

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)

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Unit 6

Overview of learning outcomes:

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



13



7 3



What do you think about 1-5?
In small groups talk about your answers.

1. I think this unit is about luck. Yes/No Why or why not?
2. I think this unit is about Christmas and December in New Zealand. Yes/No Why or why not?
3. I think this unit is about giving money. Yes/No Why or why not?
4. I think this unit is about death. Yes/No Why or why not?
5. I think this unit is about fate. Yes/No Why or why not?

How many of us agree? _____

Reading illustrations (pictures, photos etc)

- In small groups answer the questions below:*
1. Look at the photos of people.
a) What are they doing? How do you know? eg There is a / are ... in the picture/photo
Are they inside or outside and how do you know?
b) How do they feel? What in the picture helped you? eg The eyes look..... the mouth looks....
Which of the following feelings do you think the illustrations of people (pictures, photos etc) show
i) interest
ii) boredom
iii) unhappiness
iv) joy
v) support
vi) sadness
vii) excitement
vii) other emotion? _____
What body language helped you to decide?
How do you know? What in the picture helped you? eg The eyes look..... the mouth looks....
In which illustrations do the people meet your eyes (look directly at you)?
(Use your finger, point to them and say, "This one and this one!")
Do they make you feel comfortable or uncomfortable? Why?
Do people from your culture use their face and eyes to show feelings in the same way?
Yes/No How many of us said, "Yes!" _____
Now look again. What parts of the body are touching? _____ and _____.
Are the people comfortable with the touching? Yes/No Why or why not?
What are the relationships between the people? How do you know?
 2. One man is wearing a red suit and is in a red car. What is his name? _____
What do red, green and black mean in the illustrations? (the flower, the decorations on the tree, the decorations in the party room).
Do these colours have the same meanings in everyone's culture?
How many in the group said yes? _____
What does X in Xmas mean? Which religion does it come from?
How many in the group belong to this religion? _____
Which picture is a horse shoe? How do you know? Why is the horse shoe a U shape and not upside down? What is inside the U shape? What does it mean?
Which country does this symbol in the U come from? _____ Why is it green?
How many in the group knew all the answers? _____
 3. Look at the numbers. What do they mean? Anything?
Which ones are good luck? _____ Are they the same in your culture?
How many said yes? _____
Which number comes from Christian religion and means bad luck?
How many in the group have the same meanings? _____
 4. Three illustrations are about telling the future. Which ones are they and how do you know?
Which two have got signs for each person? (Use your finger, point to them and say, "This one and this one!") Who knows the names of their signs? Names: _____
 5. Who is the audience (magazine, friends, Facebook, newspaper, newsletter etc) for each illustration?
What age group are interested in the illustrations and why do you think so?

Unit 6: The end

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



(a)

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

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

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

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



(b)



(c)



(d)



(e)



(f)



(g)



(h)



(i)



(j)



(k)



(l)

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

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

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

2. Comparison with others

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

a) The same:

b) Different:

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

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

Social Organisation

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

Write (s) the same or (d) different from New Zealand society for the following:

The local community alcohol outlets financially support some charities. ____

The government uses some of the money from Lotto to support charities. ____

Religious and non- religious groups have charity ‘drives’ in December. ____

The government decides Christmas and New Year public holidays. ____

The government decides the dates for the end of the school year. ____

The government pays for up to a week off work for a death in the family. ____

The government only control health issues about death. ____

Police increase fines for speeding and ‘drink driving’ in December. ____

The family always decides about a ceremony for a person’s death. ____

The relatives do not always stay with the dead person until burial. ____

You do not have to have a religious ceremony at death. ____

Most companies have an end of year party. ____

Not every company has an end of year bonus system. ____

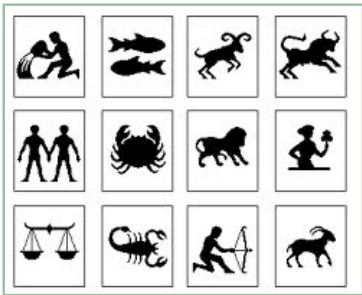
The government controls Lotto and types of gambling. ____

Local businesses decorate shops, streets and have parades to celebrate Christmas/the end of the year. ____

Boxing Day (26th of December) sales are popular now. ____

Most families have a Christmas dinner party at home. ____

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



2. A survey about fate, luck and gift giving
Each pair chooses a different one of the following questions. Find out how many people say yes, look at your results together and write an answer using the survey language pattern example. Tell the class your result.

e.g. Nearly all of us have more than one kind of funeral in our culture etc

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

Result: _____ of us _____



3. Gift giving team activity

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

- 1. Your best friend – last year he gave you a gift worth \$100 and your’s was handmade and worth \$20 but he really loved it.
- 2. Your older married sister, brother-in-law and nephew– last year they gave you a gift worth \$20 but it was really useful. She is pregnant, he doesn’t like you and their son is 2 years old. You gave ~\$50
- 3. Your boss – last year he gave you \$100 bonus and you gave him a homemade gift but this year there was no work bonus. You like him and you also want time off next year to study.
- 4. Your mother and father- last year they spent \$100 on you. You had a big argument with them this year. You still believe your reasons for the argument are right. Last year you spent \$50 on each of them.
- 5. Your younger brother – he is still a student so his gifts are always <\$20. You love him dearly.

\$2 shop: all kinds of gifts but not quality eg cosmetics, ornaments, glass & plastic things.
Chemist: quality cosmetics, personal grooming eg brushes, combs, razors, health supplements.
Trade Aid Shop: high quality ornaments, kitchen and bathroom things, unusual things from workers in poor countries who get all the profit from the volunteers in the organisation.
Supermarket: medium quality foodstuffs in gift packs, cheap medium quality groceries – cosmetics, personal grooming items, kitchen utensils and crockery, some clothes like socks, underpants and stockings.
Department Store (poor to medium quality): toys, gardening materials, cosmetics, clothes, kitchen and household stuff, car items, IT items, entertainment – CDs, DVDs, books, camera/phones, Lotto tickets and other gambling cards.
Department Hardware Store (medium quality): toys, gardening materials, car items, tools, DIY stuff, storage, outdoor and camping equipment.
Global charity donation \$10 or more vouchers: feeding the poor, helping with clean water, medicines for the poor, help for disasters – shelter, clothes etc, or cancer research.

Problem solving

There is no right or wrong answer to this problem.

The class end of semester/term/year party is on the same afternoon and time as a family member’s birthday. You really like everyone in the class and have enjoyed studying with them but you can only go to one party as your home is far from school. What do you do?

- a) Go to your class party and spend more time with your family member that evening.
- b) Go to your family members party, explain to your class members why you cannot come and organise another party with them some other time.

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

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

Gestures and Body language

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

hug



show respect to elders



wave goodbye



kiss under the mistletoe



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

Which body language is the same as New Zealanders in your culture? _____

Which body language about end of year parties (Christmas or New Year’s Eve) was the most interesting? _____

Words and language (literacy)

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

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

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

2. Listen to a comedian talk about euphemisms

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

toilet paper (d)

medicine ()

sneakers ()

information ()

false teeth ()

dump ()

car crash ()

motels ()

house trailers ()

used cars ()

room service ()

poor people in slums ()

‘broke’ ()

cripples ()

the old ()

a. directory assistance

b. medication

c. guestroom dining

d. bathroom tissue

e. mobile homes

f. previously owned transportation

g. economically disadvantaged occupy substandard housing in inner cities

h. physically challenged

i. senior citizens

j. automobile accidents

k. landfill

l. negative cash flow position

m. running shoes

n. dental appliance

o. motor lodges

1. What does george Carlin say about how language has changed?
- a) The number of syllables to describe something has increased/decreased with time.
- b) It is less/more dishonest.
- c) Euphemisms hide the true meaning. True/false/don’t know
- d) Euphemisms do not change the condition of anything. True/false/don’t know
- e) Governments, insurance companies and politicians use them less/ more than ordinary people.
- f) What examples from his talk does he use to describe ‘shell shock’ from over 70 years ago?
- b _____ f _____ ,
- operational e _____ ,
- p ____ t _____ s _____ d _____
2. In small groups, ask and answer the following questions:
- a) What problems can this kind of language (euphemisms) cause?
- b) Why do governments and society use this kind of language?
- c) Can you translate any example from your own experience or culture?
- d) Is your cultural example similar to any partner? Yes / No / a bit similar
- e) Have you heard any of George Carlin’s examples before? Yes/No

Reflections



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

Plans for the future



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

Answers

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

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

The coffin (e) is open and close family stand nearby all the time, some wear *kawakawa* leaves in their hair (g) but all wear black. Visitors and friends (h) can touch the *tūpāpaku* (dead person) for the last time, talk frankly to them, sing, tell jokes or just cry. On the last night close relatives, often the older women hold a vigil (f).

At sunrise they close the coffin (e) before they bury the loved one, usually with some Christian prayers in the cemetery (*urupa*) (d). Once the loved one is in the *urupa*, the spirit then travels to the tip of *Aotearoa* (New Zealand) at Cape Reinga (*Renenga Wairua*) & climbs down the old *pohutukawa* tree and on to *Hawaiki*, the original homeland of all *Maori*. (a)

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

However, *tangi* is changing with more *Maori* choosing alternatives. A loss of connection to the institution (*tangihanga*) (b,c,d,f,g) through migration, not knowing who the people are at the *marae* (c), not feeling comfortable because of those factors and a loss of spirituality are some of the reasons Professor Tapsell believes people are choosing to forgo mourning rituals. (Saturday June 23, 2012 4:22 PM NZ Herald)

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

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

Further Reading:

- Cross cultural communication
- ESOL teaching and culture
- Marae information for tikanga
- Tangi 1