

Keeping Culture in Mind

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An Intensive course on culture.

Student's Book High Elementary to Advanced

Valley Music Publications (VMP) 2014

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
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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 (Hynson, 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 independant 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.

A lot of New Zealanders of European origin have become more tolerant of any differences in collectivist fundamental beliefs, perhaps due to intermarriage and a raised awareness of the implications of the Treaty of Waitangi. This founding document from 1840 influences the views of New Zealanders on an almost daily basis and many collectivist notions have been introduced as a result of it.

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 prerogative 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-Kriegler, 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 any one resource book for ESOL teachers. It has, however, been part of primary school 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, anaylsis 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 cognitive 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 activites 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.

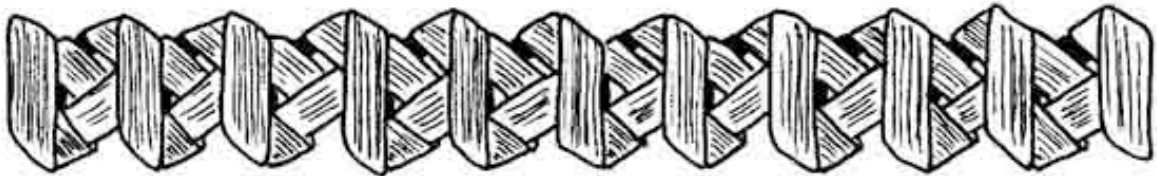
Vocabulary on the other hand is preintermediate to intermediate and may require preparation for activities to succeed. At low levels, use [Quizlet](#) links to preteach or give as homework to learn from before using the texts. At higher levels Quizlet could be for review. It is American pronunciation 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 miscommunciation.




Unit	Name	Major Theme	Minor themes	Body Language	Imagery literacy	Literacy
Entry	Are you ready?	History	point of view; prediction; types of culture; communication problems	welcome customs; touching	perspective; feelings; prediction; order of viewing; emoticons; prior knowledge	verbal communication; other forms of literacy
1	New Start	New Year & Birth	reciprocity/gift giving; face; summer; naming; registration; greetings; familiarity	Giving and receiving gifts; congratulations	Feelings; audience; perspective; order of viewing; Form filling; colours	Familiarity with ending -ee sound; writing a card; appropriate names
2	I Promise	Love & promises	Myths & Legends; St Valentine's Day; sexuality; marriage; Treaty of Waitangi; (keeping) promises; individualistic vs collectivist values;	Hands; kneeling; promises	Feelings; status; position; prediction; background and foreground; colours	verb tenses with promises
3	Back to School	Education	co-education; single-sex schools; expectations; organisation; punishment; cheating; support; respect;	Giving presentations; teacher respect; classroom behaviour	Bilingualism on signs; Feelings; status; position; prediction; background and foreground; order of viewing; colours	signs; academia;
4	Tell me a Story	Story telling	bi/multilingualism; humour; speech characteristics; social hiatus & silence; Daylight Saving/time sense; order of speakers; censorship;	Agreeing & disagreeing; waving; counting; every day signals; mime	Feelings; status; position; prediction; background and foreground; order of viewing; colours; audience perspective;	hesitation and silence; paralanguage
5	Keep it in the Family	Roles and respons-ibilites	Mother's Day; chores; age; extended family; gender; class; decisions and life choices; lack of respect;	Showing respect with eyes, hands and body	Feelings; status; position; prediction; background and foreground; symbols; perspective	politeness in language; translation or not?
6	About Society	Politics & government;	Royalty; values; laws; rules;	handshakes; proxemics; power and respect;	Feelings; order of viewing; prediction; background and foreground; symbols; perspective; colours; language; numbers	Titles and addressing important people
Exit	Time to go	Personal view; culture and re-entry shock	personal behaviour; support networks; adaptability;	Physical things: clothes, smell; posture; proxemics; silence; feelings	Feelings; relationships; prediction; background and foreground; symbols; perspective; colours; status; position	Emotive words

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.
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.
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.
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.
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.
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.

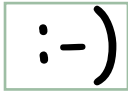
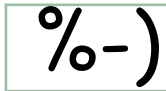
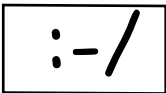
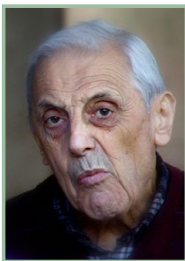
2. Formating:
Italics indicates the student needs to read and complete before any discussion and sometimes after to complete a task.
Punctuation is used to improve reading strategies: *Italics also indicate a word they do not need to know (Maori)* and brackets are used regularly to give meaning next to a difficult word.
Light Blue text in Reading Illustrations content highlights the main image literacy idea being explored.
Green background indicates a group activity.
Problem solving is in a yellow box
Links to Quizlet for **vocabulary practise** or other Internet resources are dark blue
TIP: It is suggested you use **all** the QUIZLET vocabulary quizzes, preteaching at lower level, revision for higher.

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!

Entry unit:



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:
_____ of us use this kind of 'feeling picture' (emoticons) in writing.

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?

Who uses the most technology to communicate? Name: _____

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))

- | | |
|--|------------------------|
| a) Food | The same_____Different |
| b) Clothes (mainly casual) | The same_____Different |
| c) Music and art | The same_____Different |
| d) Leisure/lifestyle | The same_____Different |
| e) Nature | The same_____Different |
| f) Climate (comfortable; no extremes) | The same_____Different |
| g) Live mainly in cities | The same_____Different |
| h) 11 National holidays/year | The same_____Different |
| i) Average wage in 2011 (\$23:40/hr) | The same_____Different |
| j) Mainly female teachers | The same_____Different |
| k) Computers in schools | The same_____Different |
| l) Industrialisation for a long time | The same_____Different |
| m) Politics (Democracy) | The same_____Different |
| n) Christian religion (~40%) | The same_____Different |
| o) Small families (<2.6 children) | The same_____Different |
| p) Individuals are more important than the group for most New Zealanders | The same_____Different |

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:













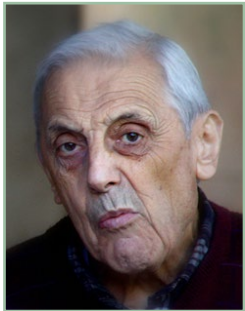


Do you agree with everyone? Yes/No

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

- 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 maybe 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 :

Easy to change Changes with time Difficult to change Impossible

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?

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

- ___ history of New Zealand languages
- ___ why speakers from two cultures can have problems understanding each other
- ___ why language is not just words
- ___ effects on Maori from another culture

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

- i. Listen and check your answers to the order of the 4 main ideas in 2 a.
- ii. 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?.....
- c) Which culture is making changes to your culture now? How?

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? _____

	My culture	Partner 1	Partner 2
new words			
past changes			
changes today			

Gestures and Body language

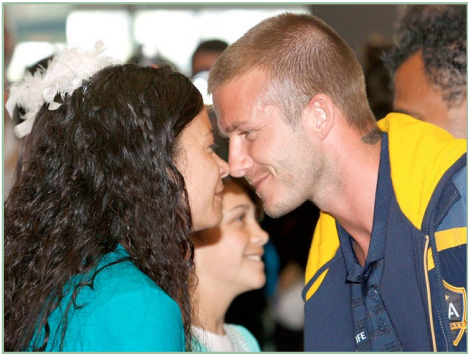
1. Greeting for the first time

At the end of a traditional ceremony of welcome, (*powhiri*) 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: Which culture is closest to your own? _____

Part of the body (touch for the first time)	In NZ culture	In my culture	In _____ culture	In _____ culture
hand (shake)	yes			
fingers	no			
elbow/arm	yes			
shoulder	yes			
top of the head	yes but not in Maori culture			
cheeks	yes			
mouth (kiss)	no			
nose	yes in Maori culture			

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*), *kōwhiri* (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?

What is it about? love? history? a famous person? a famous place ? something funny? a rule and the breaking of the rule ? something else?

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 am not sure-----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? e.g. 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 4 rudeness 8 ignorance 1 under stress 5 tone 7 gesture 2 politeness 6

What do all the words link to? M i s c o m m u n i c a t i o n

Social Organisation

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

a) s y m b o l s b) majority c) concepts d) belief e) carving f) missionaries g) aural

h) dominant i) fundamental

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 4 why speakers from two cultures can have problems understanding each other

3 why language is not just words 2 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.
 8. What does spoken language express (6): history, attitudes, world experience, hidden meanings, rules and traditions.
 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 (marae tikanga), 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 historyunitec15

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

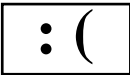
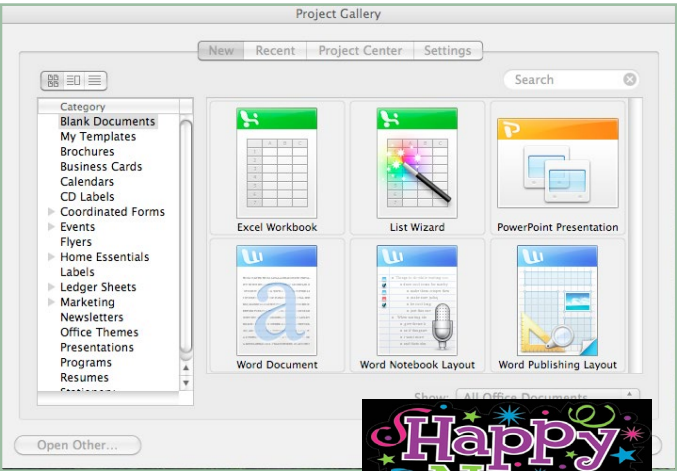
2014

Unit 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
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Unit 1



BDM93B
Request for New Zealand Birth Certificate or Printout
Please note that you may be able to order your certificate and/or printout by ☎ Freephone 0800 22 77 77 (+64 4 474 8101 if outside New Zealand)

INTERNAL AFFAIRS
Te Tari Taiwhenua

Part A My Details

Surname First names

Surname at birth (if different from above) First names at birth (if different from above)

Place of birth (town or city) including country if not New Zealand Date of birth

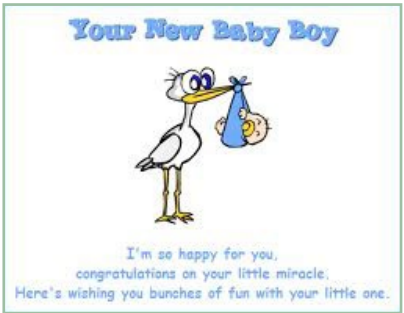
Phone number (daytime) Email address

Part B Delivery Address

Delivery name (if different from above)

Flat number (if applicable) Street number Street

Suburb or rural locality



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’ (emoticons) 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’ (emoticons)

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

Unit 1: New Start

1. 1 How different is your culture to New Zealand culture?
Go to quizlet to practise or learn useful vocabulary for this activity.

- a) sunrise b) midnight c) Gisborne d) world
e) beach f) greet g) celebrate (x2) h) sales
i) school j) factories k) resolutions

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.

🔊 Listen and check
Is the text exactly the same? Yes/No
Which word or words are different? _____

1.2 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



m. ____



n. ____



o. ____



p. ____

q. ____



r. ____



s. ____



2. Your experiences
Read and answer the questions below.

In your culture on January the first:	Yes	No	Sometimes
do you say, “Happy New Year!”?			
do you sleep in?			
do you relax, have a picnic or go for a walk?			
are you on holiday from work or school?			
are shops and factories open?			
do big department stores have sales?			
do you think about your New Year’s resolutions (promises for next year) or plans for the New Year?			
do you celebrate New Year at another time e.g. Maori celebrate Matariki according to the lunar calendar - around April/May/June.			
do you give presents to family and friends?			

- 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 ? ____

3. Reciprocity (giving back)
Write your answers to a)-e).
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? ____

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. Some Maori plant kumara on or near their local ‘marae’. Other celebrations are for several days or more.

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.



A kumera is on the left/right Matariki is on the left/right



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

Look at the answers of someone from a different culture.

How many of your answers are the same ? Ask about differences.

Write one different answer:

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 theHe’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.

2. The Start of a New Life

ii. Read the two conversations on the wiki Famous New Zealanders

Put the four activities in the pictures in order of time: a. is first (1) .

Write 2, 3, 4 next to the correct pictures to show what happened in the next few hours and days.

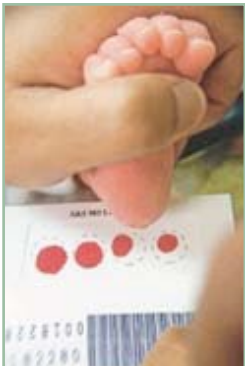
Look carefully to the tenses and words we use with the tenses. Were you correct? Yes/No

a. 1

b. _

c. _

d. _



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).

i. _

h. _

Request for New Zealand Birth Certificate or Printout INTERNAL AFFAIRS

Part A My Details

Part B Delivery Address



j. _

k. _



3. Who decides what and when to do things in your culture?

Write the letter(s) next to the idea:

I decide (I) The mother and father (M&F)

Extended family (aunts, uncles etc) (E) A religious leader (R)

The government (G) Hospital staff (H) Some other person? (O) Who?

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

h. 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. CONVERSATION 2

Bob and Lisa: Congratulations on your new baby!

Anne & Dylan: Thanks. (Dylan and Bob shake hands.)



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?



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

Go to this site and learn about greetings. Write about one new gesture information.

1 a) **Student B** Talk and read to a **Student A** to find what 4 things are the same. Underline them. Use Quizlet for useful vocabulary, new words and revision

When you finish, ask your partner , “Are any customs changing in your culture? Why?”

Then tell your partner about any changing customs.

Together choose the best answer:

Customs and traditions never change. O

Customs and traditions sometimes change. O

Look at the pictures together on Social Organisation page 15.

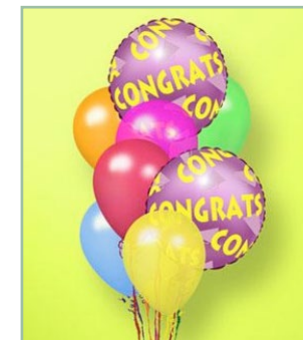
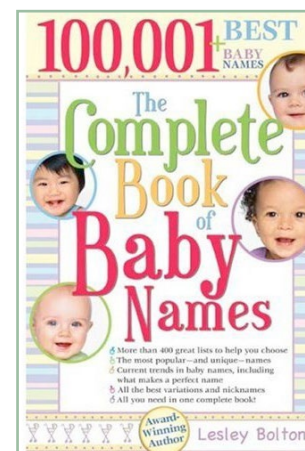


Maori celebrate New Year when they see ‘*matariki*’ in the night sky. This is a group of stars called ‘12 sisters’. It means a new cycle, time to plant *kumara* again, sing, dance and do crafts. It is usually several days of celebration in May, or June. It depends on the full moon (lunar calendar). Celebrations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

[illegible]

- #### 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 gender (male or female)? 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

like learning in a team more than 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:

Individualist_____Collectivist

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 h) 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:

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

1.1. At exactly MIDNIGHT (b) on the thirty first of December New Zealanders make a lot of noise to CELEBRATE (g) the New Year e.g. ring church bells, honk car and boat horns or people play musical instruments loudly outside. Sometimes there are fireworks as well. Maori also celebrate Maori New Year (Matariki) in April or May sometime.

New Year’s parties keep going until the early hours of the morning and some people stay in bed late on January the first. A few get up early to see the first SUNRISE (a), especially in or around GISBORNE (c) because the East Coast is the first place in the world to see the new day. Haha! But they hardly ever keep their New Year’s RESOLUTIONS (k) ! Those New Year promises are just party small talk!

For the first few days of the year they GREET (f) each other by saying, “Happy New Year!” and reply, “You too!” However, new immigrants from other cul- tures occasionally do different things like have an extended family day with big meals to CELEBRATE (g) or have different gift giving customs. Kiwis (New Zealanders) don’t usually give gifts on this day.

In Auckland there are the New Year’s Day (January First) Horse Races at Ellerslie. Shops also have big SALES (h) so children and adults often spend any Christmas gift money at this time.

It is SCHOOL (i) summer holidays in December and January; FACTORIES (j) 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 BEACH (e) or parks for a picnic and others go away to see relatives or new places.

1.1 Is the text exactly the same? No Which word or words are different? musical instruments gifts Department stores

1.2 m. New Year/people greet each other and say n. New Year promises/New Year resolutions o. Gisborne/East Coast p. sunrise

q. beach r. Horse races s. Matariki/Maori New Year

Social organisation

1. New Year

What 4 things are the same? Matariki (Maori new Year), in June, plant kumara, marae celebrations

Kumera is on the left

Matariki is on the right

2.The start of a new life

i. Words into a conversation:

Nurse: Excuse me but it isn’t the visiting hours for this hospital. Are you a family member?

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): No. Oh Jennie, thanks for the flowers but you’d better go now. I’m a little tired. Do you mind? When I go to the Birth 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 birth.

A: Oh there was a problem 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 birth anyway....He’s going to take me to the Birth Centre when he gets back.

ii.) a) 1 (first) c. 2 (second) b.3 (third) d.4 (fourth or last)

iii) Which conversation is which photo?: h. 2 i. 2 j. 1 k. 1

Words and language -literacy

a) Which group number is about animals? 2 b) Which group number is people’s names? 4

c) Which group number is about job names or a popular sports person? 3

d) Which group number is about names for lovers? 1 e) What same sound do all the ends of the words have ? ee

f) Choose one: This sound is friendly

Further Reading:

[Maatariki](#)

[Marae information](#)

www.englishteacher.co.nz

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)

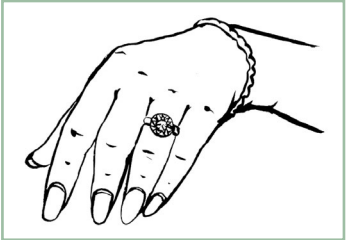
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2014

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



1. I think this unit is about getting married. 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 love Yes/No Why or why not?

4. I think this unit is about promises to Maori Yes/No Why or why not?

5. I think this unit is about promises 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?
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:
_____ of us think we need to know a lot about the history to truly understand the illustration (picture
photo or drawing etc)
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? _____
Are they comfortable with the touching? Yes/No Why or why not?
Is this OK in your culture? Yes/No Why or why not?
How many of you agree? _____
Look at the positions of the men in each picture, including the Maori carving of two lovers from Huia.
Which one(s) is/are :
equal status (equal position and importance in society) ?
protecting the woman?
doing something for the future?
about history or stories? (Use your finger, point to them and say, “This one!”)

- 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 Owkata 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 Tutankai 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 Tutanakai’s home

___ About the woman in the story

___ About the man in the story

___ Tutanakai 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:

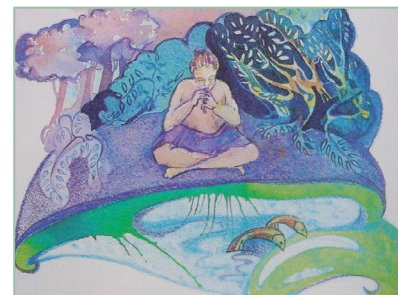
.....

1. A Maori legend. How different is your culture to New Zealand culture?

Use Quizlet to learn new words or practise remembering them.

a) Write the paragraph number from the story on the left of each picture (a.-d.)

(a)



(b)



(c)



(d)



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 you 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 Useful vocabulary on Quizlet

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.

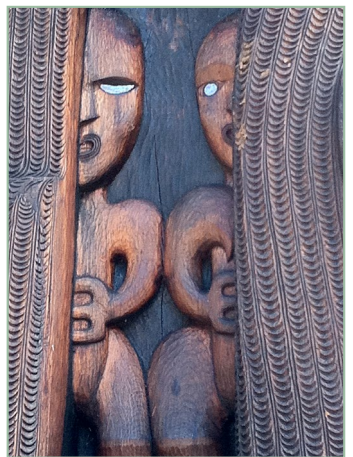
How many different ways can you get married in your culture?

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?



(1) Marriages registered in New Zealand per 1,000 mean not-married estimated population aged 16 years and over.
(2) Orders for dissolution of marriage granted in New Zealand per 1,000 estimated existing marriages.

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 ~150years - 66% of the world - 33% of the world

Individualistic culture
I

Collectivist culture
we

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

Problem solving

There is no right or wrong answer to the next questions (1&2)

1. b) (Some cultures in Asia are a mixture of collectivism and individualism.)
Which culture do you belong to the most? _____

2. What is your answer to this problem? a) or b)

You are deeply in love with a man or woman from a different cultural background. However, your parents do not approve of him or her. They think it's hard enough to make a relationship work when the person is from the same culture. What should you do? Choose a) or b)

- a) Tell your parents to respect your dating choice and decision.
- b) Tell your partner to be patient and try to understand your parents' viewpoint.

Discuss your reasons for your choice with another student.

How many others in the class agree with you? _____

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

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



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:

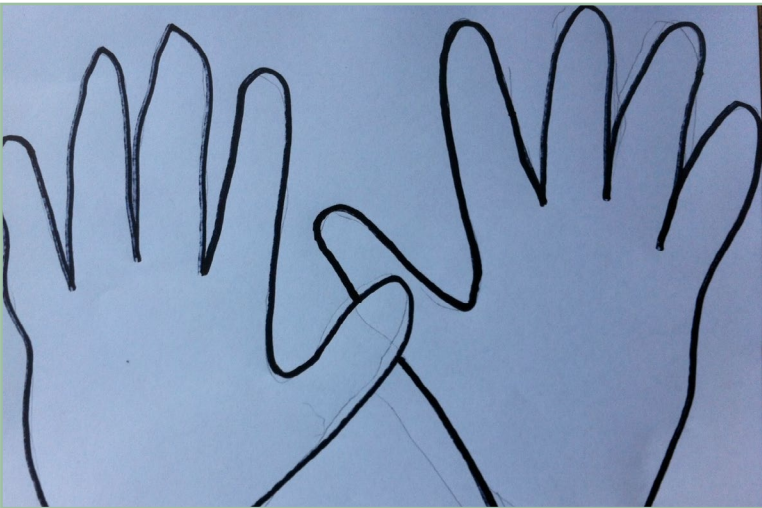
Words and language (literacy)

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? ____

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:

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

ANSWERS

1a) Write the paragraph number from the story on the left in (a.-d.)
a5 b3 c1 d2
1b) 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

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

Further Reading:

Hornabrook, J.S. *Hinemoa and Tutanekai* National Archives, Wellington
King, M. (2003). *The Penguin History of New Zealand* Penguin, NZ
Orange, C. (1989) *Treaty of Waitangi* Fishpond, NZ

[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](#)

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www.englishteacher.co.nz

2014

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;
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Unit 3



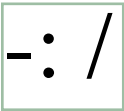
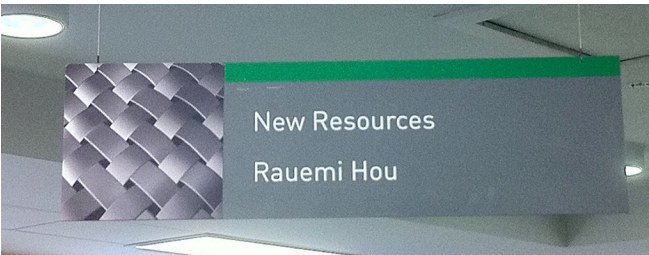
☒ Excellent

☐ Very good

☐ Good

☐ Average

☐ Poor



1. I think this unit is about languages. Yes/No Why or why not?

2. I think this unit is about education with computers. Yes/No Why or why not?

3. I think this unit is about study Yes/No Why or why not?

4. I think this unit is about learning together Yes/No Why or why not?

5. I think this unit is about graduation Yes/No Why or why not?

6. I think this unit is about parents helping their children to study Yes/No Why or why not?

Give reasons for your answers. 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

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 others' 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 uni-

versity 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 leom, jade green, gold, law is

light blue, engineering is violet, medical and health sciences are lilac, crimson, grey green, navy blue, sci-

ence 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:



Which words are for which picture? Write the letter under the correct picture.

a) Kohanga Reo b) helping another student c) wearing a uniform

iii). Read the following text and underline all the words and phrases (2-3 words) about school.

🔊 Listen. Check with a partner. Do you agree? Yes/No

Which word or phrase is new for you? _____

Can you guess the meaning without a dictionary? Yes/No

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?) _____



Social Organisation

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:

Name of School	Age	Name of class	National exams or exams within the institution
Primary	5-10	Year 1-6	
Intermediate	11-12	Year 7-8	
_____ School or Grammar School or Secondary School or College	13-17	_____	NZQA exams Level 1- Year 11 Level 2 -Year 12 Level 3- _____
_____	16+	Depends on the subject	Diplomas and Degrees after 2-3 years fulltime study
University	18+	Depends on the subject	Bachelor's _____
	(usually 21+)		_____ graduate Diploma
	(usually 23+)		Master's Degree
	(_____)		Doctorate
	(_____)		Honorary Degree (from experience not from going to University)

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:

Name of institution	Age	Class name	Exams national or other

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



From 1992 to 2002 more than 10% of Maori studied subjects in their own language or about Maori culture. True/False

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

Gestures and Body language

1. SURVEY: 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? _____

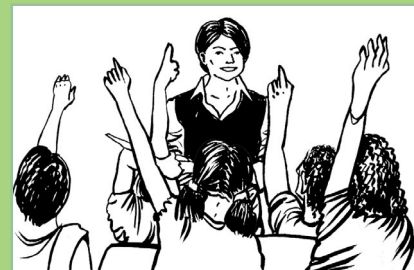
the teacher can hit you? _____

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

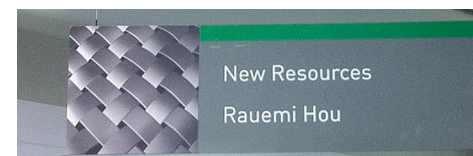
using poetry or literature O being direct O giving examples for your reasons O

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

1 _____ 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) Could I have an extension for my assignment please?

d) There's a problem at home so I couldn't do my homework.

e) Could I make an appointment to see you about my work?
5. *What is the most important thing that you have learnt about education from this unit?*

.....
6. *In the classroom are you more of an individualist or a collectivist? Put an X on the line.*

Individualist

Collectivist

7. What is important about studying in another culture?
-
-

Plans for the future

- I am going to
- a) continue my own education in English. Yes/No /Maybe
- b) translate from my language into English for academic writing. Yes/No/Maybe
- c) send my children to a single sex school. Yes/No/Maybe
- d) let my children play more than study after school. Yes/No/Maybe
- I am never going to....



ANSWERS

1. Learn about education vocabulary
- i). a) 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!
- iii). *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 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.

Words and language (literacy)

1. Audio 3.2 Listen to the conversation between a teacher and some foreign students.
- 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?
- 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 anymore in your culture? Discuss the reasons and give examples form your own experience. So...can you see any reasons? Or examples....
- J: Arr...reasons...yes sir. But it's difficult to read. It's all in capitals and there are no fulls stops or commas. There's a question mark....
- T: Correct. This example has a lot of unacceptable academic writing forms. It needs reformatting. 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: 4! 5! 3! 4! 5!
- T: hmmm... I think there are 4 so that's how many paragraphs class?
- Class: 4!
- 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:
- 3 all capital letters for an advertisement or sign
- 1 bad spelling on a sign or advertisement to attract your attention
- 2 text language in an advertisement or sign
- 6 a short story
- 5 repeating information
- 4 two or more languages on a sign
- 8 a funny advertisement
- 9 irritating music or an irritating voice
- 7 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. Now 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 get's talked about in the workplace the next day and that's what you want....Now let's see if

Further Reading:

Education

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

Kohanga Reo

Statistics

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 4

Overview of learning outcomes:

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

SHHH! 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 [Learn or review useful vocabulary](#)

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? _____

c) ‘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. Comparing ideas about jokes and storytelling

Talk to everyone about storytelling and jokes. Find one person for a) and b).

a) English jokes are easy to understand. Who agrees with you?
Name: _____

b) There is a national day of fun or a day of jokes e.g April Fools' Day.

Name: _____

c) How many of the class like retelling stories in English from TV, the news, the radio, the movies or tell stories from their own life? _____

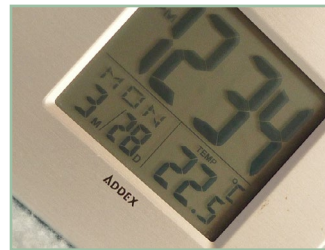
d) How many of us prefer movies to any other kind of programme? _____

e) How many of us think silence for 3 seconds before speaking is OK in an English conversation? ____

f) How many of us think 'black humour' is important after a national disaster? _____



(Quakeopoly is an example of 'black humour' after the Christchurch 2011 earthquake)



= \$



???! - () : ;



2. How different is your culture to New Zealand culture? [Vocabulary help](#)

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? _____

Government <i>dates but not Easter and work hours</i>	Internet
Groups	Individuals

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

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 in the O after you finish the quiz.

1. Most people in my culture are:

the same as most New Zealanders O

similar but with some important differences to New Zealanders O

completely different from most New Zealanders O

2. Talk to someone from a different culture about which answers are different to New Zealanders.

Who from a different culture agrees the most with you?

Name: _____

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 you like this kind of comedian?
 - h) Is silence (not speaking) important for comedians? Why or why not?
 - i) Do some comedians use their faces, body and movements more than others? Who? _____
- How many answers do you agree on? _____



2. Learn about some common body language
- a) Listen and repeat
 - b) Your teacher will show you some of these meanings to guess:
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).
Yuk! That’s awful! OK ! He’s nosy! 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 used only the head and neck? ____ How many used hands or arms? ____



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?
- d) How many agree with you? _____

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)
- 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)?
Write I C or T after each word below:
arrh __, umm __, well... __, it’s like... (this) __, is that right? __, yeah..right! __, you know __, it’s a kind of ... __ it’s a sort of... __,uh huh __, mmm __, huh! __, really? __, you see __, the thing is... __, oh no! __, Whaaat? __
Talk with a partner about your answers. Do you agree completely? Yes/No
 Listen to check your answers **and** listen for two NEW phrases.
_____ and _____
Are these phrases (I), (C) or (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.

2. (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? _____

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

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?



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.
x 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

Keeping Culture in Mind

by Yvonne Hynson

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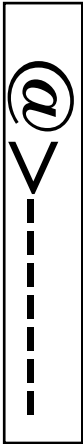
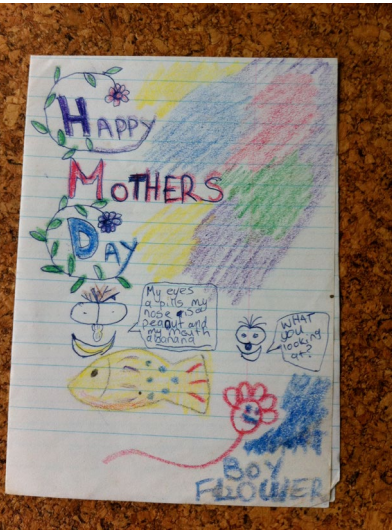
2014

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



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:

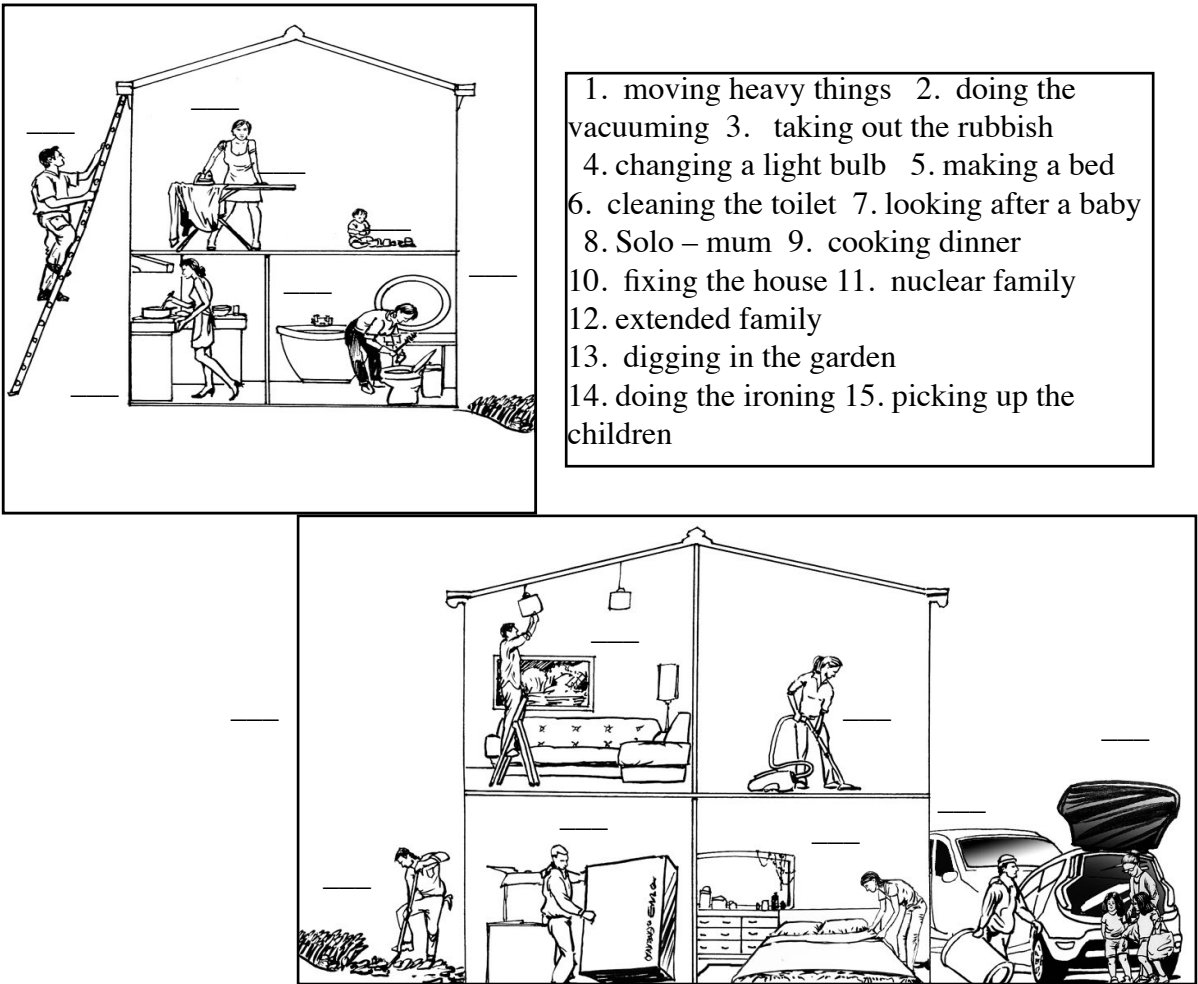
- a) Is it the month of May?
Yes? Did you do/Are you going to do anything last/next Sunday for Mother’s Day? (In New Zealand the second Sunday of May is Mother’s Day and the first Sunday in September is Father’s Day.)
No? Go to b)
b) Do you celebrate family members roles in your culture (including children)?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

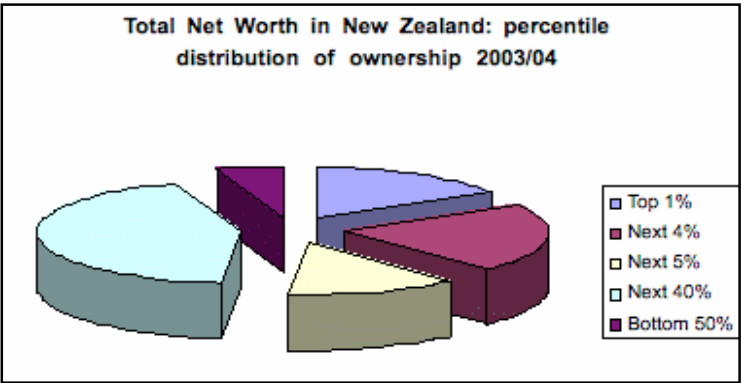
- In pairs or small groups, including someone from another culture, answer the following questions:
a) Do or did your grandparents live in the family home with you? Yes/No
b) Who makes final decisions about your future, your parents or grandparents, both or you?
c) Do your cousins/grandparents have more 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
 - 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)

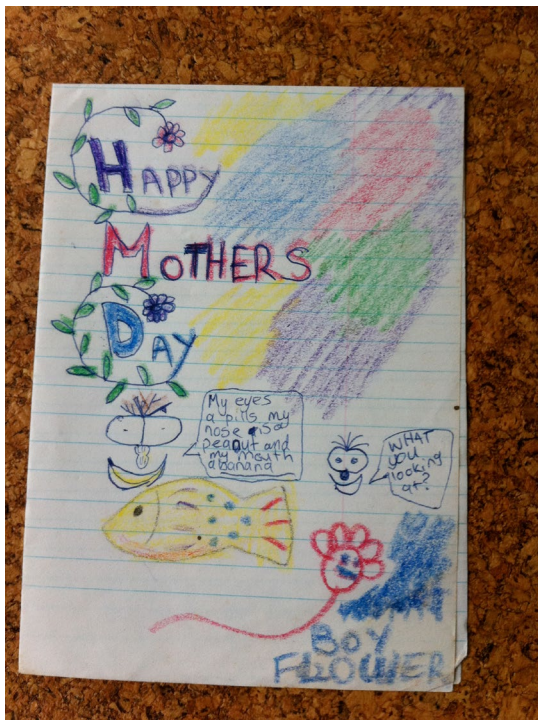
4. “I love God.” (New Zealand). (I f you have no religion then leave this one.)

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?

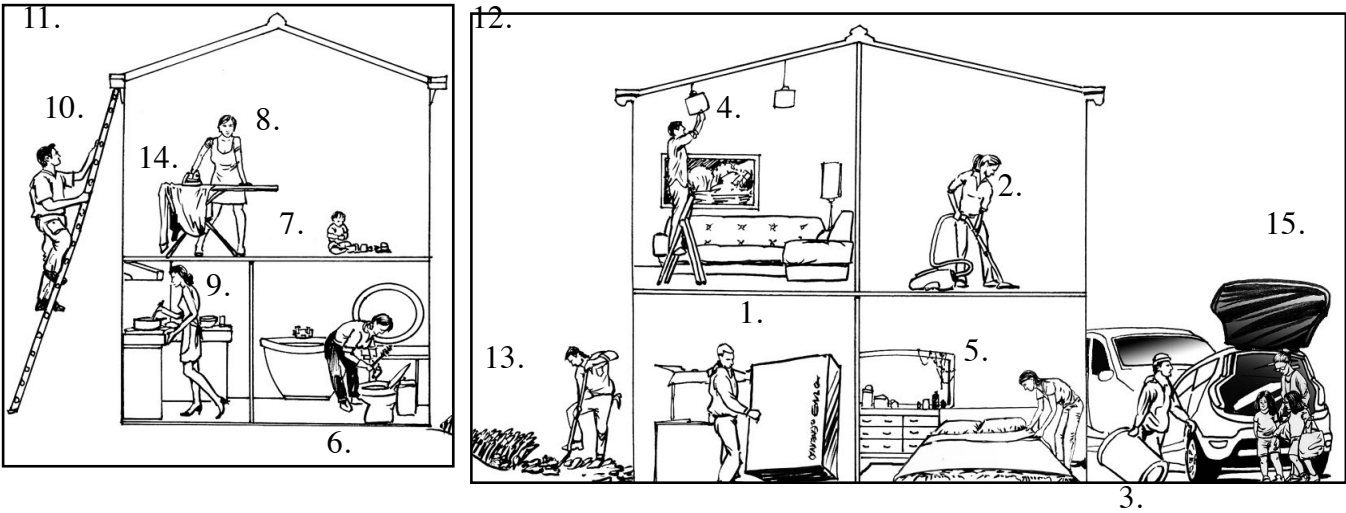
What is the most important thing about culture I have learnt from this unit?



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](#)

Keeping Culture in Mind

by Yvonne Hynson

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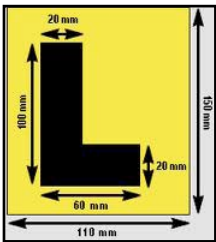
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Unit 6

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
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Unit 6



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? _____

Reading illustrations (pictures, photos etc)

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? _____
- Which 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? _____

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



1. ____

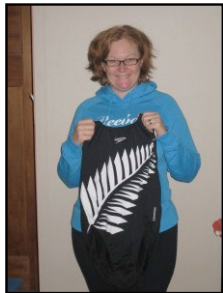
3. ____



4. ____



2. ____



5. ____



9. ____



6. ____



8. ____



7. ____



10. ____

1.b) 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.*

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

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 Vocabulary you need on Quizlet
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.

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

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? _____

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

1a). Learning about laws. B Student Vocabulary you need on Quizlet
All B group work together and write the questions to ask for the missing spaces. Then one A and one B work together. Ask your A partner (on the previous page) for the missing information and write the answers into the table. B group: the answers to any questions from A are below.


You can vote after 2 years of PR (Permanent Residence)	NZ was the first country to give women the vote	NZ is a democracy, with elected politicians and a Prime Minister	Voting from 18 years old	Homosexuality is legal and same sex ‘marriage’ is legal	Equal pay for men and women
You can marry at ____ with your parents’ permission (How old...?)	Prostitution and brothels have been legal (since ____)	Marijuana, and addictive drugs e.g. heroin, ‘P’/Ice are illegal	You can drive with a Learner’s Driver’s Licence from ____	Liberal laws, good social support services but ____ taxes (Are taxes...)	Unemployment, solo parent and sickness benefit
You can buy alcohol from 18 years old	You can buy cigarettes from 18 years old	Schools receive some financial help	Abortion is legal but there is no restriction on family size	Care of the environment is very important	There is no death sentence or capital punishment for crime
There is no censorship of ____ (What is there no....)	16 and 18 are censorship laws for some DVDs, movies and TV	No private parts on display – but some special events are different	Public displays of affection e.g. kissing, is legal but not really sociable	Treaty of Waitangi is the foundation of biculturalism in society	Freedom of ____ and ____ (What is there freedom of?)
Religion and state are separate	Strict pollution laws	Supports ____ each year (What does NZ...?)	Earliest school leaving age is 16	Higher education: it is easier to enter university than it is to graduate.	Under ____ free child care and some health support (How old is free....)

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? _____




Gestures and Body language


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




1.____




2.____




5.____



3.____




4.____



6.____

In small groups answer the questions below:
b. When do you bow, salute, kneel, curtsy?
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? _____
c. Handshakes



Listen and learn about handshakes.

Match the meanings below to the order you hear them from the speaker.

- _____ Soft handshake means not trustworthy, or a weak female.
- _____ Firm handshake means I trust you.
- _____ A painful or too firm handshake means I think you are less than me.
- _____ City people tend to be close together when they shake hands but people from the country tend to shake hands from a distance.
- _____ Shaking your hand for too long means they are stupid or don't know the custom.
- _____ Shaking fingers not hands - the space between the thumb and first finger is firmly touching both of you- means I don't know the custom or I expect you to kiss my hand to show respect.

What extra thing did the speaker tell you about?

In small teams shake hands with women and men in the class and from different distances apart.
How did you feel? _____
i) Do you like shaking hands or do you think it is a dirty custom? Yes/No/Sometimes
ii) Do you feel uncomfortable shaking hands man to woman or woman to woman? Yes/No/Sometimes

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.

- a) powerful b) princesses c) hospitals d) court e) most f) last
g) no h) titles I)parliament j) ideal k) first l) names m) ask

'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 all 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 not 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 _____

Answers:

1a) link the letter to the illustration:

1 - h, 2 -l, 3-b (she is holding a team sport uniform), 4- m the Beehive is the name of NZ Parliament building, 5-k, 6-k, 7-n birds are on the notes, 8-g, 9-d/j a beach is an example of nature and where is everybody?, 10-a/c

Audio 6.1 What is important to New Zealanders?

Well, if you ask men, they will tell you sport is important... Rugby...more women got into it with the Rugby World Cup in 2010, um, but everyone likes to be outdoors when they can. We like to think it's clean and green here with lovely beaches, lakes, rivers and mountains, unusual birdlife - you know they're on our coins and notes, the kiwi for example. And did you know we have over 300 ferns here? The fern is symbolic and it's on our passports, national airline, money... Umm... it's a great place to bring up a family and although heaps of us have lived and worked overseas, we always come back. And it's not because of the night life! Compared to cities in other countries, our clubs and nightlife are disappointing for most young tourists. It's just a safe place for everyone, kids especially - the great outdoors, you know?

Arrh what else? Freedom of choice in politics and religion I guess. And in fact we were the first country in the world to give women the vote. Kate Shepherd is on the \$10 note and she started that movement of equality for women here. Come to think of it, we are pretty proud of our scientists, Rutherford - the man on the \$100 note and adventurers like Sir Ed (Hillary).

Biculturalism of course is important too. Before 2000, when we increased immigration from countries other than Britain, nearly everyone had some Maori in them or in their family. And they're proud of it. Arrh...there's a bit of debate over our flag, whether to forget about the Queen and links to Great Britain. A lot of people want more Maori input into a new kind of flag.

No Nukes. Pretty much everyone agrees on that and we are still nuclear free. We are not rich here but there are other things that are important. So... sport, the great outdoors, a safe peaceful environment and free... freedom of choice. That's what's important here.

6.b) Which words in the box doesn't the speaker say from box 1?

Write the letters: d), e), f), g) nuclear free not no nuclear power, i), j) peaceful not peacefulness, k)

Audio 6.3 Learning about handshakes

New Zealanders like to shake hands when they first meet each other, especially men and we often shake hands after a team sport when we have won to show um there is no bad feelings between us. It has this meaning of I trust you. Erm originally the hand shake showed he had no um weapon in our hands or some people thought this. And generally it's insulting if you have a wet or a dirty or an injured hand or you just coughed on your hand and you want to shake hands with someone.

Men generally stand close together and firmly shake the two hands together. A lot of people are from the country in NZ, not from the cities, and they tend to stand further apart when they shake hands. It is very common in NZ for women to shake hands with men too. Don't have your fingers out like you want them to kiss them. you are meant to shake hands just like a man but not strongly to show you are a strong person, just firmly.

A weak handshake um shows that you usually are a weak person so um and the opposite is true as well. If you shake really strongly, almost painfully, then people think you are trying to show that you are a dominant, you are more important than the other person. Um in NZ if this happens put your other hand on top of the shaking hand. This kind of stops them because to put their hand on top again becomes a silly child's game but it shows the other person that you are aware of what they are doing: trying to show they are more important than you. Similarly don't feel you have to shake a person's hand really strongly just because they look like a big tough guy.

6.3 The order: 4 Soft handshake means not trustworthy, or a weak female. 1 Firm handshake means I trust you.

5 A painful or too firm handshake means I think you are less than me. 2 City people tend to be close together when they shake hands but people from the country tend to shake hands from a distance.

Not given Shaking your hand for too long means they are stupid or don't know the custom.

3 Shaking fingers not hands - the space between the thumb and first finger is firmly touching both of you- means I don't know the custom or I expect you to kiss my hand to show respect.

Audio 6.4 Titles in everyday New Zealand situations

We talk to **powerful a)** people with their titles to show *heirachy and respect eg British **titles h)** like 'Your majesty' (for kings, queens, princes and **princesses b)**, 'Sir', 'Lord' etc, 'Mr Speaker' (in parliament), 'the honorable (politician's name)' (**in parliament I)**, '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 **hospitals c)** have recently changed: Younger doctors prefer **first k)** names but some older ones still prefer the title Doctor Smith. Apart from Parliament and **court d)**, however, **most e)** New Zealanders prefer first names in nearly all every day situations. It is an *egalitarian society so to show their respect for this **ideal j)**, many important people **ask m)** you to use their first names.

*heirachy: the order of importance of people in society from top to bottom

*egalitarian: describes a society where everyone is equal

Further Reading:

[Age](#)

[Censorship](#)

[Statistics](#)

[Work and income](#)

Keeping Culture in Mind

by Yvonne Hynson

BSc , Dip TESOL , RSA cert. TESOL

An Intensive course on culture.

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2014

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
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Exit Unit



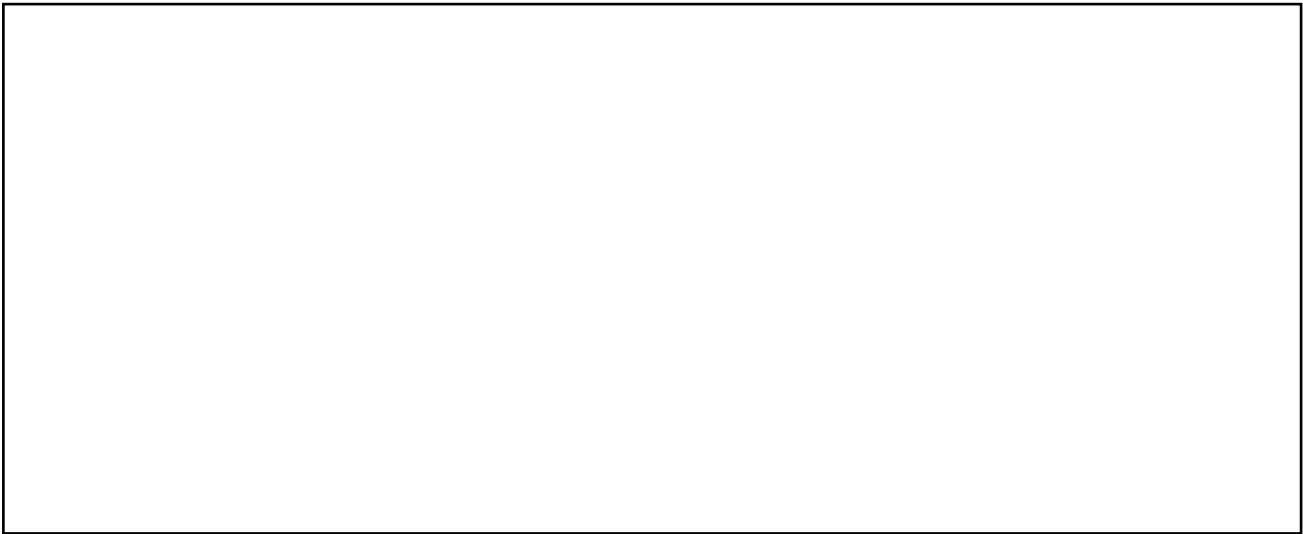
In small groups answer the questions below:

1. I think this unit is about people. Yes/No 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.

You are excited about returning home. ____

Everything is new, interesting and exciting. ____

You may feel homesick, depressed and helpless. ____

Differences become apparent and irritating. Problems occur and frustration starts. ____


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. ____

You develop strategies to cope with difficulties and feelings, make new friends and learn to adapt to the host culture. ____

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. ____

You incorporate new knowledge and experiences from abroad into your new life and career. ____

You gradually adjust to life at home. Things seem more normal again but not exactly the same. ____

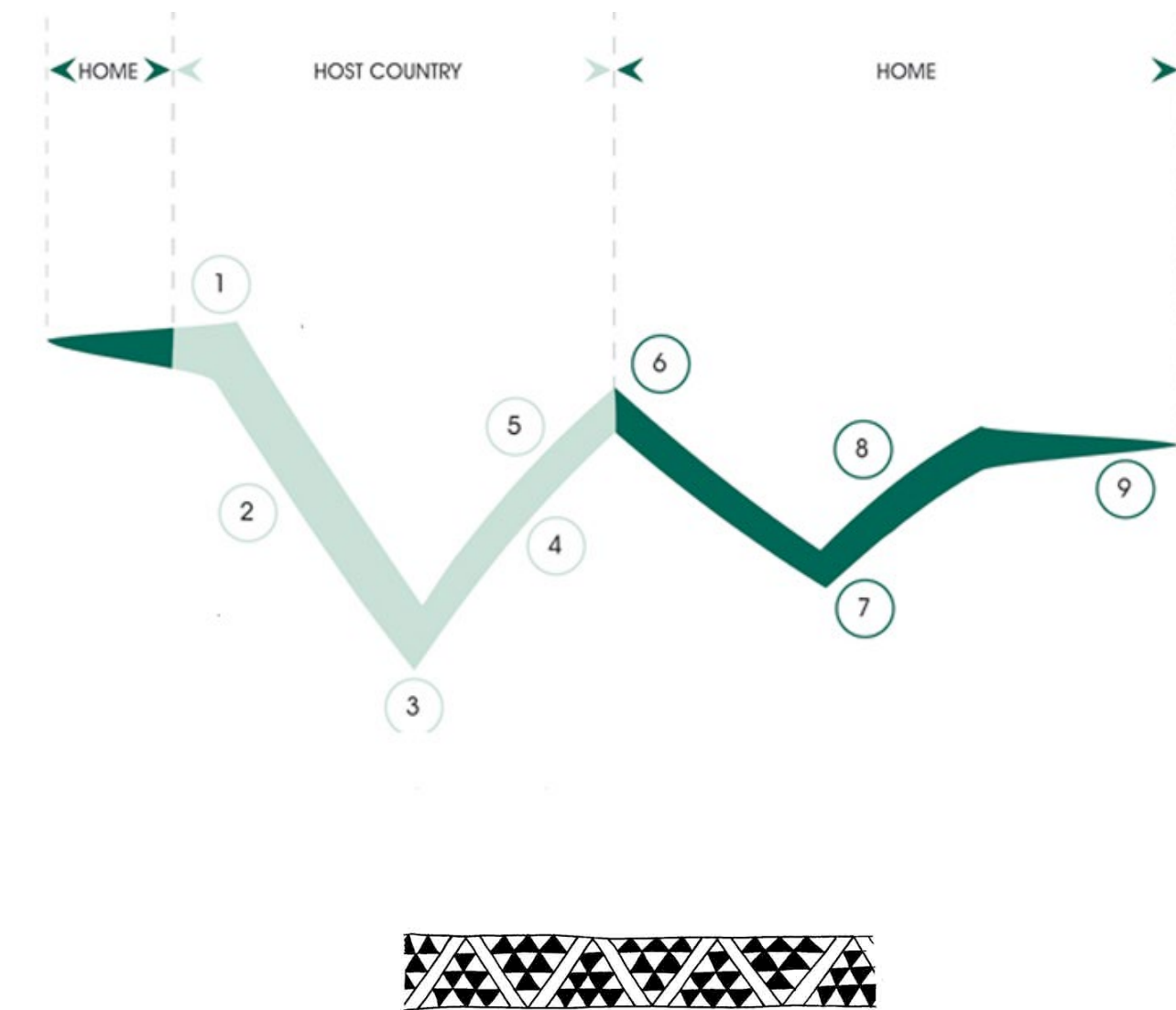
b)  Listen and put the speaker's letter (A) on the line to show their position at the time of the interview.

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. ☐ My partner is completely different to me. ☐

Social Organisation

1. Your social support network *Useful words to help you*

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.



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

2. Finding out about other students' culture *useful words to help you*

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 _____



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. ____
Stand up and move closer and closer together. When do you start to feel uncomfortable?
(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. ____

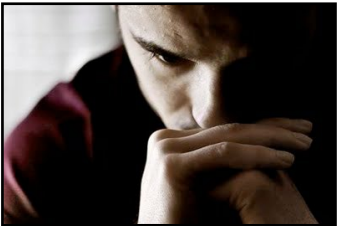
e) how or if people touch you while they are talking to you affects your communication. If they touch you, when, where and how long changes your view of the communication. ____
Two in the group should model this for the others. Talk about last night or homework (anything!) and:
i) one person touches 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 “so-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-4404147>

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.

positive	negative

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

Reflections



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?

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 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

.....

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 diffrences . 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

Further Reading:

- [Cross cultural communication](#)
- [Cross - cultural mistakes](#)
- [Body language](#)
- [Changing minds with body language](#)
- [Intercultural communication in ESOL classese](#)