

Keeping Culture in Mind

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An Intensive course on culture.

Student's Book

High Elementary to Advanced

Valley Music Publications (VMP)

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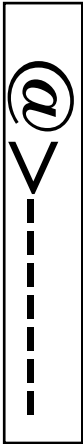
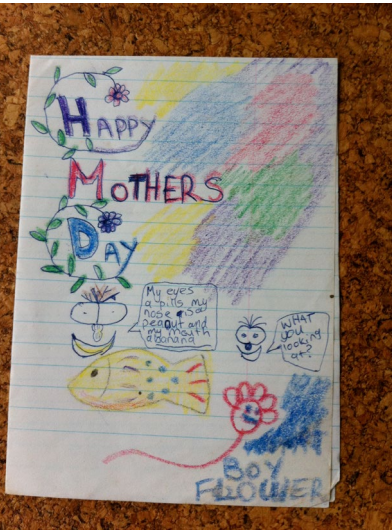
2014

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?
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Unit 5



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

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:

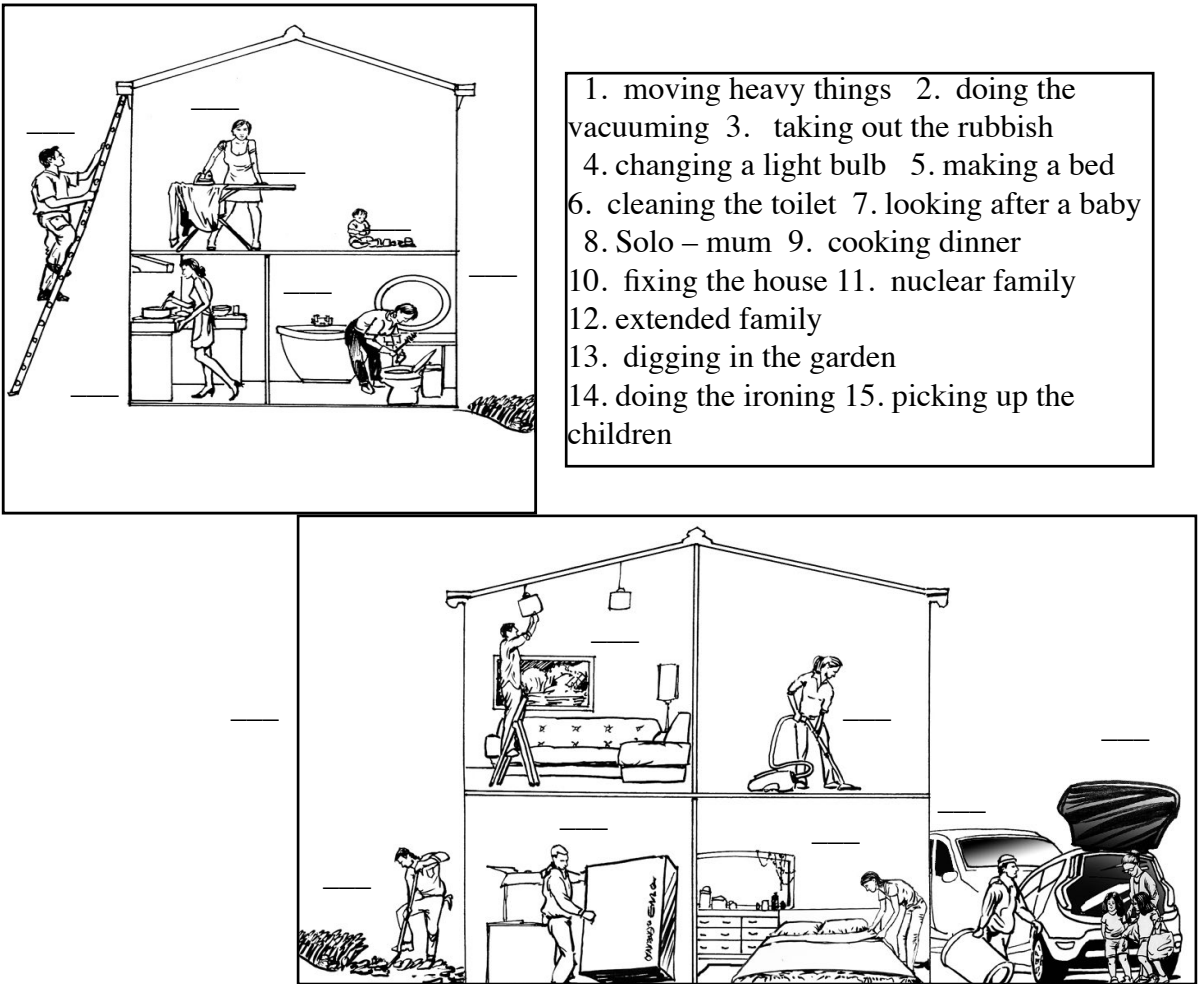
- a) Is it the month of May?
Yes? Did you do/Are you going to do anything last/next Sunday for Mother’s Day? (In New Zealand the second Sunday of May is Mother’s Day and the first Sunday in September is Father’s Day.)
No? Go to b)
b) Do you celebrate family members roles in your culture (including children)? How?
What do you do every year on this day?
(There is no Childrens’ 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 word/s from the box below and write the correct number in the picture.
🔊 Listen and check.



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:

Mother	Father	Children (eldest son, male or female?)	Extended family e.g. grandparents, uncles etc

- 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

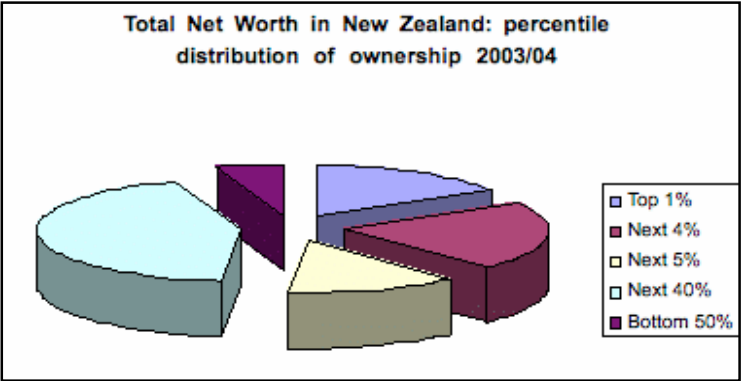
- In pairs or small groups, including someone from another culture, answer the following questions:
a) Do or did your grandparents live in the family home with you? Yes/No
b) Who makes final decisions about your future, your parents or grandparents, both or you?
c) Do your cousins/grandparents have more or less responsibility for you than your brothers and sisters?
d) 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?
e) 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?
Family, religion, politics, classes of people, businesses or those with money and power?
Can you put them in order of importance for your culture? Is it the same as a partner’s? Yes/No

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:



2. Money and control

In pairs or small groups answer the following questions a) to f) and give reasons why or why not?
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.

- This pie chart about who has the money in New Zealand and how much they own shows:
- 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? _____

Problem solving

There is no right or wrong answer to this problem.

Your favourite grandparent is dying slowly and they live with your family. They do not like hospitals or hospices and want to die at home. They need someone to look after them 24/7. You are a full time tertiary student with no nursing experience, your parents work full time and your brothers and sisters are a lot younger than you. What do you do?

a) ask your family to look after them and help after class but you probably will not pass exams.

b) get a part time job to help pay for a full time nurse.

c) stop your study, learn how to look after them from books and the Internet until they die.

Discuss your answer with another student.

My partner has nearly the same answer as me. O

My partner is completely different to me. O

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.....

In my family you leave home when.....

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
 - someone in the army? Yes/No
 - your father, mother, grandparents, siblings, husband or wife? Yes/No

What does the body language mean in the photos?

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

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)

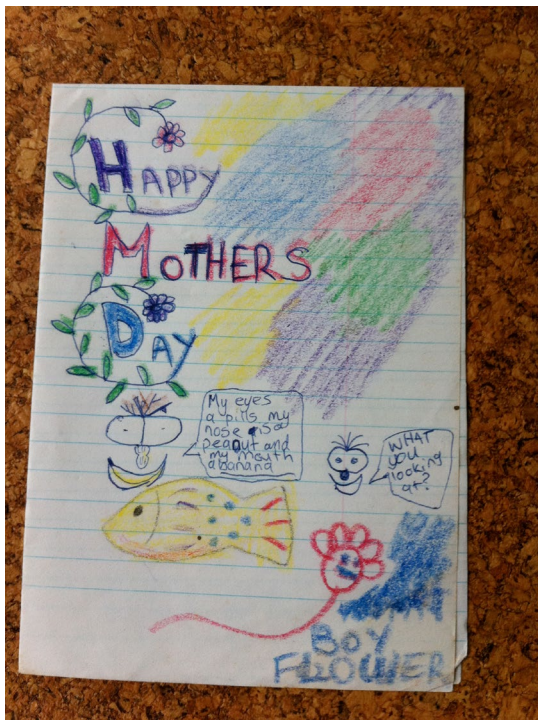
4. “I love God.” (New Zealand). (If you have no religion then leave this one.)

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)



Reflections



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
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
c) 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?) _____
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?

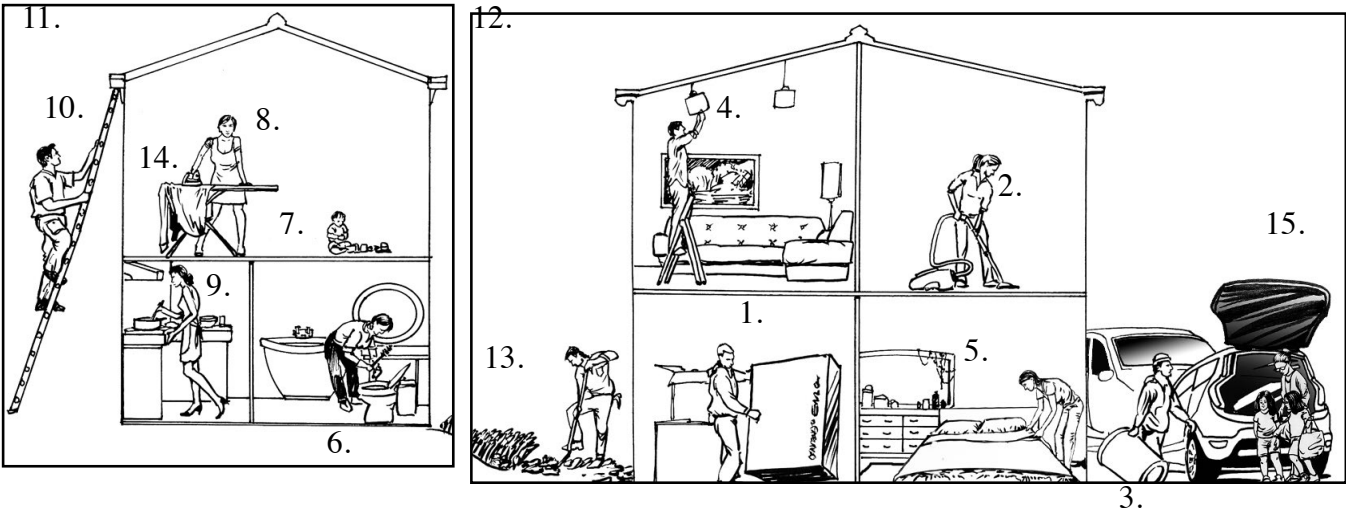
What is the most important thing about culture I have learnt from this unit?



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) some-one 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?
.....

Answers:
2.b audio 5.1
Most NZ families are a small nuclear family but some are an extended family. In the smaller family Dad is fixing the house outside, Mum is cooking dinner, the daughter, a solo mum, is ironing and looking after her baby in the living room. The youngest son is doing housework. He is cleaning the toilet in the bathroom.
In the bigger family, Mum is making the beds, Dad is changing a lightbulb, Grandma is picking up the children and Grandad is digging in the garden. The oldest son is taking out the rubbish and Dad’s sister and her husband are doing the vacuuming and moving heavy things inside.
audio 5.2
So in social organisation these 3 main groups in our society are generally the upper class, the middle class and the working class. Um, the upper class in NZ society is ...generally rich...um they have a lot of money, they never have any worries about money. In NZ our religion and our government are separate. Um in some countries the upper class are also the religious class, which have special advantages or special allowances. They can do things that other classes can’t do- kind of special benefits. Arrh... the middle class- we often refer to these as white collar workers because they go, they are professional.. and they often wear white shirts to work. Arrh...They... they are comfortable. They often have their own home, maybe their own small business ...um you know.. their children usually go to special schools, private schools in NZ. Working class...in NZ we refer to these as the blue collar workers because they often wear a kind of blue uniforms, blue overalls which can get dirty because they ...they work in jobs with oil or dirty things or rubbish or um they work in factories. They often have very few skills um. They don’t have high education and so as a result they often have quite low wages. Um... It’s quite true for all of our society or in every country, there are laws maybe made by religion maybe made by your government but these laws are rules and regulations for everybody in that country.



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

Further Reading:

[Statistics for wealth distribution](#)