

Keeping Culture in Mind too!

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An Intensive course on culture.

Student's Book

Pre- Intermediate to Advanced

Valley Music Publications (VMP)

www.englishteacher.co.nz

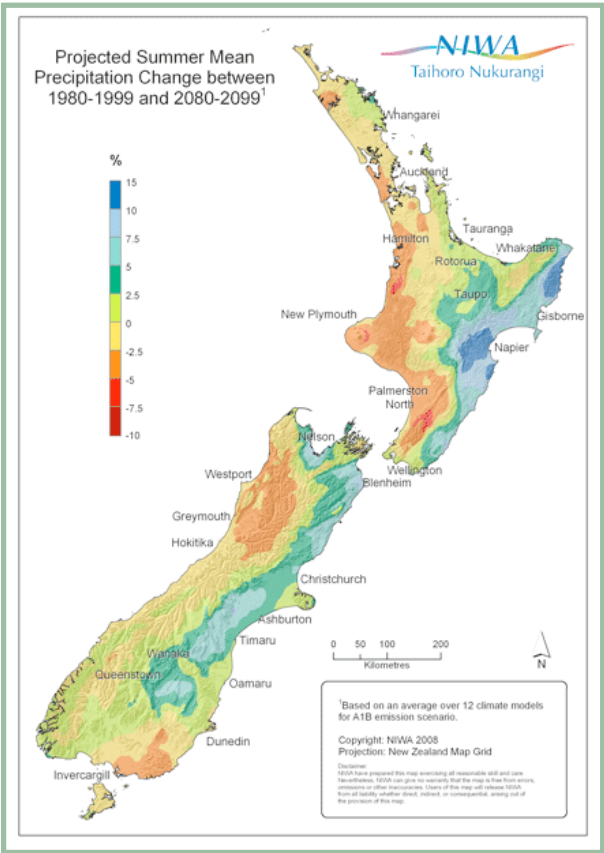
2014

Unit 1

Overview of learning outcomes:

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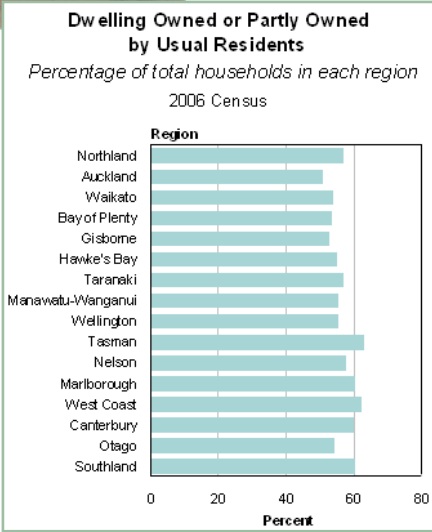
Unit 1



Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

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



What do you think about 1-4?


In small groups talk about your answers.

1. I think this unit is about homes Yes/No Why or why not?
 2. I think this unit is about water Yes/No Why or why not?
 3. I think this unit is about friends Yes/No Why or why not?
 4. I think this unit is about holidays Yes/No Why or why not?
 5. I think this unit is about lifestyle Yes/No Why or why not?
- How many of us agree? _____



Unit 1: There’s no place like home

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

 Listen to the story about Maui.
It is about fishing up the North Island and the reason why New Zealand is mountainous.

a) Correct the sentences below as you listen to the story.

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



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



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

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

3. Talking about how climate influences your culture

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

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

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

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

4. Ownership *Useful vocabulary to learn*

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

Social Organisation

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

a) [Go to this website](#), click the 'About Culture' link on the left and **do the survey**. You learn about ownership, and giving in New Zealand by matching the correct answer to the sentence or question. What was your % result? _____

b) On your own. What word(s) do **you** link with each picture? Write your answer on the line.













2. Compare your culture with other cultures

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

Whose culture is closest to New Zealand? _____

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











3. Spending tax money

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

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

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

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

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

Problem solving

There is no right or wrong answer to this problem.

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

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

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

My partner has nearly the same answer as me. O

My partner is completely different to me. O

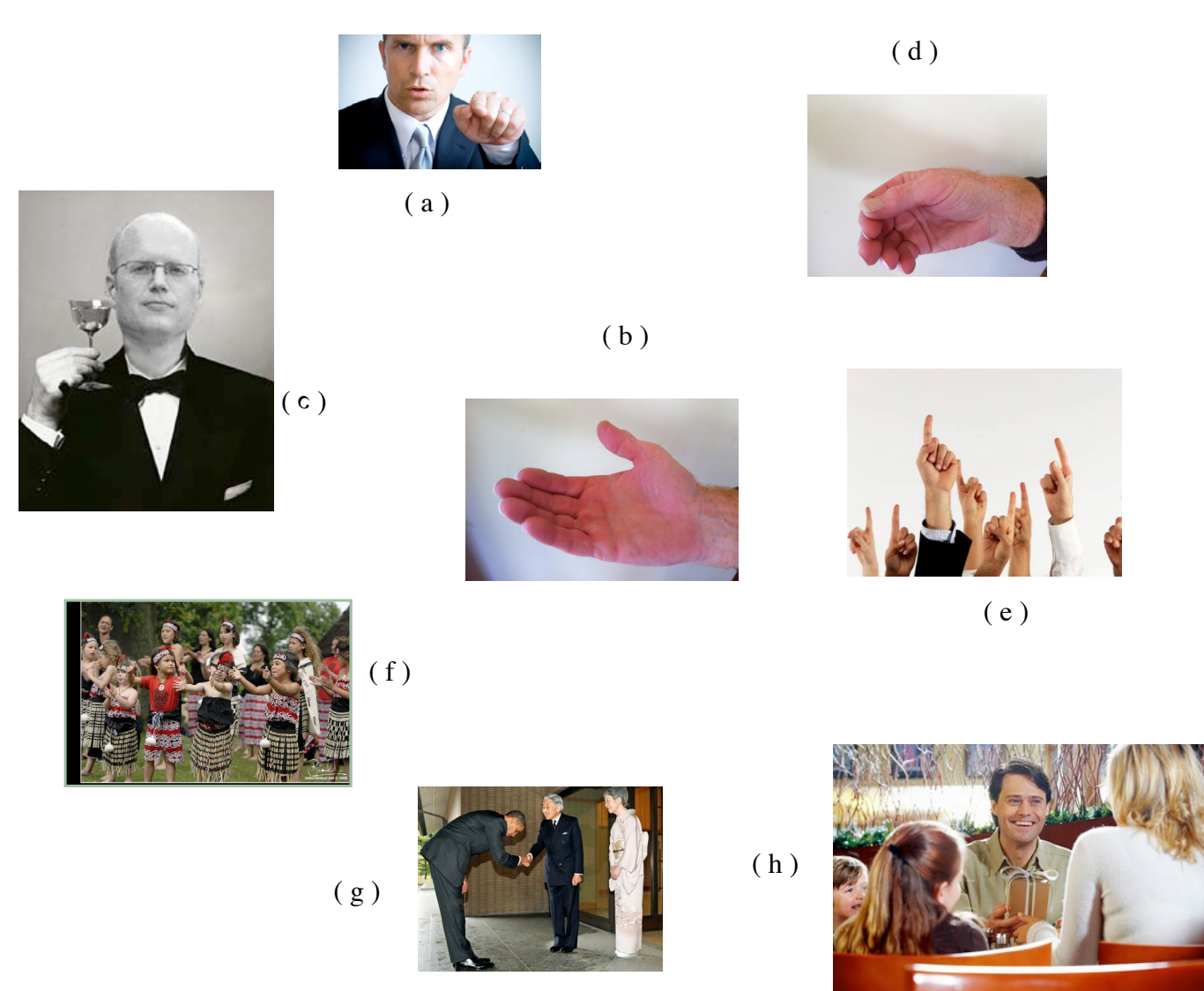
Discuss your reasons for your choice with another student.

Gestures and Body language

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

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

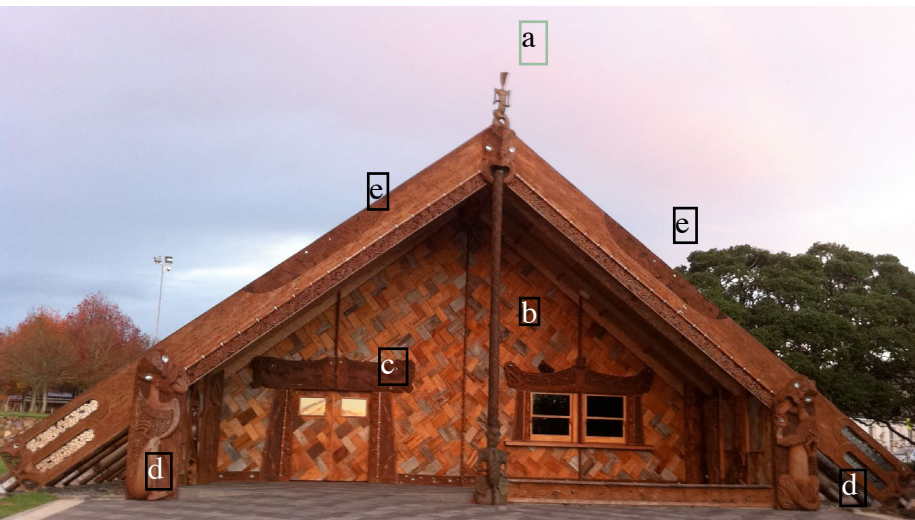
Which body language is the same as New Zealanders? _____
Which body language about money is different to other cultures in the class? _____



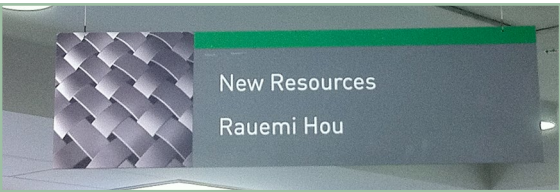
Words and language (literacy)

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

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



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



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

Reflections



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

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

Plans for the future



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

Answers and transcripts

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

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

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

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

Useful resources:

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