist culture).

a) Do you think the translation of ‘ownership’ from the Treaty in Maori language to English is the same for both cultures? Yes/No Why or why not?

b) What kind of problems could occur when a person a from a collectivist group sells ‘shared’ land to an individual (eg European)?

____________________________________________________________
____________________________________________________________
____________________________________________________________

c) What problems could occur when an individualist starts taking and using collectivist land?

____________________________________________________________
____________________________________________________________
____________________________________________________________

d) Do you think this happened in New Zealand history? Yes/No

e) Are these examples (b&c) of miscommunication? Yes/No Why or why not?

3. Not keeping promises
Talk in small groups about these reasons to NOT keep a promise:

a) things are different now so the promise doesn’t mean anything
b) I didn’t make the promise, someone in my family did and they didn’t ask me
c) nobody heard me make the promise d) the promise is illegal
e) the promise is against my religion f) I do not get anything from this promise
g) the other person will hurt me or my family if I break the promise
h) I didn’t understand about the future when I made the promise
i) I was drunk/tired/drugged/tortured when I made the promise
j) I wasn’t thinking clearly when I made the promise

Put them in order from good to bad reasons

4. Finding out about other students’ culture
Talk to everybody and write one name on the right.

Find one person who...
can choose their future partner in their culture __________________________
thinks music is important in their culture __________________________
celebrates St. Valentine’s Day __________________________
thinks the family should choose the marriage partner __________________________
believes history of place names is important __________________________
always keeps promises __________________________

Discuss your reasons for your choices with another student.
How many others in the class agree with you? _____
Gestures and Body language

1. Is there any special body language when you talk about love?  Yes/No
2. Is there any special body language when you talk about promises?  Yes/No
   Which picture of hands below shows a European hand gesture to mean ‘It’s a promise’, left or right?
   Which picture of hands below shows an engagement ring left or right?
3. Is there any special body language when you talk about a secret promise?  Yes/No
4. Is there any special body language when you talk about a wife or husband?  Yes/No
5. Do men get on their knees to ask the marriage question?  Yes/No  What?
6. When you marry, do you have any special body language before, at or after the wedding? Yes/No
7. Do women wear a ‘promise to marry’ (engagement) ring?

Talk and show a new partner some body language about promises, marriage, divorce and love.
Is any body language the same?  Yes/No

Words and language (literacy)

When we make promises, we use the future tense:  I will.
Man:  Will you marry me?
Woman: Yes, I will.

Now they are engaged to be married. New Zealanders (Maori and Europeans) often have a ring to celebrate the promise – bought at a jeweller’s or inherited from the family - and the woman wears it on her left hand. Men do not wear engagement rings.

Is it the same in your culture?  Yes / No

In the marriage ceremony the only words you must say are ‘I do’ to answer the question, ‘Do you take this man/woman to be your wife/husband?’

We use the present tense to show everyday, truth and forever. Most women wear rings on the left ring finger to show they are married but not many men do.
Is it the same in your culture?  Yes / No

1. Do you give or get something when you promise to marry?  Yes/No
   How many people said yes?  ___

2. Do you wear a marriage (wedding) ring or engagement ring?    Yes/No
   How many people said yes?  ___

3. What hand and finger do you wear the ring(s) on, left or right?  ________
   Is it different for males or females?  Yes/No
   Draw the ring(s) on the correct finger below for male and female:

3. Can you choose your future partner?    Yes/No
   How many people said yes?  ___

4. What tense do you use for promises?  future or present?
   How many people said ‘future tense’ for promises?  ___
   How many people said ‘present tense’ for promises?  ___
   How many people said the verb tense for promises (future/present) is the same in my language?  ___

Go to this site and read section 13 from Alan Pease’s book on Body Language about Courtship gestures and signals.
Read and look at the pictures to help you. Find one that is different to your culture.
Write about a new body language gesture for men or women in western culture below:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Reflections

Where are you on the line between 2 main cultural approaches?
Individualist: the individual is more important than the family (collectivist)
Mark (X) for your result on the line below:
Individualist_________________________Collectivist

1. Think about working with at least three different nationalities so far (in the team work or question work). Who from another culture thinks nearly the same as you? (Name) ________________
Underline one or more of these ideas for one partner from another culture:
Does this person...
- come from the same part of the world eg Asia or central Europe?
- have the same religion?
- have nearly the same age as you?
- have the same gender?
- have the same family position eg single teenager or position in society eg upper class?
- have nearly the same family values not because of religion?
- have an individualism or a collectivism culture?

2. What is one example of a formal promise in your culture:

3. What do you think is the best solution for promise breakers?

4. What is the most interesting information for you about promises and love in this unit?

5. Go to this site and (top right) 'Get to know your world'. Choose a country from someone in your group, choose something from basics to learn about them. What did you learn?
Write some words below:

ANSWERS
Ia) Write the paragraph number from the story on the left in (a.-d.)
a5 b3 c4 d2
Ib) Which paragraph matches the picture of the meaning the best?
5 How Hinemoa gets to Tutanakai’s home 2 About the woman in the story
3 About the man in the story 6 Tutanakai and Hinemoa’s marriage
1 The history and present day 4 A meeting and a plan

Social Organisation

<table>
<thead>
<tr>
<th>Individualistic culture</th>
<th>Collectivist culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>nuclear family privacy</td>
<td>extended family teamwork silence</td>
</tr>
<tr>
<td>I independent me first</td>
<td>more indirect communication family first</td>
</tr>
<tr>
<td>direct communication</td>
<td>dependent on the group 66% of the world</td>
</tr>
<tr>
<td>individual competition</td>
<td>relationship harmony group ownership</td>
</tr>
<tr>
<td>time is money</td>
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<td>choosing who to lend money to</td>
<td>time is relative to harmony</td>
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<tr>
<td>33% of the world</td>
<td></td>
</tr>
<tr>
<td>industrialised for ~150 years</td>
<td></td>
</tr>
</tbody>
</table>

Further Reading:
Hornabrook, J.S. Hinemoa and Tutanekai National Archives, Wellington
Births Deaths and Marriages
Cross cultural communication
First meetings in NZ between Maori and non-Maori
The story of Hinemoa
Story and illustrations from Kedgley School about Hinemoa

Plans for the future

I am going to...
a) ask about the other person’s culture to help me understand any basic differences between us.
Yes/No/Maybe

b) think about the different ways to marry for myself or my future children.
Yes/No/Maybe

c) think more carefully about who I am making a promise to and why.
Yes/No/Maybe

I am never going to
Unit 3

Overview of learning outcomes:

| to learn about education and its impact on culture | to learn about: co-education; single-sex schools; expectations; organisation; punishment; cheating; support; respect | to learn about: giving presentations; teacher respect; classroom behaviour | to learn about: bilingualism on signs; feelings; status; position; prediction; background and foreground; order of viewing; colours | to learn about: advertising and information signs; academia; |
Unit 3

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....

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
What body language helped you to decide?

2. Which illustration shows a feeling but is not a photo of a human face?
   (Use your finger, point to them and say, “This one!”) Which feeling does it suggest?
   a) I am thinking hard
   b) I am unhappy

Who agrees with you? ________________
Do you ever use this kind of ‘feeling picture’ (emoticons) in your emails to friends or relatives? Yes/No
Have you ever used this one before? Yes/No
How many of you said, “No!” Write the number in the space below: ________ of us use this kind of ‘feeling picture’ (emoticons)

3. Now look at the photo of people again. What parts of the body are touching?
   Are they comfortable with the touching? Yes/No  Why or why not?

In which illustration do the people meet each other’s eyes?
(Use your finger, point to them and say, “This one!”)
What does this mean when you meet people’s eyes? Is it friendly or not?
Do people from your culture use their face and eyes in the same way to suggest feelings? Yes/No
How many of us said, “Yes!” ________

4. Where is everybody, inside or outside? How do you know?
   Who are the photos for? Friends, family, relations, anyone? How do you know?
   How many of us agree? ______

5. When you looked at any words or any text on the opposite page:
   did you look from left to right? or right to left? or top to bottom? or bottom to top?

What do you know about English writing? Is it the same direction or way as your language?
Are the words in the illustrations only English? Yes/No
Is it common to see two or more languages on the same sign in your culture? Yes/No

6. When you finish university study in New Zealand you can go to a graduation ceremony. Only at university graduation can you wear a special cloak with a hood and trencher - a head-dress (a kind of hat).

What colour are the graduation cloaks in the photo? ______________
The inside colour of the hood also shows what kind of degree and the School eg pink for arts, business and economics are apricot, orange, silver grey, burgundy, creative arts are leon, jade green, gold, law is light blue, engineering is violet, medical and health sciences are lilac, crimson, grey green, navy blue, science is dark blue or blue-green, theology is forest green, education is emerald green and buff.
Where kind of degree did the girls get? ______________
How many of us have similar colours for university graduation? ______
How many of us wear similar regalia (special graduation clothes) NOT for university graduation? ______
Unit 3: Back to School

1. Learn about education vocabulary
   i). Work with a partner. Decide together - Which one is different and why?
   a) books, pencils, marker pens, a computer
   b) bananas, teachers, students, pupils
   c) a uniform, a whiteboard, a hat, a backpack
   d) a report, an assignment, an essay, a newspaper
   e) a lesson, a library, a keyboard, a teacher

   How many other pairs or small groups agree with you? ____________

   ii). Study the following education words with Quizlet.com:
   Write two questions to ask other students using one or more of these education words:
   ___________________________________________________________________________________
   ___________________________________________________________________________________

   iii). Read the following text and underline all the words and phrases (2-3 words) about school.
   My friends Marama and John have 12 year old twins called Rebecca and Rangi, who have just finished intermediate school. Rebecca went to Kohanga Reo and studied every subject in Maori. Rangi, however, studied in English at the local school and only knows a few words in Maori. Next year they are starting high school so they can choose some of their subjects. Maths and English are compulsory but some subjects are optional. Marama and John are worried because some of the subjects are quite hard. Rebecca already knows what she wants to be when she grows up. She wants to become an anthropologist and study ancient Maori places in New Zealand. Rangi has no idea about a future job but he’s quite good at maths and geography so he might study those at university. What he really likes doing is working outside with his Dad.

2. Your experiences
   Answer questions 1-18 then compare with a partner of a different culture. How many answers were the same or nearly the same? ________
   Yes No partner
   1. Were there more female teachers than male teachers?
   2. Did you go to a single-sex school?
   3. Did you wear a uniform to school?
   4. Did everyone have to study religion? Which one?
   5. Was cheating a problem at school?
   6. Was the writing style the same as English for academic work?
   7. Did you enjoy school a lot?
   8. Did you go to school on Saturdays?
   9. Did you have extra tuition after school?
   10. Did you have compulsory subjects at school?
   11. Did both boys and girls have equal education opportunities?
   12. Did you have special schools for students with disabilities?
   13. Did you work in teams or groups a lot?
   14. Did groupwork get the same result as individuals?
   15. Did you call your teacher ‘teacher’ or their family name?
   16. Did the teacher expect you to ask questions?
   17. (Up to 18 years old), did your parents talk to your teachers?
   18. Did you have Teacher’s Day to celebrate your teachers?

3. A survey: Other students’ experiences at school
   Ask three other people about subjects at school.
   Name | What were you good at? | What were you bad at? | Which subjects did you enjoy the most? | Which subjects did you hate?
   ______________________________
   ______________________________
   ______________________________
   ______________________________

   Who was the most similar to you? ____________
   Answer some other questions about your schooling from these partners.
   What is the same and what is different to another student (from a different culture?) ______________________________
1. Education in New Zealand.

Fill in the missing parts of the table with the following words:
- Degree, usually 26+
- Year 9-13, Post, High, Year 13, usually 40+
- Polytechnic

Vocabulary practise:

<table>
<thead>
<tr>
<th>Name of School or Grammar School or Secondary School or College</th>
<th>Age</th>
<th>Name of class</th>
<th>National exams or exams within the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>5-10</td>
<td>Year 1-6</td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>11-12</td>
<td>Year 7-8</td>
<td></td>
</tr>
<tr>
<td>____ School or Grammar School or Secondary School or College</td>
<td>13-17</td>
<td>_______</td>
<td>____ Level 1 - Year 11 ______________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>____ Level 2 - Year 12 ______________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>____ Level 3 - ________</td>
</tr>
<tr>
<td>Primary or Grammar School or Secondary School or College</td>
<td>16+</td>
<td>Depends on the subject</td>
<td>Diplomas and Degrees after 2-3 years fulltime study</td>
</tr>
<tr>
<td>University</td>
<td>18+</td>
<td>Depends on the subject</td>
<td>Bachelor’s __________</td>
</tr>
<tr>
<td>(usually 21+)</td>
<td>______</td>
<td>graduate Diploma</td>
<td></td>
</tr>
<tr>
<td>(usually 23+)</td>
<td>Master’s Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(____________)</td>
<td>Doctorate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(____________)</td>
<td>Honorary Degree (from experience not from going to University)</td>
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</tbody>
</table>

Is this the same for your culture? Yes/No

Problem solving

There is no right or wrong answer to this problem. You only have two hours to prepare for an examination for one class and an oral report for another class. You and several other students are going to present the oral report together. Both are 25% of your grade in each class. In the two hours you can only do one well. Which one do you choose and why?

a) study hard for the exam - it shows your individual achievement
b) prepare for the group report - your team members are more important

Discuss your reasons for your choice with another student.

2. Education in my culture

Draw a similar table for your culture:

<table>
<thead>
<tr>
<th>Name of institution</th>
<th>Age</th>
<th>Class name</th>
<th>National exams or exams within the institution</th>
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3. Compare your Education systems

Compare your table and the questions below with a student from another culture.

a) Can you enter university in your culture from 20 years old with no qualification? Yes/No
b) Does your government provide grants, scholarships or financial support for tertiary education? Yes/No
c) Is entry into tertiary education equal for both men and women? Yes/No
d) Do you have bilingual education opportunities like in New Zealand (Maori and English)? Yes/No

Go to this website, click About Culture on the left and do Unit 3 Education quiz.

e) How many differences are there to other educational systems? Underline the best answer:

none  a few  some  quite a lot  many

From 1992 to 2002 more than 10% of Maori studied subjects in their own language or about Maori culture. True/False
1. THANK YOU: Finding out about others' body language in the classroom
Choose one of the following questions and ask all your classmates to find a result.
Remember to change the questions to a ‘do/can/is’ form.
e.g. Do you stand up when the teacher comes into the room?
e.g. Can you call your teacher by their first name?
How many of us come from a culture where:
you stand up when the teacher comes into the room? _____
you can call your teacher by their first name? _____
you stand up when you answer a question? _____
you look the teacher in the eye when you are talking to them? _____
you put your hand up to ask a question? _____
the teacher can hit you? _____
Write your result: of us ..............................................................................................................
Tell the other students your result and vote together on the most surprising result.
Write the most surprising result below: _______ of us ....

2. Talking in front of the class
i). Work with a partner. Decide together - What body language is important and why?
   a) hands
   b) trunk - from neck to top of your legs- facing the audience or data show screen
   c) eye contact
   d) moving around while you are talking
ii). Work with a partner. Decide together - Which body language loses marks and why?
   a) hand(s) in your pocket(s)
   b) facing one person - the teacher or a friend
   c) looking down at the ground
   d) eye contact with just one person
   e) looking over the heads of the audience or out the window
   f) standing still, only moving your head and looking occasionally at your notes
   g) sitting still in front of a computer and clicking the slideshow or presentation
   h) reading from your notes with occasional eye contact
   i) playing with your hair, checking your clothes are alright, winking at friends
Do a) to i) lose marks? Yes or no?

Words and language (literacy)

1. Learning about acceptable academic writing
Read a conversation on the page ‘Talking About Literacy’ on the wiki Famous New Zealanders
Which of the following differences between New Zealand academic writing and the example writing did you read about? Check the O.
capitals O punctuation O conclusion O using text language O
using poetry or literature O being direct O giving examples for your reasons O
paragraphs O format O
Which difference is the most important for you to learn? _________________
How important is it to change the way you write to the English academic style?
Who agrees with you? _________________

1. Learning about signs and advertising
Write a number to show the order of when you heard the following:
It starts with 1
  _______ all capital letters for an advertisement or sign
  _______ bad spelling on a sign or advertisement to attract your attention
  _______ text language in an advertisement or sign
  _______ a short story
  _______ repeating information
  _______ two or more languages on a sign
  _______ a funny advertisement
  _______ irritating music or an irritating voice
  _______ sexual innuendo (a hint about sex without saying anything sexual, sexy walk etc)
How many of these ways do advertisers use in your culture? _______
What kind of advertisements do you remember the best? __________________________
Who agrees with you? __________________________
Reflections

1. What are two differences between you and some students from other cultures?

2. What kind of problems could cultural differences make in a classroom environment?

3. Does the way native speakers think about English change the way they write? How?

4. When would you say the following sentences or questions to a teacher?
   
a) Sorry, I'm late.
   
b) Could I leave early today?
   
c) I am going to
   
d) let my children play more than study after school. Yes/No/Maybe
   
e) send my children to a single sex school. Yes/No/Maybe
   
f) translate from my language into English for academic writing. Yes/No/Maybe

5. What is the most important thing that you have learnt about education from this unit?
   
e) Could I make an appointment to see you about my work?
   
d) There's a problem at home so I couldn't do my homework.
   
c) b) translate from my language into English for academic writing. Yes/No/Maybe
   
a) Sorry, I'm late.
   
6. In the classroom are you more of an individualist or a collectivist? Put an X on the line.

<table>
<thead>
<tr>
<th>Individualist</th>
<th>Collectivist</th>
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</table>

7. What is important about studying in another culture?

<table>
<thead>
<tr>
<th>Plans for the future</th>
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</thead>
<tbody>
<tr>
<td>I am going to</td>
</tr>
<tr>
<td>a) continue my own education in English. Yes/No/Maybe</td>
</tr>
<tr>
<td>b) translate from my language into English for academic writing. Yes/No/Maybe</td>
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<tr>
<td>c) send my children to a single sex school. Yes/No/Maybe</td>
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<tr>
<td>d) let my children play more than study after school. Yes/No/Maybe</td>
</tr>
<tr>
<td>I am never going to....</td>
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</table>

ANSWERS

1. Learn about education vocabulary
   
i) a computer (is the only one with a silicon chip and is a machine) b) bananas (are the only one that is not human, it is a fruit) c) a whiteboard is not clothing d) a newspaper is not always part of a class lesson e) a teacher is alive!

ii) Read the following text and underline all the words and phrases about school.

My friends Marama and John have 12 year old twins called Rebecca and Rangi, who have just finished intermediate school. Rebecca went to Kohanga Reo and studied every subject in Maori. Rangi, however, studied in English at the local school and only knows a few words in Maori. Next year they are starting high school so they can choose some of their subjects. Maths and English are compulsory but some units are optional. Marama and John are worried because some of the subjects are quite hard. Rebecca already knows what she wants to be when she grows up. She wants to become an anthropologist and study ancient Maori places in New Zealand. Rangi has no idea about a future job but he’s quite good at maths and geography so he might study those at university. What he really likes doing is working outside with his Dad.

2. What is important about studying in another culture?

3. What is important about studying in another culture?

4. What is important about studying in another culture?

5. What is the most important thing that you have learnt about education from this unit?

6. What is important about studying in another culture?

7. What is important about studying in another culture?

Further Reading:

http://seniorsecondary.tki.org.nz/Learning-languages/Key-concepts

Words and language (literacy)

Which of the following differences between New Zealand academic writing and the example writing did you hear?

capitals punctuation conclusion using text language using poetry or literature giving examples for your reasons paragraphs format.

Teacher: OK. Let’s hear your ideas about the example of bad academic writing. Group A, is this academic writing or creative writing? John: I’m not sure but the group think it looks like poetry or literature but isn’t that academic sir?

T: Well yes in some circumstances but not here. Look at the question. Is storytelling important anywhere in your culture? Discuss the reasons and give examples from your own experience. So...can you see any reasons? Or examples....

J: Art...reasons...yes sir. But it’s difficult to read. It’s all in capitals and there are no full stops or commas. There’s a question mark....

T: Correct. This example has a lot of unacceptable academic writing forms. It needs refocusing. Capitals are only for naming words in English but advertising uses them a lot too. Group B?

Jenny: We can’t see any paragraphs...and we are not sure the writer answered the question. They didn’t give an opinion about the importance....

T: Great! How many main ideas in the example class?

Class: 41 51 31 41 51

T: Hmm... I think there are 4 so that’s how many paragraphs class?

Class: 41

T: Correct! One idea for one paragraph. And what is in each paragraph, class?

Class: Main idea! Examples! Reasons! Exceptions!

T: Group 3?

May: We found text language and there are also lots of spelling mistakes....

T: There are always spelling mistakes in your first draft May. But the text language is an example from a story so that’s OK. The example supports the reason and it’s from the writer’s experience.

Bruce: There’s no conclusion or summary of reasons at the end either.

T: Good work team 3! That should be the last paragraph. Now let’s make the first paragraph again together....

Audio 3.2 Write the order of when you heard the following:

1. all capital letters for an advertisement or sign
2. bad spelling on a sign or advertisement to attract your attention
3. text language in an advertisement or sign
4. repeating information
5. two or more languages on a sign
6. a funny advertisement
7. urging music or an irritating voice
8. sexual innuendo (a hint about sex without saying anything sexual, sexy, walk etc)

Podcast on advertising

So to summarise the main points again...Bad spelling always attracts attention. Sometimes using bad grammar works or text language too. Not using correct punctuation like capitals for proper nouns is artistic and acceptable and so is all capitals....Trade is important so more than one language on a sign is a good idea to attract customers or tourists. But repeating information on the radio has got to be the number one way to advertise your product or service. TV ads are different.... A short story told with images is popular, and sex, of course, in all its forms, but if it is funny or irritating, it gets talked about in the workplace the next day and that’s what you want...Now let’s see if....
Unit 4

Overview of learning outcomes:

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<thead>
<tr>
<th>to learn about</th>
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<tr>
<td>story telling</td>
<td>bi/multilingualism; humour;</td>
<td>agreeing &amp; disagreeing;</td>
<td>feelings; status; position;</td>
<td>hesitation and silence;</td>
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<tr>
<td>and its impact</td>
<td>speech characteristics; social</td>
<td>waving; counting;</td>
<td>prediction; background and foreground;</td>
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<td>on culture</td>
<td>hiatus &amp; silence; Daylight Saving/</td>
<td>every day signals;</td>
<td>order of viewing; colours; audience</td>
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<td>time sense; order of speakers;</td>
<td>mime</td>
<td>perspective in images</td>
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<td>censorship</td>
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Unit 4

1. I think this unit is about entertainment Yes/No Why or why not?
2. I think this unit is about media 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 only about Maori stories Yes/No Why or why not?
5. I think this unit is about sad things Yes/No Why or why not?
6. I think this unit is about stories 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 pictures of people. What are the people doing in each picture? What in the picture helped you to understand? Are the people outside or inside and how do you know? Did you know anything about the cultural background of these illustrations (pictures, photos etc) before you saw them Yes/No Which illustration is about a tangi or tangihanga (Maori funeral on a marae)? Ask your teacher to help you with any information about it or google the information on the Internet. How much about culture do you need to know to answer the questions above: none at all a little some a lot How many of you agree with a lot? Write the number in the space below: ______ of us think we need to know a lot about Maori culture to truly understand the photo.

2. In New Zealand black is the colour for funerals - both Maori and pakeha (non-Maori). What does this colour mean in your culture? Does anybody NOT wear black at funerals in their culture? Why or why not? Who? _______

3. Now look at the photos of the people again. Which feelings do they suggest? ____________________________ Are any of the people touching each other? Yes/No Why? In your culture how do you show you are more important than another person? Are you in front/behind/your arms or hands are protecting/those around you are lower than you/something else?

Mr Bean (Rowan Atkinson) is looking straight at you. How does this make you feel comfortable/uncomfortable/happy/strange Did just looking at him make you smile? Yes/No Is he normal? Yes/No How do you know? Is it OK to look at people’s eyes in your culture? Yes/No When and who? Who in the group feels uncomfortable looking directly at people’s eyes? ______________ In which illustrations do the people look away from you and not at the camera or painter? (Use your finger, point to them and say, “This one!”) What does the artist want you to look at? Is it comfortable to look at people when they are not looking at you? Why or why not?

4. Two of the illustrations are emoticons (they suggest emotion and we use them in emails or on the internet, Facebook etc) Which ones? (Use your finger, point to them and say, “This one and this one!”) What emotion do they suggest? ______________ Have you ever used them? Yes/No When and who to? How many of us have used either one? ________

5. Two of the illustrations are from bloggers (writers of journals/diaries on the Internet). Can you guess which ones? (Use your finger, point to them and say, “This one and this one!”) Who agrees? __________________________ Which one writes about secrets? (Use your finger, point to it and say, “This one!”) How do you know? SHHHH! What other meaning does this body language have in English? How many of us knew about the other meaning of ‘it’s a secret so don’t tell anyone’? _________ Which one writes about everyday things? How do you know?
Unit 4: Tell me a story

1. Talking about jokes and storytelling

Talk to a partner about storytelling and jokes – questions a) to c).

a) Why does every culture tell jokes and stories? How many reasons can you and a partner think of? __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

What new reason(s) did another pair think of?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

b) When someone tells an English joke, is it easy to understand? Why or why not? _________________
   __________________________________________________________
   __________________________________________________________

b) The lovers Hinemoa and Tutanekai – does this story tell us about Maori groups, status, rules of society? Yes/No/I haven’t read unit 2.
   __________________________________________________________

If you haven’t read or listened to the story listen here.

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

Go to this website, click ‘About Culture’ on the left and do Unit 4: Tell me a story - the approach to jokes, literature and poetry to see how close you are to Maori (collectivist culture), pakeha (non-Maori) or most New Zealanders.

How many of the pictures above did you read about in the quiz? ______

3. Your experiences

Choose one after you finish the quiz above:

My culture is closest to Maori (A)   pakeha (B)   most New Zealanders (C).

4. Compare experiences

How many of us think A? __ How many of us think B? __ How many of us think C? __
Social Organisation

1. Getting Information from others

   a) Work together to fill in the table with notes from G - government i.e. summarise the information.
   b) In two groups (I) and (T), review vocabulary for unit 4; Tell me a story/Social organisation
      Group (I)
      Listen and write notes in the table on the next page.
      Group (T)
      Listen and write notes in the table on the next page.
   c) One person from I and T work together. Retell the information, ask questions about the other group's information and write the new information into the correct part of the table.

G - (Government):
New Zealand Government controls (and often by law)

1. all official time about work:
   ✓ The number of work hours per day, a 10 minute break every 2 hours, a 30 minute (or more) meal break, 4 weeks paid holiday for full time workers, 5 sick days per year, 11 paid public holidays for full time workers.
   ✓ the yearly (Roman) calendar dates and which cultural days to celebrate.
   ✓ the start and finish of Daylight Saving to save electricity.
   ✓ the start and finish of education including school holidays.
   x However it does not control Easter as this is a lunar calendar date and Christian religion controls this.

2. story telling:
   ✓ in the media (radio, TV, DVDs and newsprint only), censorship (what is good and bad for people and the national interest) and taboo words.
   ✓ the content of culture, including Maori culture, in school curriculum up to 18 years in the public system (Maori education system (Kohanga reo) is different).
   ✓ what content in school subjects is acceptable for students – censorship, propaganda.

Problem solving

There is no right or wrong answer. In class in groups there is one student who always thinks they have a better story to tell than you. They always look bored when you are talking, often interrupt to tell their story or can’t wait for you to finish (they show impatient body language) before they start their story and expect you to laugh and show interest. They are older than you and/or the opposite sex.

What should you do? Choose a) or b) or c)

a) Act bored when they talk and show no interest too.

b) Tell your student classmate to be patient and to try to listen to your viewpoint first.

c) Show interest and hope their behaviour changes in the future.

Discuss your reasons for your choice with another student.

How many others in the class agree with you? _____

2. Learning about New Zealanders talking together

Go to this website, click ‘About Culture’ on the left and do the unit 4 quiz: How different is your culture to the speakers of New Zealand?

Put an X on the line below and compare with other students.

The same ___________________________ completely different

When you finish, decide how different your culture’s social organisation is to New Zealand.

Put an X on the line below and compare with other students.

The same ___________________________ completely different

45 46
**Gestures and Body Language**

1. **Talk with a partner from a different culture about the answers to these questions.**
   a) How do you show the meaning of ‘crazy’ without speaking?
   (Ask your teacher to show you.)
   b) Do you know the famous comedians Mr Bean (Rowan Atkinson) or Charlie Chaplin – he always wore a bowler hat and had a cane?
   c) Are Mr Bean or Charlie funny? Why?
   d) Do they talk a lot?
   e) Do they walk like you and me?
   f) Does their body language tell us the meaning of their actions?
   g) Do they walk like you and me?
   h) Is silence (not speaking) important for comedians? Why or why not?

2. **Learn about some common body language**
   a) **Listen and repeat**
   b) Your teacher will show you some of these meanings to guess:

   - How many used only the head and neck? __     How many used hands or arms? ___
   - Can I have some money? __ Time to go. __ Time out/break time. __ What’s the time?
   - I don’t understand. __ Be quiet! __ I understand. __ I’m thinking. __ Maybe. __ Yes, I agree.
   - No, I disagree. __ Really? (I don’t believe you) __ I’m broke (have no money).
   - Yuck! __ That’s awful! __ OK! __ He’s noisy! __ She’s a pain in the neck! __ Go away!
   - Yummm… __ What’s that smell? __ Good! __ Keep trying! __ Goodbye! __ Hi! (Over here!)
   - Do it again! __ Speak louder (I can’t hear!) __ Stop! __ Come here! __ 4 of them (use your fingers)
   - I promise. __ It costs/you need a lot of money. __ Go that way. __ I’m listening.
   - How many agree with you? ______

3. **Practising body language**
   a) In small groups, show and guess the same meanings from (2.) above.
   b) In your group, how many thought you use a lot of different body language than (2.)? ______
   c) Is it different when you use body language to someone more important than yourself? How? What do you do?

**Words and language (literacy)**

1. **Oral literacy**
   New Zealanders typically wait 2–3 seconds after silence before they talk but for **Maori and collectivist cultures listening is more than speaking** when you are learning. Silence is often uncomfortable and not a good idea in a New Zealand job interview. Some English speakers (eg Americans) wait a lot less time when there is silence before speaking (<2 seconds).

   **Count in your head how long you usually wait before you give an answer. ___ seconds.**
   Is the number of seconds the same as your partner’s? Yes/No

   **Choose the best answer in each sentence for you from a) - e)**
   What does it mean in your culture when you don’t speak (silence with no ‘sound’ words eg arrh, um) before the speaker?
   a) you understand / you don’t understand
   b) you are waiting for the speaker to continue and you show them with body language / you are angry
   c) you like / don’t like the speaker’s opinion
   d) it is important to show the speaker’s role (eg man not woman, boss, colleague, etc) is more / less important
   e) silence is more / less powerful than words?

   **Find out who disagrees with you. Why?**
   Name: ____________________________
   
2. **(a) Words and phrases New Zealanders use instead of silence**
   i. When do English speakers use the following words and phrases:
      - to show interest in the speaker (I)?
      - to show they don’t know a word or phrase but they want to communicate (C)?
      - to show they want more time to think (T)?
   ii. How many of these 20 words and phrases do you regularly use in your conversations with another English speaker? _____
   iii. Do you have similar words in your language? Yes? Tell the group and show them in a sentence or two in your language.

3. **(b) Practising words and phrases to replace silence in a conversation**
   - Listen and repeat. In teams practise using (T) phrases by talking for one minute and giving NO information about one of the following topics. Whoever gives the least information is the winner:
     - homework breakfast going for a walk tea chicken trees children chairs weather bags
     - Your partners are going to count how many bits of information you tell in one minute.
     - Who gave the least amount of information with the least amount of pauses (silence) and used the most amount of phrases instead of silence? ______

   - **Listen and repeat.** In teams, each person begins to talk for one minute and gives NO information about one of the following topics. The other person asks (T) phrases to get information.
     - Homework breakfast going for a walk tea chicken trees children chairs weather bags
     - Your partners are going to count how many bits of information you tell in one minute.
     - Who gave the least amount of information with the least amount of pauses (silence) and used the most amount of phrases instead of silence? ______
Plans for the future

I am going to:

a) think about which stories from my culture are important for retelling. Yes/No/Maybe

b) change my view of time to suit the English speaking situation eg job, work at home Yes/No/Maybe

c) start using little phrases in my English conversations instead of silence. Yes/No/Maybe

d) start retelling stories from TV and DVDs to show I am part of a group. Yes/No/Maybe

e) start using new phrases to help me explain a difficult word. Yes/No/Maybe

c) What am I never going to do and why?

Reflections

1. Look at least three different partner’s results from 1-8. Who from another culture thinks nearly the same as you? (Name)

What do you have in common with them?

We both (like/are/have/go to/come from) _____________________________________________________________________________

2. How I speak shows my class, gender, part of my country? Yes/No/sometimes

3. How often do you tell stories to children or tell stories/jokes from your culture?

a) never  b) occasionally  c) not very often  d) sometimes  e) often (once a week or more)

4. Do you prefer watching stories on TV, DVD etc? Why? __________________________________________________________

5. Chants, songs and stories in my religion are more important than the ones in my culture. Yes/No/ partly true

6. Which view of time a) or b) below do you agree with more? _____

a) Maori (how long you take is not as important as doing something properly).

b) European (the start and end of the time to do something is more important).

7. Silence is important for communicating status (position in society) in my culture. Yes/No/sometimes

8. Silence speaks louder than words in English. Yes/No

9. Being too polite is not always a good idea in New Zealand. Yes/No

10. What is the most interesting difference about language, politeness, time, silence?

Are you more of an individualist or a collectivist? Put an X on the line.

[ ] Individualist  [ ] Collectivist

Social Organisation text from podcast

Internet:

√ The government does not control the Internet sites or stop you getting to them but some sites have their own censorship.

√ Networking sites are increasing communication between everyone.

√ Most young New Zealanders use emoticons (:), pictures of feelings, in text messages and in online chat.

A lot of people also use the emoticons and photos to tell stories and improve communication on networking sites e.g. Facebook.

(T) Teams and groups

√ Movies on TV or DVDs, especially, are the modern kind of story telling for everyone and they maintain traditional culture and influence it. NZ has a growing movie industry.

√ But most of the movies are American and they are a lot cheaper than local productions. There is a growing global ‘American culture’ because American industry advertises fashion, food, acceptable behaviour, democracy etc through these movies.

(I) Individuals:

√ tell gossip (personal stories about other people with or without facts!) about people who are not in the group or not present.

√ tell similar stories to the first story (capping) to increase group feeling.

√ can change the view of time e.g. public holidays in work contracts.

Maori culture (high context culture) has a different view of time:

‘Maori time is not about being on time, more about allowing enough time to do things properly.’ This means hui (getting together for ceremony or discussion) and tangihanga (the ceremony for the death of an individual) takes 3 days to a week and both are often a lot longer than European (low context culture). However, this varies a lot between younger Maori individuals now, especially those who live in Australia.

Literacy:

2. Words and phrases New Zealanders use instead of silence

When do English speakers use the following words and phrases:

to show interest in the speaker (I)?

to show they don’t know a word or phrase but they want to communicate (C)?

to show they want more time to think (T)?

Write I  C  or T after each word below:

arrh T, umm T,  well… T, it’s like… (this) C,  is that right? I, yeah..right! I, you know C, it’s a kind of C, it’s a sort of… C,uh huh I, mmm I, huh! I, really? I, you see T, the thing is… T, oh no! I, Whaaat? I

New phrases: Let me see  T  Let’s see T

Further Reading:

Cross cultural communication especially read about time

employment laws in NZ

High School language curriculum guidelines

NZ public holiday information

NZ statistics

1. Information about tangi - how to behave

Demise of tangi a threat to culture - professor NZHerald 5:30 AM Saturday Jun 9, 2012 online

By Yvonne Tahana
Unit 5

Overview of learning outcomes:

| to learn about roles, responsibilities and their impact on culture | to learn about: Mother’s Day; chores; age; extended family; gender; class; decisions and life choices; lack of respect | to learn about: showing respect with eyes, hands and body | to learn about: feelings; status; position; prediction; background and foreground; symbols; perspective in images | to learn about: politeness in language; translation or not? |
Unit 5

In small groups answer the questions below:

1. I think unit 5 is about the family relationships. Yes/No
   Why or why not?
2. I think unit 5 is about work in or about the house. Yes/No
   Why or why not?
3. I think unit 5 is about religion. Yes/No    Why or why not?
4. I think unit 5 is about special days. Yes/No  Why or why not?
5. Who probably owns the car?
   How many of us agree? __________

Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

1. Look at the photos of people. What are the people doing in each picture?
   Are they inside or outside and how do you know?
   Are they men or women, boys or girls? How do you know?
   Which feelings do they suggest? Is it any of the feelings in a) to d) or another feeling?
   a) I am angry
   b) I am bored
   c) I am happy
   d) I am indifferent (I don’t care)
   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?
   Why is the oldest person sitting at the head of the table in the party photo?
   Why is one man standing behind a women, and one woman standing behind a man but next to the oldest
   man? Do you have similar positions for family members at the dinner table? Yes/No
   How many of us said, “Yes!” ________
   Do men usually stand behind or in front of women in photos or in group situations?
   How many of us have different ideas about the last question? ______

2. Which illustration shows a flower?  (Use your finger, point to it and say, “This one!”)
   How did you guess?  It looks like the stem/ bud.
   Who would you use this emoticon (letters or keyboard strokes to make a picture) for?
   Do you ever use emoticons in your emails to friends or relatives? Yes/No  Why or why not?
   Can you draw any for the group? Yes/No
   Are they the same direction as English ones? Yes/No
   How many of you said, “Yes, I use emoticons!” Write the number in the space below:
   ______ of us use emoticons in writing.

3. Not all of us have seen a boy racer’s car but maybe we have heard one or know about it from the news.
   Which picture shows it?  (Use your finger, point to them and say, “This one!”)
   How did you know? What in the picture helped you?
   In the bottom cartoon there is a well (a place to get water from a spring under the ground). It is a
   ‘wishing well’ - a place to throw a coin and make a wish, not to drink the water.
   Have you ever made a wish in this way before? Yes/No
   Sometimes the wishing place is a fountain in a public area.
   Have you ever made a wish in this way before? Yes/No
   How many of us think the wishes come true? ______

4. Describe the bottom picture on the right. What is the artist trying to suggest in the bottom picture?
   Is it funny? __________  Why or why not?
   Who agrees with you? _________________________________________________________________

5. There are many kinds of symbols in two illustrations. What do they mean?
   Somebody _______________________________________ / Nobody could help me with the meanings.
Unit 5: Keep it in the family

How different is your culture to New Zealand culture?

1. Celebrating the family

In pairs or small groups answer the following questions:

a) Is it the month of May?

Yes? Did you do/Are you going to do anything last/next Sunday for Mother’s Day? (In New Zealand the second Sunday of May is Mother’s Day and the first Sunday in September is Father’s Day.)

No? Go to b)

b) Do you celebrate family members roles in your culture (including children)? How?

What do you do every year on this day?

(There is no Children’s Day in New Zealand.)

c) Are there public holidays to celebrate family or gender in your culture? Which ones?

What does the media (TV/radio/newspapers) do every year to celebrate?

d) In your culture does the government support solo parents (only one parent) with money and help?

Check the best answer: My partner is nearly the same as me. O

My partner is really different from me. O

2. Gender (male or female), Age and roles

In pairs or small groups practise vocabulary:

a. How many different kinds of words for housework jobs do you know. In pairs or a group of 3, one person say one word, the next person says a new word but you cannot repeat any words. There are some ideas below but do you know any more?

Who knows the most words? Name: _______________________

b. Choose the correct words from the box below and write the correct number in the picture.

Listen and check.

1. moving heavy things 2. doing the vacuuming 3. taking out the rubbish 4. changing a light bulb 5. making a bed 6. cleaning the toilet 7. looking after a baby 8. Solo – mum 9. cooking dinner 10. fixing the house 11. nuclear family 12. extended family 13. digging in the garden 14. doing the ironing 15. picking up the children

3. Your experiences with work and chores at home

a) Which ‘house work’ activities in the home do family members do in your culture?

Write your answers below:

<table>
<thead>
<tr>
<th>Mother</th>
<th>Father</th>
<th>Children (eldest son, male or female?)</th>
<th>Extended family e.g. grandparents, uncles etc</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

b) How many activities are the same as most New Zealand/European/Maori culture? _____

c) Choose one: My family is closest to a nuclear family / an extended family.

How many activities are the same as my partner? _____

4. Finding out about siblings (brothers and sisters), cousins and grandparents roles

a) Make a line in the classroom with students with no brothers on the left to those with 1 or more brothers on the right. Ask this question, “How many (brothers) have you got?” and answer with the number and where the person stands eg ”Oh, so you are in the same group as me, you are in front of me, you are behind me!” and move to the correct place. Then answer the question and write the answers below:

Who has got the most brothers? _____________

Repeat the line with i) & ii):

i) “How many sisters have you got?”

Who has got the most sisters? _____________

ii) “How many cousins have you got?”

Who has got the most cousins? _____________

iii) “Are you the eldest, the youngest or the middle child of your brothers and sisters?”

How many of us are the youngest of their brothers and sisters? ________

How many of us are the eldest of their brothers and sisters? ________

How many of us are a middle child? ______________

iv) Is anybody a grandparent? Yes/No

b) Now make a group, if possible of an eldest child, middle child and youngest child and talk about the differences in responsibilities.

What did your family expect you to do in your culture? (Think about looking after brothers and sisters, jobs in the house, looking after parents and grandparents in their old age, future education or career possibilities, getting the family money/house when your parents die, keeping the family name when you marry, who can marry first etc)

What was the most interesting thing to learn? ______________________________________________

___________________________________________________________________________________

5. Talking about cousins and grandparents

In pairs or small groups, including someone from another culture, answer the following questions:

a) Do or did your grandparents live in the family home with you? Yes/No

b) Who makes final decisions about your future, your parents or grandparents, both or you?

b) Do your cousins/grandparents have more or less responsibility for you than your brothers and sisters?

b) How do you inherit family wealth in your culture, mainly through parents, through brothers and sisters, or through extended family (kin) eg grandparents, aunts and uncles or cousins?

b) Is responsibility in the family becoming more or less important in your culture?

How is it changing if at all?

Which culture was the most different from your own? ________________________
Social Organisation

1. Influences and vocabulary you need to talk about power relationships
   a) What are the main influences on social organisation in your culture?
   b) Look at the left 2 pieces of the pie (dark purple at the top, light blue) = 90% poorer people and middle class & compare them to the right 3 pieces of the pie = 10% of people in NZ.
   c) Stop your study, learn how to look after them from books and the Internet until they die.
   d) Ask your family to look after them and help after class but you probably will not pass exams.
   e) Without looking at your partner’s writing, try and guess the answer.
   f) How many of us think rich individuals should share their money more with poor people?

2. Money and control
   "In pairs or small groups answer the following questions a) to f) and give reasons why or why not?"
   a) The top 10% of New Zealanders has much more of the wealth than middle and lower class together Yes/No
   b) The gap between rich and poor is big (and probably growing- 2003/4 data). Yes/No
   c) Is this the same in your culture? Yes/No
   d) How many of us think you need a lot of money before you start a family? _______
   e) How many of us think the government needs to control the family size? _______
   f) How many of us think rich individuals should share their money more with poor people? _______

   g) My partner is completely different to me. O
   h) My partner has nearly the same answer as me. O
   i) My partner is exactly the same as me. O
   j) My partner is very similar to me. O
   k) My partner is more similar to me. O
   l) My partner is different from me. O
   m) My partner is nearly the same as me. O
   n) My partner is completely different from me. O

   Use Quizlet.com to learn useful vocabulary about social organisation.
   b) Listen. What are the main 3 groups of classes in NZ society? Write your answers below:

   a) What are the main influences on social organisation in your culture? Is it the same as a partner’s? Yes/No

3. Who decides?
   a) Go to this website, click ‘About Culture’ on the left and do unit 2 quiz: Who decides about your future?
   b) Choose one AFTER you complete the quiz:
   I am more of an individualist. I am more of a collectivist.

4. Guess the end of the sentence of someone from a different culture
   a) Finish the sentences below:
   In my culture the mother. In my culture the father. In my culture the grandparents.
   In my culture the brothers and sisters.
   In my culture you leave home when.
   In my culture an individual.
   In my family the most important person is.
   When I need money I go to see.
   The most helpful person in my family is.
   When I give up I call.
   b) Without looking at your partner’s writing, try and guess the answer.
   "I think in your culture the mother ….. right?"
   Partner: “Right!” or “Actually you are nearly right!” or “Actually no! Try again!”
   "After trying 3 times, say, “I give up! Tell me please!”"
   How many of your partner’s sentences did you guess nearly correctly? _______

5. Lack of respect for family or the law
   What happens to individuals who join gangs or groups who do not respect the laws of your family or your country?
   e.g. gangs and boy-racers in New Zealand.
   Choose one of the following:
   a) Family members are not happy and often do not help the individual anymore.
   b) Family members help the individual but don’t help his or her new friends.
   c) Religious leaders or the government or support groups try to help the individual.
   Not a), b) or c). What? ____________
   Who agrees with you? ____________

6. Comparison with other cultures
   Talk to one (or more) different partners about power relationships, the family, who decides important life choices in society, and groups not popular in your culture.
   Or go to this website, click ‘About Culture’ on the left and do Unit 5 quiz: About the family
   Talk to others who did the quiz about their result.
   Who has the most similar opinion (NOT from your culture)? ____________
Gestures and Body language

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

a) Do you talk eye to eye or face to face, with everyone?

b) What do you do with your hands?

c) Is there any special body language when you show respect to:
   a religious leader? Yes/No
   a work team mate? Yes/No
   your father, mother, grandparents, siblings, husband or wife? Yes/No

Talk and show a new partner any body language – eyes, hands or the way you stand. Use the photos on this page.

Is any body language the same?
Yes / No / some is and some isn’t

---

Words and language (literacy)

Write a translation of 1–4 in your language and compare with English (New Zealand) examples:

1. a) “I love you Mum/Dad/Mummy/Daddy.”
   ________________________________________________________________________

b) “I love you” (to husband/wife/partner).
   _________________________________________________________________________

c) “I love you grandma/grandpa/nana/pops”.
   _________________________________________________________________________

2. “Can/could/would you help with the housework please?”
   (New Zealand mother of the first son to the daughter-in-law)
   _________________________________________________________________________

3. “Can/could/would you help with the housework please?” (NZ wife to husband)
   _________________________________________________________________________

4. “I love God.” (New Zealand). (If you have no religion then leave this one.)
   _________________________________________________________________________

Are the words the same level of formality as New Zealanders? Yes/No
Do you have different ‘love’ words in your language for different family members, religious people?
Yes/No

5. Ask another student to say questions 1–5 in their language, not in English or the same language as you.
   Do you know which word of your partner’s is probably ‘love’? Yes/No

6. Ask: Do you have the same politeness in your language for different members of the family?
   (Your partner’s answer: Yes/No/some but not all)
1. Who from another culture thinks nearly the same as you about family roles and rules, power in society, body language and politeness in the family? (Name) _____________

Put a cross or check in the circle O for one or more of the 7 ideas for one partner from another culture:

- Does this person:
  - come from the same part of the world eg Asia or central Europe? O
  - have the same religion? O
  - have nearly the same age as you? O
  - have the same gender? O
  - have the same family position eg single teenager or society eg upper class? O
  - have the same family position eg single teenager or society eg upper class? O
  - have the same family position eg single teenager or society eg upper class? O

2. What are the main reasons for cultural differences between you and New Zealand family relationships?
Circle one or more reasons:

a) religion            b) inheriting money and things through my mother’s family
b) kinship (extended family) ties are more important than the individual
d) gender roles     e) my own age        f) government laws
g) my social class   h) other (What?) _____________

c) kinship (extended family) ties are more important than the individual

3. How many new (or different from my culture) activities in the home am I starting to do? ____

They are: ____________________________________________________________

Which activities of typical New Zealanders are my family starting to do?
___________________________________________________________________________________

What is the most important thing about culture I have learnt from this unit?
___________________________________________________________________________________

Plans for the future

I am going to:

1. …celebrate Mother’s Day and Father’s Day in May and September from now on. Yes/No/Maybe
2. …help my husband or wife with activities in the home (which are different from my culture.) Yes/No/Maybe
3. …use a Day Care Centre for my children if I (or my wife) go to work. Yes/No/ Maybe
4. …go out with (or even marry) someone of a very different culture to me. Yes/No/Maybe
5. …let my children go out with (or even marry) someone of a very different culture or religion to my family. Yes/No/Maybe
6. …support my children if they become solo parents. Yes/No/Maybe
7. What activities am I never going to do and why? ..............................................................

Answer:

2. Put a cross or check in the circle O for one or more of the 7 ideas for one partner from another culture:

- Does this person:
  - come from the same part of the world eg Asia or central Europe? O
  - have the same religion? O
  - have nearly the same age as you? O
  - have the same gender? O
  - have the same family position eg single teenager or society eg upper class? O
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They are: ____________________________________________________________

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___________________________________________________________________________________

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___________________________________________________________________________________

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I am going to:

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3. …use a Day Care Centre for my children if I (or my wife) go to work. Yes/No/ Maybe
4. …go out with (or even marry) someone of a very different culture to me. Yes/No/Maybe
5. …let my children go out with (or even marry) someone of a very different culture or religion to my family. Yes/No/Maybe
6. …support my children if they become solo parents. Yes/No/Maybe
7. What activities am I never going to do and why? ..............................................................

Further Reading:

- Statistics for wealth distribution

Answers:

2. a) The top 10% of New Zealanders has much more of the wealth than middle and lower class together
b) The gap between rich and poor is probably growing. Yes

10. a) The top 10% of New Zealanders has much more of the wealth than middle and lower class together
Yes
b) The gap between rich and poor is probably growing. Yes
Unit 6

Overview of learning outcomes:

| to learn about politics, government and their impacts on culture | to learn about: royalty; values; laws; rules | to learn about: handshakes; proxemics; power and respect | to learn about: feelings; order of viewing; prediction; background and foreground; symbols; perspective; colours; language; numbers in images | to learn about: titles and addressing important people |

Keeping Culture in Mind

by Yvonne Hynson

BSc, Dip TESOL, RSA cert. TESOL

An Intensive course on culture.

Student’s Book High Elementary to Advanced

Valley Music Publications (VMP)

www.englishteacher.co.nz

2014
Unit 6

In small groups answer the questions below:

1. Which illustration did you look at first? Why?
   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. What are the people doing in one picture?
   Is this acceptable in your culture? Yes/No
   Do they make you feel comfortable or uncomfortable? Why?
   What parts of the body are touching? ______ and _______
   Are the two people comfortable with the touching? Yes/No Why or why not?
   Is this possible in New Zealand? Yes/No don’t know (ask your teacher)
   What feeling is the photographer trying to get?
   Are they inside or outside? How do you know?
   What time of day is it? (Hint: look at the man’s shadow)
   How important is the background and the light in the success of the picture?
   Not at all A little quite a bit very important
   Could it be a studio background? Yes/No Why or why not?
   How many of us agree? ______

3. a) Two of these pictures have got white topped waves in the sea. Without using a dictionary, which pictures are they probably? (Use your finger and point to it and say, “This one and this one!”)
   Did you agree with everyone? Yes/No
   How did you guess? What in the picture helped you? What word(s) helped to you guess the meaning of white topped waves? ______
   What beach is cleaner, the top or the bottom photo? How did you guess?
   What colour does the photographer repeat in the photo of the people to show cleanliness? ______
   What other meanings in English does this colour have? ______
   Are any of the same English meanings for white in your culture? Yes/No
   Who said, “No!” _______ What does it mean to them? _______
   What does the colour red mean in three of the illustrations? ______
   What about yellow? Does this mean ‘be careful’, ‘warning’, ‘take care’ in your culture? Yes/No
   Who said, “No!” _______ What does it mean to them? _______
   Orange usually means look at this. What does it mean in your culture? ______
   Is the same meaning? Yes/No
   How many said, “Yes!” ______
   b) One illustration is a famous political building. Which country is it in? How do you know? What city is it in? When you take a photo looking up at a building, does it look more or less important?
   What feeling is the photographer trying to give you? ______
   c) You are looking down on the cars. Does this make them look more or less important than you?
   What time of day is it? (Hint: look at the car lights and shadow.)
   How do you feel when you see all those cars so close? ______

4. It is common to see CAPITAL LETTERS on signs to show importance. Yes/No
   Which illustrations have CAPITAL LETTERS and what do they mean?
   What does capital L mean? __________________
   The numbers you can see are only about age. Yes/No
   Where do you usually see these age symbols? ______
   What do the other numbers mean? ______
   Have you seen any of those birds on the money? Yes/No Why not?
   Why do you think they are there?
   Who agrees with you?

1. I think this unit is about the environment  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 birds  Yes/No Why or why not?
4. I think this unit is about getting married anywhere  Yes/No Why or why not?
5. I think this unit is about fuel and energy  Yes/No Why or why not?
   How many of us agree? ______
Unit 6: About Society

1. How different is your culture to New Zealand culture?
   1a) Choose the best letter(s) from the box to link to the illustration and write the letter(s) in the space next to the illustration. There are 4 extra words.

   a) cities    b) sport   c) night life   d) nature   e) food   f) industry   g) no nuclear power   h) biculturalism   i) art   j) peacefulness   k) (place in world) history   l) links with Great Britain   m) politics in the ‘Beehive’   n) birdlife   o) freedom


   1b) From the pictures, your general knowledge and the other words in the box, what do you think is really important to most New Zealanders?

   ______

   c) [Listen.] What is important to New Zealanders? Which words in the box doesn’t the speaker say? Write the letters: _____________

   Write the summary according to the speaker:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What about your culture? Fill out the table below with ~% think it is important and add some ideas.

<table>
<thead>
<tr>
<th></th>
<th>for myself or my family</th>
<th>for single people</th>
<th>for young married couples with children</th>
<th>for old retired people</th>
<th>for the government</th>
</tr>
</thead>
<tbody>
<tr>
<td>night life/entertainment</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>sport</td>
<td></td>
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<tr>
<td>royalty</td>
<td></td>
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<tr>
<td>politics</td>
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<tr>
<td>nature/environment</td>
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<tr>
<td>industry and jobs</td>
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<tr>
<td>place in world history</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>religion</td>
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<tr>
<td>freedom of choice</td>
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<td></td>
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<tr>
<td>health care</td>
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</tbody>
</table>

Tell your partner what is the most important.
My partner agrees with me: not at all      a little      about most things      a lot
Social Organisation

1a. Learning about laws. A Student

All A group work together to write the questions to ask for the missing spaces. Then one A and one B work together. Ask your B partner (on the next page) for the missing information and write the answers into the table. A group: the answers to any questions from B are below.

<table>
<thead>
<tr>
<th>You can vote after 2 years of PR (Permanent Residence).</th>
<th>NZ was the first country to give women the vote</th>
<th>NZ is a democracy, with elected politicians and a Prime Minister</th>
<th>Voting from 18 years old</th>
<th>Homosexuality is legal and same sex ‘marriage’ is legal</th>
<th>Equal pay for men and women</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>You can buy cigarettes from 18 years old (What...)</td>
<td>You can marry at _, with your parents’ permission (How old...?)</td>
<td>You can drive with a Learner’s Driver’s Licence from 16</td>
<td>Abortion is legal but there is no restriction on family size</td>
<td>There is no __________ for crime (What is there not?)</td>
<td>There is no censorship of Internet sites</td>
</tr>
<tr>
<td>There is no censorship of _____________________________ (What is there...?)</td>
<td>Treat of Waitangi is the foundation of biculturalism in society</td>
<td>Public displays of affection e.g. kissing, is legal but not really sociable</td>
<td>Care of the environment is very important</td>
<td>Equal pay for men and women</td>
<td></td>
</tr>
<tr>
<td>Dress code is ‘no private parts on display’; some special events are different</td>
<td>Freedom of religious and political belief</td>
<td>Strict pollution laws</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support 750 new refugees each year</td>
<td>Earliest school leaving age is 16</td>
<td>There is under 5 free child care and some health support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can marry at 16 with your parents’ permission</td>
<td>Liberal laws, social support services but high taxes</td>
<td>Unemployment, solo parent and sickness payments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prostitution and brothels have been legal since 2003</td>
<td>Strict pollution laws</td>
<td>Supports ____ ________ each year (What does NZ...?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marijuana, and addictive drugs e.g. ‘P’ / Ice are illegal</td>
<td>Supports ____ ________ each year (What does NZ...?)</td>
<td>Earliest school leaving age is 16</td>
<td>Higher education: it is easier to enter university than it is to graduate.</td>
<td>Under ______ free child care and some health support (How old is free...?)</td>
<td></td>
</tr>
<tr>
<td>You can buy alcohol from 18 years old</td>
<td>Schools receive some financial help</td>
<td>Abortion is legal but there is no restriction on family size</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can buy cigarettes from 18 years old</td>
<td></td>
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</tr>
</tbody>
</table>

b) When you finish, check your answers are the same (in group A or B).

How many of the 30 political views are the same in your culture? _____

Talk to someone from another culture in small groups (from A or B) about your views of New Zealand laws and important issues in society. Which ones are VERY different?

Which law would you like to change, if any? Why? Why? ____________________________

Problem solving

There is no right or wrong answer to this problem. Your female teacher starts shaking hands with everyone in the class to show you all the custom. You are next (and a young man). What do you do?

a) You explain it is against your religion to touch another woman and apologise for not shaking hands.

b) You feel uncomfortable but you shake hands and explain that it is not usual to shake hands with women in your culture.

Discuss your answer with another student.

My partner has nearly the same answer as me. O

My partner is completely different to me. O
Gestures and Body language

1a. **Power and respect.** Match the following words to the pictures: a) salute  b) curtsey  c) kneel
d) bow  e) eye contact (x2)  Write the correct letter in the space.

1. __
2. __
3. __
4. __

In small groups answer the questions below:
b) When do you bow, salute, kneel, curtsey?
Who do you stand up for, when they enter a room?
Is it OK to have constant eye contact with everyone?

**Tell someone from another culture your view.** Who agrees with you? _________________________

1. What's your name or title?
2. How do you greet people in everyday life in your culture? Do you use their title and their last name e.g. Dr Smith, or do you use their first name e.g. John or Alice (when they are your doctor)?

**Listen and check**

Words and language (literacy)

1. What's your name or title?
a) Write the correct letters (from a) to m) from the box in the 10 gaps below in the text.

<table>
<thead>
<tr>
<th>a) powerful</th>
<th>b) princesses</th>
<th>c) hospitals</th>
<th>d) court</th>
<th>e) most</th>
<th>f) last</th>
</tr>
</thead>
<tbody>
<tr>
<td>g) no</td>
<td>h) titles</td>
<td>i) parliament</td>
<td>j) ideal</td>
<td>k) first</td>
<td>l) names</td>
</tr>
</tbody>
</table>

‘Titles in every day situations in New Zealand - some are from the *Honours List’
We talk to _______ people with their titles to show *heirachy and respect eg British _______ like 'Your majesty' (for kings, queens, princes and _______), ‘Sir’, ‘Lord’ etc, ‘Mr Speaker’ (in parliament), ‘the honorable (politician’s name)’ (in _______), ‘Your honour’ (the judge in court), ‘Professor’ (at university), ‘Doctor (the university lecturer with a Doctorate in a non-medical subject like Art History)’ and their last name. Doctors and surgeons in ______ have recently changed: Younger doctors prefer _______ names but some older ones still prefer the title Doctor Smith. Apart from Parliament and ______, however, ______ New Zealanders prefer first names in nearly every day situations. It is an *egalitarian society so to show their respect or this ______, many important people ______ you to use their first names.

*Note: The (new) Queen’s Birthday Honours List is in the media June every year.*
*heirachy: the order of importance of people in society from top to bottom
*egalitarian: describes a society where everyone is equal ‘Titles in every day situations in New Zealand’

b) **Listen and check**

c. How do you greet people in everyday life in your culture? Do you use their title and their last name e.g. Dr Smith, or do you use their first name e.g. John or Alice (when they are your doctor)?

Cross out the way you never (or hardly ever) use:

i) Your doctor  First Name? Title with last name? S/D
ii) Your teacher  First Name? Title with last name? S/D
iii) Your close friend’s parents? First Name? Title with last name? S/D
iv) Your colleagues with a name badge  First Name? Title with last name? S/D
v) Your boss  First Name? Title with last name? S/D
vi) Your cousins or close family? First Name? Title with last name? S/D
vii) Your neighbours  First Name? Title with last name? S/D
viii) The shop assistant with a name badge  First Name? Title with last name? S/D
ix) A government official with a name badge  First Name? Title with last name? S/D
x) A married woman or man (not family)  First Name? Title with last name? S/D
xi) An unmarried woman (not family)  First Name? Title with last name? S/D
xii) What about Mr and Ms? (Ms means a woman, married or maybe not, but equal to Mr.)

What do Mrs and Miss mean? Which do you prefer? _______

Does your culture have different titles for married and unmarried women or another word? Yes/No
d. Go back and mark the S/D at the end of each question. S for the same as you or D for different.

Ask someone from another culture *What do you call (i to xii)?* Circle their answer:

How many are the same? __

2. **Reading graphs**

Do this survey on better life and compare yourself to other people in OECD countries.

Create your better life index: rate + or - the topics in the box on the right and submit.
Reflections

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

2. Every culture has good points but not as many as my culture. Put an X on the line to show your view:
I agree completely __________ I disagree a lot.

3. It is important for me to understand the politics and social values of a country if I am not going to live a long time there.
I agree completely __________ I disagree a lot.

4. I spend nearly all of my free time with my own ethnic group (or extended family) so I do not need to understand the politics and social values of any other country.
I agree completely __________ I disagree a lot.

5. It is important for me to have this country and people from my own culture accept me.
I agree completely __________ I disagree a lot.

6. My family have very different customs every day and have very different cultural values to most New Zealanders.
I agree completely __________ I disagree a lot.

7. I feel comfortable with my own 10 the New Zealand cultural values.
I agree completely __________ I disagree a lot.

8. The group I belong to is important for my identity.
I agree completely __________ I disagree a lot.

9. My culture is not very different to New Zealand values and customs.
I agree completely __________ I disagree a lot.

10. Look at least three different partners’ (from a different culture) results from this unit: (nationalism, social organization, titles, body language and literacy).
Who from another culture thinks nearly the same as you? (Name) __________ What country did they come from?

Why do you think you have similar values to them? Religion, age, gender, class, extended family values or any other reason?

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 insist on my own titles (if any). Yes/No/Maybe

I am going to learn more about the laws of the country I live in. Yes/No/Maybe

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

I am going to forgive or try and forget about old bad feelings against some nationalities. Yes/No/Maybe

I am never going to ____________________________________________________________
Exit Unit

Overview of learning outcomes:

| to learn about your personal view, culture and re-entry shock | to learn about: personal behaviour; support networks; adaptability and their impact on culture | 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 in images | to learn about: emotive words |
Exit Unit

In small groups answer the questions below:

1. I think this unit is about people. Yes/No Why or 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. Learning about culture shock

Make sure you know this vocabulary

a) Match the following to the numbers 1-9 on the culture shock graph.

Write the number after each one below.

1. You are excited about returning home. _____
2. Everything is new, interesting and exciting. _____
3. You may feel homesick, depressed and helpless. _____
4. Differences become apparent and irritating. Problems occur and frustration starts. _____
5. 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. _____
6. You develop strategies to cope with difficulties and feelings, make new friends and learn to adapt to the host culture. _____
7. 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. _____
8. You incorporate new knowledge and experiences from abroad into your new life and career. _____
9. You gradually adjust to life at home. Things seem more normal again but not exactly the same. _____

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

c) Put a star * on the line for your personal position today.

d) 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? Name(s): ______________________________________

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

3. Learning about reasons for culture shock

Useful words to help you

a) 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. _____

b) 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

1. Your social support network

a) How important are friends when you need help in a stressful situation and why?

How many of your friends are from a different culture? _____

b) 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 for you - always, usually, sometimes, hardly ever, never etc.

Write S or D for your partner’s answers at the end of each sentence:

i) They listen to you and talk with you whenever you feel lonely or depressed. ___

ii) They explain and help you understand the local culture and communication. ___

iii) They provide necessary information to help you with your new environment. ___

iv) They help you interpret things, not just translate the meaning. ___

v) They show you how to do something new. ___

vi) They show you support and care for you. ___

vii) They explain things to make your situation clearer. ___

viii) They tell you about other ways, choices or options to solve the stressful situation. ___

ix) They speak English better than you. ___

x) They have lived here longer than you. ___

xi) They stay positive and encourage you to be positive ___

xii) They take you out of your home and do things in the local area. ___

How many of your answers were the same? (S) ___

c) Match the 6 pictures on the next page to ideas in i-xii. Some can match more than one.

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

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
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. _______.
(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 “un-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-4406147

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

<table>
<thead>
<tr>
<th>positive</th>
<th>negative</th>
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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
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?
____________________________________________________________________________________
____________________________________________________________________________________

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

Further Reading:
Cross cultural communication
Cross cultural mistakes
Body language
Changing minds with body language
Intercultural communication in ESOL classes

13.1 audio

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.

2. Answers

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 differences . 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