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INTERCULTURAL ACTIVITIES



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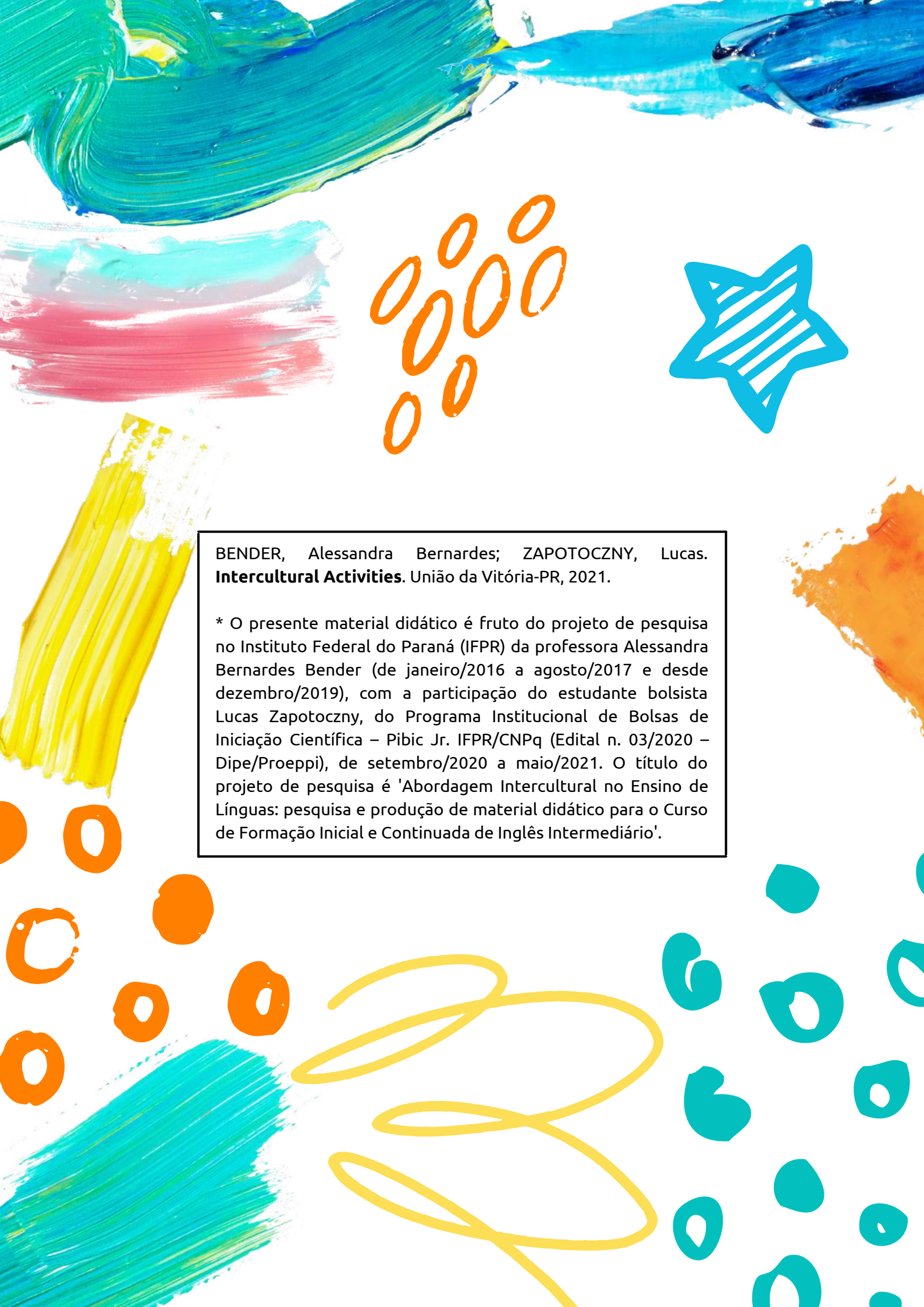


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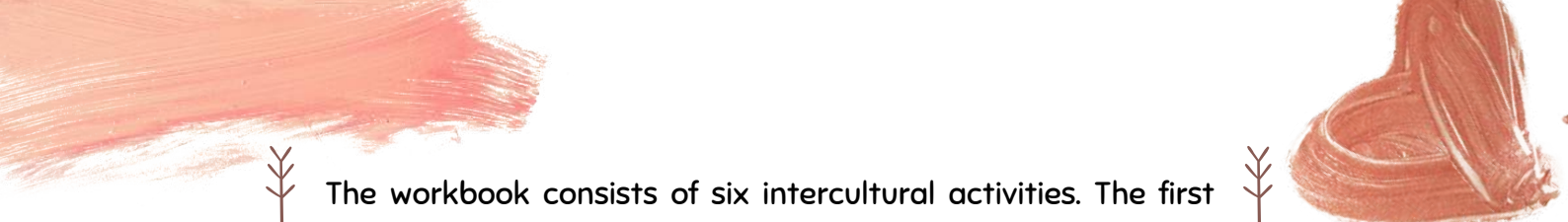
União da Vitória – Paraná

— 2021


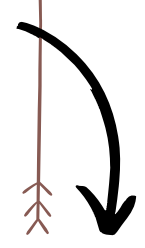
The background is a vibrant collage of abstract elements. At the top left, there are thick, textured brushstrokes in shades of teal and blue. Below these, a horizontal band of pink and light blue brushstrokes is visible. To the right of the pink band, a cluster of orange oval shapes is arranged in a loose, organic pattern. Further right, a blue five-pointed star with internal diagonal lines is drawn. In the bottom left corner, there are more orange oval shapes, some solid and some outlined. A large, flowing yellow line swirls across the bottom center. On the right side, there are teal-colored shapes, including circles and ovals, some of which are outlined. The overall composition is dynamic and colorful, with a mix of organic and geometric forms.

BENDER, Alessandra Bernardes; ZAPOTOCZNY, Lucas.
Intercultural Activities. União da Vitória-PR, 2021.

* O presente material didático é fruto do projeto de pesquisa no Instituto Federal do Paraná (IFPR) da professora Alessandra Bernardes Bender (de janeiro/2016 a agosto/2017 e desde dezembro/2019), com a participação do estudante bolsista Lucas Zapotoczny, do Programa Institucional de Bolsas de Iniciação Científica – Pibic Jr. IFPR/CNPq (Edital n. 03/2020 – Dipe/Proeppi), de setembro/2020 a maio/2021. O título do projeto de pesquisa é 'Abordagem Intercultural no Ensino de Línguas: pesquisa e produção de material didático para o Curso de Formação Inicial e Continuada de Inglês Intermediário'.






The workbook consists of six intercultural activities. The first activity deals with the concepts of language, culture and interculturality. The second discusses national stereotypes. The third addresses the use of foreign words. The fourth problematizes the association between clothing and identity. The fifth activity is about popular demonstrations. And, finally, the sixth activity presents the interactions between two different cultures and the possible positive outcomes.




The general objective of these activities is to promote linguistic development (knowledge of grammatical and lexical content) combined with intercultural skills (the ability to understand and interact with discourses of different social identities).

The specific objectives are:

- 
- overcome stereotypes that reduce the individual from a complex human being to someone who represents a “culture” or a country;
 -
 - relativize own values, beliefs and behaviors, not assuming that they are the only possible and/or correct ones;
 -
 - acquire skills of comparison, interpretation and association, critically using the linguistic knowledge.
- 



We wish you, dear student, that these activities can bring interesting reflections and fruitful discussions to your classes and to your life!



REFERENCES:

- JORDÃO, C. M. O ensino de línguas estrangeiras – de código a discurso. In: KARWOSKI, A. M.; BONI, V. de F. C. V. (Orgs). **Tendências contemporâneas no ensino de línguas**. União da Vitória: Kayganguê, 2006.
- MOITA LOPES, L. P. da. Inglês e globalização em uma epistemologia de fronteira: ideologia linguística para tempos híbridos. **Revista D.E.L.T.A. (Documentação de Estudos em Linguística Teórica e Aplicada)**, São Paulo, v. 24, n. 2, p. 309-340, 2008.
- SANTOS, R. R. P.; IFA, S. O letramento crítico e o ensino de inglês: reflexões sobre a prática do professor em formação continuada. **The ESPECIALIST**, São Paulo, v. 34, n. 1, p. 1- 23, 2013.

INTERCULTURAL ACTIVITY 1

1 – The concepts of ‘language’ and ‘culture’ are essential when learning an additional language. How would you define them?

Answer (A):

Take a look at what recent teaching methods say about them:

LANGUAGE is more than just a code: it also involves social practices of interpreting and making meanings. There is a fundamental relationship between language and culture.

CULTURE is not simply a body of knowledge but rather a framework in which people live their lives and communicate shared meanings with each other.

To grasp these concepts, let's watch a scene from the movie "Gran Torino" (40'05"), in which the protagonist, a crabby widower, receives the visit from his son and his daughter-in-law.

After you watch: In small groups, connect and discuss the sentences below:

Walt's impressions/attitudes towards the Hmong*

Sue's cultural explanations

* HMONG / (MAN)): ETHNIC GROUP FROM SOUTHERN CHINA AND SOUTHEAST ASIA.

- a) "Every time I look at somebody, they look at the ground!"
- b) Walt touches a little girl on her head.
- c) "He (the shaman) has been staring at me the whole evening".

- () Hmong people believe that the soul resides on the head.
- () He would like to read you. It'll be rude not to allow him this. It's a great honor.
- () Hmong people consider looking someone in the eye to be very rude, that's why they look away when you look at them.

2 – WHAT IS INTERCULTURALITY? The intercultural dimension in language teaching involves enabling learners to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours; and to help them see that such interaction is an **enriching** experience. Coming back to the movie "Gran Torino", in small groups, check (✓) Walt's reaction(s) to the Hmong people that can be considered intercultural:

- () Sounds dumb, but fine.
- () And what's that, some sort of a witch doctor or something? Yeah. Booga booga.

- () God, you people are nuts!
- () God, I have more in common with them than I do with my own spoilt rotten family!

REFERENCES:

GRAN Torino. Direção: Clint Eastwood. Produção: Clint Eastwood. Intérpretes: Clint Eastwood; Ahney Her e outros. Estados Unidos: Warner Bros., 2008.

SCARINO, A.; LIDDICOAT, A. **Teaching and Learning Languages: A Guide**. Melbourne: GEON Impact Printing, 2009.

SMITH, R. Connecting students' own language and culture to those of the target language. In: **Teaching and Learning Languages: A Guide - Practice example**. Adelaide: UniSA Research Centre for Languages and Culture, 2008.



3- Most themes can be interculturally addressed. Our current topic – sports – can be examined from many perspectives. Discuss the questions below in small groups and then report to the whole class:

- Gender – are there sports that are predominantly played by men or by women? Are things changing?
- Age – are there sports for younger people and older people?
- Region – are there local sports? Do people, including the learners, identify with local teams?
- Religion – are there religious objections to playing sport, or days when some people choose not to do sport because of religious observance?
- Racism – is this found in spectator sports? Are foreign players always treated with respect? Are there incidents of racist chants or insults?



tip: use the lines below to take notes :)





INTERCULTURAL ACTIVITY 2



DATE _____

1. What is the Brazilian stereotype? Do you identify with it?

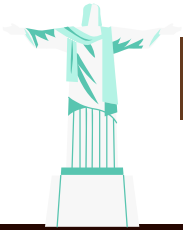
A:

2. What do you think about national stereotypes?

A:

3. Watch the beginning (43 seconds) of a video from a travel agency and discuss if you identify with it.

A:



4. Watch the followings parts from the same video and answer the questions below:



PART 1: SALVADOR DE BAHIA:

a) How does the tourist guide describe the contact between the Portuguese and the local indians? Did the Portuguese show their real interests?

A:

b) What is the product chosen by the guide? Do you think it colaborates to the stereotype related to sex in Brazil?

A:

PART 2: HISTORIC SALVADOR TOUR

c) Do the images of slaves show the real past? Why or why not?

A:

d) Does the goal "labour in sugar plantations" represent the whole truth? Explain why.

A:



5. Watch the final part and identify positive and negative/limited aspects:

A:

6. What genre does the video belong to? What are the implications on the addressed theme?

A:

REFERENCE: TOURIST Attractions in Brazil. Youtube: World Travel Guide, 2014. Disponível em: <<https://www.youtube.com/watch?v=c-KAVi6UqPE>>. Acesso em: 10 mai. 2016.

Foreign words: In our global society, the use of foreign words, especially in English, is a common aspect in our daily lives. Let's listen to a song that exemplifies that. Try to fill in the gaps:

Samba do Approach (Zeca Baleiro)

(CHORUS - 2X)

Venha provar meu _____
 Saiba que eu tenho _____
 Na hora do _____
 Eu ando de _____
 Eu tenho savoir-faire
 Meu temperamento é _____
 Minha casa é _____
 Toda hora rola um _____
 Já fui fã do Jethro Tull
 Hoje me amarro no Slash
 Minha vida agora é _____

Meu passado é que foi _____

(REPETE CHORUS)

Fica ligado no _____
 Que eu vou confessar 'my _____'
 Depois do décimo _____
 Só um bom e velho Engov
 Eu tirei o meu _____
 E fui pra Miami _____
 Posso não ser _____
 Mas já sou um nouveau riche

(REPETE CHORUS)

Eu tenho _____
 Saca só meu _____
 Veloz como Damon Hill
 Tenaz como Fittipaldi
 Não dispenso um _____
 Quero jogar no _____
 De dia um _____
 E de noite _____

1. Tick the sentence that expresses your opinion about foreign words:

- a) () I think they shouldn't exist, because each language should use their own words.
 b) () I think they should exist, but not in an excessive way.
 c) () I think it is a natural feature of languages.

2. Do you know that many of the words we use today were borrowed from other languages? Do the attached exercise and learn some!

3. Now that you know that languages were formed by exchanging vocabulary, would you like to change your answer in number 1? Write below the new alternative or confirm your previous answer. Try to explain your choice (in English or in Portuguese):

A: Alternative ()

4. The Portuguese language also has particular words which cannot be smoothly translated into other languages. Have you heard any of them?

A:

5. In the following link, you'll have access to a text about foreign words in Portuguese and you can write a personal comment, interacting with other readers:

<https://educacaobilingue.com/2012/01/17/estrangeirisms/>

REFERENCES:

BALEIRO, Z. Samba do Approach. In: **Vô imbolá** (CD). Rio de Janeiro: MZA Records, 1999. (3 min 46).
 FITZGERALD, G. Using resources: internet site. In: **Teaching and Learning Languages: A Guide - Practice example**. Adelaide: UniSA Research Centre for Languages and Culture, 2008.

Find **foreign words** in the box to match the definitions below (1-8). Which can you see in the pictures (a-d)?

I	E	W	T	W	E	S	N	E	R	M	Y
E	T	R	E	B	D	O	H	G	T	O	M
S	A	O	Y	A	E	B	I	A	S	N	A
I	A	U	T	N	E	E	D	O	E	L	U
E	C	A	P	G	T	A	L	R	G	T	A
S	A	U	N	A	R	E	R	E	N	R	T
T	E	D	U	L	I	N	B	R	T	W	D
A	H	H	R	O	M	R	W	I	R	A	O
A	E	E	S	H	A	M	P	O	O	I	Y
S	V	O	A	R	C	S	N	D	S	E	T
O	T	A	E	C	H	I	Q	U	E	L	P
H	Y	T	T	P	O	H	S	E	W	P	S

- 1) A type of maths in which symbols represent numbers: _____ (Arabic)
- 2) A young person who looks after children, usually in a foreign country: _____ (French)
- 3) A house with only one floor: _____ (Hindi)
- 4) Stylish, elegant: _____ (French)
- 5) Aggressively masculine: _____ (Spanish)
- 6) A Nordic bath with hot steam, not water: _____ (Finnish)
- 7) A liquid that you use to clean hair: _____ (Hindi)
- 8) A short sleep after lunch: _____ (Spanish)



a) _____



b) _____



c) _____



d) _____

Reference:

HALLEY, G.; METCALF, R. **New Framework 2:**
Workbook. London: Richmond Publishing, 2008.



INTERCULTURAL ACTIVITY 4

Clothes and styles: an intercultural debate

DATE _____

1. Listen to Matt and Edward stating whether their clothes reflect their personalities or not (class CD 3, tracks 39 and 42).

2. Write (M) for Matt's statements and (E) for Edward's:

- a) () I think my clothes reflect my personality – yeah.
- b) () My look is completely different to how I really am.
- c) () I wear quite casual stuff and I suppose I'm quite easy-going and sociable, which fits with my clothes.
- d) () That's just the impression that this 'uniform' gives people.

3. Discuss in small groups the following opinions. Write your group's points of view on a piece of paper.

- a) People draw conclusions about each other based on their clothes.
- b) Our society gives too much importance for clothes and appearance.

4. The clothes theme can be associated with the colors theme: both are cultural-oriented. Try to classify the facts below according to the color code and check how there is not one major truth when it comes to human behavior, but different ways of seeing (and understanding) reality:



COLOR CODE: (B) Black (R) Red (W) White (P) Pink

- () In South Africa, it is associated with mourning.
- () In Western cultures, it is associated with mourning.
- () In Japan, it relates more to men than women, although it's worn by both genders.
- () It's widely accepted in Western cultures as the color for femininity.
- () In Chinese culture, it is traditionally worn on the New Year, as well as during funerals and by brides on their wedding day.
- () In Western culture, it is traditionally worn on the New Year, as well as by brides on their wedding day.



INTERCULTURAL TIP!

Even though there is no major truth when it comes to human behavior, it's important that we always try to stand up and advocate for everyone's right to wear whatever they want, and also to be whoever they want! Just like colors, there are infinite ways of living and expressing our realities, and no one should be judged by that! <3

REFERENCES:

GOLDSTEIN, B. **New Framework 2**: Student's Book. London: Richmond Publishing, 2008.

WHAT colors mean in other cultures. Disponível em: <http://www.huffingtonpost.com/smartertravel/what-colors-mean-in-other_b_9078674.html>. Acesso em: 9 jul. 2017.

We have been talking about people who are protesting: some for environmental reasons and others against capitalism and animal tests. Listen to the song and complete it with the words in the box (some words are used more than once). Then, answer the questions below.



Waiting on the world to change (John Mayer)

TELEVISION – WAY – BEND – WORLD – FEEL – FIGHT – MISUNDERSTOOD – RISE – KEEP – CARE – CHANGE
– SYSTEM – NOW – DOORS – DISTANCE – POWER – INFORMATION – ALL – WAR – NEVER – WHY



Me and _____ my friends
We're all _____
They say we stand for nothing
And there's no _____ we ever could

_____ we see everything that's going wrong
With the _____ and those who lead it
We just _____ like we don't have the means
To _____ above and beat it

So we _____ waiting, waiting
Waiting on the world to change
We _____ on waiting, waiting
Waiting on the world to _____

It's hard to beat the _____
When we're standing at a _____
So we keep waiting, waiting
Waiting on the _____ to change

Now, if we had the _____
To bring our neighbors home from _____
They would have _____
missed a Christmas
No more ribbons on their _____

And when you trust your _____
What you get is what you got
'Cause when they own the _____
Oh, they can _____ it all they want

That's _____ we're waiting, waiting
Waiting on the world to change
We _____ on waiting, waiting
Waiting on the world to _____

It's not that we don't _____,
We just know that the _____ ain't fair
So we _____ on waiting
Waiting on the _____ to change

1. What is the opinion presented on the lyrics about demonstrations?

A:

2. Discuss in small groups the following questions. Write your group's points of view on a piece of paper.

- Do you agree with the opinion presented in the song? Why or why not?
- What issues would make you attend a collective demonstration?



REFERENCE:

MAYER, J. Waiting on the world to change. In: **Continuum**. New York: Columbia Records, 2006. (3 min 21)



Do you remember our activity about the movie "Gran Torino" that introduced the concepts of culture and interculturality? Let's think about these themes again!



1- What is culture for you?

A:

2- What is interculturality for you?

A:



3- In the next activities, you will need to discuss your opinions/points of view with your classmates. Put the reactions below in the following table:



I completely agree!

I think that's true.

I totally disagree!

I don't agree at all!

I think there's some truth in that.

It depends.

Yes	Maybe	No!

Now, using these expressions, discuss the following questions. Remember that, in English, when you disagree with someone, it is polite to start by saying: "I'm sorry but..." or "I am afraid that..."

4- Would you be able to live with people from a different culture than yours (that is, with customs and habits that are different from yours)? Why (or why not)?

A:

5- On this activity, we'll watch a movie called "The Good Lie". But before we start it, in your opinion, what would be "a good lie"?

A:

REFERENCE:

THE good lie. Direção: Philippe Falardeau. Produção: Ron Howard. Intérpretes: Reese Witherspoon, Arnold Oceng, Ger Duany e outros. Roteiro: Margaret Nagle Nagle. Estados Unidos: Paris Filmes, 2014. 1 DVD (110 min.), color.

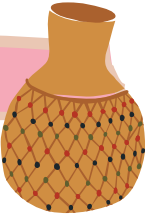


The Good Lie movie poster

AFTER THE MOVIE:

1- Now that we watched the movie, would you like to change your answers to questions number 4 and 5, discussed before the movie? Explain why (or why not).

A:



2- Mention some situations that you recognize as being intercultural during the movie.

A:

3- During the movie, many comic scenes about the Sudanese brothers trying to fit in the American culture are presented to us. Pick one of these funny scenes and try to explain the reason why it happened that way.

A:

4- In their experience in the United States of America, the Sudanese brothers are introduced to concepts that were not part of their culture's worldview, like jokes, private property (when Mamere invades Carrie's home unintentionally), and even law systems, such as the one that prohibits the commercialization of expired food. Thinking about these situations, reflect and present three concepts that can be considered as part of the Sudanese culture's worldview, therefore not being part of the American culture.

A:

5- Considering the worldview differences among the characters in the movie, the American and the Sudanese cultures clash. But, instead of a negative result, what we see is the strengthening of ties between the protagonists from different cultures. What attitudes do you think contributed to the characters being united by similarities, rather than divided by differences? Do you think these were intercultural attitudes?

A:



if you want to go fast, go alone.
if you want to go far, go together.

-African proverb



6- Throughout the film, we watched Mamere's personal drama of trying to understand the motivations behind his brother Theo's good lie when they were children. Later, we learn the concept of the good lie as an altruistic attitude. Do you agree with that definition?

A:

7- Discussing the book "Adventures of Huckleberry Finn" (by Mark Twain) in one of his classes, Mamere understands what a good lie is, realizing that his brother's lie was intended to save him and his siblings. After that, he goes to Sudan, and ends up repeating the same good lie so that his brother could be free. Do you agree with the conclusion that Mamere reached about the facts? Would you act differently?

A:

8- What lessons do you think we can get from the characters' actions and from the movie as a whole for our lives and society?

A:



Sudan and South Sudan national flags



Sudan in green; South Sudan in orange.

The Second Sudanese Civil War ended up with the South Sudan independence, in 2005. More than 2 million people died during 20 years of conflict. Today, peace remains fragile in the area, and the South Sudanese Civil War is still ongoing.

More info on:
peacekeeping.un.org/en/mission/past/unmis/background.shtml

REFERENCE:

THE good lie. Direção: Philippe Falardeau. Produção: Ron Howard. Intérpretes: Reese Witherspoon, Arnold Oceng, Ger Duany e outros. Roteiro: Margaret Nagle Nagle. Estados Unidos: Paris Filmes, 2014. 1 DVD (110 min.), color.