

Keeping Culture in Mind too!

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An Intensive course on culture.

Student's Book

Pre- Intermediate to Advanced

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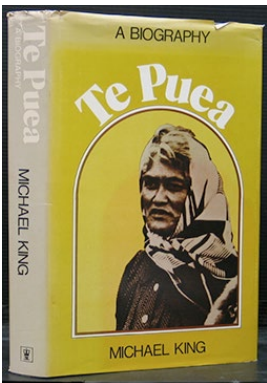
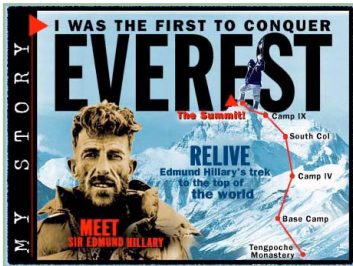
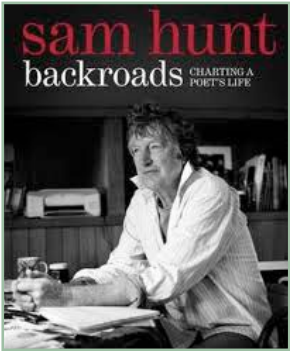
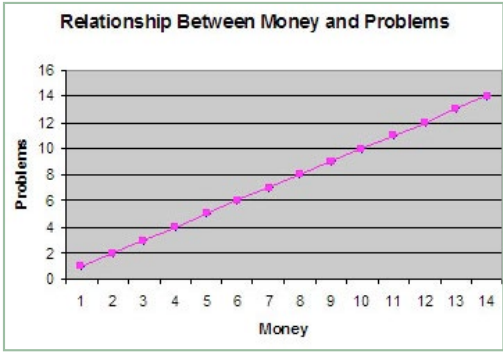
2014

Unit 5

Overview of learning outcomes:

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



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

1. I think this unit is about money Yes/No Why or why not?
2. I think this unit is about politics and laws Yes/No Why or why not?
3. I think this unit is about famous people Yes/No Why or why not?
4. I think this unit is about sport Yes/No Why or why not?
5. I think this unit is about environment Yes/No Why or why not?

How many of us agree? _____

Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

1. Look at the photos of people.

a) What are they doing? How do you know? eg There is a / are ... in the picture/photo
Are they inside or outside and how do you know?

b) How do they feel? What in the picture helped you? eg The eyes look..... the mouth looks....
Which of the following feelings do you think the illustrations of people (pictures, photos etc) show

- i) interest
- ii) boredom
- iii) unhappiness
- iv) joy
- v) support
- vi) concentration
- vii) excitement
- 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 these people? How do you know?

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

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

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

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

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



Unit 5: Who’s got the power?

1. Brainstorming qualities of role models

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

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

2. Putting people into groups- vocabulary to help you

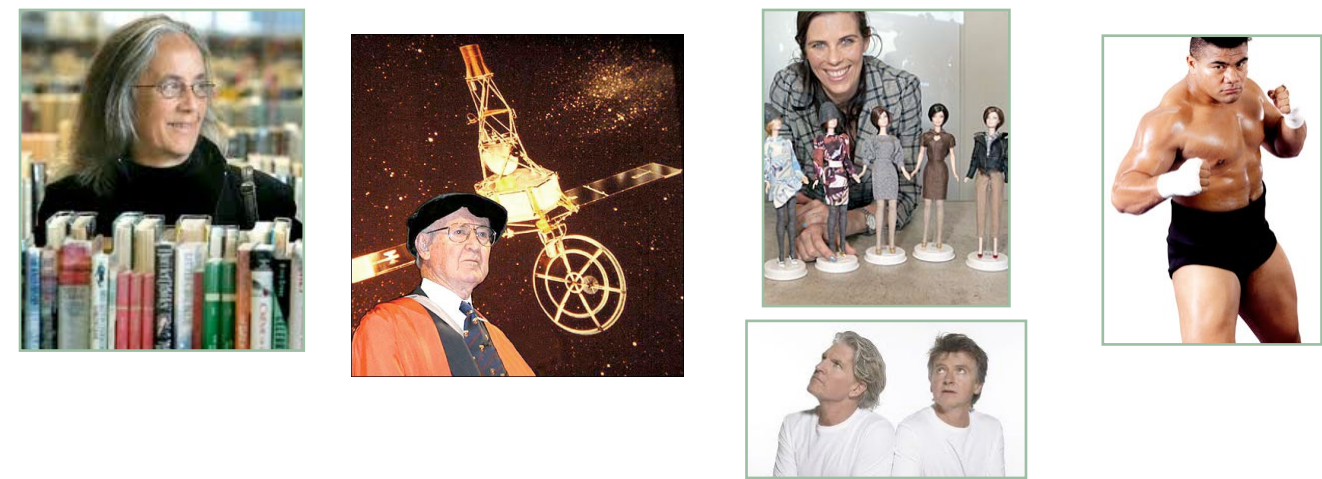
a) In pairs talk about which famous New Zealand role models are: politicians, adventurers, sportsmen or women, business people -including entrepreneurs, leaders, scientists/academics, entertainers, artisans (writers, artists, dancers), heroes/heroines. [Click here to read the list.](#)



b) Write the letter or number from this list in the correct column below:

c) Which people are more than one type of role model? _____

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



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

3. Comparing with your own culture and others

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

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

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

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

4. Thinking and talking about role models

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

What do you think? Put an X on the line below:

I agree _____ I disagree

How many people from another culture nearly agree ? ____

Social Organisation



i.



ii.



iii.

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

[Click here for help with vocabulary](#)

1. Activists in society

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



Problem solving

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

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

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

Discuss your reasons for your choice with another student.

2. Talking about confrontation Vocabulary to help you

a) Work in pairs. Put the conflict resolution in order of confrontation:
Start with 'do nothing' and end with 'war'.
You can use these words: violent action, strikes, petitions, tribunals/ 'hui' (discussions or meetings), 'hikoi' (peaceful marches), public 'stunts' to raise awareness
do nothing ----- war
b) Compare your order on the line above with others in the class.
Who agrees with you? _____

3. Comparing rewards for role models

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



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

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

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

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

Gestures and Body language

Look at the pictures of people and body language.

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

Does your partner agree? Yes/No

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

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

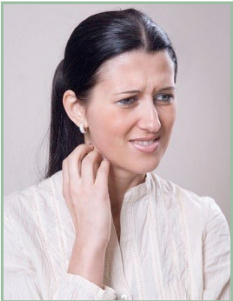
In small groups, which gestures are the same in your culture? Write your answers below:



i.



ii.



iii.



iv(a.)



iv(b.)

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

My score: _____
The score most different to my own: _____

Words and language (literacy)

Learning about signal words in speeches and text

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



Title: _____ in New Zealand.

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



Reflections



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

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

Who from another culture thinks nearly the same as you?

(Name) _____ What country did they come from? _____

Why does this person think nearly the same as you?

3. Choose the best answer for you:

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

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

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

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

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

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

f) The dominant culture should decide everything in society. ____

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

h) Change is sometimes uncomfortable but it is necessary. ____

i) The winner writes the history and changes society. ____

*argument with hurt on both sides of the argument

Plans for the future

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

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

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

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

I am never going to ...



Answers

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

Who is where?

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

Social Organisation

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

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

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

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

* a public protest and argument against the mainstream idea

Words and language (literacy)

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

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

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

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

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

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

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

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

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

Further Resources:

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