

**AROUND THE WORLD IN FOUR SENSES:
a teaching material package for a high school
culture course**

**Master's thesis
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<p>Tiivistelmä – Abstract</p> <p>Varmasti jokainen opettaja tiedostaa sen, että luokassa on monenlaisia oppilaita ja yhtä suuri määrä erilaisia tapoja ottaa vastaan, käsitellä ja lopulta sisäistää tietoa. Oppimistyylyt, siis yksilöiden tavat ottaa vastaan ja käsitellä tietoa, ovat olennainen osa oppimista ja teoreettisia tutkimuksia oppimistyyleistä löytyy paljon. Suuresta tietotulvasta huolimatta oppimistyylyt eivät ole löytäneet tietään esimerkiksi kielten opetusmateriaaleihin Suomessa. Lähinnä lukiokäyttöön suunnattu materiaalipakettimme käyttää aisteihin perustuvia oppimistyyliä hyväkseen kulttuurinopetuksessa – kulttuurintuntemus kun on lukion opetussuunnitelman mukaan olennainen osa kielten opetusta. Kulttuuri vaikuttaa kieleen ja kieli myös kulttuuriin – yksi ei voi olla olemassa ilman toista. Koska kieli on osa kulttuuria ja ihmisen identiteettiä, tuntuu luonnolliselta, että kaikki aistit ja koko keho ovat käytössä kieltä ja uuden kulttuurin piirteitä opetellessa.</p> <p>Tämä opettajille suunniteltu materiaalipaketti koostuu lämmittely- ja loppukappaleen lisäksi viidestä pääkappaleesta, joissa kaikissa on oma aiheensa ja teemamaansa. Jokainen kappale alkaa otsikkosivulla, johon on listattu oppimistavoitteet, eri aisteille suunnattujen tehtävien numerot sekä oppimispäiväkirjatehtävät. Tämän jälkeen alkavat varsinaiset tehtävät: ensin lämmittelytehtäviä, joiden tarkoituksena on esitellä kappaleen maa ja aihe sekä herätellä oppilaiden ajatuksia kulttuurin eri piirteistä. Näiden tehtävien jälkeen on kappaleen pääteksti, joka esittelee kappaleen aihetta teemamaan pohjalta. Jotta pääasiat tulevat kaikille selväksi, jokaisesta tekstistä on pari tehtävää, jotka varmistavat oppilaiden ymmärryksen tekstissä esitetyistä asioista sekä mahdollistavat keskustelua tekstien pohjalta syntyneistä ajatuksista. Tekstitehtävien jälkeen seuraa itse aiheeseen tai maahan liittyviä soveltavia tehtäviä, jotka vaihtelevat tiedonhausta ja kuunteluista piirtämiseen ja kättentaitojen tekemiseen. Kaikki aistit ovat siis tehokkaasti käytössä! Kappaleiden aiheet ovat urheilu ja pelit, historia, taide ja käsityöt, ruoka sekä uskonto. Teemamaat vastaavasti ovat Iso-Britannia ja Irlanti, Yhdysvallat ja Kanada, Australia ja Uusi-Seelanti, Intia sekä Etelä-Afrikka ja Zimbabwe. Materiaalipaketin lopussa on liitteinä ne materiaalit, joita kappaleiden tehtävissä tarvitaan, luettelo näistä materiaaleista sekä muita ohjeita opettajalle.</p>	
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1 INTRODUCTION

Learning styles, regardless of the large number of theoretical and empirical studies, are not put much into use in language teaching even though the possible advantages of incorporating learning styles into teaching have been widely recognized. In Finland, learning styles have been the subject of a few pro gradu theses but these have often concentrated on either young learners or on studying the existence of learning style theory and practice in language teaching materials. For example, Nygård (2012) designed a teaching material package for teaching grammar for sixth graders, while Huttunen and Lummukka (2002), Vanninen (2010) and Pänkäläinen (2012) studied to what extent learning styles are considered in language teaching materials and language teaching in general. Similarly, although there is a great variety of studies on culture teaching (see for example Hautamäki and Parkkila 1998, Säkkinen 2000, Lappalainen 2011), there are no teaching materials for teaching culture by using learning styles.

Before being able to discuss learning styles, it is important to differentiate learning styles from learning strategies and cognitive styles, which are often confused with learning styles. Firstly, *cognitive styles* are often described either as being related to learning styles or even as a synonym for them. Nonetheless, it is important to see that although there is a connection, cognitive styles and learning styles are separate concepts (Sadler-Smith 2009: 294). Cognitive styles are considered to be people's relatively stable methods of arranging and processing information (Messick 1984, as quoted in Sadler-Smith 2009: 297) or inherent and automatic ways of reacting to information and varying situations (Rayner 1998, as cited in Sadler-Smith 2009: 297). According to the onion-model (Curry 1983, as quoted in Swanson 1995: 2-4), which we will discuss later in Section 3.2, cognitive styles are in the core of the onion in the cognitive personality elements, whereas learning styles are the following layer of the onion in the information processing styles. In other words, cognitive styles are a person's personality features and learning styles his or her tool for processing information.

Secondly, *learning strategies* can be defined as the learners' ways of dealing with different situations and activities they are faced with. By using learning strategies, the learners can manage even in situations where their learning style needs are not met (Riding 1997: 41-42). According to another definition, learning strategies are often the learners' conscious ways of improving the learning, processing and using new

information (Oxford 1990: 9). Thus, it can be argued that learning strategies are not as fixed as learning styles are – the learners can freely choose which strategy to use in a given situation, whereas they cannot choose what their learning style preferences are (Hartley 1998, as cited in Slack and Norwich 2007: 53). The decision to use a particular learning strategy is affected, among other things, by the learner's learning style (Oxford 1990: 13).

Combining learning styles into language teaching is practical since language learning styles, alongside learning strategies, are said to have a major effect on learners' performance in second language learning, although the exact role of the two is yet to be defined (Oxford 1989). Many have supported this idea, as, for example, according to Prashnig (2000: 87-103) schools that have applied the information about learning styles for years in teaching have experienced positive changes. For example, teachers have observed that students achieve better scores in theoretical subjects, that it is easier to promote classroom discipline and group management, that teachers are co-operating more, that communication between teachers is significantly better and that parents are much more interested in their child's learning, school attendance and performance. Moreover, those students' concentration skills have improved, they are more relaxed, behavior problems and absences from school have decreased and there are fewer detentions given. In addition, parents have observed improvements in their children's self-esteem and learning and the children are more accepting towards difference. Furthermore, students themselves have also noticed the positive effects of the new teaching methods as they report that they now have better relationships with their teachers, they have gained more confidence and their overall attitude towards both school and learning has become much more positive. All in all, using the theory on learning styles in learning and teaching has proved to be highly effective and useful and should encourage also other teachers to apply learning styles in their teaching.

The background theory for the present material package is built round two main topics. In Chapter 2, we will firstly discuss the various definitions of **culture** and, secondly, describe the connection between culture and language, focusing on the English language. Thirdly, we will focus on culture teaching and, finally, discuss how culture teaching is described in the *National Core Curriculum for Upper Secondary School* (NCC) and in the *Common European Framework of References for Languages* (CEFR). Including culture into language teaching is natural and easy as the two are tightly linked together;

some state that they are inseparable. Culture as a concept, on the other hand, can be rather challenging, as there are several highly varying definitions for the term. However, it is often mentioned as a requirement for language teachers to know the culture of the language they are teaching and as such also language learners should become aware of the different cultures concerning English. It can be argued that to truly know a language one must also know the culture or cultures associated with the language since they are firmly connected. For example, there are differences in vocabulary that may be due to differences in culture – there are certain ideas that are present in one culture but not in another – and similarly there are differences in the communication patterns of different cultures.

In Chapter 3, we will present the second major theme of our background theory, namely, **learning styles**. We will discuss various definitions for learning styles, models and theories developed around them, in addition to their role in the NCC and in the CEFR. Similarly, to the concept of culture, learning styles are also highly variable and complex which is proven by the sheer number of definitions and models.

In Chapter 4, we will present our framework for the present teaching material package, *Around the World in Four Senses*, going through the aims, target groups, structure and topics along with task types. We will also briefly discuss the different assessment possibilities that exist for the teacher of the course to use. The material package is primarily designed for a separate, optional, high school (*lukio* in Finnish) course in English, to be taken during the third year. The aim of the material is to introduce to the learners the cultures and some of their aspects of certain English-speaking countries (namely, the United Kingdom, Ireland, the United States, Canada, Australia, New Zealand, India, South Africa and Zimbabwe) and also to help the learners see Finland through non-Finnish eyes. While some cultures, such as the British and the American, might be familiar to the learners due to the influences of the American and British media, some cultures, such as the Zimbabwean one and that of New Zealand, might not be as well known. The topics that will be covered during the course include traveling, history, arts and crafts, cuisine, politics and religion. Overall, the main aim of the course is to give the students a chance to hear, see, touch and experience the English-speaking cultures and while doing so also expand their learning style selection as suggested by for example Dörnyei (2005: 156).

Finally, Chapter 5, that is the discussion and conclusion, will be comprised of critique offered by various researchers concerning the teaching of culture as part of teaching English and learning styles, as well as the conclusion of the present study. We will also discuss our choices concerning the tasks and themes and possible limitations of the material package. *Around the World in Four Senses* teaching material package can be found at the end of the study.

2 CULTURE

In this chapter, we will examine the role of culture in language teaching. We will begin by giving various definitions for the term *culture*. Then we will discuss the relationship between culture and language, concentrating especially on the English language. This is important because our teaching material package is for students of English and also because culture and language are, as will be discussed later, inseparable.

2.1 Defining culture

Overall, culture is a highly complex system of references and symbols that are historically transmitted in a certain group or a nation, as discussed in Fox (1999: 89), and thus cultural information and knowledge is passed on to new generations either orally or in writing. Furthermore, culture is relative and variable in both space and time and is thus also liable to socio-politics; for example, America used to be a slave-owning culture before slavery was banned in the Thirteenth Amendment of the U.S. Constitution (Fox 1999: 89). Therefore, defining culture is not an easy task and, accordingly, there is a multitude of different definitions available.

Most definitions of culture can be divided into two groups: broad and narrow, as can be seen from these two dictionary definitions. Firstly, according to the broad definition, culture is “the beliefs, way of life, art and customs that are shared and accepted by people in a particular society” and secondly, the narrow one defines culture as the materials produced by a group: the arts, music and literature, to name a few (Longman Dictionary of Contemporary English: The Living Dictionary 2003: 382). These two groups, as Salo-Lee (1996: 6) points out, are sometimes called culture (with a lower case c) and Culture (with a capital C), respectively. Similarly, Hofstede (1991: 5) names the groups culture one (narrow) and culture two (broad). Due to this categorization, we have decided to examine the two separately. First, we will discuss the broad definition of culture, and secondly, the narrow one. Lastly, we will offer alternate views of culture, including our own definition of culture, for the purposes of the teaching material package.

The first definitions for the term culture came from anthropologists who felt that culture includes all aspects of life (Krasner 1999: 83). Hofstede (1991: 5), a pioneer in cross-

cultural research, further explains that the anthropological term culture is an umbrella term for the ways in which people feel, act and think. This is the 'culture' or 'culture two' of the alternative names offered above and it is probably less obvious than the narrow view of culture explained below. It is present in our everyday world, but most often we might ignore it.

Hofstede (1991: 4-5) himself defines culture as “the collective programming of the mind which distinguishes the members of one group or category of people from another”. In plain terms, what he means is that culture is the differences between two groups of people and it is something that is learned, or in his words, ‘programed’ into us. The learning process takes place in childhood and we learn by following what others in our home, school, city etc. do and how they behave. Moreover, culture is the ”ground of meaning’, i.e. the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community” (Nostrand 1989: 51, as cited in Kramsch 1996: 2). The knowledge and customs of a certain group of people can be considered their culture (Byram et al. 1994¹). Overall, the broad definition of culture is more abstract and has to do more with the social aspect of life.

The narrow definition of culture is likely to be the one people think of first if asked to define culture because the definition includes the materials (such as art, literature, artifacts) produced by a group of people that can be considered a representation of the culture of that particular group (Kramsch 1996: 2).

The narrow definition can be further narrowed down to high culture, low culture and popular culture, for example. In Salo-Lee's (1996: 6) opinion, theater, music and literature are representations of high culture. This list could be complemented with operas and poetry. However, there are people who feel that low culture and popular culture are not as valuable as high culture, which can be explained by Hofstede's (1991: 110-111) claim that when one subcultural group is faced with a significantly different one, either of the two will feel that the other one is dangerous. The fear or hate that results from this leads to the downgrading of the other group's identity. Pop, rap and heavy music, for instance, represent the low and popular cultures well. All in all, as Hofstede (1991: 5) points out, the narrow definition includes civilization and the

¹ The book's authors are Byram, Morgan and colleagues, the latter of whom remain unnamed. From now

“refinement of mind”. This is further proven by the products associated with narrow culture: art, literature, artifacts and so forth.

One way of defining culture is to mix the broad and narrow definitions. Then culture is a combination of high culture and the entire lifestyle of a certain society, including artifacts, the social and physical environment built by man, art, technology, verbal and non-verbal language, customs, habits and beliefs (Yli-Renko 1991: 29). What this means is that culture is not static but rather always in motion, dynamic and reflected by its time and environment and it can be seen in the common experiences, knowledge, values and norms of the people of the society.

There are also other views of culture and how it should be defined. For instance, five types of culture can be identified, namely biological growth, personal refinement, literature and fine arts, patterns of living and finally the sum total of a way of life (Brooks 1965, as cited in Krasner 1999: 83). However, a rather different definition of culture is one that argues that culture should be examined as a process of learning rather than a fact (Tseng 2002: 11). According to this definition, culture is divided into individual culture that is unique to all people, formed by their own history, and social culture which comprises the histories of others. It is worth noting that there are various subcultures existing alongside the dominating or national culture, and culture should be seen as interplay between social and personal schemas as the characteristics of an individual do not necessarily represent the culture as a whole (Guest 2002: 157).

Salo-Lee (1996: 7) presents a metaphor for culture in which it is depicted as an iceberg – only the top part is visible to sea bearers, while the majority of the iceberg remains concealed below sea level. The parts of the cultural ‘iceberg’ that can be seen include, as Salo-Lee explains, for example, food, language, clothing and manners, and they can easily be observed and learned. However, certain ideas, including ways of communication, values, norms and beliefs, remain unnoticed, even by the members of the culture itself. In this metaphor, the division between the narrow and broad definitions, as well the ‘C’ and ‘c’, can be seen. The visible part of the iceberg is the narrow, the ‘C’, culture and the invisible part, obviously, the broad, the ‘c’, culture.

2.2 Culture and language

Although there are various opinions on the extent to which language and culture are connected, only few would argue against the two concepts being connected somehow. In this section, we will look into some of the theories on the relationship between culture and language, as well as the connection between culture and the English language.

2.2.1 Relationship between culture and language

The research on the relationship between culture and language began with Sapir and Whorf's (as cited in Genc and Bada 2005: 74) Linguistic Relativity Theory. According to this theory, we perceive the world in terms of the categories and distinctions found in our native language. For instance, people interpret their surroundings in diverse manners because of the differences in their native languages and backgrounds. Sapir and Whorf continue that, because of cultural differences, what can be found in one language may not exist or be found in another. Being unaware of cultural norms, for example, may cause problems in communicating meaning with native speakers (Bada 2000, as cited in Genc and Bada 2005: 73). Moreover, words in different languages tend to be culturally loaded and do not always have equivalents in meanings or associations of another language (Jiang 2000: 329). For example, the word *nigger* is considered to be offensive all around the English-speaking world. However, if the speaker is African American and uses the word in reference to another African American, the word loses its offensive meaning and instead can even be considered a friendly term, such as *bro* or *buddy*. Therefore, language is to some extent culturally bound, while culture, on the other hand, receives meaning through language (Jiang 2000: 329).

The relationship between language and culture is two-way, that is, both have an effect on each other. Language is both a part of a culture as well as a symbol for that culture (Byram 1991a: 18). Therefore, language is not merely a mirror of culture but also a tool used to interpret and shape the culture and the reality we live in. As a result, language and culture cannot be separated (Byram et al. 1994). In fact, language and culture are inseparable to such an extent that one cannot even exist without the other. Jiang (2000: 328) presents three metaphors for the relationship between language and culture. The first metaphor is a philosophical one: language is the flesh and culture the blood of a

living organism; without culture language cannot live and without language culture would be shapeless. The second metaphor has a more communicative view: language is the skill of swimming whereas culture is water; together they lead to swimming, or communication. Without language, communication would be very limited, comparable to shallow water, and without culture there would be no communication at all. The focus of the last metaphor is also on communication but has a more pragmatic view: language is a vehicle and culture the traffic lights, together these result in transportation or communication. Accordingly, language makes communication easier and faster, whereas culture regulates it by sometimes hindering communication and sometimes promoting it.

As we can see, culture is an important part of any language and helps speakers of a given language to use the language appropriately in a certain context. Therefore, it is important that the speaker knows the rules the culture assigns to language use. For instance, if two American acquaintances meet in a grocery store, the cultural norm dictates that one of them ask the other how he or she is doing and the other person responds, "I'm good/great, thanks." The respondent is not expected to make a speech about the things going on in his or her life. In Finland, by contrast, the second person would most likely tell the inquirer specifically about various things going on in his or her life. In a situation where an American and a Finn would meet similarly in a grocery store and where both of them would behave according to their own cultural norms, it is likely that at least one of the two would feel as though the discussion was somehow peculiar.

It is our view that culture is as important a part of language as grammar, listening, speaking, writing and reading are. Without cultural knowledge, some meanings remain unclear and communication with people from various cultures and language backgrounds becomes more difficult.

2.2.2 Culture and the English language

When it comes to teaching 'target culture', the English-speaking cultures prove to be quite challenging to language teachers. It can even be questioned whether it is possible to identify a "target culture" of English (Nault 2006: 324). Over the decades, English has become an international language, and an important lingua franca both in business

and in travel, and the number of English speakers is growing all the time. It is estimated that one third or one fourth of the world is capable of communicating in English, depending on what is considered communication (Crystal 2003: 68-69). As the language is no longer bound to a certain culture, it has become increasingly difficult for educators to decide whose culture should be taught, how the materials for culture teaching should be designed and what the goals of culture teaching should be (Nault 2006: 314). However, as of now, culture has not been researched to the extent it should be and there is not enough critical discussion of the role of culture in English language teaching (Atkinson 1999: 625). In this section, we will discuss the challenges this international status of English causes to culture teaching and examine some of the suggestions presented to meet these challenges.

Whether to include cultural teaching into English language teaching is currently a subject of debate. Some believe that since English has become a lingua franca, the conventions of British or American norms, which are more often than not the main cultures considered in the teaching of English, are irrelevant (Alptekin 2002: 59) and there is no need to teach culture in English classes (Smith 1976, as cited in Genc and Bada 2005: 76). This is justified by the claim that an international language becomes de-nationalized and second language learners do not need to internalize the cultural norms of native English speakers (Smith 1976, as quoted in Genc and Bada 2005: 76). Crystal (2003: 144-146), however, points out that though there are a number of countries where English is spoken as a lingua franca or as a second language, these 'new Englishes' have not become denationalized – on the contrary, a large variety of lexical additions have been observed. For instance, a country may have unique geographical, cultural or political surroundings which cannot be described using a standard variety of English, thus new words must be added into the vocabulary, and most often they are borrowed from the native vocabulary of the country in question. In fact, these differences can be found even in the Englishes of those countries where English is the first language (L1), such as the United States and Australia. The Australian English word *footpath*, for example, refers to the American English *pavement* and the British *sidewalk* (van Gelderen 2006: 266). Similarly, there are words of indigenous origin that are used in certain countries' vocabularies, such as the words *wallaby* and *wombat* in Australian English, which are native animals of the area, as well as the words *moose* and *raccoon*, which have entered American English from Native American languages (van Gelderen 2006: 265).

Because of the difficulty in deciding which cultures or which parts of culture should be included in English language teaching, culture is often either utterly left out from the curriculum or discussed only superficially (Tseng 2002: 11). A similar view is that culture is either neglected in the English classroom or integrated as small pieces in the teaching to add variety to the lectures and increase students' motivation (Nault 2006: 318). However, since culture and language are intertwined so tightly, separating the two is extremely difficult if not altogether impossible (Sybing 2011: 467). Furthermore, even if the focus in English classrooms has deliberately been changed from native-like English to international English, students still prefer and strive for, for example, American English (*ibid.*). As can be seen the aim of excluding culture from English teaching is contradicting the goals of the learners of English.

To solve the problem of culture teaching in English classes, a new approach for teachers is suggested by Sybing (2011: 468). He argues that culture cannot be seen in the traditional view, according to which foreign cultures are separate from the learners' lives, but rather it should be acknowledged that several cultures are present in the learners' living environments. Furthermore, he claims that language teaching should pursue to raise awareness of different cultures and the differences and similarities between, for instance, their customs, pragmatics or semantics. Also Nault (2006: 31) argues that the way in which culture is taught to learners of English should be changed. He suggests that educators should try to overlook the idea that the United States and the United Kingdom are the only target cultures of English and that teachers should design more international and inclusive material which would meet the needs of their students better. Furthermore, if English is actually considered an international language, it is also necessary to acknowledge the multiculturalism that it causes and which affects the language itself as well, for example, when immigrants contribute new words into the language (Nault 2006: 317).

As the English language continues to spread across the world and new forms of the language are created, it becomes necessary for learners of English to become aware of these varieties to be able to understand others and communicate properly. Therefore, teachers should expose their students to several varieties of English (Crystal 1999, as quoted in Nault 2006: 320). Developing the thought further, Byram (1997, as cited in Nault 2006: 320-321) argues that students should be made aware of not only other

cultures and peoples but also of their own culture and of themselves as cultural beings. Encouraged by these suggestions, educators in some countries have gone as far as shifting the focus from American and British cultures to local cultures (Nault 2006: 322). Of course, this is rather an extreme solution to the problem of British and American cultures dominating the culture teaching in English classes and may result in learners not knowing about other cultures outside their own countries (ibid.). Therefore, there must be a balance between the teaching of the learners' own cultures and the teaching of other cultures.

What should the teaching materials in English for cultural education include then? Instead of uninteresting constructions of international conferences, airport lounges or hotel reception desks (Pulverness 2004, as cited in Nault 2006: 323), teaching materials should, according to Damen (2003, as cited in Nault 2006: 323), include more information on cultural misunderstandings, cross cultural pragmatics, stereotypes, non-verbal communication and culture shock. Furthermore, to make teaching materials more multicultural and international, non-native literature can be included (Nault 2006: 323). The Internet is also a great source of both native and non-native English and an invaluable tool for language teachers.

2.3 Culture teaching

It is claimed that without the study of culture, L2 teaching cannot be complete and remains inaccurate (Genc and Bada 2005: 73). In the following section, we will first discuss some of the possible aims of teaching culture. Then we will describe some theories on the contents of culture teaching. Finally, we will present some potential ways of teaching culture.

2.3.1 The aims of teaching culture

The first issue to decide when including culture in language teaching is what the aim of teaching is. Over the years, the general view of the goal of teaching culture has gone through three stages: knowledge of the target culture, socio-cultural competence and intercultural competence (Fenner 2008: 274-276). In this section, we will discuss these three stages and their views on the aims of teaching culture in foreign languages.

As mentioned above, the aim of culture teaching used to be mainly increasing students' knowledge of the target culture (Fenner 2008: 274). By adding cultural information into language teaching, teachers hoped to increase their students' motivation to learn foreign languages (Byram 1991b: 76). The teaching of background information included learning about history, geography, society and literature, among other themes. Also information on culture-bound conventions, such as social amenities and people's behavior, such as gestures, greetings and etiquette, was considered important (Krasner 1999: 84). However, the mere knowledge of a culture was soon considered insufficient and there was a need for a new approach.

After realizing that knowing about a culture is not enough, especially if one wishes to visit foreign countries, the focus of culture teaching turned to socio-cultural competence, which includes practicing oral skills and therefore aims to improve communicative competence as well (Fenner 2008: 275). This approach has been understood by educators as an order to emphasize oral practice. Even though being able to act in a foreign culture is important, being aware of, for instance, the different norms, habits and traditions of foreign cultures is also important.

The third stage of culture teaching focuses on intercultural awareness and competence (Fenner 2008: 276). This does not mean, however, that the point of teaching culture is to provide students with “a consumer-tourist competence” by imitating the target culture or its language but rather to increase students' awareness of various cultures by helping them see things from several perspectives (Byram 1991a: 19) and to understand that their own beliefs of a culture and its representatives have an effect on communication (Byram, Gribkova and Starkey 2002: 9). This is supported by, for example, Agar (1994, as cited in Krasner 1999: 83) who suggests in his theory of the process of internalizing culture that the goal of culture teaching is to help students become aware of different aspects of culture and thus to change their thoughts of and attitude towards that culture. Furthermore, by raising students' awareness of cultures, teachers can help students to accept the fact that different cultures have different norms and habits (Krasner 1999: 83). Some researchers, for example, Tseng (2002: 14) also include awareness of one's own culture into this as it helps students realize the similarities and differences between their own culture and the target culture and change their views of both. It is important to note, however, that to be able to teach culture and increase students' intercultural awareness and competence, the language teacher does not have to be an expert of the target culture

or know everything about that culture as a language, such as English, can be spoken as L1 in many countries and therefore there can be several cultures with their own beliefs and behavior (Byram, Gribkova and Starkey 2002: 10).

2.3.2 The contents and methods of teaching culture

After deciding what the aim of teaching is, one has to decide what and how is actually taught in cultural lessons. In the following section, we will look into some of the suggestions given by various researchers about which parts or qualities of culture should be taught and also what kind of methods or techniques can be used in teaching it.

To decide the contents of culture courses, one has to be aware of the various definitions given to the concept of culture. Since we have discussed some of these definitions above (see Section 2.1), and to avoid repetition, we will examine some of the suggestions given for the contents of culture teaching.

Those who see culture in the broad sense, that is that culture includes everything from the way of life to the artifacts created by a society, believe that culture teaching should also include all of these aspects. For example, Brooks (1965, as cited in Krasner 1999: 83), as discussed earlier (see Section 2.1) identifies five types of culture which could be used as a basis for cultural teaching. A course or material that follows these thoughts would have to include information not only about the arts, music and architecture of a culture but also about behavior and non-verbal communication.

According to another point of view, language and culture are so closely entwined that discussing one without mentioning the other one as well is impossible. Therefore, each structure in a language contains small pieces of cultural information (Krasner 1999: 83). In teaching, then, students should be made aware of the cultural differences that exist in how words or grammatical structures are used, and in this manner, it may be possible to decrease the number of possible misunderstandings caused by unconventional use of language structures.

However, there are also those who believe that the teaching of culture should focus on making students aware of the similarities and differences between their own and foreign cultures. Tseng (2002: 15-16) claims that students should be encouraged to analyze their

own culture and compare their findings with the information or experiences that they have about other cultures. Therefore, culture teaching should include teaching of native culture or cultures and teaching of foreign cultures.

Regardless of what the content of cultural teaching is, it is important that culture is a part of language teaching as it has many positive effects on the learners and their learning. For example, the teaching of culture makes L2 studies feel more meaningful and increases learners' motivation, curiosity and interest in the target cultures (Kitao 2000, as cited in Genc and Bada 2005: 74). Moreover, studying culture enhances education in general as the teaching of culture can also include history, geography or religions (Kitao 2000, as cited in Genc and Bada 2005: 74). Genc and Bada (2005: 75) add that culture classes help students see themselves and their cultural background from another point of view.

Two views of successful language learning are identified by Byram et al. (1994: 5-8). The first view emphasizes linguistic proficiency and it is considered that students' understanding and knowledge of the target language only supports it. The second view, however, sees communicative competence as a synonym of successful learning. This view builds upon the assumption that cultural knowledge is the key to intercultural communication. Linguistic competence is still highly desirable but it is thought to include culturally-determined behavioral conventions. Furthermore, according to this approach, a large portion of the analytical work done in language learning focuses on cultural clashes inside the one country where the target language is used. Overall, Byram et al. (1994: 5) stress that culture learning must be made an essential part of language learning and vice versa.

There are various ways of including culture in language learning and teaching as an equally important part of language learning as linguistic skills and also as an activity that is valid on its own (Byram et al. 1994: 10-13). Firstly, a language teacher can be seen as a mediator between the various cognitive systems of culture and language. The teacher can, for instance, use literature, distance learning or simulation tasks to integrate culture into language learning. Secondly, it is important for language learners to be in actual contact with the target culture and thus visits and exchanges into target cultures and countries are recommended (Buttjes 1988, as cited in Byram et al. 1994: 12). In addition, two more models of teaching can be outlined (Zarate 1988, as quoted in

Byram et al. 1994: 12): the first one represents the older, traditional model of civilization teaching which builds on authority and the teacher passing his or her knowledge on to students. The new, second model is based on experiential learning and the comparison of learners' native culture with other cultures.

As can be deduced from above, the comparison of the learners' own culture and the target culture is one way of dealing with culture in language learning and teaching. However, some researchers are not as convinced of the effect of this method. For example, Guest (2002: 155) does not believe that the above mentioned technique drawing inspiration from contrastive analysis is the best way to approach culture. He identifies several problems that this technique can cause: firstly, contrastive analysis oversimplifies the depth and variety of cultures and within cultures. Secondly, the excessively detailed analysis of differences between cultures may encourage the 'us vs. them' philosophy and eventually lead to racism and prejudice. This might also hinder interaction between and with representatives of other cultures as people become overly conscious of the differences and as a result afraid of the potential problems or misunderstandings that these differences might cause. Finally, as globalization grows, it should be noted that the cultural boundaries and identities are becoming more and more blurred and intermingled and the remaining differences become more and more marginal.

One way of teaching culture and responding to the criticism presented against the comparison of one's own and other cultures is to combine the comparative analysis of cultures and teaching foreign languages as subjects and ways of experiencing cultures (Byram 1991a: 18-19). Furthermore, there is no need to disregard learners' L1 which can be used in the teaching of foreign languages as language in general is used to interpret and understand culture and by using learners' L1, widening their understanding of the world can be enhanced.

There are also other teaching techniques and approaches that can be used to replace the contrastive method. One of these techniques is seeing culture as "an interplay between social and personal schemas" and that teaching should concentrate more on the properties and characteristics of individuals rather than on the whole culture (Guest 2002: 157). Some of the more "sophisticated" or complex methods can also be replaced with simple methods such as role-plays and mini-dramas, observation of films, maps,

menus, broadcasts or the use of TV news which provide both linguistic and non-verbal models of behavior and which can be just as effective as the more developed techniques (Krasner 1999: 86). Although educators have been criticized for interpreting cultural and communicative competence as a need for a focus on oral communication practice (see for example Fenner 2008: 275), the point is counter-argued by claims that culture is learned in communicative situations and students should be given more opportunities to interact with other people (Kaikkonen 1994: 68).

Many of the above mentioned methods of culture teaching include the assumption that cultural awareness changes students' behavior, that is, that it increases their chances of successfully communicating with people from different cultures. However, a number of researchers have a more reserved view of the teaching of culture. For instance, Bada (2000, as cited in Genc and Bada 2005: 75) argues that the mere knowledge of cultures does not mean that students accept or understand the values or habits of the target culture. Also, the fact that a language is not necessarily connected to one single culture as is the case with, for example, the English language which is spoken in several countries all over the world, and as such it is difficult to say what its "target culture" is.

The explicit ways of teaching culture, such as the ones reviewed above, are not effective or practical according to certain researchers (see for example Byram 1991a: 17) who point out that if cultural tips or information about a culture are separated into their own texts, teachers often consider these texts as extra information and disregard them in teaching. Therefore, there is a need for a way of teaching that integrates language instruction and the teaching of culture. To do this, teachers should combine the four themes: language learning, language awareness, cultural awareness and cultural experience (Byram 1991a: 20).

2.4 Culture in the NCC and the CEFR

The *National Core Curriculum for Upper Secondary School* (2003) is a description of the learning and teaching objectives as well as the purposes of secondary education and high school, and it provides guidelines for teaching in Finland. The NCC, then, is influenced by the *Common European Framework of References* (2001). There is a national curriculum for all grades; grades 1-9 (elementary school and junior high school) as well as grades 10-12 (high school). In the following section, we will, firstly, look into

the NCC and see how culture is discussed there and how it should be considered in foreign language teaching and learning. Secondly, we will also take a look at the CEFR and especially the part of the framework concerning foreign language teaching and learning and the role of culture. However, our focus will be on the NCC as it is closer to our teaching material package than the CEFR is. After all, the NCC is the one that guides teaching in Finland, whereas the CEFR is not as important in teaching, but more so in assessment.

The main aim of high school in Finland is to offer students all-round education to give them a wide range of possibilities for the future. In foreign language learning in particular, students should receive relevant information concerning nature, people, society and cultures (NCC 2003: 26). According to the NCC (2003: 26-27), there are seven cross-curricular themes that are common to all high schools in Finland and to every subject taught in high school including foreign languages: active citizenship and entrepreneurship, safety and well-being, sustainable development, cultural identity and knowledge of cultures, technology and society and, finally, communication and media competence. These themes should be applied to every subject taught in high school, meaning that the themes should be visible in foreign language teaching as well.

As mentioned above, students should be given help to strengthen their cultural identity and acquire information about various cultures. More specifically, students should be provided with "opportunities to build their cultural identity by means of their native languages, analysis of the past, religion, artistic and natural experiences and other aspects that are meaningful to them" (NCC 2003: 29). To include all these aspects into language teaching is quite a challenge, considering that there is only one language course dedicated especially to cultures, even though culture is probably discussed during all English courses in one form or another. Possibly in every textbook series for English there is at least one entity dedicated to the Finnish culture. However, as is the case with other cultures, the focus is often on stereotypes and well-known "facts" about Finland and Finnish people, such as the silence of Finns, sauna, Santa Claus and snow, which do not represent the whole country or every Finnish person (see for example *In Touch: Course 2*, 2007: 78-87).

Concerning the knowledge of cultures, one of the goals of teaching foreign languages, as presented in the NCC (2003: 29), is that students become familiar with a variety of

definitions of culture. Therefore, teachers should also be aware of the recent discussion and research concerning culture to be able to give their students up-to-date definitions and information about culture. Furthermore, during high school, students should learn to appreciate "cultural diversity as part of richness of life and as a source of creativity" and be able to describe some specific characteristics of different cultures (NCC 2003: 30). After high school, students should also be able to communicate with people from various cultural backgrounds and participate actively in the construction of a multicultural society which builds on mutual respect (NCC 2003: 30). Overall, the aim is to help students acquire skills that they need in intercultural situations and co-operation. However, Nault (2006: 323) argues that there are no English language teaching (ELT) course books that are designed around multicultural and cross-cultural themes. Also, in Finland almost every high school textbook series for English has different contents for the culture course, so that in some series the focus is on high culture (arts, literature, music) whereas in others the focus is on traditions and habits. Moreover, as mentioned earlier, the cultures are often presented in a very stereotypical and oversimplifying manner.

In addition, the NCC gives special guidelines, objectives and recommendations for the teaching and learning of foreign languages, including the proficiency levels of the target language. Overall, foreign languages are practical, theoretical and cultural subjects (NCC 2003: 102). Teaching foreign languages has two aims: firstly, to help students to develop their intercultural communication skills, that is, for instance how to use a language appropriately in different situations and secondly, to provide students with skills to study languages independently (NCC 2003: 102). More specifically, the objective of foreign language teaching is that students learn the characteristic ways of communicating in the target language and its culture. Hence, the aim of foreign language teaching is to help students understand the norms and traditions of a language deriving from a culture so that they are able to behave according to those rules and not stand out as odd. To respond to these aims, the fifth course in the foreign language curriculum in high school is dedicated solely to the target culture. According to the NCC (2003: 104), this course concentrates on a broad view of culture and includes themes such as cultural identity and knowledge of cultures and communication and media competence. Overall, it seems that the NCC is in accordance with researchers such as Byram et al. (1994) or Jiang (2000) who believe that culture and language are intertwined and affect each other in more ways than one.

As we can see, culture is a major issue in the NCC and should, therefore, be visibly and thoroughly discussed in teaching English as well. What is interesting, however, is that culture or cultural knowledge is not among the skills evaluated or part of the language proficiency scales. Therefore, it is reasonable to doubt whether culture is in fact dealt to such an extent as it should be in foreign languages.

The CEFR (2001: 2) has three main objectives. Firstly, it aims to protect and develop the language and cultural heritage of the European countries and to change attitudes so that the great diversity of languages and cultures is seen as a source of enrichment and understanding rather than as a hindrance in communication. Secondly, the CEFR aims to promote communication and interaction between and among Europeans to facilitate European mobility, mutual understanding and co-operation, and also to overcome prejudice and discrimination. Finally, the CEFR aims to achieve a broader unity at the European level by making appropriate arrangements for co-operation and co-ordination of policies.

The aim of language learning is almost solely to be able to communicate appropriately with people from various cultures and language backgrounds. It is explained in the CEFR (2001: 43) that by studying new languages and cultures, language learners become plurilingual and develop interculturality. Furthermore, language learners do not become unattached to their own native cultures as they learn about new ones, but rather widen their cultural competence.

The CEFR (2001: 9) describes language use and learning as a set of general and communicative competences which are used accordingly in various contexts and which can be developed by the learner through self-reflection. Further, the general competences consist of the knowledge, skill and existential competence of the learners and also their ability to learn. Of these, especially knowledge of, for example, the values, beliefs and taboos of a certain group is important in intercultural communication. Existential competence is described as an individual's characteristics, personality features and attitudes which have to do with self-image and the image of others and also the willingness to interact with other people (CEFR 2001: 11). Competences such as these are culture-related and as such sensitive to intercultural perception and relations

(CEFR 2001: 12) and can cause problems in intercultural communication if language users are not aware of the norms and habits of a specific culture and its members.

According to the CEFR (2001: 6), language is not only an important part of culture but also a way to access cultural manifestations. Therefore, similarly to the Finnish NCC, in the CEFR language and culture are considered to be closely connected and inseparable. However, also similarly to the NCC, cultural knowledge is not part of the guidelines given to the assessment of language skills, (understanding which includes listening and reading, speaking, writing) in the CEFR. Oral skills (fluency, complexity of language, accuracy) are the only ones that are evaluated from the point of view of intercultural competence.

3 LEARNING STYLES

Over the years, learning styles have become more and more accepted by language educators, and there is a growing number of commercial instruments for learners and teacher alike to discover their preferred learning styles (Pashler et al. 2009: 105). Some of the studies mentioned in the following section focus on education in general, but it can be assumed that since language learning and other learning are more or less similar, the findings presented above can be applied to language teaching as well. In the following, firstly, in Sections 3.1 and 3.2, we will discuss learning styles in general and examine the great variety of definitions offered, as well as models and theories presented on the topic by various researchers. Next, in Section 3.3, we will look more closely into one specific category of learning styles, namely the perceptual learning styles (auditive, visual, tactile and kinesthetic), and present the characteristics of these learning styles and the task types suitable for each of the four styles. Finally, in section 3.4, we will examine the role of learning styles in language teaching in general and in Finland.

3.1 Defining learning styles

Overall, learning styles is as complex and versatile a concept as that of culture which was discussed above. Learning styles and research concerning it have awoken a great deal of discussion both for and against learning styles and the adaption of learning styles in language teaching. The concept has been deemed vague and confusing by some researchers, but there are equally as many who believe that learning styles are a useful tool in education and language teaching and should, therefore, be known by teachers and students alike. The criticism will be discussed in more detail in the conclusion (see Chapter 5).

On the one hand, the term learning style refers to the idea that people's learning method preferences are highly varying (Pashler et al. 2009: 105). Another definition describes learning style as a combination of cognitive, affective, and psychological characteristics that describe how learners interact with their environment (Krätzig and Arbuthnott 2006: 238). Likewise, learning styles can be seen as an individual's characteristic ways of acquiring, retaining and retrieving information and can be divided into five dimensions of which perceptual learning styles is one (Felder and Henriques 1995: 21). Yet another

definition, given by Kolb (1984: 64), states that they are an individual's characteristic ways of processing learning tasks from various points of view. Generally speaking then, learning styles are defined as a person's preferred ways of approaching, receiving and processing information (see for example Reid 1987:87 or Krätzig and Arbuthnott 2006: 238).

On the other hand, learning style can be considered a component of personality (Hawk and Shah 2007: 2) or as dispositional traits and characteristic adaptations (McAdams and Pals 2006, as cited in Hawk and Shah 2007: 2). According to the last mentioned definition, as part of an individual's characteristics learning styles vary between different people but there are also common features that they share, and which can be met in the classroom and teaching.

When it comes to defining the term learning style, researchers have not been able to define the vague boundaries between different concepts, such as those of learning styles, cognitive styles and learning strategies (Leite, Svinicki and Shi 2010: 324). Furthermore, as can be deduced from the above discussion, there does not seem to be a consensus among researchers about whether learning styles are individual's conscious, and therefore variable, ways of perceiving and analyzing information or whether they are more subconscious, stable and part of an individual's personality.

For the purposes of the present study, we define learning styles as a person's learned or preferred ways of absorbing and analyzing information, which can be modified and practiced. Therefore, our definition is a combination of the above mentioned ones, with the addition, which for example also Peacock (2001: 5) has pointed out, that it is possible that a person may have learned to prefer one learning style over his or her actual and most effective learning style due to the teaching and input used at school or in other learning environments. We feel it is important that learners challenge themselves to use a non-preferred learning style because we want our students to be able to handle any learning situation regardless of the sensory channel they are forced to use (see for example Fleming and Mills 1992: 137-138).

3.2 Learning style models

The varying definitions of learning styles are met with an equally varying set of models and theories. We will discuss some of these in the following section. Furthermore, since the great variety of models and theories may be confusing, we have chosen to use Curry's onion-model (1983, as cited in Swanson 1995: 2-4) to categorize the models and theories and by doing so also shed some light on to the bewildering connection between learning styles and cognitive styles.

A model by Grasha (1972: 146) divides learners into six categories according to their ways of interacting in the classroom. The six categories are competitive, collaborative, dependent, independent, avoidant and participant. To clarify, competitive learners try to outdo others in a classroom setting, whereas collaborative ones co-operate with each other in class. Dependent learners are inclined to take a stand on something before it is discussed by them or other sources, while independent learners highly value their own skills and knowledge. Avoidant learners, then, either are not in class or avoid participating in any classroom activities, but participant learners are quite the opposite and eager to take part in any learning task.

The Myers-Briggs Type Indicator or MBTI (Myers 1976, as in Claxton and Murrell 1987: 13-14) is a widely used instrument of learning styles, focusing on personality. This model consists of four dimensions, which are Extraversion-Introversion, Sensing-Intuition, Thinking-Feeling and Judging-Perception. The first mentioned dimension, i.e. Extraversion-Introversion, measures whether a person prefers to direct his or her energy toward other people or him- or herself. The second dimension shows whether a person perceives the world through his or her experiences or through observation. Thinking-Feeling dimension measures if a person rather trusts his or her thoughts over feelings when making judgments, while the Judging-Perception dimensions describes how controlling or flexible a person is in varying situations.

Canfield's (1980, as cited in Swanson 1995: 10) Learning Style Inventory in which "variations among learners" are divided into four groups according to the context of the learning process. Firstly, conditions of learning cover affiliation (desire to form close contacts with others in the classroom), structure (being systematic and organized), achievement (being an independent learner) and eminence (competing and succeeding

in class). Secondly, preferences that students have as regards content are numerics (dealing with numbers), qualitative (vocabulary), inanimate (hands-on approach) and people (interaction). Third and fourth areas have to do with mode, that is listening, reading, experiencing, and expectations, for example, in terms of grades.

The Style Delineator model by Gregorc (1982, as cited in Swanson 1995: 8) follows Kolb's model and divides learning styles into four categories. Firstly, concrete sequential learners who prefer direct, organized and experiential learning. Secondly, abstract sequential learners who have a firm symbolic base for learning and prefer reading and listening tasks. Thirdly, concrete random who are intuitive learners and independent experimenters. And finally, abstract random learners prefer learning freely, without limitations.

In one of the best known learning style models, Kolb (1984: 21) introduces his theory, influenced by the works of Dewey, Lewin and Piaget (see for example Kolb: 1984), about experiential learning, which is “a holistic integrative perspective on learning that combines experience, perception, cognition and behavior.” What he (1984: 26-36) means is that learning is a dynamic process of developing knowledge which is not concerned with the result. Furthermore, learning is the result of both the interaction between an individual and their surrounding and finding solutions to collisions that arise as individuals attempt to find their place in the world. Kolb (1984: 77-78) identifies four basic learning styles: convergent, divergent, assimilation and accommodative. The first of these, convergent learners rely on knowledge and the existence of one truth instead of emotions, whereas divergent learners are the opposite of the previous style as they focus on feeling and imagination. Similarly the assimilation and accommodative styles are the opposites of each other, as the former mentioned value logic and preciseness over practicality, while the latter prefer to experiment, but value knowledge of others over their own.

Carbo, Dunn and Dunn (1986: 2-3) argue that learning style is a structure of five categories, namely 1) environment including classroom design, 2) emotional features including motivation and responsibility, 3) sociological features including working in group or individually, 4) psychological features containing cognitive skills (for instance being analytic or global) and 5) physical features containing perceptual learning styles.

They state that learners can be made conscious of these categories and their elements, and by doing so help learners make use of them.

The onion-metaphor was developed to show the relations between the various models of learning styles (Curry as cited in Swanson 1995: 2-8). This metaphor divides learning style theories and models into four layers according to their point of view. These four layers include personality features, information-processing, social interaction and instructional preferences. It is worth noting that the traits in the core of the onion are most stable and cannot easily be affected by teaching or teachers (Claxton and Murrell 1987: 7). Similarly, the traits become more varying and open to alterations towards the outer layers of the onion.

The first layer of the onion, where learning styles are regarded as basic personality features, includes models such as the MBTI-model by Myers-Briggs (1976, as cited in Swanson 1995: 6). The second layer of the onion focuses on information-processing, that is, how an individual assimilates information. Theories and models that have taken this view into learning styles include those by Kolb (1984) and Gregorc (1982, as quoted in Swanson 1995: 8). The third layer of Curry's onion model is called social interaction. Models concerning social interaction include the Grasha-Reichmann Student Learning Style Scale (Grasha 1972). The final layer of the onion consists of a multidimensional model addressing instructional preferences. For instance Canfield's (1980, as quoted in Swanson 1995: 10) Learning Style Inventory falls into this category.

The great variety of learning style models may seem to resemble the saying about the five blind men and the elephant, meaning that the research on learning styles tends to concentrate on individual parts instead of examining the whole phenomenon, but they conclude that it seems there is not one single instrument available to "capture all of the richness of the phenomenon of learning style" (Hawk and Shah 2007:14).

3.3 Perceptual learning styles

Historically speaking, perceptual learning styles have been acknowledged for approximately fifty years now but, before the 1960s, only visual and auditive senses were incorporated into the perceptual learning styles as the researchers were yet unaware of the existence of kinesthetic and tactile learning styles (Dunn and Dunn 1978:

13). In this section, we will focus on the perceptual learning styles, which will be used in our teaching material package, in more detail. Firstly, we will offer some definitions and models. When there is no specific definition presented for perceptual learning styles, they are considered to be one dimension of learning styles, falling under the same definition but it should be kept in mind that in these cases perceptual learning styles are 'normal' learning styles that are based on sensory channels. Secondly, we will further discuss four perceptual learning styles, namely auditive (also known as auditory), visual, tactile (also known as tactual) and kinesthetic, and the characteristics associated with each of them. We will also portray the tasks suitable for these styles.

As described in Section 3.2 the perceptual learning styles fall into the category of physical elements in Dunn and Dunn's (1978) model. In their model the term perceptual learning style is used for the learner's way of absorbing and organising information by using his or her senses. The four perceptual strengths they identify are auditory, visual, tactual and kinesthetic (Carbo, Dunn and Dunn 1986: 13-15). An auditory learner is someone who remembers three quarters of oral information presented to them in a time frame of forty-five minutes whereas visual learners learn by using their sense of sight. Tactual learners learn through their hands and fingers; they need to write or hold a pen to be able to concentrate on learning. Finally, kinesthetic learners need to be able to try out and experience the things being learned.

One of the earliest theories concerning perceptual learning styles was developed by Reid (1987). She (1987: 89) identifies six perceptual learning channels: visual, auditory, kinesthetic, tactile, group and individual. Visual learners prefer reading and visual aids such as charts whereas auditory learners learn by listening to lectures. Kinesthetic learning includes experiential learning meaning that kinesthetic learners need to involve their whole bodies in learning. Tactile learners, for their part, prefer a more hands-on approach to learning. No definitions are presented for group or individual learning in her article (1987) but that can be due to the rather self-explanatory nature of the terms group and individual learning; the first mentioned relies on working in groups while the latter supports learning on one's own as explained by Peacock (2001: 2).

The VARK model by Fleming and Mills (1992: 139-140) does not specifically define perceptual learning styles but rather identifies them as a dimension of learning styles in general. The model divides sensory learning styles into four categories or "modes":

visual (V), aural (A), read/write (R) and kinesthetic (K). Visual learners prefer graphical and symbolic representations of information, and aural learners have a preference for auditive material, such as lectures, while read/write learners prefer written information. Kinesthetic style is defined as one in which all or any of the perceptual modes mentioned earlier are used to connect the learner to reality, the focus is on the integrative and real nature of information rather than on whole-body movement, which is the traditional definition for the kinesthetic learning style. Learners may not have only one learning style but several. Furthermore, Fleming and Mills add that older students tend to have more multi-modal preferences than younger ones.

According to Felder and Henriques (1995: 21-23), perceptual learning styles are the sensory ways in which a person receives information. The sensory learning styles are divided into three categories: First, visual learners who process information visually, secondly, verbal learners who prefer spoken or written media over visual materials, and thirdly, 'other', which includes tactile (touch), gustatory (taste) and olfactory (smell), but since this category is considered marginal at best, and does not seem to affect language learning, no further elaboration is offered. This categorization is rather unusual in the context of the learning style literature where the common sensory categories are visual, auditory and kinesthetic. The reason why they have omitted the kinesthetic learning style is that they do not believe it is a sensory style but a person's preference for motion or physical activity (Felder and Henriques 1995: 23).

As found out by Reid (1987: 92), ESL students strongly prefer kinesthetic and tactile learning styles whereas natives (in this case American students) preferred auditive learning style more. It is argued that the cultural background of a student can have an effect on both his or her learning style and the way he or she responds in learning style questionnaires (Reid 1987: 98). Since learning styles are dynamic in the sense that they can be modified, many students may have adapted their learning style to the instructors' teaching styles even if they do not correspond to their learning style preferences (Reid 1987: 100). In the following sections, we will first describe the characteristics that are often associated with the auditive learner, and then we will give examples of teaching and tasks suitable for this learner type.

It is important to note immediately when discussing the tactile and kinesthetic learning styles that not all researchers make a difference between the two (for example, Sarasin

1999, Sonbuchner 2008, Barnier 2009). However, many researchers (such as Reid 1987: 89, Prashnig 2000: 155) do differentiate the two, since tactile learners primarily prefer to learn using their hands whereas for kinesthetic learners whole-body experiences are crucial. For that reason, we have also chosen to make a distinction between the tactile and kinesthetic learning styles.

3.3.1 Auditive

The auditive (also called auditory or aural) learning style is traditionally the one that benefits the most from teaching: teacher talks and students listen (see for example Sarasin 1999: 44, Prashnig 2000: 193). Auditive learners learn, remember and restore information better if the input is oral (Carbo, Dunn and Dunn 1986: 13). However, much more than talking can be done to accommodate the auditive learning style into teaching (Sarasin 1999).

Auditive learners are readers, listeners and talkers. They are readers and listeners as they enjoy reading aloud, choral reading and listening to recorded books (Haynes 2008) and talkers as they also learn by speaking, joking and debating (Barnier 2009: 39). Furthermore, they have a good memory and they like to analyze information and divide it into small sections. Auditive learners are claimed to prefer working on their own due to their competitive and achievement-oriented nature (see for example Sarasin 1999: 44, 47), however, there are also claims that auditive learners benefit from group-work (see for example Sonbuchner 2008: 9, Sprenger 2008: 40).

The quality of and the way in which auditive information is passed on to auditive learners is important (Sarasin 1999: 43-51). For instance, auditive learners prefer having individual facts, new information and concepts presented and taught to them in sequence, and they should be given enough time to put these pieces of information together in order for them to comprehend the whole. Furthermore, auditive learners tend to learn what is implicitly said and information should be presented as concretely as possible. It is important to note that after receiving information for the first time orally, auditive learners should use their secondary learning style to support understanding (Carbo, Dunn and Dunn 1986: 13).

Teachers may recognize auditive learners from their tendency to keep glancing to their left and right while they are listening to their own thoughts, or from their often used responses, such as “Sounds good to me” or “I hear what you're saying.” (Sprenger 2008: 37). Furthermore, auditive learners can be sound-sensitive and may be distracted by extra noises when learning or trying to concentrate (Sprenger 2008: 37-39).

Overall, teachers should use verbal teaching methods because it is important for auditive learners to hear spoken language, which helps them memorize how the language functions (Sarasin 1999: 45-51, Vernon 2012). For example, instructions should be given orally in class as opposed to only writing them down. As mentioned above, auditive learners tend to learn what is implicitly said, which means that hidden meanings, secondary agendas and the sort should be avoided when teachers plan their lessons – auditive learners will become discouraged if they do not understand the objective of a given task (Sarasin 1999: 45-50). In addition, it is important that teachers require exact answers to questions, as well as providing the necessary time for the auditive learner to process the question and the essential information benefit the auditive learner.

Tasks suitable for auditive learners include all tasks and methods related to hearing and listening (Sarasin 1999: 45-51). These tasks include the use of television, radio, music and movies, and listening exercises such as listening to the chapter presented in the text book, as well as the accompanying listening comprehension exercises. Similarly, interviews, discussions, participation in panels and oral presentations are effective tasks for auditive learners (Haynes 2008). Additionally, auditive learners may find different games, such as recitation games, quizzes and story building games, useful in learning (Vernon 2012). In addition, memorizing activities (for example drills), lectures, debates, group work and presentations are useful forms of learning for auditive learners (Sarasin 1999: 45-49). Although auditive learners may be sound-sensitive, they may also benefit from using rhythms and rhymes (Sprenger 2008: 39), as well as from forming acronyms, especially in memorization tasks (Barnier 2009: 39). Students with auditive learning style preference might find recording their own speech effective (Vernon 2012).

3.3.2 Visual

People who prefer to take in and process information using mainly their eyes are visual learners (Carbo, Dunn and Dunn 1986: 14). The easiest method for a teacher to activate the visual learning style in teaching and materials is to add a variety of visuals, such as pictures, diagrams, charts, symbols, movies and mindmaps, to accompany speech (Sarasin 1999: 60-65). Similarly to auditive learners, also visual learners should use their secondary senses to improve learning of the information after reading or seeing the new information first (Carbo, Dunn and Dunn 1986: 14).

In general, visual learners use the sense of sight (Sarasin 1999: 60) and they remember best what they see (Haynes 2008). Visual learners learn better if they can see and read the new information presented to them (Peacock 2001: 6) and they prefer written instructions (Haynes 2008). If a visual learner does not have any other learning style preference, they tend to be the complete opposites of auditive learners (Sarasin 1999: 57). Visual learners need to learn new information holistically, meaning that they focus on entire concepts, not parts of a whole, and they tend to be concretely or physically involved in new information or concepts (Sarasin 1999: 58). This can be seen for instance from the tendency of visual learners preferring group-learning over more formal learning situations.

The teacher should write information and instructions down on the blackboard, for instance, for the visual learner to see (Sarasin 1999: 60). Teachers should remember to include charts and pictures and encourage students to draw mindmaps or lists to boost their learning and memory (Fleming and Mills 1992: 139). Overall, materials designed for visual learners should be colorful (Barnier 2009: 39). Similarly, organizing teaching in such a manner that students need to take notes, or make lists, for example when outlining a topic, or making summaries, is encouraged (Sonbuchner 2008: 30). For example, instructors should also consider involving visual learners in a lecture by providing them with questions about the upcoming lecture in writing (Sarasin 1999: 59-60). Rather than having the teacher explain certain topics, visual learners should be engaged in group-work to ensure that the learning situation remains as casual as possible (Sarasin 1999: 61).

Questions that do not have only one correct answer are better suited for visual learners because finding answers to such questions allows them to be creative and use their imagination (Sarasin 1999: 65). Teachers should feel encouraged to have the most important information readily available for visual learners, for instance on post-it notes or in information boxes on classroom walls (Sonbuchner 2008: 9). Furthermore, the use of handouts or blackboard to write down the main ideas will prove beneficial to visual learners (Peacock 2001: 6). Both making and making use of computer graphics, cartoons and posters are suitable tasks for visual learners (Haynes 2008). Visual learners will find role-playing, student presentations, field trips and creative activities (such as open-ended questions) useful in learning (Sarasin 1999: 60). All games that make use of pictures and reading are recommended task types for visual learners (Vernon 2012).

Teachers can recognize the visual learning type in students who often appear unfocused, which is merely a sign of them processing information given (Sarasin 1999: 67). Visual learners prefer to read silently and make use of any illustrations that go with the text (Vernon 2012). Furthermore, they also benefit from teachers acting out situations, from watching demonstrations or from scenarios presented in videos. Learners with a visual learning preference notice body language more often and in more detail than others (Barnier 2009: 39). It is good to remember when for instance decorating the classroom that messiness may bother visual learners (Sonbuchner 2008: 19).

3.3.3 Tactile

Tactile learners make use of their hands and their sense of touch when they learn, that is to say, they prefer a hands-on approach to learning (Sarasin 1999: 72, Haynes 2008). Tactile learners benefit from concrete resources and materials, which ought to be easily accessible to them, as holding, touching and manipulating objects is important for tactile learners (Sarasin 1999: 72). Tactile learners can be considered both independent and dependent (Sarasin 1999: 73). On the one hand, as independent learners they need to be able to choose how they want to be stimulated. On the other hand, as dependent learners they rely on being stimulated by the teacher and the materials used in learning. Tactile learners also benefit from whole language approaches to reading (Haynes 2008).

Remaining seated for longer periods of time, as well as reading, listening and writing might prove to be challenging for a tactile learner who would like to touch objects with

their fingers or otherwise move their hands and fingers (Prashnig 2000: 159). Tactile, as well as kinesthetic, learners are easily diagnosed as learning disabled or having an attention deficit disorder since they may have difficulties in staying seated for long (Prashnig 2000: 165, 181). Furthermore, students that appear slow or are otherwise doing poorly at school often have a tactile or kinesthetic learning style preference, which may manifest in students' bad behavior, disobedience or underachieving. Similarly, a high risk of leaving school is a common feature in both tactile and kinesthetic learners.

The problem with generally used teaching methods, such as lectures and readings, and rules at school is that drawing or playing with pens is prohibited as they are considered to be disrupting (Prashnig 2000: 157-159). Especially tactile and kinesthetic students get easily left behind in teaching as this behavior, which would actually enhance their learning, is forbidden and there is a risk that these students stop participating in teaching altogether. Therefore, teachers should remember that students who play with their pens or are otherwise moving their hands or fingers restlessly are not necessarily bored but rather likely to be processing the information taught or trying to concentrate on the lesson. In addition, teachers can identify tactile students by their artistic talent and desire to use their hands in creative tasks such as baking, building, repairing, painting and molding (Carbo, Dunn and Dunn 1986: 14). Also students who have difficulties remembering oral instructions or explanations are likely to have tactile preference (Prashnig 2000: 195).

Overall, any tasks that allow tactile learners to use their hands and fingers are beneficial for them and their learning. For instance, written tasks and using the computer are good ways to engage tactile learners in the learning situation (Prashnig 2000: 157). Furthermore, using manipulatives (concrete objects that students can touch and handle, such as handouts or puzzle pieces) or having tactile learners write down instructions helps them to concentrate on learning and the task at hand (Haynes 2008, Sarasin 1999: 74). Drawing, board games, making dioramas or models and following instructions to make or build something activate tactile learners well (Haynes 2008). All games requiring touching or crafting as well as spatial games offer variety for tactile learners and their learning (Vernon 2012).

3.3.4 Kinesthetic

The kinesthetic style is defined as one in which all or any of the perceptual modes mentioned earlier are used to connect the learner to reality, the focus is on the integrative and real nature of information (Fleming and Mills 1992: 139) rather than on whole-body movement, which is the traditional definition for the kinesthetic learning style according to which kinesthetic learners learn by using their whole body and by moving (Reid 1987: 89). As a result, as discussed above, kinesthetic learners, similarly to tactile learners, are often ignored in traditional language teaching, which involves reading, writing and speaking activities (Prashnig 2000: 157-159).

Kinesthetic learners tend to find sitting still for long periods of time difficult, in addition to sitting quietly and listening to the teacher (Prashnig 2000: 209). Accordingly, kinesthetic learners can focus better if they are allowed to move around, shift positions, stomp and otherwise move their legs around. Teachers tend to categorize kinesthetic learners as over-energetic because they easily become restless if they are bored or stressed (Prashnig 2000: 209) and because they are often disturbed by extra movement around them (Sonbuchner 2008: 19).

Any tasks with added movement for the whole body, such as physical exercises and various games (Prashnig 2000: 209) are effective tools in kinesthetic students' learning (Barnier 2009: 38). Other types of activities that are useful for kinesthetic learners include playing, camping, building, cooking, creating, experiencing, visiting and meeting people as well as interacting with them (Prashnig 2000: 197, Sonbuchner 2008: 6). Furthermore, it is important that kinesthetic learners visualize what they are doing (Sonbuchner 2008: 3) and go through the steps of a given task before performing it (Barnier 2009: 38). In addition, Total Physical Response (TPR) tasks have been identified as good language learning methods for language students (Haynes 2008).

Five different teaching strategies for tactile learners are identified by Sarasin (1999: 75-78), which are addressed here as we feel they serve kinesthetic learners better due to the above-explained differences between the tactile and kinesthetic learning styles. The five strategies are a) internships, where learners engage themselves in the activity wholly – a hands-on approach, b) field trips during which learners will get a real-life example of the concept or idea being learned, c) experiential learning activities, such as performing

chemistry experiments in class by oneself, and not merely watching the teacher experiment on certain substances, d) simulations, where the teacher asks learners to simulate a situation and experience first-hand how something works, e) demonstrations, such as presentations, which give learners an opportunity to move around the classroom, doing things.

3.4 Learning styles in teaching languages

As the focus of teaching has slowly turned from a teacher-centered view to a learner-centered view, there has been an increasing amount of research on the usefulness of learning styles in teaching and learning. As discussed earlier, researchers disagree on whether educators should spend time and effort on applying theories of learning styles into teaching or if doing so is mere waste of time and resources. However, as there are several studies showing that a mismatch between learning styles and teaching styles can have major effects on students' learning, it would seem odd not to make use of the wide range of knowledge on learning styles that is available. In the following section, we will discuss some ways of incorporating learning styles into teaching, the effects of mismatches between learning styles and teaching styles and, finally, how learning styles inventories can be used in the classroom.

3.4.1 Matching teaching to learning styles

Most teachers' teaching style derives either from their own preferred ways of learning or from the teaching styles they thought were effective when they themselves were at school (Hawk and Shah 2007: 1). Furthermore, many teachers are unfamiliar with the various learning styles models and their potential for enhancing their students' learning or teachers simply are uncomfortable with trying new ways of teaching which would take them out from their own comfort zone. Surely teachers should not be forced to try out teaching methods or styles that they are uncomfortable with but they should also be encouraged to stretch their limits in the same way they ask their students to stretch theirs by trying various learning methods and styles.

Those who believe that learning styles should be considered in teaching often rest their beliefs on the meshing hypothesis, according to which learning will be less effective if learners receive instruction that does not match their learning styles and, vice versa, that

the individualization of instruction to learners' learning styles improves their learning achievements (Pashler et al. 2009: 108). There are several studies that support this hypothesis. For example, Domino (1979, as quoted in Reid 1987: 90) found in his study that college students who were taught in their learning style preferences achieved better results in tests, factual knowledge, attitude and efficiency than students who were taught in a way that did not match their learning style preferences. Furthermore, Leite et al. (2010: 326) review various studies on adjusting teaching and learning tasks to students' learning styles and report results both for and against such ideas. For instance Dunn et al. (1995, as cited in Leite et al. 2010: 326) discovered that when instruction was matched to students' learning styles their achievement improved. Also Felder and Henriques (1995: 21) argue that a mismatch between learners' learning styles and a teacher's teaching style can have a negative effect on learners' learning and their attitude toward the subject.

It is important to remember, however, that the teaching style that students feel most comfortable with may not necessarily match the way they learn most effectively (Felder and Henriques 1995: 21). For example, board games and computer games that activate kinesthetic and visual learners may not be the best, although fun, choice to enhance auditive learners' learning. This does not mean, however, that students should only participate in exercises specifically directed to their learning styles. Quite the contrary, students should be assisted in developing their less preferred learning styles and stretch their selection of learning style preferences as there surely come moments when these other styles are needed (Felder and Henriques 1995: 28). This process is referred to as *style stretching* (Dörnyei 2005: 156) which means that students learn to stretch their studying methods and practices by beginning from their preferred ways of processing information, i.e. their learning style preference, and then gradually switching to their less preferred ways of using information. Students that are able to stretch their limits, so to speak, and make use of other learning styles besides their most preferred one have improved chances of becoming effective learners (Dörnyei 2005: 156).

It is not clear if matching teaching styles to learning styles somehow improves success in learning. For example, Jonassen and Grabowski (1993, as cited in Leite et al. 2010: 326) found no statistically significant effects in a situation where teaching was adjusted into students' learning styles. Also Krätzig and Arbuthnott (2006: 244) found no connection between people's learning style preferences and their success in matching

memory tasks. However, this does not mean that learning styles should be ignored in education, but rather that teaching should make use of all sensory modalities and contexts instead of preferring only one sense. Therefore, one should not abandon learning style models but rather use the information to create a balanced teaching style which is the best way to "ensure an optimal learning environment for most students in the class" (Felder and Henriques 1995: 27).

Overall, there is not much research that would help educators incorporate the theory on learning styles in teaching and materials. Neither is there much research literature that would provide information about how a specific profession, such as teachers, could use learning styles effectively (Presland 1994, as quoted in Sadler-Smith 2001: 293). Therefore, there is a need for empirical research on learning styles and their use in teaching to help educators apply the vast amount of theory into practice as there probably are not many teachers who would argue against the notion that presenting information in a variety of modes is better and more effective than using only one mode.

3.4.2 Using learning style inventories

If teachers truly believe that learning style preferences can be modified, then they should strive for exposing their students to the idea and allow them to evaluate their learning styles, and also for familiarizing them with a variety of learning and teaching styles (Reid 1987: 101-102). The role of teachers is to support their students in identifying, assessing and modifying their individual learning styles (Reid 1987: 101). To help students become aware of various learning styles and their own preferences, teachers can use learning styles inventories. However, there has been some discussion on whether these inventories truly measure learners' learning styles correctly as learners often have difficulties in evaluating their own learning and responding to the questions in the inventories.

The most realistic approach to applying learning styles to teaching is to guide students to become more aware of their learning styles so that they can adjust their learning to the learning programs they are faced with (Fleming and Mills 1992: 137-138). Thus using a modal preference questionnaire helps students to reflect on their own sensory preferences and modify their learning and studying methods accordingly. However, learners often have difficulties with learning style inventories because the inventories

are so general and it is difficult for the learners to define which characteristics suit them the best. Therefore, teachers are encouraged to use only a simple questionnaire to serve as a conversation starter rather than a direct or exhaustive profile of learners' preferred learning styles. It has been noticed that learners have trouble answering learning style questionnaires but these problems can be explained by learners' incapability to analyze or assess their own learning (Krätzig and Arbuthnott 2006: 238).

Five benefits of using learning style instruments, which usually are self-reporting questionnaires, have been identified by Hawk and Shah (2007: 14-15). Firstly, using one or more learning style instruments and matching learning activities will increase student satisfaction and, secondly, will result in higher levels of academic performance. Thirdly, using learning style instruments and matching learning activities helps learners to acquire a deeper knowledge, which lasts beyond the course. Fourthly, learning style instruments and matching activities help students to learn a variety of ways to learn and take those new skills with them to life after school. Finally, using more than one learning styles instrument and matching learning activities improves the academic performance more than the use of a single learning style instrument. As can be concluded from the above discussion, using learning style inventories can have highly positive effects on students' learning and should therefore be used by language teachers as well.

3.5 Learning styles in the NCC and CEFR

In this section, we will examine the role of learning styles in the NCC and the CEFR, both of which regulate the teaching and teaching materials in Finland. Overall, learning styles do not receive much attention in either of the two but there are a few issues that will be discussed in the following.

Altogether, learning styles are mentioned in the NCC twice (2003: 13, 188). The first mention comes in the section 'Study environments and methods' (NCC 2003: 13). Students should be allowed to work independently and decide their own goals. They should also be given opportunities to try out a variety of working and studying methods to find out which of them is most suitable for their learning styles. Furthermore, students should receive guidance to become aware of and evaluate or modify their working methods. Finally, the NCC reminds teachers that since students and their

preferences vary teaching and learning should be versatile. Although these guidelines mainly apply to teaching in general, it is reasonable to assume that they are also relevant to language teaching.

The second mention can be found in the description of 'Educational and vocational guidance' (NCC 2003: 188). The goal of educational and vocational guidance is to help students become more independent and take more responsibility of their studies. Therefore, students should be guided to develop their learning-to-learn skills and discover their own learning styles and strengths.

According to the NCC (2003: 14), learning can be seen as “a result of a student's active and focused actions aimed to process and interpret received information in interaction with other students, teachers and the environment and on the basis of his or her existing knowledge structures.” Based on this, it can be assumed that learning styles refer to the way in which students take in and process information, however, since no definition of learning styles is offered in the NCC, it is not clear whether this assumption is justifiable.

As can be deduced from the above discussion, the NCC does not take a clear stance on learning styles. However, according to the NCC, students are to learn different methods of studying to improve their learning, which can be achieved through using learning styles. To be able to do this both students and teachers should become aware of their own and the variety of learning styles in the classroom. However, learning styles are often disregarded or, at the most, shortly mentioned in English school books. For instance, *Profiles-* and *English United-*series provide students with some tips on how to improve their learning and what learning styles exist but they do not encourage (or “force”) students to test their styles and become aware of them. As the teaching and learning materials should follow the instructions given in the NCC, learning styles should have a larger role in teaching overall.

Similarly to the Finnish NCC, also CEFR has only little to say on learning styles. Overall, learning styles are mentioned, but not defined, in CEFR three times (2001: 13, 159-160). The first mention occurs in the section where various parts of language use and learning are discussed. One of these parts is skills and know-how which includes use of dictionaries or other search engines and use of technology in learning. Learners

are said to differ from each other in their use of these skills and know-how depending on the context or circumstances or whether they are dealing with new information or known. Besides these variations, also learning styles should be considered. CEFR (2001: 13) also points out that it is important for learners to stretch their ability to learn so that they have the skills and knowledge needed to handle any learning situation.

The second mention of learning styles can be found in the section of 'Task Performance' (CEFR 2001: 159-160). Task performance is discussed and defined in detail and it is said that the learner "adapts, adjusts and filters task inputs, goals, conditions and constraints to fit his or her own resources, purposes and (in a language learning context) particular learning styles". It is interesting that learning styles are mentioned as something that has especially to do with language learning situation.

The third mention of learning styles occurs in the instructions for task design and the variety of issues that need to be considered when planning tasks and deciding the level of difficulty of the task. When deciding the levels of task difficulty one must consider the competences and characteristic of a learner, "including the learner's own purposes and learning style". It seems that learning styles are regarded in CEFR to be a part of an individual's personality.

From the above discussion, it can be concluded that learning styles are an important part of language learning. Therefore, learning styles should be taken into consideration when deciding the contents and materials of a course. However, as discussed earlier, learning styles are not a major part of English text book series and are more often than not left for the learner to discover for themselves if they are interested. This would imply that learning styles are not much considered in the material or teaching either.

4 FRAMEWORK OF THE MATERIAL PACKAGE

Around the World in Four Senses is a material package designed for an optional high school (*lukio* in Finnish) English course. The material package itself is designed for both the teacher of the course as well as the students taking the course, that is, there are instructions for teachers as well as materials, such as texts and exercises, which can be given to students as they are. The aim of the material package is to teach culture through perceptual learning styles. As can be deduced from the name of the material package, the focus is on the four sensory learning styles, namely auditive, visual, tactile and kinesthetic. We have chosen to leave out group and individual styles, which are part of Reid's model (see Chapter 5), as they do not involve sensory channels. However, the task types do include exercises requiring working in groups or in pairs as we feel that interaction is a central part of language learning. In this section, we will discuss the framework of our material package. Firstly, we will introduce the aims of the course, as well as its target group. Secondly, we will discuss the structure, topics and the task types used in the material and explain how theory was applied into practice. Finally, we will suggest how teachers could assess the students' performance during the course.

4.1 Aims

Culture is the 'what' of our teaching material package, while perceptual learning styles are the 'how', that is, culture is taught through sensory modalities. Each of these two focuses contains a set of aims. In learning about culture, we have three aims. Firstly, our main aim is to introduce some of the different cultures of the English-speaking world to the students taking the course, keeping in mind that most teaching materials seem to rely heavily on stereotypes. We wish to show our students that while stereotypes may have some truth to them, there is more to the world than merely stereotypes. However, stereotypes are difficult to avoid as some features of a culture, for example the existence of kangaroos in Australia, is so widely known that it has become a cliché and a stereotype often used in language teaching materials. Our secondary aim is to challenge students to critically analyze and evaluate the concept of culture and its various definitions from several perspectives. Finally, we want to make students aware of the special relationship between language and culture – that the two are inseparable (Byram et al. 1994) and both affect one another. Being aware of this is important because otherwise one might find it difficult to interact with other people who are used to their

native language dictating different cultural norms (Bada 2000, as cited in Genc and Bada 2005: 73). Furthermore, we feel it is important that learners realize that in English there is no actual single 'world English' (Nault 2006: 324) but that there are different varieties of the same language, all of which are equal in terms of this teaching material package.

Our second set of aims focuses on perceptual learning styles. The aim is to help students improve their English skills by using different perceptual learning styles. They are expected to make use of their own learning styles, which they will find out by completing a learning style questionnaire which can be found at the beginning of the material package, and also to learn to use other learning styles that may help them learn certain aspects of language better than by using their “own” learning style. As was discussed in Section 6.2, learners are able to modify their learning and learning styles only after they have become aware of what their learning style is and what it means to be an auditive learner, for instance (Fleming and Mills 1992: 137-138). This can be achieved, for example, by using model preference questionnaires. We are aware that answering these questionnaires can be challenging to students, as Krätzig and Arbuthnott (2006: 238) point out, but with the help of the teacher, students can overcome this and critically examine their own learning and find ways to improve it. Furthermore, as is pointed out by Hawk and Shah (2007: 14-15), learning style questionnaires can be very useful for students in expanding their skills and ability to respond to a variety of learning tasks and also in applying these skills to their lives outside the school environment. It is important that students receive information through several senses instead of only one (Moilanen 2002: 35). Thus, our material package strives for multisensory teaching to enable effective learning for all students and also for structuring the lessons so that the tasks range from using one particular learning style to using another one to keep students alert.

4.2 Target Groups

The target group of the material package is third year high school students in Finland. Also second year students may attend the course, but the prerequisite for the course is to have completed the six compulsory English courses as defined by the Finnish National Core Curriculum. We chose this prerequisite because we hope students have some previous knowledge of different English-speaking countries and their cultures. However,

it is not completely necessary for a student to have completed all compulsory English courses, but the language used in this material package may prove too difficult for those who yet have not taken the compulsory courses. Parts of the material can be used even in junior high schools (*yläkoulu* in Finnish) when teaching about a particular English-speaking country, or one of the topics covered in the material package, given that additional tools, such as word lists, are provided. Overall, students taking this course should be interested in different English-speaking countries and their cultures.

As pointed out above, the material package is designed for both teachers as well as students. There are instructions and suggested ways of doing tasks for teachers but all of the material is also presented in a way that serves the students of the course. For example, at the beginning of a unit, there is a list of tasks divided into four groups (learning styles), which can help both the student and the teacher to choose which tasks to do. On the following page, there is a list of materials teachers need to provide to students for a successful performance of that particular unit's tasks. Furthermore, at the end of each unit, there is a list of appendices which include some of the extra materials needed during the units, such as game cards, and the keys for exercises.

4.3 Organization of the material package

We chose six destinations, comprising of one or two countries, where our group will spend from half a week to two weeks, depending on the location. This scheduling was done due to practical reasons; the course is designed to last seven to eight weeks in total (if the course is taught at a pace of 5x45 minutes per week) and the last week is reserved for in-class presentations and possibly a final exam, thus leaving the first weeks for the course content. A suggested course plan to refer to if needed is included in the "For the Teacher" –section of the material package.

The material package consists of seven units: Warm Up, the UK and Ireland, the USA and Canada, Australia and New Zealand, India, South Africa and Zimbabwe and, finally, Wrapping Up Finland. We wanted to choose countries with different backgrounds, but we did not want to exclude the countries that are usually present in English teaching materials (such as the UK and the USA). Rather we will use students' higher level of knowledge of these two countries to our advantage; the time spent in the countries will deepen the students' knowledge of the countries. Moreover, the focus of the material

package tends to be on minorities of a specific country. The order of topics was decided partly on 'environmental' bases, that is, we do not want to travel back and forth between countries but to go from the previous country to the nearest destination, and partly because we feel that this seems quite realistic and authentic.

All units function in roughly the same manner. On the front page of each unit, the learning goals for the unit are set and there is also a list of exercises, divided into four groups, namely the four learning styles. In this way, both teachers and students can quickly see what exercises are aimed at what learning styles. Furthermore, the learning journal tasks for each unit are presented on the first page of the unit. Before 'arriving' to their destination, that is, starting to work with the actual cultural theme of the unit, the students of the course will fill out an information box about the country or countries of the unit, finding out some basic information about the countries. This is to ensure that students know at least something about the country in question. After this, there are some warm-up tasks that have to do with the cultural theme of the unit or with the country in question. Usually, after this, students will be asked to read and/or listen to a text and to do the tasks associated with the reading. After this, there are some more creative and wide tasks for students to do. At the end of each unit, there is a self-assessment page upon filling which out, students will be asked to reflect on their own learning in terms of the previous unit.

The first section of the material package is a short warm-up unit where students will test their learning styles and find out what kind of learning methods or tasks they should try out to enhance their learning. The teacher of the course should introduce the course and its contents, the structure of the material and what students are expected to do during the course to the students. Furthermore, there will be tasks concerning culture in general and a travel account by Bill Bryson will be used as a reference and a starting point for discussion. After successfully completing the section, students will know what their learning styles are and how they can make use of and improve their learning styles. In addition, students will have achieved a better understanding of different aspects of culture in general and of various perceptions they may have of some English-speaking countries. The purpose of the self-assessment page is to get students to think about their learning in terms of, firstly, using their learning styles (**how** they learn) and, secondly, the content of their learning (**what** they learn). They will also be challenged to consider their understanding of culture – if the tasks in Warm Up have widened their views of

culture. Finally, we hope that students will be able to set goals for their learning, that is, how they could make a better use of their learning styles and find more effective studying methods.

The first unit is dedicated to the UK and Ireland and the focus will be especially on sports and games. Students will learn about some of the traditional sports of the United Kingdom and Ireland and learn new words related to these sports. They will also get to know parts of the gaming industry and will get to try out some of the new and popular games of the English-speaking world. Students will be asked to reflect on some popular Finnish sports or the game industry in Finland. Starting from the first unit students will be given an information-search task where they will have to find out some of the basic facts about the country or countries on which the unit is based on. The idea is that after completing the unit, students will know more about some of the more traditional sports in the UK and Ireland and have some understanding of how the gaming industry has developed over centuries, as well as, how games can be used to make learning English more fun and effective. On the self-assessment page, students will have to evaluate their learning, how well they were able to achieve the goals they set for themselves the last time, and if they were not able to do that, we would like them to think about the reasons why. We have invited students to challenge themselves by doing tasks that do not match their main learning style and in self-assessment page students are asked to reflect on the topic and whether challenging themselves affected their learning. Then, students will again be asked to set new goals for themselves for the following unit.

The second unit introduces the USA and Canada from a historical point of view, meaning that students will learn about the common and individual history of the two countries as well as the native peoples living there. They will also be, shortly, asked to compare the situations between the Sami people in Finland with the situation of the Native Americans and First Nations in the United States and Canada, respectively. After finishing the unit, students will have a widened understanding of the native history of the two countries and the perceptions that native and non-native people may have about each other. Contrary to the norm, students will view history from the perspective of the native people instead of from that of “the white man”. Once again, on the self-assessment page, students will reflect on their goals, how successful they were in meeting them and how they could still improve their learning.

From the USA and Canada, the journey continues to the other side of the world to Unit 3 about Australia and New Zealand, where the main emphasis is on arts and crafts. Again, Native peoples are present in the unit, but this time through their arts and crafts. Vocabulary dealing with arts and crafts will be revised and students are expected to produce art themselves. They will also practice being art critics by analyzing some pieces of art. Furthermore, they will be expected to work with poems, another type of art, during the course; first, by listening to the poem and filling in the missing words, and later also by writing poems themselves. The purpose of the unit is that at the end of it, students will have more knowledge of different aspects of art; how it mirrors culture and how native peoples present their history and world views through their art. Students will be given an opportunity to express themselves and their views of the cultures of Australia and New Zealand in a variety of ways. The self-assessment questionnaire at the end of the unit has been designed with similar intentions in mind as the previous ones – that students will evaluate themselves, and their contribution to group-work, and finally set goals for the following units.

The fourth unit focuses on India and particularly its cuisine. India's different regions and food preferences will be discussed, for example, through reviewing menus from various Indian restaurants. Some comparisons will be made between recipes of the same dish, and students will be asked to figure out what differences there are between those recipes and more importantly why there are differences there. Students will be expected to discuss food in relation to culture – can something about a particular culture be seen from the way in which people in that culture choose to nourish themselves? Besides discussing Indian cuisine, students are given opportunities to see how their own cultures can be reflected in their ways of life and views of the world. For instance, students are given a chance to ponder on what their dream restaurant would be like and undoubtedly students' personality traits can be seen from the choices they make as regards their design. In addition to the usual self-assessment questions about meeting the goals set previously, students are to think about how well they have been able to challenge themselves in using learning styles other than their preferred one and if this style stretching has had an effect on their learning. Further, students should consider if and how they have changed their studying methods, assuming they have found the methods insuitable or ineffective.

The last destination before returning to Finland is Africa, more specifically South Africa and Zimbabwe, where the main focus is on religions, though some emphasis is placed on general information of the two countries as well as politics. Because South Africa and Zimbabwe might be less familiar to the students than the other countries present in the material package, students will first be introduced to the two countries in more detail and then to two native religions of the countries, namely the Shona and the Zulu religions. Through the readings and the tasks assigned to them, students will be asked to discuss how religion affects culture and vice versa. The idea behind some of the tasks is to show students that there rarely is only one religion present in a particular culture but that more than one religion makes up the aspects that, in the end, form the culture. The self-assessment page follows the pattern set by the previous self-assessment pages. We hope the students of the course have by this unit developed a habit of critically assessing their learning methods and their varying use of learning styles and, especially, that they have found that by widening the scale of learning styles which they use more and more often, they are at the same time achieving better learning results than they would if they only stuck to the same studying methods as before.

After the trip around the world, we will return to Finland to test and review the knowledge of the English-speaking countries discussed during the course, which students are asked to compare with their own home culture. Some emphasis can be placed on how Finland and Finns are viewed in some English-speaking countries. After this unit, and at the end of the course, students are able to not only tell about the main points about a particular culture but also to compare various aspects of different cultures. The self-assessment page of this unit differs slightly from the previous ones, although there are some familiar questions which have been discussed above. Now students are now asked to evaluate their learning journals and posters which they will have worked on during the course, and to consider if they should still develop them further.

At the end of the material package, there is a word list compiled from the majority of the words in the texts and tasks of the material package. It seems unlikely that students would know all the words that can be found in the material and as such the purpose of the vocabulary is to serve as a mini-dictionary and to help students get past difficult parts of the texts and to ensure their understanding of the material. The vocabulary list is meant to be used as reference only; the purpose is not to have students memorize the words by heart.

4.4 Task types

The tasks have been designed based on the perceptual learning styles theory, as reviewed in Chapter 3. All learning styles have been given symbols (a big-eared elephant for auditive, an owl with large eyes for visual, an octopus for tactile and a flexible monkey for kinesthetic), which have then been attached to the activities based on the respective learning style. Most activities have been assigned at least two symbols, to ensure that students attempt to use more than one sensory channel. Furthermore, the material includes activities that are compulsory to all learners in addition to those learners are free to choose from, either according to their learning style or according to their wishes (if, for instance, tactual learners wish to enhance their kinesthetic learning skills). The purpose is that a learner with any given learning style will end up doing activities designed for all learning styles.

Auditive tasks include debates, presentations, discussions and listening tasks which are commonly associated with the auditive learning style and which are often used in language teaching already. In addition to these, the material includes board games, memorizing tasks, jokes and individual facts, all of which are also in the suggested tasks presented by Sarasin (1999: 44-45) and Barnier (2009: 39). We also took into consideration the achievement-oriented and competitive nature of the auditive learners and their need for structure and straightforward answers (Sarasin 1999: 44-51) by adding games and quizzes that allow auditive students to involve in playful competitions with other students. Furthermore, we wanted to include exercises that encourage auditive students to record their own speech (as suggested by Vernon 2012), listen to the pronunciation and intonation and compare them to models found online.

Visual tasks are based on the theory and propositions presented by various sources. When designing tasks suitable for visual students, we took into account the two channels preferred by the visual learners, that is reading and writing (Sonbuchner 2008: 3), and included tasks involving them. To support visual students' preference for the use of sight, we added several pictures, symbols and mindmapping tasks into our material to help visual students learn and memorize things better (Fleming and Mills 1992: 139). Also all instructions are in written form. In addition, the material package includes exercises that require students to take notes or other illustrative examples of the given texts. As visual learners are said to prefer working in groups rather than individually

and use their creativity (Sarasin 1999: 58), we included tasks requiring group-work and allow students to use their imagination and consider issues from several points of view. Making posters is a good task for visual learners (Haynes 2008) and as such, visual learners will benefit from the final task of the course – making a poster about a certain topic discussed during the course and present it to the rest of the group on an exam day. Furthermore, teachers are encouraged to use video materials in class, something that will also benefit auditive learners should the videos include sound as well (Vernon 2012). However, we also kept in mind that visual students might be distracted by too many visuals or messiness (Sonbuchner 2008: 19) and tried to keep the material package clear and easy to approach.

As already explained in Section 5.3, there is no consensus among researchers on whether or not tactile and kinesthetic learning styles should be discussed as one learning style preferring movement. However, we decided to keep these two separate (similarly as, for example, Prashnig 2000: 155 or Reid 1987: 89) and focused on creating tasks that allow the use of hands, which is helpful for tactile students and tasks that let kinesthetic students engage their whole body in the learning process. Tactile exercises in the material package include writing and drawing as holding a pen can improve tactile students' learning. In addition, we aimed to add tasks that allow students to touch and manipulate items (such as pieces of paper or puzzle pieces) as holding and touching are important for tactile students (Sarasin 1999: 72-73). There are also several board games or crafting tasks to be found in the material package for tactile students.

Kinesthetic tasks, which can be the most challenging ones for the teacher to execute in the time allotted and the physical environment the classes are held in, include several task types that activate the whole body. As learning about various cultures includes some reading, we aimed to include a kinesthetic feature into the reading activities as well, such as acting out situations. In addition, we took into consideration the ideas presented by Fleming and Mills (1992: 139) about kinesthetic learners' need to have opportunities to engage in the integrative and real nature of information and included several exercises requiring information search on the Internet or other sources, interviewing people or analyzing the students' living environment from the point of view of the units (for instance arts, politics or transportation). We also designed a number of activities requiring more time and space, such as cooking lessons (when the topic is the cuisine of various cultures) and visiting museums or other touristic

destinations giving insight into the various aspects of culture and travel (see for example Prashnig 2000: 197, Sonbuchner 2008: 6). To help kinesthetic students manage learning tasks and situations where moving around is not possible, we designed tasks aiming to help students plan and visualize the task (Sonbuchner 2008: 3) and its steps in their mind (Barnier 2009: 38), similarly to athletes, before actually completing the tasks.

In addition to the exercise types presented above, students will be keeping a learning journal during the entire course and there will be varying types of tasks (writing, drawing, making lists or models etc.) that they will complete for the journal after each unit. The assignments for the learning journal are meant as homework after or during each unit and the instructions for these assignments are to be found at the beginning of each unit. There are often two tasks of which the students may at times choose which to complete: the first task often concerns the unit's theme country while the second task challenges students to compare aspects of the English-speaking cultures with the Finnish culture. The learning journal can be done by hand or using computers. If possible the electronic learning journals can be returned to the teacher through e-mail or similar or traditionally on paper. This journal will serve as both a self-evaluation and reflection form for students and as a way of assessing students' learning for the teacher. The learning journal tasks will relate to the units' themes and challenge students to analyze their own cultures in relation to the ones discussed during the course:

1. In Warm Up, the learning journal tasks will concern students' expectations of the course and them making learning goals for themselves. They will also make a check-list about travel plans and write a short reflection about the concept of culture and other related issues discussed during class.
2. In the first actual unit about the UK and Ireland, students may choose between two tasks: they can either write about traditional Finnish sports or about the gaming industry in Finland. In both cases students have the possibility to make a mindmap of their ideas.
3. In the second unit which is dedicated to the USA and Canada and their history, students are asked to compare the situation of the Native peoples in the USA and Canada and the Sami people in Finland. In addition, students are asked to draw a time-line of events (or dates or people) that they feel have had an important effect on the Finnish culture.

4. In the unit about Australia and New Zealand, the focus is on arts and crafts and students should make a collage of Finnish arts and crafts and compare that to their Australian or New Zealand counterparts.
5. In unit four about India and cuisine, students are asked to find an Indian recipe, possibly try it out, and discuss how easy it was to interpret the recipe (considering that, for example, the ingredients may be very culture-bound or found only in India) and how the Indian cuisine differs from the Finnish one. Furthermore, we would like students to consider the ethnic restaurants in their home town from the point of view of how the resident country has affected the restaurants' menu or ingredients used.
6. In unit five on the topic of South Africa, Zimbabwe and religions, students should discuss their opinion of the role of religious customs and songs in school events as well as choosing a religion to discuss from the point of view of its effects on the culture.
7. In the final unit of the course, on the topic of Finland and cultural encounters, we ask students to use Google or other sources to find out what kind of image Finland has in the world media and how different cultures are encountered in Finland. Students are also asked to design a vocabulary game, using the vocabulary from previous units as reference.

Similarly, there is a wider research task, which we have chosen to call “Big Idea” for students to complete after finishing each unit. Students are expected to make a poster about one of the countries of the course by completing each of the tasks and compiling them to form a logical unit. Though we use the word ‘poster’ to refer to the task, it is not necessary that students actually compile a traditional poster – the form of the finished product can also be a PowerPoint-presentation, a video or a small booklet from which all tasks can be found. As with the learning journal tasks, the Big Ideas have to do with the themes of each unit. The tasks are as follows:

1. In the Warm Up unit students are asked to find out the basic information of their project country and make a travel plan on how to get to their country.
2. In the UK and Ireland unit the Big Idea task is to design a game (board game, card game, puzzle etc.) with the project country as the theme.
3. In unit two, students must write or draw a short description of some of the most important historical events or people in the history of their project country.

4. In unit three, the task is to design and execute a piece of art about students' views of the project country and its arts.
5. In unit four, students should find out about the cuisine of their project country and design a menu for an ethnic restaurant serving the traditional dishes of their project country.
6. In unit five, the Big Idea is to offer solutions to a set of moral dilemmas according to the guidelines of a religion of the project country.
7. Finally, the students are asked to find out about their project country's contacts with other cultures and countries, choose a few interesting points and add them to their poster.

However, as the topics for the poster tasks can be overwhelmingly wide, we have added tips for each task concerning the country discussed in that unit to help students get started with the task.

4.5 Assessment

A suggestion on how to assess cultural learning is presented by Byram et al. (1994: 135-146). They identify three areas which can and should be a part of the assessment: factual knowledge, attitudes to different cultures and their representatives and behavior suitable for a specific culture and situation. The assessment of knowledge should include both knowledge of individual facts (such as dates and names of significant people or events) and the ability to explain how these individual facts have affected culture and its development in general. However, the facts should be chosen according to what natives consider to be relevant and important. The knowledge of students can be assessed by asking them to, for instance, name places or people or having them explain government structures of a country and its effects on the culture.

Assessing attitudes seems to be a more difficult issue but it is claimed that since language and culture teaching aims to increase a positive attitude towards cultures and their representatives, attitudes should be included in assessment as well (Byram et al. 1994: 138). Therefore, students' attitudes and more specifically their empathy should be measured by having them discuss, for instance, the importance of an event to the culture in question from various perspectives, in addition to their own view of the issue. Similarly, to assess behavior or students' ability to behave appropriately in a given

context, students should be asked to analyze norms related to verbal and non-verbal communication in a certain culture (Byram et al. 1994: 139-140, 146).

If the focus of the course is to introduce the destination cultures to the students, a learning journal in addition to the in-class presentation (where emphasis will be given to one country) is likely to prove successful as both promote reflection on important issues. However, if the teacher's aim is, for example, to have students acquire specific knowledge about the destination countries, a test of some sort at the end of the course should be given. Nonetheless, in our experience, students who choose to take voluntary courses in any given subject have more motivation to study the subject and thus tend to perform better in those subjects.

Given that the course is meant to be an optional course, teachers are invited to choose which, if any, assessment methods they wish to use. We have incorporated two assessable task types, into our material package. The two tasks are 1) a poster, which the students can work on in pairs and present during exam week and 2) a learning journal where the students reflect on the things they learn during the course and also compare these issues with the Finnish culture. There are several possibilities for the execution of both the poster and the journal. These options are meant to allow students the freedom to use those working methods that serve their learning styles the best. More specific instructions for the two course tasks were discussed earlier (see Section 4.4). Most optional courses in Finnish high school seem to be pass or fail courses, but should teachers wish to give numeric grades to students they may either grade their students' learning journals or posters or give a test at the end of the course.

5 DISCUSSION AND CONCLUSION

The purpose of the present study was to create teaching material, which would make use of the sensory-based learning styles in culture teaching. As the two main themes of our study, namely culture and learning styles, are both highly complex and ambiguous the task proved to be rather challenging. When it came to choosing subjects or parts of culture we would like to teach, we realized that the enormous selection of topics could not be included into a single material package and we had to make difficult choices and ponder which topics our students would find interesting. The difficulties with learning styles was that there are not many comparisons available as not many empirical studies or teaching materials which would apply learning styles exist as the area of research is only in the process of finding a proper definition for the whole concept.

Although culture teaching is seen as an integral part of language learning and teaching (see for example Byram 1991a: 19), the fact that English has become an internationally used lingua franca has raised the question which culture, if any, should be included in the teaching of culture in ELT. Claims that there are several problems in teaching a target language in relation to its own culture have been presented (Alptekin 1993: 139-141). Firstly, learners of a foreign language have to behave according to cultural norms of which they have very little, if any, experience (Brumfit 1980: 95 as cited in Alptekin 1993: 139). Secondly, the whole notion of the native speakers' "ownership of language" is problematic as the English language has become a lingua franca in international communication and is at present used by people from very different cultural backgrounds. Therefore, it is nearly impossible to point out which culture the English language represents. Yet another problem identified by Alptekin (1993: 141) is that EFL materials tend to have highly stereotypical representations of the target culture in relation to, for example, race, gender, class and religion. In the present material package we have aimed to decrease the use of stereotypes and give learners a deeper and wider understanding of the various cultures.

While the benefits of applying learning styles into teaching have been widely recognized, as discussed in Section 3.4.1, it must be acknowledged that there are also problems in researching and using learning styles. One problem that can be identified is that learning styles are referred to as being situation-independent when they actually are not entirely free of situational influences (Dörnyei 2009: 182). However, there is no

mention about which definitions of learning styles imply that they are situationally influenced, and there are many who clearly state that, similarly to motivation, learning styles are influenced by the context of learning. For example, Sadler-Smith (2001: 295) and Swanson (1995: 9) point out that the cultural background of the learner may have an effect on his or her learning style preference. Without a doubt, learning in general is heavily affected by the context in which learning occurs as well as the influences brought forward by the individual learners.

Another potential problem with learning styles is that the concept of learning styles has very soft boundaries, which is the reason why many scholars have abandoned the term altogether (Dörnyei 2009: 183). However, no alternative term has been suggested for the way a person internalizes or processes information. Yet another problem with learning style research is that the two theories by Kolb and Honey and Mumford which have strongly affected the whole area of research have not been challenged enough (Sadler-Smith 2001: 293). Luckily, there are some researchers who continue to do so and try to develop new tools for teachers to use in their classrooms. In addition, the present material package aims to promote the usefulness of learning styles in language learning and teaching. Furthermore, using the material package promotes students' learning by having them use various learning styles, not their main learning style, and thus follow the thought presented by various researchers about stretching the learning styles limits and stepping outside one's comfort zone (see for example Dörnyei 2005: 156).

Hawk and Shah's (2007: 14) observations on learning style and learning style research can be compared to the story of the five blind men and an elephant. There seems to be an insufficient number of empirical studies to support the wide range of theories on learning styles (Pashler, McDaniel and Björk 2009: 105). This argument is supported by Krätzig and Arbutnott (2006) who found no correlation between one's preferred learning style and success in a memory task designed to suit one's reported learning style preference. However, they admit that the negative result may be explained by the fact that students are not capable of analyzing their learning in depth but rather tend to respond to learning style questionnaires according to the result of their superficial and quick deduction. They go on to report that while there are not many successfully executed studies about learning styles, the ones that are available have found also positive evidence that students succeed better when their learning style preferences are

considered in teaching and task designing. These findings, along with our own experiences, produced by our teaching experiment realized during teacher training, that students with a certain learning style found the tasks designed for that learning style the best ones considering their English learning. Furthermore, the fact that the concept of learning styles and the research concerning it has issues should not be a reason to utterly abandon the concept as a waste of time but rather a reason to dig deeper into the matter to see what its significance, if any, is in learning.

The present material package is designed for an applied English course in high schools and aims to teach students about cultures, namely those of certain English-speaking countries, which in this case are The United Kingdom, Ireland, The United States of America, Canada, New Zealand, Australia, India, South Africa and Zimbabwe, as well as that of Finland. Furthermore, the material package looks more closely into a certain cultural topic in each of the countries. These topics are, respectively: sports & games, history, arts & crafts, food, religion and cultural contacts which were selected to cover various parts of culture, keeping in mind that high school textbook materials also include certain cultural aspects such as literature, music and movies which we decided to leave out of our material package. Though the material package has been designed for an entire English course, teachers are more than welcome to use parts of the package in their teaching to liven up the other materials used in class. Unfortunately, the material package has not been tested at the high school level due to scheduling difficulties, but parts of it have been tested at a junior high school with grades eight and nine where it was received with openness and enthusiasm. However, several tasks or task types have been tested at an earlier stage by us during teacher training and the positive experiences gained from these occasions encouraged us to include these tasks in the material package.

The material consists of a warm-up, five main units and a wrap up unit. In Warm Up, students are introduced to the topic of learning styles and they will test what their perceptual learning style preference, and in which students will also talk about culture and traveling in general. After each unit, the learners will have a chance to evaluate their learning in relation to the tasks in that unit. Tasks designed for each learning style are presented in the first page of each unit and some of the tasks include alternatives, which may activate different learning styles or senses than the original task. Learning styles theory, that is what kinds of tasks are most beneficial to certain learning styles,

has been taken into account when designing the tasks. Therefore, auditive tasks include discussions, reading aloud, interviews, jokes and oral presentations, while for visual learners we have included pictures, mindmaps, tables, cartoons and computer usage into the tasks. Similarly, tactile tasks contain board games, drawing, writing, making diagrams, and some of the exercises require students to use computers and Internet. With the kinesthetic learning style, our focus is on real-life experiences and information search. Kinesthetic task types include moving around, playing, experiencing and meeting people. The theory discussed in Section 3.3 is summarized below in Table 1 in which we have also listed the corresponding tasks in the present material package.

Table 1. Summary of task types for perceptual learning styles and corresponding tasks in the material.

Learning Style	Suggested Task Types	Tasks in the Material
Auditive	Discussions, reading aloud, choral reading, debates, group work, jokes, music, TV, radio, movies, rhythms, rhymes, listening, interviews, recitation, story building, panels, oral presentations, drills, lectures	Warm Up: 1, 1a, 2, 2a, 3, 3b, 4, 5 Unit 1: B, C, 1, 4, 5, 6, 7, 8, 9, 10, 11, 12 Unit 2: B, C, D, E, 1/Part I, 1a, 2, 3, 5, 6 Unit 3: B, D, 1, 1a, 2a, 2b, 3, 4, 5, 6, 7, 8, 9, 10 Unit 4: B, C, 1, 4, 5, 6, 7 Unit 5: 1a, 2, 4, 6, 7 Wrapping Up Finland: A, 1, 1a, 2, 3, 4, 5, 6, 7, 8
Visual	Role play, pictures, movies, posters, diagrams, colors, lists, charts, symbols, mindmaps, questions with no one correct answer, creativity, written instructions, taking notes, lists, summaries, reading silently, cartoons, computer graphics, illustrations with text, watching demonstrations, holistic working, group work	Warm Up: 1, 2b, 3a, 4, 5, 6 Unit 1: 2, 5, 7, 8, 10, 11, 12, 13 Unit 2: D, 1/Part II, 6, 7, 8 Unit 3: 1, 1a, 1b, 2c, 3, 4, 7, 11 Unit 4: B, C, 2, 3, 5, 8 Unit 5: C, 1, 1a, 3, 5, 8 Wrapping Up Finland: 1, 1a, 2, 3, 4, 6, 7, 8, 9
Tactile	Hands-on approach, concrete resources, touching, holding, using hands and fingers, whole language approach in reading, using the computer, writing, drawing, board games, making models and diagrams	Warm Up: 1, 1b, 2, 2b, 3, 3a, 4, 5, 6 Unit 1: A, B, 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13 Unit 2: A, B, C, 1/Part III, 1a, 3, 4, 6, 7, 8 Unit 3: A, B, C, E, 1, 1a, 1b, 2a, 2b, 4, 5, 7, 8, 9, 10, 11 Unit 4: A, C, 1a, 3, 4, 5, 6, 7, 8 Unit 5: A, B, C, 1a, 3, 5, 7, 8 Wrapping Up Finland: A, 1a, 5, 7, 8, 9
Kinesthetic	Whole-body experiences, moving, integrative or real nature of information, moving legs, physical exercise, games, Total Physical Response, meeting people, playing, camping, creating, simulations	Warm Up: 1, 2b, 5, 6 Unit 1: A, C, 6, 7, 11, 12, 13 Unit 2: A, 1/Part IV, 1b, 4, 8 Unit 3: A, 2a, 2c, 4, 5, 8, 9, 10, 11 Unit 4: A, C, 1a, 2, 6, 7, 8 Unit 5: A, 1a, 2, 5, 6, 8 Wrapping Up Finland: 2, 3, 4, 5, 8, 9

The material package was organized as discussed above because we feel that it is important that students become familiarized with a variety of cultural themes so that their knowledge in the area is not superficial but deepened over the duration of the course. However, we discussed organizing the material in such a way that each country would have been present under each cultural theme. Nonetheless, due to size limitations and the fact that the material package could easily have been widened into the length of more than one course, we chose to discuss one cultural theme per country. As regards the cultural themes, we made the conscious choice of leaving out themes such as movies and music, because we assume that students are quite familiar with them already and they may have been discussed in the compulsory high school English courses.

We hope to see more material packages for all levels of English students that emphasize the importance of perceptual learning styles and, more importantly, which take into account the different styles and offer something for auditive, visual, tactile and kinesthetic learners alike. It is important to remember, as discussed above, that tactile and kinesthetic learners are often the ones whose needs are not considered thoroughly in language learning textbooks because of the seemingly difficult ways in which their learning can be enhanced. In research, a wide range of empirical studies is needed to discover what the effects of making use of learning styles and materials designed for learning styles have on learners' learning. Furthermore, it would be interesting to see whether teaching materials, such as *Around the World in Four Senses*, designed specifically for perceptual learning styles has positive or any effects on success in learning of various parts of language, that is, grammar, vocabulary, culture, speaking, listening, reading and writing.

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**Appendix 1: Around the World in Four Senses: A Teaching
Material Package for a High School Culture Course**

A black and white photograph of a telescope lying on an old map with a compass rose. The telescope is the central focus, angled from the top left towards the bottom right. The map is an antique-style map with various geographical features and text, including the word 'HOLLANDI' and 'LONGA'. A compass rose is visible in the bottom left corner. The overall composition is artistic and evokes a sense of exploration and discovery.

AROUND THE WORLD
IN
FOUR SENSES

Minna Marjakangas &
Satu Sauvola

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For the Teacher

This material package is aimed at third-year high school students and designed in such a manner that it can be taught as a unity. For example, it can be used as the material for an elective English course. Younger, less-advanced, students may, of course, use the material, too, but students should have completed the six compulsory courses in high school English because the knowledge gained from them will help students perform well during the course.

This material can also be used in small parts, for instance to enhance the learning experience in another English course, when discussing one of the countries or cultural themes present in this material package. Teachers are welcome to use the material found here in their teaching in lower levels of the Finnish school system, as well, for example, in junior high schools. In fact, parts of this material have been tested at a junior high school with eighth and ninth graders who liked the exercises very much. However, the vocabulary used in the texts was slightly too difficult for them. Thus, teachers should consider using more extensive vocabulary lists, for example, if using this material package with younger students.

The two main themes, around which the material package was designed, are perceptual learning styles and some of the cultures of the English-speaking world. For the culture theme in the material package, we have chosen to include certain countries and certain cultural topics to be taught during the course. It is not necessary that the units be taught in the same order as they are in the material package, it is not necessary that all the units be taught, either. We have chosen not to include some topics, such as music, literature and movies in the package, because they are likely to be dealt with during the compulsory courses. Further, there is a number of issues, even within our topics, that we could have spent more time on. In fact, each of the cultural themes could have been used in a course in its own right – for example, there is so much to know about the history of one country that one could teach several courses on it – it is impossible to go over absolutely everything in one course, much less in a fraction of a course. That said, we have made the choice to include certain topics within the themes, trying to focus on less known areas, which often means the point of view of a minority – Native

Americans in the United States & Canada unit, the Shona and Zulu religions in South Africa and Zimbabwe, for example. The cultural topics we have chosen to include in the material package are sport and games, history, arts and crafts, cuisine and religion. In Warm Up, the theme and definition of culture are discussed, as well as learning styles. At the end of the material, there is a wrap up unit, in which the aforementioned cultural themes will be revised and contrasted with Finland.



As for perceptual learning styles and theory on them, see Chapter 3 in the theory section of accompanying Master's thesis. Learning styles are present in this material package constantly. All tasks have been designed



for the four perceptual learning styles, auditory, visual, tactile and kinesthetic, and for various combinations formed from the four styles. In the material package, on the first page of each unit, there is a list of tasks in that unit, grouped according to the four learning styles. Furthermore,



in the actual material, each task has our learning symbols next to the task title, to help both learners and teachers to identify which learning style(s) the particular task is aimed at. Our symbols are the Audiophant for auditory learners, the Visuowl for visual learners, the Tactipus for tactile learners and the Kinecto-ape for kinesthetic learners.



Each unit begins with a few warm-up tasks, which have been designed to get learners thinking about the country and cultural theme at hand. There is one particular warm-up task, namely “Things You Should Know If You Already Didn’t”, which functions in the same manner during all the main units, that is, learners are asked to find out the basic information about the country in question. After the warm-up, there is a text about the cultural theme as well as tasks related to the text, which vary from games to writing texts, for example. At the end of each unit, there is a self-assessment page for the learner to fill out and reflect on their learning during the course and the unit.

The material is organized so that there is a list of materials needed, as well as, the keys for the tasks before the actual material package. Student’s materials, that is, all units are presented first. Since students will undoubtedly encounter difficult or

unfamiliar words, we have compiled a vocabulary list from all the texts and tasks. The purpose of the vocabulary is to help students get past difficult parts of the texts and to ensure their understanding of the material. The vocabulary list is meant to be used as reference only; the purpose is not to have students memorize these words by heart. If tasks in the material require printing out extra material, such as cards, they are presented at the end of the material package, along with the keys for tasks which have correct answers.

Although the course is an optional one, there are two tasks that each student must complete in order to get the course accepted. The two tasks are:

- 1) A POSTER about one of the countries discussed during the course, which the students will work on in pairs and present during exam week. We suggest you give one country for a pair of students already during the **first** lesson. It is up to you to choose the method of dividing the countries between your students.
- 2) A LEARNING JOURNAL where the students reflect on the things they learn during the course and also compare these issues with the Finnish culture.

There are several possibilities for the execution of both the poster and the journal: they can be completed in written form (by hand or by computer), with pictures (student-made art or pictures found in various sources), electronic or real. Remember to leave room for students' creativity and allow them the freedom to choose their working methods.

Thank you for choosing our material package to use in your teaching! We hope you enjoy using the material as much as we have enjoyed designing it!

Minna Marjakangas and Satu Sauvola

Suggested Course Plan

Course Week	Unit(s)	To do
1	Warm Up, Unit 1	Warm Up: Learning styles test and discussion, culture discussion, Big Idea, self-assessment Unit 1: Warm Up tasks (A to C)
2	Unit 1	Unit 1: Texts (Sports in the UK and Ireland), game and sport discussion, Big Idea, self-assessment
3	Unit 2	Unit 2: Warm Up tasks, texts (Stepping into Modern History), native history discussion, Big Idea, self-assessment
4	Unit 3	Unit 3: Warm Up tasks, texts (The Songlines, Māori Art), making and talking about art, Big Idea, self-assessment
5	Unit 4	Unit 4: Warm Up tasks, text (Indian Cuisine), cuisine discussion, Big Idea, self-assessment
6	Unit 5	Unit 5: Warm Up tasks, talking about South Africa and Zimbabwe, text (African Religions), religion discussion, Big Idea, self-assessment
7	Wrapping Up Finland	Wrapping Up Finland: Comparing Finland and other course countries, revision of course, Big Idea, self-assessment (Poster presentations)
(8)		(Poster presentations)

Note: The tasks or topics listed above should serve as guidelines only. We have only chosen to include those tasks and topics that we feel "must" be dealt with during the course. There should still be ample time for the class to work on some of the remaining tasks – it is up to the teacher, and the students, to decide which tasks, texts and projects they feel are worth doing during the course. Furthermore, it is not necessary to complete all tasks, but rather to do tasks that students find interesting or useful.

List of Materials and Keys

Note: Below you can find a list of all the appendices that can be found at the end of the material package. If there are any special items you need in order to successfully complete a task with your students, the items are listed after the name of the task in question. The underlined names are the keys for the tasks.

WARM UP:

- ❖ **Exercise 5: Quizzical World:** A game board and a set of cards for each pair or small group of students (3-4 people) (Appendix I)
- ❖ **Exercise 6: Big Idea Poster Begins:** One card (country) for each pair (or small group) of students (Appendix II)

UNIT 1: The United Kingdom and Ireland:

- ❖ **KEY: Exercise B: Spectator Sports** (Appendix III SIVU)
- ❖ **Exercise C: Sports and Games Statements:** A copy of Appendix IV
- ❖ **Exercise 2: Word Couples:** One copy of Appendix V for each pair of students
- ❖ **Exercise 3: Domino Effect:** One copy of Appendix VI for each pair of students
- ❖ **Exercise 4: Football Spelling:** One copy of Appendix VII (cards and game board) for each pair of students
- ❖ **Exercise 6: Story Ball:** A soft ball (a stuffed toy will do as well)
- ❖ **Exercise 9: Game of Things:** One copy of Appendix VIII for each group of a minimum of five students
- ❖ **Exercise 10: Apples to Apples:** One copy of Appendix IX (nouns and adjectives) for each group of a minimum of four students

UNIT 2: The United States and Canada

- ❖ **KEY: Exercise B: The History of Everything** (Appendix X SIVU)
- ❖ **Exercise 2: Asking White Questions:** A/B cards for each pair of students (Appendix XI)
- ❖ **Exercise 3: Nuts and Bolts:** a set of cards for each pair of students (Appendix XII)
- ❖ **KEY: Exercise 4: Canadian Timeline** (Appendix XIII SIVU)
- ❖ **KEY: Exercise 6: Reservations - To Be or to Not to Be** (Appendix XIV SIVU)
- ❖ **Exercise 7: Native History:** a piece of white paper for each student

UNIT 3: Australia and New Zealand

- ❖ **KEY: Exercise B: I Am Australian** (Appendix XV) (p. 120)
- ❖ **KEY: Exercise C: A Word about Australia** (Appendix XVI) (p. 121)
- ❖ **Exercise 3: Visual Art:** a set of cards (Appendix XVII) for each pair of

students

- ❖ **Exercise 4: Being an Art Critic:** pictures of art (Appendix XIX)
 - Alternative 1: pictures of art (Appendix XX)
 - Alternative 2: cameras
- ❖ **Exercise 5: Hands-on Art:** cardboard, newspapers, glue
- ❖ **Exercise 6: Performing Art:** a set of cards for each group of a minimum of three students (Appendix XXI)
- ❖ **Exercise 7: Twenty-four Hour Forecast:** key (Appendix XXII)
- ❖ **Exercise 10: Step! Explain!:** a fuzzy die or a normal die, a set of cards for each pair of students (Appendix XXIII)

UNIT 4: India

- ❖ **KEY: Exercise B: Foodsy Food** (Appendix XXIV)
- ❖ **Exercise 2: Indian Menu:** links for various Indian restaurants (Appendix XXV)
- ❖ **Exercise 3: Cooking Indian:** links for web sites with Indian recipes (Appendix XXVI)

UNIT 5: South Africa and Zimbabwe

- ❖ **Exercise B: Pre-listening Task:** texts and key for statements (Appendix XXVII)
- ❖ **Exercise C: Labeling Things:** a set of words for each pair of students (Appendix XXVIII)
- ❖ **Exercise 3: Cartoon:** a set of cartoon pieces (there are two different cartoons to choose from) for each pair of students (Appendix XXIX)
- ❖ **Exercise 5: The Mask:** balloons, wallpaper adhesive, newspapers, paint, scissors

WRAPPING UP FINLAND

- ❖ **Exercise B: Variety of Finland:** one text per student to hand out (Appendix XXX)
- ❖ **Exercise 3: Jeopardy:** a squeaky toy for each group of students (2-4 people), a game board and a set of cards (Appendix XXXI)
- ❖ **Exercise 4: What's Wrong?:** statements (Appendix XXXII), a squeaky toy
- ❖ **Exercise 5: Taboo:** an hourglass and a set of cards (Appendix XXXIII) for each pair of students
- ❖ **Exercise 6: Ask & Tell:** an empty bottle and a set of cards (Appendix XXXIV) for each group of students (minimum of four people)
- ❖ **Exercise 7: Rotating Board Game:** an hourglass, a game board and a set of cards (Appendix XXXV) for each group of students (minimum of four people)



WARM UP

Learning goals:

- 1) Finding out about learning styles, their characteristic features and the tasks suitable for them
- 2) Discussing culture in general terms; activating one's knowledge of English-speaking cultures and that of Finland

Tasks:

- 1) Auditive tasks: 1, 1a, 2, 2a, 3, 3b, 4, 5
- 2) Visual tasks: 1, 2b, 3a, 4, 5, 6
- 3) Tactile tasks: 1, 1b, 2, 2b, 3, 3a, 4, 5, 6
- 4) Kinesthetic tasks: 1, 2b, 5, 6

Learning journal tasks:

- 1) Course expectations and learning goals
- 2) View of culture; comparison of the Finnish culture to those of the English-speaking world (100-150 words minimum, reflect on the topics discussed in class)

Warm Up Unit

1) Learning Style Test

Think about your learning. What would you do to remember things better?
What is the best way to learn for you? How do you recall something better?

Circle the number that describes your learning better when

1 doesn't describe me at all

2 describes me somewhat

3 describes me a lot

4 describes me completely

1. I think better way to learn something is to visualize it in my mind	1	2	3	4
2. I can remember oral instructions better.	1	2	3	4
3. I can remember written instructions better.	1	2	3	4
4. I remember instructions better if I write them down myself.	1	2	3	4
5. I learn a text better if I hear it.	1	2	3	4
6. I learn a text better if I read it.	1	2	3	4
7. I learn a text better if I make notes about it.	1	2	3	4
8. I learn a text better if I can act it out.	1	2	3	4
9. I have to hold a pen in my hand when I'm studying.	1	2	3	4
10. I am handy.	1	2	3	4
11. I remember the news better if I hear them for example on the radio.	1	2	3	4
12. I remember the news better if I watch them on TV.	1	2	3	4
13. I remember the things projected on the white board better.	1	2	3	4
14. When I talk I gesture more with my hands than the average person.	1	2	3	4
15. I'm constantly on the move.	1	2	3	4
16. I'm good at or I enjoy sports.	1	2	3	4
17. I talk, sing or hum to myself.	1	2	3	4
18. I learn better when I listen to music.	1	2	3	4
19. I learn better when I participate actively in learning.	1	2	3	4
20. I cannot stay still for long.	1	2	3	4

Check your score:

Group A	Group B	Group C	Group D
1.	2.	4.	8.
3.	5.	7.	15.
6.	11.	9.	16.
12.	17.	10.	19.
13.	18.	14.	20.

If your Group A score was the highest, you are a visual learner.

- You learn what you see and read in language textbooks or on the board.
- You remember and understand better when you read for yourself.
- Taking notes and writing down oral instructions enhances your remembering.
- Underline phrases and sentences, the main points of the texts and write notes in the margins of the books, to promote remembering.
- Try writing summaries, making mindmaps and charts about the text chapters, their vocabulary or the grammar points.
- Skim through any pictures, charts, maps and bigger headings before reading a text.

If your Group B score was the highest, you are an auditive learner.

- You learn by listening to speech and oral presentations, by reading aloud or quietly.
- Listen to tapes or CDs and pay close attention to teacher's explanation or to classroom conversations.
- Teach the subject to someone or discuss it with the teacher or friends.
- Explain the issues aloud or record the explanations and listen through them. This helps you when learning vocabulary or larger concepts.
- Ask for oral instructions to support written ones.

If your Group C score was the highest, you are a tactile learner.

- You learn best by using your hands, e.g. laboratory experiments and model building.
- Touching different materials and working with them enhances learning.
- Take notes on the subject at hand: the motion of the writing hand helps you to remember and understand things.
- Various projects, pair and group work, for example, are also beneficial for you.
- You can improve your focus by handling a stress toy, for instance.

If your Group D score was the highest, you are a kinesthetic learner.

- You learn best through whole-body experiences, that is, by involving your entire body in the learning situation.
- You learn things best by doing them – for example by taking part in role-playing during classes.
- Combining different stimuli, such as listening to a CD and dancing to it, will help you to understand and to learn new things.
- When learning vocabulary, try stationary biking or walking.

1a) Reflection about Learning Styles



Work in small groups. Have you taken learning style tests before? Were the results you got then similar or different than the ones you got now? Were there any surprises here or something that you do not agree with? Discuss.

1b) Brainstorming



Form groups based on your learning styles. Make a list of task types or ways of improving your learning. Once you've finished your list, form new groups so that there is a representative of each learning style present. Share your lists with each other. Choose three tips that you will try out during this course and write them in the box at the bottom of the page.

- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖

The three tips I will try out are:

-
-
-

Warm Up Unit

2) Culture?



Work with a partner. What is culture? Read the list below and check the items that you think are a part of culture. Discuss your views with your partner.

<input type="checkbox"/>	music	<input type="checkbox"/>	heavy music	<input type="checkbox"/>	ways of thinking
<input type="checkbox"/>	clothes	<input type="checkbox"/>	values	<input type="checkbox"/>	symbols
<input type="checkbox"/>	nature	<input type="checkbox"/>	beliefs	<input type="checkbox"/>	design
<input type="checkbox"/>	food	<input type="checkbox"/>	customs	<input type="checkbox"/>	education
<input type="checkbox"/>	architecture	<input type="checkbox"/>	nations	<input type="checkbox"/>	poetry
<input type="checkbox"/>	nonverbal language	<input type="checkbox"/>	journalism	<input type="checkbox"/>	technologies
<input type="checkbox"/>	movies	<input type="checkbox"/>	religion	<input type="checkbox"/>	sayings
<input type="checkbox"/>	photography	<input type="checkbox"/>	transportation	<input type="checkbox"/>	artifacts
<input type="checkbox"/>	literature	<input type="checkbox"/>	history	<input type="checkbox"/>	language
<input type="checkbox"/>	attitudes	<input type="checkbox"/>	politics	<input type="checkbox"/>	art

2a) Finnish Discussion



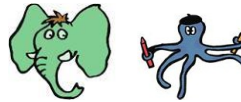
Work with a partner. Talk about Finland and being a Finn. What would you like other people to know about Finland and the Finns? How would you describe a Finn? What are some important aspects of the Finnish culture? Be prepared to share your views with the entire class.

2b) World Views



Work independently or with a partner. Use the Internet or other sources and try to find an article or a text that gives the reader, in your opinion, an interesting or accurate/inaccurate picture of your project country. Print the text you have chosen and highlight the main points. Make a list or a mindmap of the characteristics related to your own country or its citizens.

3) Where Scotland Is, and Other Useful Tips



Work independently. Listen to the text, written by Bill Bryson. Underline the travel tips mentioned in the text and after that discuss them with your partner.

Recently I was on an American airline flight when I thumbed through the in flight magazine and came across a quiz entitled 'Your Cultural IQ'.

Interested to see whether I have one, I applied myself to questions. The very first asked in which country it is in bad taste to enquire of a person 'Where do you live?' The answer, I learned to my surprise by turning to page 113, was England.

'One's home is a personal affair for the English,' the magazine solemnly informed me.

I am mortified to think of all the times over the years I have said to an English person, 'So where do you live, Clive?' (or whatever, because of course they weren't all named Clive), without for a moment suspecting that I was committing a serious social gaffe and that Clive (or whomever) was thinking: 'Nosy American git.' So of course I apologize now to all of you, especially Clive.

Then, a couple of days later, I came across an article on British politics in the [sic] Washington Post, which noted helpfully in passing that Scotland is 'to the north of England', a geographical distinction that I had always thought was common knowledge, and it dawned on me that perhaps it was not I who was under-informed, but – could this possibly be? – my entire nation.

I became curious to know just how much or little my fellow Americans know about the United Kingdom, but this is not easy. You can't just go up to a person, even someone you know quite well, and say, 'Do you have any idea what the Chancellor of the Exchequer does?' or 'Scotland is north of England. True or false?' any more than you could go up to an English person and say, 'Where do you live?' It would be impolite and impertinent, and possibly embarrassing for the interviewee.



Then it occurred to me that I might more discreetly get some idea by going to library and looking at American guidebooks to Britain. These would tell me what sort of information Americans require before they embark on a visit to the UK.

So I went to the library and had a look at the travel section. There were four books exclusively on Britain, plus another eight or so on Europe generally, with chapters on Britain. My favourite, at a glance, was Rick Steves' Europe 1996. I had never heard of Rick, but according to the jacket blurb he spends several months each year 'feeling the fjords and caressing the castles', which sounds awfully diligent if a little pointless. I took all these books off to a table in the corner and spent the afternoon in fascinated study.

Warm Up Unit

Well, I got my answer, which is that what Americans know about Britain is pretty nearly nothing, at least if these books are to be believed. According to the various texts, prospective American travellers to Britain require to be told that Glasgow 'doesn't rhyme with cow', that sterling is accepted in Scotland and Wales 'as freely as in England', that the country has 'well-trained doctors' and 'all the latest drugs', and, yes, that Scotland is north of England. (Quite far north, in fact, so better plan a full day there.)

American travellers, it appears, are a pretty helpless lot. The books tell them not just what to expect in Britain – rain and thatched cottages mostly – but how to pack their bags, find their way to the airport, even proceed through Customs.

'Be affable and cooperative, but don't be overly conversational,' advises Joseph Raff, author of Fielding's Britain 1996, on going through British immigration. 'Hold your passport casually in hand – don't flaunt it!' Perhaps it is none of my business, but if you need to be told how to clasp your passport, it seems to me you may not be quite ready to cross oceans.

My absolute favourite book was The Best European Travel Tips by one John Whitman. The book wasn't specifically about Britain, but it was so good that I read it almost cover to cover.

It was full of grave advice on pickpockets, avaricious waiters, even how to sue your airline if you are bumped from your flight. Mr Whitman clearly expects things to go wrong. His first tip for dealing with the idiosyncrasies of European hotels is 'Get the clerk's name when you check in.' With airline tickets he advises: 'Read all materials closely so you know your rights.'

Among his many useful suggestions, he advises that you bring 'a pen or two', hang a Do Not Disturb sign outside your hotel room door if you do not wish to be disturbed (I am not making this up; he even tells you to drape it over the knob) and notes sagely (for nothing gets past Mr Whitman's practiced eye) that, with regard to lodging, Europe has 'a variety of places to stay'.



Elsewhere he warns: 'You'll find bidets in many European hotel rooms and WCs,' then adds warily, 'If you care to experiment with these toilet-shaped porcelain fixtures for your personal hygiene, do so.' Thanks for the permission, Mr Whitman, but to tell you the truth I've got my hands full with this Do Not Disturb sign!

Joseph Raff, meanwhile, provides a useful glossary for dealing with all those puzzling British terms like 'queue', 'flat', 'chips' and – here's one that's stumped me for years – 'motorcar'. Then he confidently asserts that a surname is one's first name and a Christian name is the last name, which would be useful information if it weren't completely wrong.

Errors rather abound in these books, I'm afraid. I learned that the beer you drink is called 'bitters', that the market in London is 'Covent Gardens', that when you go out you like to 'go to the cine', that the hill in the Lake District is

Warm Up Unit

'Scarfell Pike', and – I particularly enjoyed this – that the Elizabethan architect was 'Indigo' Jones.

From Let's Go Europe '96 I learned that Cardiff is 'the only urban centre' in Wales, which must come as something of a shock to the people of Swansea, and from the Berkeley Budget Guide to Great Britain and Ireland I discovered that 'nearly every city, town, village, hamlet or cluster of houses in the middle of nowhere has a post office – be it in a butcher shop, liquor store (“off-licence”) or pharmacy (“chemist”).'

What I really learned is that what Americans need is new guidebooks. I'm thinking of producing one of my own, filled with advice like 'When dealing with a police officer, always call him “Mr Plod”', and, 'To gain the attention of an elusive waiter, extend two fingers and wave your hand up and down vigorously several times. He will regard you as a native.' And finally, but obviously, 'Never ask a person named Clive where he lives.'



3a) Work It Out

Work independently. Read the text through again and answer the following questions.

1. What is in bad taste to enquire in England and why?

2. What did he think was common knowledge?

3. Why can't you just go around asking certain questions from, for example, the English people?

4. What did Bryson find about Americans' knowledge about Britain?

5. What is Bryson's solution to the lack of good guidebooks in America?

6. How seriously can you take the advice Bryson offers?

3b) Further Considerations:



Work in a small group or with a partner. Making use of Bryson's description and your knowledge answer the following questions. Take notes about your discussion and conclusions. Be prepared to share your notes with the class.

- ◆ What do you think foreigners know/"know" about Finland?
- ◆ How well do you think Finnish people know other countries/their citizens?
- ◆ Have you ever had any misconceptions about other countries? What kind of misconceptions?

4) Mind Your Map



Work independently or with a partner. Complete the mindmap about your perceptions of some English-speaking countries. Share your views with another pair.



Warm Up Unit

5) Quizzical World



Work with a partner or in small groups of three or four people. You will receive a game board and a set of cards. Put the cards on the table upside down. Start the game:

- ◆ Put your game pieces in Helsinki and head north toward Enontekiö in Lapland. Roll the die. The one who gets the highest score gets to go first. Start the game by rolling the die again and move your game piece accordingly in the country (on colored dots).
- ◆ The person sitting on your left (or your partner) will ask you a question about the country you are in. If you answer correctly, you will get a point. Once you have answered the question, it is the next player's turn to go.
- ◆ Once you have answered three questions correctly, you may leave the country if you are at the departure airport and go to the next country.
- ◆ You must follow this route: Helsinki – Enontekiö – London – Belfast – Derry/Londonderry – Farranfore – St. John's – Vancouver – Barrow – Jacksonville – Saldanha – Polokwane – Hwange – Masvingo – Carnarvorn – Hobart – Alexandra – Auckland – Madurai – Srinagar – Helsinki.
- ◆ The one who gets back to Helsinki first is the winner.

6) Big Idea: Poster Begins



Choose a partner. You will receive a card with a name of a country on it; it will be your project country for the course. Your task is to make a poster about the country during the course according to the Big Idea tasks found at the end of each unit. Your first task for the poster is to:

- gather some basic information about your country (e.g. official name and languages, location, head of state, time zone, population)*
- make a travel plan: how can one get to your project country? What is the easiest/cheapest/funniest method of transport or route? What should one take into account when planning a trip to your project country?*

Note: Your poster may either be a traditional poster, that is, an A2- or A1-sized piece of cardboard on which you write your findings. You can also make a PowerPoint-presentation, a video, a booklet or a folder in which you include the exercises you are asked to include in the poster. Your teacher may also advise you to make a different type of poster. Use your imagination!

Warm Up Unit

Self-assessment: Warm Up

Think about the last unit and your learning throughout the week. Answer the questions below according to your experiences. Be honest to yourself and really think about your learning; don't just write down the first thing that comes to mind.

1) In three words, my learning in terms of the theme and the countries...

2) I can realistically assess my learning.

agree agree somewhat disagree somewhat disagree

3) I learned new things about my learning and myself during the unit.

agree agree somewhat disagree somewhat disagree

I learned that _____

4) My knowledge of English-speaking cultures is very good.

agree agree somewhat disagree somewhat disagree

5) My view of culture has already widened.

agree agree somewhat disagree somewhat disagree

I know now that _____

6) Looking back at the study tips for my learning style, I could improve my studying methods and my learning by:

7) Is there I can work on? My goals for the following unit (in terms of studying methods):

THE UNITED KINGDOM AND IRELAND

Learning goals:

- 1) To learn about some of the traditional sports of the United Kingdom and Ireland (rugby, football vs. soccer, horse polo etc.) as well as to learn new vocabulary concerning sports and games
- 2) To get to know the gaming industry and try out some of the new, popular games in the English-speaking world

Tasks:

- 1) Auditive tasks: B, C, 1, 4, 5, 6, 7, 8, 9, 10, 11, 12
- 2) Visual tasks: 2, 5, 7, 8, 10, 11, 12, 13
- 3) Tactile tasks: A, B, 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13
- 4) Kinesthetic tasks: A, C, 6, 7, 11, 12, 13

Learning journal tasks:

Choose one of the following tasks:

- 1) Think about some of the “traditional” sports in Finland. What seems to be Finland’s favorite sport? Why? Either write a short (100-150 words) description of your ideas or make a mindmap.
- 2) Write or make a mindmap about the rise of the game industry in Finland (e.g. Rovio and Angry Birds or Almost Human Oy and Legend of Grimrock)

A) Things You Should Know If You Already Didn't...



Work independently. Fill in the missing parts. If the United Kingdom or Ireland is your project country, you can make use of the information you found in the Big Idea task in the Warm Up unit.

**The United Kingdom of Great Britain and Northern Ireland
(includes England, Scotland and Wales)**



Capital city: _____

Major cities: Birmingham, Manchester, West Yorkshire, Glasgow

Official language: _____, also regional recognized languages: _____, _____, _____

Demonym: British

Government: constitutional monarchy and Commonwealth realm

Chief of state: Queen Elizabeth

Independence: current name of the United Kingdom of Great Britain and Northern Ireland established in 1927

Area: 243,610 km², of which 1,3 % water

Population: 63,047,162 (estimate 2012)

Time zones: one

Anthem: _____

Ethnic groups: white 92.1 % (of which English 83.6%, Scottish 8.6%, Welsh 4.9%, Northern Irish 2.9%), black 2 %, Indian 1.8%, Pakistani 1.3%

Religions: Christian (_____, _____, _____, Methodist) ___%, Muslim ___%, Hindu ___%, other ___%, unspecified or none ___%

Republic of Ireland



Capital city and major city: _____

Official languages: _____, _____

Demonym: Irish

Government: republic, parliamentary democracy

Chief of state: _____ (since 2011, seven-year term)

Independence: December 6, 1921 from the United Kingdom by treaty

Area: 70,273 km²

Population: 4,722,028 (estimate 2012)

Time zones: one

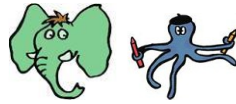
Anthem: _____

Ethnic groups: Irish 87.4%, other white 7.5%, Asian 1.3%, black 1.1%

Religions: Roman Catholic ___%, Church of Ireland ___%, other Christian ___%, other 2.1%, unspecified or none 5.7%

Unit 1: The United Kingdom and Ireland

B) Spectator Sport



Work independently. Horse polo, which was originally invented by the Persians, has been made famous by the British and even the British Royals enjoy a good game of horse polo. Watch the video clip about choosing a good pony for horse polo and answer the questions below (<http://www.youtube.com/watch?v=c3lwaym5ajw>).

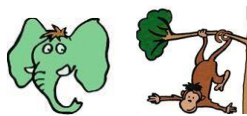
1) What kind of ponies do people like?

2) Where do polo ponies get their power from?

3) What helps the pony to stop and make turns?

4) What is a very important feature in polo ponies?

C) Gaming Statements



Your teacher will read aloud some statements about sports. One side of the classroom is the **disagreeing** side and the other the **agreeing** side. According to how you feel about the statement, move to one side of the classroom. Prepare to justify your opinion.

Unit 1: The United Kingdom and Ireland

1) Sports in the UK and Ireland



Work with a partner. Divide the following two texts among yourselves so that one of you will read a text about curling in the United Kingdom, while the other reads a text about sports in Ireland. Then, read through your text and be prepared to teach the main points to your partner.

PART I: Sporting in the UK



Curling has been described as the “Roarin’ Game”, with the “roar” coming from the noise of a granite stone as it travels over the ice. The exact origins of the game, however, are unclear, but curling is widely believed to be one of the world’s oldest team sports.

Paintings by a 16th Century Flemish Artist, Pieter Bruegel (1530-1569) portrayed an activity similar to curling being played on frozen ponds. The first written evidence appeared in Latin, when in 1540, John McQuhin, a notary in Paisley, Scotland, recorded in his protocol book a challenge between John Sclater, a monk in Paisley Abbey and Gavin Hamilton, a representative of the Abbot. The report indicated that Sclater threw a stone along the ice three times and asserted that he was ready for the agreed contest.

What is clear, however, is that what may have started as an enjoyable pastime of throwing stones over ice during a harsh Northern European winter, has evolved into a popular modern sport with its own World Championships attracting fans and large television audiences.

Curling in its early days was played on frozen lochs and ponds. A pastime still enjoyed in some countries when weather permits, but all National and International competitive curling competitions now take place in indoor rinks with the condition of the ice carefully temperature-controlled.

It is also clear that the first recognized Curling Clubs were formed in Scotland, and during the 19th Century the game was “exported” wherever Scots settled around the world in cold climates, most notably at that time in Canada, USA, Sweden, Switzerland, Norway and New Zealand.

The first Rules were drawn up in Scotland, and they were formally adopted as the “Rules in Curling” by the Grand Caledonian Curling Club, which was formed in Edinburgh in 1838 and became the sport’s governing body. Four years later, following a demonstration of curling on the ballroom floor of Scone Palace near Perth by the Earl of Mansfield during a visit by Queen Victoria, the

Unit 1: The United Kingdom and Ireland

Queen was so fascinated by the game that in 1843 she gave permission for the Club's name to be changed to the Royal Caledonian Curling Club (RCCC).

It is recorded that international curling events were staged in the 19th century in Europe and North America, but it was not until the first Olympic Winter Games at Chamonix in 1924 that any form of official International competition took place for men's teams. Great Britain defeated Sweden and France in what was retroactively accepted in 2006 by the International Olympic Committee (IOC) as Curling's Olympic debut, with medals awarded.

Interest in other countries was generated, and the USA (1961), Sweden (1962), Norway and Switzerland (1964), France (1966) and Germany (1967) expanded the Scotch Cup entry. The 1959-67 results now are recognized in the curling history of the men's world championship.

The success of the Scotch Cup series led to another attempt, in March 1965, to create a global administration. The Royal Caledonian Curling Club (Scotland) convened a meeting in Perth, Scotland, and six countries (Scotland, Canada, USA, Sweden, Norway and Switzerland) agreed to a proposal to form an international committee of the Royal Club, to be called the International Curling Federation (ICF).



Curling was a demonstration sport for a second and third time at the Olympic Winter Games of 1988 (Calgary) and 1992 (Albertville) for teams of men and women. On 21 July 1992, at its session in Barcelona, Spain, the International Olympic Committee granted official medal status to Men's and Women's Curling, to take effect no later than the Olympic Winter Games of 2002, with an option for 1998 at Nagano, Japan.

PART II: Ireland Sporting Events

Sports in Ireland are extremely popular, both in terms of playing them and watching them. The most popular sports in Ireland are listed below, with a little information about each. While you are in Ireland, if you are a sports fan, catching a live match of any of the country's most watched sporting events can be a great way to get to know the culture and have a memorable time. Alternately, if there is an important match being televised, find yourself a seat in a cozy Irish pub and you are sure to be surrounded by lots of fans cheering for their side. If you are rooting for the opposing side, just be sure to keep your cheers to yourself!

Gaelic Football

By attendance records alone, this is Ireland's most popular sport. It may look similar to football, but using the hands to carry the ball, pass to teammates, and get the ball into the goal is not forbidden.



Football (Soccer)

Even though most of the world calls this sport "football," it is sometimes called "soccer" in Ireland to avoid confusion with Gaelic football. It is one of the most accessible sports, easily played by children the world over and at the most professional levels.

Rugby Union

Known simply as "rugby" in most of the rest of the world, it is called "rugby union" in Ireland because it was traditionally played predominantly by Unionists. Today both Unionists and Nationalists play the game, however.



Hockey

Often called simply "hockey," it is similar to ice hockey only it is played outdoors on a pitch.

Gaelic Handball

This is similar to racquetball, except the ball is struck with a gloved hand instead of a racquet. Interest in this sport has waned in recent years.

Hurling

Hurling is native to Ireland, and is incredibly popular. It is somewhat similar to field hockey, although the ball is usually played in the air rather than on the

Unit 1: The United Kingdom and Ireland

ground. The women's version of the game, with a few small rule changes, is called camogie.

Road Bowling

While this game has an incredibly long history (dating back to the 17th century) and a set of rules, it can seem like a sport that is being played illegally. It involves the players throwing a ball along a pre-set road course (usually using roads which are in active use by cars during the game), and the one who gets to the appointed finish line with the least throws wins. Crowds often gather and follow the game as it progresses down the course, sometimes up to four kilometers long, and people often bet on the players as well.

When Ireland is called upon to play a national squad for an international competition, it depends on the sport whether the players are from the entire island or separated by Northern Ireland and the Republic of Ireland. For Gaelic football, hurling and rugby union, players come from the whole island and represent Ireland. Football (soccer) is separated into Republic of Ireland and United Kingdom (of which Northern Ireland is a part). During the Olympics, athletes from Northern Ireland are given the choice whether they want to represent Ireland or the United Kingdom. For example, in the 2012 Summer Olympics, which were held in London, two medalists in Team Ireland were from Belfast, Northern Ireland.

Unit 1: The United Kingdom and Ireland

2) Word Couples



Work with a partner. You will receive a set of cards (from either of the two texts depending on which one you read). Look at the words on the cards. Can you pair the words? What is the connection between the two words in each pair? Explain in English.

3) Domino Effect



- ❖ *Work with a partner.*
- ❖ *You will receive a set of domino pieces. Divide the pieces evenly. The one who gets the domino piece with the word Start will begin by setting that piece on the table.*
- ❖ *You can continue the domino from either end. Check the dominos you have to find a corresponding word to continue the domino. Read the word pairs aloud.*
- ❖ *The domino pieces should form a circle eventually. The winner is the one who places all his/her dominos first on the table.*



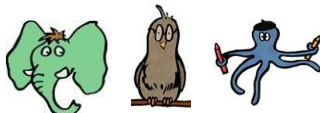
4) Football Spelling



Work with your partner.

- ❖ *You will receive a football field and a set of cards. You will each start from your ends of the board so place your game marker at your goal and try to get to the goal on the opposite end of the field.*
- ❖ *Decide who begins. Pick up a card, don't show it to your partner, and say the word on the paper to your partner. He or she will have to spell the word back to you, letter by letter.*
- ❖ *If your partner spells the word correctly she/he can move the marker on the line and pick up a card for you to spell.*
- ❖ *The first one to get his/her marker to the other one's goal is the winner.*

5) Player for Questioning



At first, work independently. Look at the interview below by an 11-year-old Aoife Connor with rugby player Brian O'Driscoll. The questions are missing. What do you think Brian O'Driscoll was asked when he answered as described below? Write down the your questions on the lines. When you are done, compare your questions with a partner. Then, watch the interview to find out what the questions really were. After watching the video interview your partner using the questions you invented before. Try to come up with good answers. (<http://www.youtube.com/watch?v=YFTRWa8LgIs>)

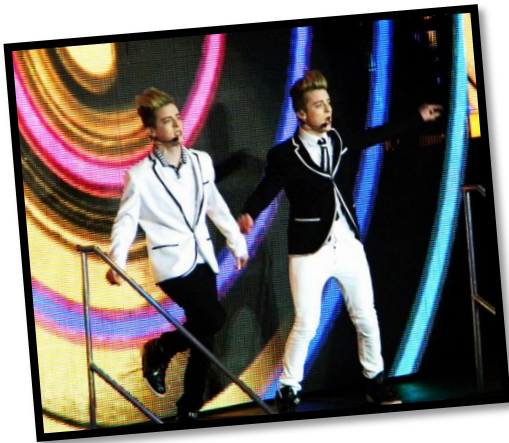
It's a question I've been asked a few times. Probably the answer would be, I've always loved being involved in, or I always would've want to be involved in, sports in some capacity and when I was growing up I loved the film of Jerry Maguire and I loved the idea of being a sports agent so I'd say I'd try to have been Jerry Maguire part two.



Oh my god, how many questions would you have for him! Ahem, I'd probably ask him how he did the whole water into wine thing. I think, you know there'd be need for off-licenses then, wouldn't there!

If there was a movie was being played... Hmm, it's not an easy question... I have been asked it before and I would absolutely love to say some handsome devil to play it but I think I'd be lying to the world if I did get them Leonardo DiCaprio or someone of his era so I'd probably say someone that is on telly quite a lot but hasn't done movies, someone like Jamie Oliver because apparently I look like him, but hopefully I might be a skinnier version of him.

Not, nothing major, I have a few things that I like to do, I have a top for under my jersey that I love to wear and I've had it for years. It has started to get old and raggedy so I really have to look after it. Umm, when I'm not captain of the team I like to go out second last, it doesn't bother me if it didn't happen but it's just something I've done for years. But other than that, when I'm at home for a match day or in the hotel I just have a routine that I like to get up early enough to have breakfast and go back to bed, just chill out and look over a few notes that I've made about the opposition that would be playing that day, I'll have a read through them, and then just about getting lots and lots of water into me to make sure that I'm well hydrated for the game. That's really it.



I think Jedward are brilliant. I think everywhere they go they make people laugh and I think the way things have been going the last couple of years in Ireland everyone needs a good laugh. They're like nobody else, that is for certain! And the fact that there are two of them, you get double joy. I think they are fantastic and I think that they are great ambassadors for the country, provided you don't take their music career too seriously.

I did love playing in the Croke Park because of all the history that surrounded us but it is nice to be back home in what's the new Lansdowne Road and the Aviva because it's our stadium and because with fifty thousand fans right in on top of you, the atmosphere can be incredible. Particularly the last game we played there against England it really, it was, what we felt, was the start of our new era in our new stadium. So if we can get more atmospheres like that I think we'll be a difficult team to beat in the Aviva.

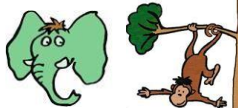
That is a million dollar question. I don't know. It's a question that we've discussed many times in the back of a bus on our way to training but, umm, I don't know. You probably need to talk to someone within Jacob's, I know there's probably only a few people who know a secret like that. I enjoy getting the figs out of the fig roll, if that's any good to you!



What player... I'd probably go with a guy that I respect the most, a guy I've played against on five occasions at the start of my career and who I think still is the best player I've ever come to play against, so I'd love to have played with him, a guy called Tim Horan, who played for Australia. I just loved everything he did and on top of it all he is a great guy, someone I enjoy hanging out with when we go to Australia. It would definitely be him. It was horrible playing against him because he usually made a show of you but I can only imagine he would've been a dream to have played beside.

Unit 1: The United Kingdom and Ireland

6) Story Ball



Work in groups of 4-6 people. Make a big circle sitting on the floor. One of you will receive a soft ball and will begin the story. Your job is to create a story on one of the subjects below. The one with the ball will begin by giving an opening sentence to the story. Then the person throws the ball to another person who will continue the story with yet another sentence. Try to keep your story going until your teacher tells you to stop.

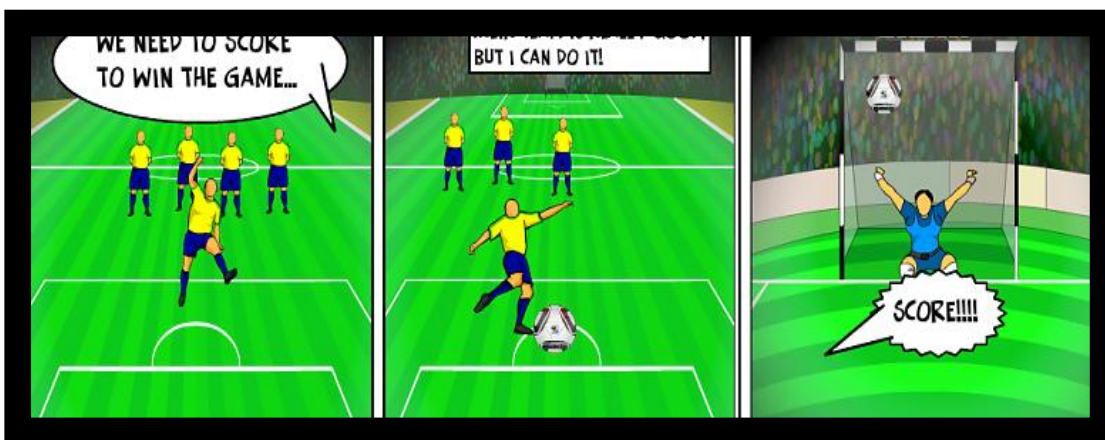
The history of football
The first rugby match
The man who invented basketball
The royal horse polo
Development of the first video game
How cards came to be
Inventing the computer

7) Cartooning



Work independently. You need a working computer and an Internet connection. Go to the ToonDoo-website (<http://www.toondoo.com/>), click on Toon and choose Create Toon. You need to sign in, after which you are able to create your very own cartoons of various shapes.

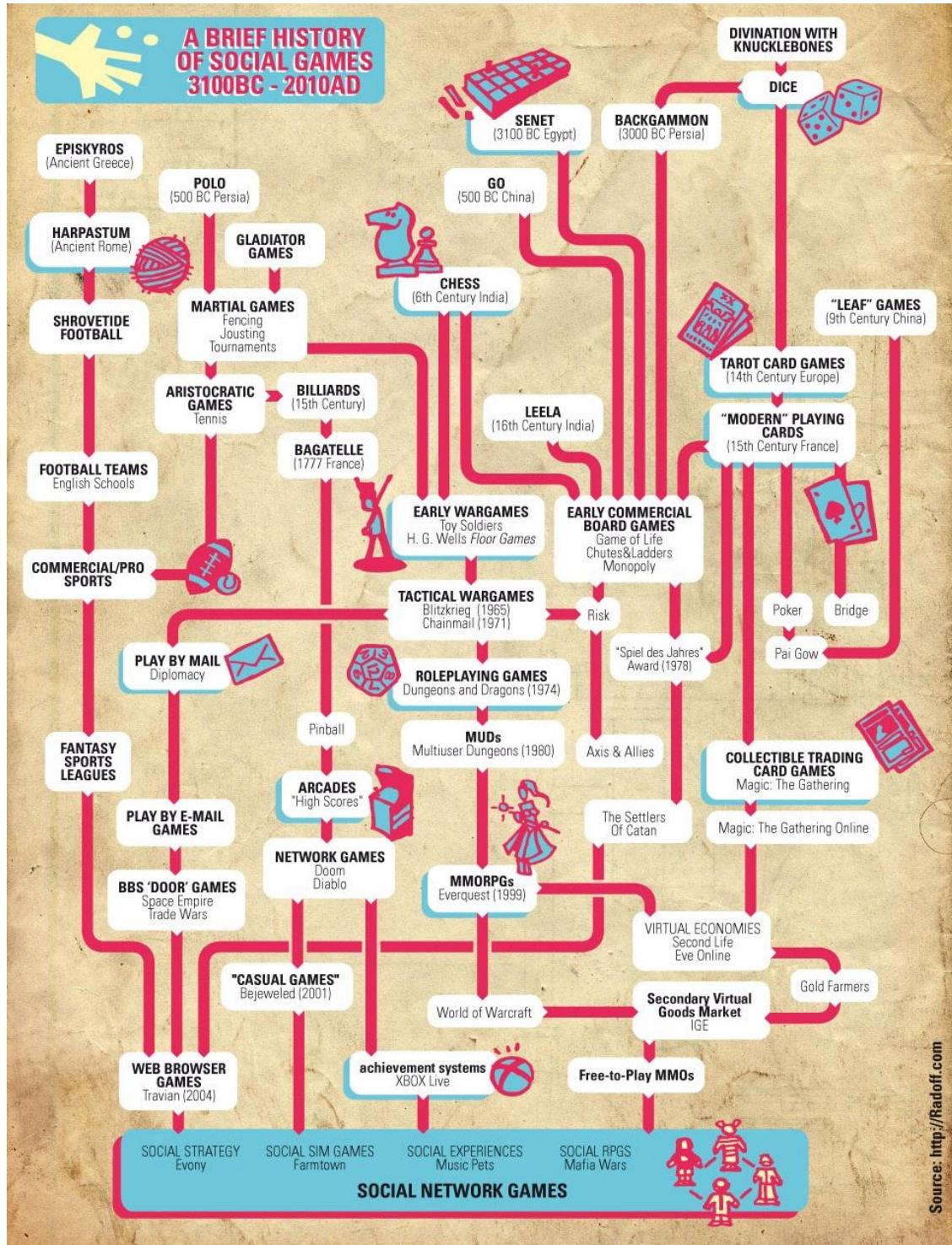
- ❖ Create a cartoon on the subject of **Sports and Athletes in the Great British Empire** (including Ireland, Australia, Canada and India). Do some research on the topic before starting your cartoon.
- ❖ Choose your backgrounds and pictures and design a story around your pictures.
- ❖ After finishing the cartoon, print it out and share it with your group. Describe the story behind the pictures.



8) History of Social Games



At first, work independently. Look through the mindmap about the history of social games that starts from board and card games. Search the Internet for details if you want to. Choose one of the “branches” (for example, the one beginning from Episkyros) and be prepared to explain the history of that branch to your partner. After learning about your branch, write a short description of the development of modern social network games.



9) Game of Things

(original by Quinn & Sherry Inc.)



Game of Things is a popular party game that challenges the players with provocative topics like "Things that people do when no one is looking ..." and allows them to say whatever comes to mind.

- ❖ *Work in groups of a minimum of five people. Choose a person to keep track of everyone's points.*
- ❖ *You will receive a set of topics, choose the first Reader who picks up a topic and reads it out loud.*
- ❖ *Everyone will write a response (including the Reader).*
- ❖ *Without showing the responses to the rest of the players, the Reader reads the answers out loud and the person to the Reader's left will be the first to guess who has answered what. If the person guesses correctly, the person gets one point and may guess again, if not, the person to the left from the first answerer can try guessing. When a person's answer has been guessed, that person will be out of the game for that round. The person whose answer was not guessed gets two points.*
- ❖ *Note that the Reader cannot guess and his/her answer cannot be guessed. You also should not "guess" which answer was yours because you will be eliminated if your answer is paired with you. However, you may confuse others and match your own answer with someone else's and make others think that that answer is not really yours!*
- ❖ *The winner is the one with the most points after everyone has been the Reader once.*

10) Apples to Apples

(original by Out of the Box Publishing)



Apples to Apples is a fun party game that allows the players to invent hilarious comparisons.

- ❖ *Work in groups of a minimum of four people.*
- ❖ *You will receive two sets of cards: red nouns and green adjectives.*
- ❖ *Everyone will pick up six nouns without showing them to others.*
- ❖ *The youngest player will be the Judge first. The Judge will pick up and read aloud a green card, which will be the topic of that round. Then the other players will choose from their red cards the one that they think goes best with the green card.*
- ❖ *The chosen red cards are given shuffled to the Judge who will read the cards aloud and pick one that he/she thinks is the very best match for the green card. The person whose card is chosen will receive a point (the green card). The person on the Judge's left side will be the next Judge.*
- ❖ *The winner is the one who gets five green cards or points first.*

Note: *if the red card is "My –" the Judge will consider it from his/her point of view.*

Unit 1: The United Kingdom and Ireland

11) Finnish Gamers



Work independently at first. How much do you know about games and the game industry in Finland? Search the Internet and find out how the gaming industry has developed in Finland, what the current leaders in the industry are and what games they have produced. Choose one game or company to present in small groups. You can either draw a mindmap, write an information card by hand or make use of the computer.

Here are some tips for search words in Google:

- Rovio
- Angry Birds
- Legend of Grimrock
- Almost Human Oy
- Neogames
- Shadow cities
- Max Payne



12) Olympics

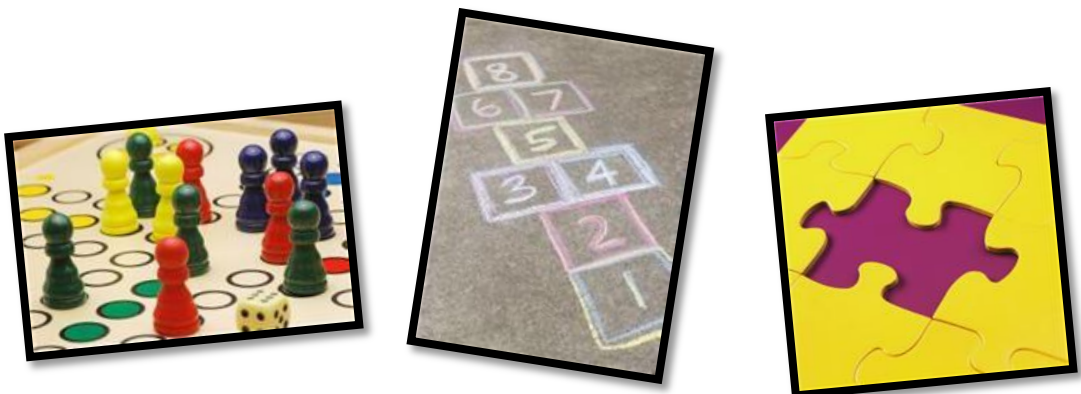


Work with your project country partner. Design an Olympic game. It can be anything from a sports event to battle of brains. The only requirement is that all four learning styles must be activated! When you have finished designing your game, go write down the name of the game on the blackboard. Then, together with the whole class organize the Senseful Olympics where each of you will participate representing your project country.

13) Big Idea: Poster Continues



Work with your partner and design a game (board game, card game, problem-solving, puzzles etc.) with your project country as the theme. Add the game and its instructions onto your poster.



Unit 1: The United Kingdom and Ireland

Self-assessment: Unit 1

Think about the last unit and your learning throughout the week. Answer the questions below according to your experiences. Be honest to yourself and really think about your learning; don't just write down the first thing that comes to mind.

1) In three words, my learning in terms of learning about the theme and the countries...

2) I met the goal I set for myself the last time.

yes no, because _____

3) I have learned new things about the cultures of the UK and Ireland.

agree agree somewhat disagree somewhat disagree

I learned that _____

4) I participated actively in group work (including working in pairs).

always usually rarely

If rarely, why? _____

5) I challenged myself to do tasks that didn't match my learning style.

always often sometimes rarely never

As a result, my learning was _____

6) Looking back at the study tips for my learning style, I could still improve my studying methods and my learning by:

7) Is there something I can still work on? My goals for the following unit (in terms of studying methods):

The USA and Canada

Learning goals:

- 1) To learn about the history of USA and Canada, especially that of the native people (Native Americans and members of First Nations)
- 2) To discuss what Native peoples and the white people think of each other
- 3) Shortly, to compare the situation of native people in the USA, Canada and Finland

Tasks:

- 1) Auditive tasks: B, C, D, E, 1/Part I, 1a, 1b, 2, 3, 5, 6
- 2) Visual tasks: D, 1/Part II, 6, 7, 8
- 3) Tactile tasks: A, B, C, E, 1/Part III, 1b, 3, 4, 6, 7, 8
- 4) Kinesthetic tasks: A, 1/Part IV, 1b, 4, 8

Learning journal tasks:

- 1) The Natives in USA and Canada and Sami people in Finland. Can the situations of these nations be compared? You can either write a short text or draw a mindmap or a cartoon about the topic.
- 2) Draw a time-line of either events or dates or people that you think have had an important effect on the Finnish culture.

A) Things You Should Know If You Already Didn't...



Work independently and fill in the missing parts. If your project country is the USA or Canada you can make use of the information you found in the Big Idea task in the Warm Up unit.

The United States of America

Capital city: Washington, D.C.

Major cities: _____

Official language: _____

National language: English

Demonym: _____

Government: constitution-based federal republic

Chief of state: _____

Independence: _____, declared from the Kingdom of Great Britain

Area: 9,826,675 km², of which 6.8% water, _____ states, 1 district

Population: _____

Time zones: six

Anthem: _____

Ethnic groups: White _____, African American/Black _____, Asian _____, American Indian/Alaskan Native 1%, Native Hawaiian 0.2%, other 1.5%

Religions: Christian _____, unaffiliated _____, other 9.4%



Canada

Capital city: _____

Major cities: _____

Official language(s): _____

Demonym: Canadian

Government: a parliamentary democracy, a federation and a constitutional monarchy

Head of State: _____

Independence: July 1, 1867, recognized by UK December 1931

Area: 9,984,670 km², of which water 8.92%, _____ provinces, _____ territories

Population: _____

Time zones: six

Anthem: _____

Ethnic groups: British Isles origin _____, French Origin _____, other European _____, Amerindian 2%, other, mostly Asian African, Arab 6%, mixed 26%

Religions: Christian _____, Muslim _____, other and unspecified 11.8%, none _____



Unit 2: The USA and Canada

B) The History of Everything



Work independently. Listen to the song by the Barenaked Ladies and fill in the missing words.

Our whole _____ was in a hot dense state
Then nearly fourteen billion years ago expansion started

Wait!

The _____ began to cool
The autotrophs began to drool
_____ developed _____
We built a wall (We built the _____!)
Math, science, _____
Unraveling the _____
That all _____ with _____ (Bang!)

Since _____ is really not that long
As every _____ was formed in less time than it takes to sing this song
A fraction of a second and _____ were made
The bipeds stood up straight
_____ all met their fate
They tried to leap but they were late
And they all died (They froze their asses off!)

_____ and pangaea
See ya, wouldn't wanna be ya
Set in motion by the same big bang

It all started with a big... bang!

It's _____ ever outward, but one day
It will pause and start to go the other way
collapsing ever inward, we won't be here,
It won't be heard
Our _____ figure that it'll make an even bigger bang

_____ would really have been sick of us
Debating how we're here
They're catching deer (We're catching _____!)

_____ or astronomy
Descartes or deuteronomy
It all started with a big bang
Music and _____
_____ and astrology
It all started with a big bang
It all started with a big...
Bang!

(For audio and video, see for example, <http://www.youtube.com/watch?v=e0p04CLd0gk>)

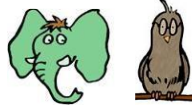
C) Finnish History in 30 Seconds



Work independently and write a song or a poem about some of the most important historical events in Finnish history, drawing inspiration from the song The History of Everything. Compare your finished song or poem with your partner. What kinds of events or people did you include in your texts? Why? What does your partner have in his/her text that you don't?



D) Native Wisdom



Work with a partner and read aloud the extracts taken from In a Sacred Manner We Live: Native American Wisdom. What kind of teachings can you find in the texts? Do they make sense to you? What would your life be like if you followed these guidelines?

The Earth

The earth is your grandmother and mother,
and she is sacred.

Every step that is taken upon her
should be as a prayer.

Black Elk
(Oglala Sioux Lakota)

Land Is More Valuable than Money

Our land is more valuable than your money.
It will last forever.

It will not even perish by the flames of the
fire.

As long as the sun shines and the waters
flow, this land will be here
to give life to men and animals.

We cannot sell the lives of men and
animals.

It was put here for us by the Great Spirit
and we cannot sell it

because it does not belong to us.

You can count your money and burn it
within the nod of a buffalo's head,
but only the Great Spirit can count the
grains of sand
and the blades of grass on the plains.

As a present to you, we will give you
anything we have
that you can take with you; but the land,
never.

Crowfoot (Blackfoot)

This I Believe

Our fathers gave us many laws, which
they had learned from their fathers.
These laws were good.

They told us to treat all men as they
treated us;

that we should never be the first to
break a bargain; that it was a disgrace
to tell a lie; that we should speak only
the truth; that it was a shame for one
man to take from another his wife or
his property without paying for it.

We were taught to believe that the
Great Spirit sees and hears everything,
and that he never forgets;
that hereafter he will give every man a
spirit-home according to his deserts: if
he has been a good man, he will have
a good home; if he has been a bad
man, he will have a bad home.

This I believe, and all my people
believe the same.

Chief Joseph (Nez Percé)

E) Warm-up for the Text



Work with a partner or with a group. Look through the following references to some historical events or figures and talk about them together. Try to figure out what events these refer to and how they are related to the history of Native Americans in the United States and Canada. Write some comments about the events or figures below on the given lines.

- ❖ wave of foreigners that was already beginning to form in their old homeland on the east coast of North America

- ❖ the Jesuit Order of the Catholic Church

- ❖ European settlers

- ❖ French traders

- ❖ Indian Territory

- ❖ “civilizing” of Indian children

- ❖ melting pot of American society

1) Stepping into Modern History



Edward Benton Banai, a Wisconsin Ojibway Indian, has written a book about the Ojibway culture. This following text discusses certain historical aspects of the Indian history, from their point of view, not from the point of view of the white man.

The text is divided into four parts: Part I is auditive, Part II visual, Part III tactile and Part IV kinesthetic. The class will also be divided into groups of four people who will divide the texts among themselves (regardless of their actual learning styles; you may end up having to challenge yourself to complete exercises that do not match your learning style). After everyone has read their text and done the exercises attached to the text, teach the contents of your text to the rest of your group. Try to answer the questions below.

- ❖ *How can you see the text was written by an American Indian, not by an American or a European? For example, which terms sound like they are Indian terms?*
- ❖ *Do you think that there is a difference how White people and Native people look at the common history of the two? How do their views differ from each other? How could these differences in views be explained?*

Everyone will begin by reading/listening the short introduction below.

Boo-zhoo', my name is Mishomis. I am an Ojibway Indian. I live here in my cabin on the forested shores of Madeline Island. Madeline Island is in Lake Superior and is part of a group of islands called the Apostle Islands. Many years ago, my Ojibway ancestors migrated to this area from their original homeland on the eastern shores of North America. Now the Ojibways and their offshoots are spread from the Atlantic coast, all along the St. Lawrence River, and throughout the Great Lakes region of this country. Madeline Island was the final stopping place on this great migration. The huge settlement of Ojibways on Madeline Island was a springboard to the future of the people. Outside of occasional skirmishes with the Dakota people, the Ojibways lived for many years in peace on Madeline Island.

There are a few people in each of the tribes that have survived to this day who have kept alive their teachings, language, and religious ceremonies. Although traditions may differ from tribe to tribe, there is a common thread that runs throughout them all.

Today, we need to use the kinship of all Indian people to give us the strength necessary to keep our traditions alive. No one way is better than another. I have heard my grandfathers say that there are many roads to the High Place. We need to support each other by respecting and honoring the "many roads" of all tribes. The teachings of one tribe will shed light on those of another.

We have compiled all of these teachings from the oral traditions of the Ojibway which have been handed down by the elders to our young people for centuries. There may be those who tell these stories differently, but all interpretations are related to the original teachings that were given to our people.

PART I



Work independently or with a partner. Start by reading the text aloud. Once you have finished reading the text, discuss the text with your partner and make a list of the main points in it. Finally, find out what the underlined words or phrases in your text refer to.

The Light-skinned Race came to the western Great Lakes first in the form of explorers from the nation of France seeking to know the riches of the northern forests. One of the first French explorers to come into this area was named Brule. In 1618 he returned to the French settlement in Quebec with the first description of Lake Superior.

On the wake of the explorers came traders from the French nation. They came bearing gifts of good will. They brought metal axes, steel knives, kettles and cooking pots of iron, beautiful woven cloth, coats and other articles of clothing, and colored glass beads. The French traders sought not only the good will of the Native people, they sought the furs of the otter, beaver, fox, ermine, and others of the four-leggeds. These traders lived a rough life. They referred to themselves as “voyageurs” because of the long journeys that they would make each year soon after the rivers and lakes were free of ice. They traveled by birchbark canoes. They would sometimes have to carry their canoes, provisions, and trade goods over long portages between lakes or around dangerous rapids.

To the Ojibway of Madeline Island, the French traders seemed to come wearing the face of brotherhood. They seemed genuinely friendly and respectful. Perhaps this was because of their closeness to the Earth and her waterways. The Ojibway accepted these traders as brothers. The Ojibway were so sincere in their acceptance that they adopted some of these French people into their nation. Some of the French traders took Ojibway wives. The French traders

must have impressed the Ojibway with their loyalty because they were accepted, for the most part, fully and completely, into the tribe. In their generosity and innocence the Ojibway did not know of the wave of foreigners that was already beginning to form in their old homeland on the east coast of North America.



We could speculate that the coming of the news of the Light-skinned Race to this area happened at 1544 and the settlement of the Ojibway on Madeline Island at 1394. This is just a guess but it does give us some idea of how these accounts fit into historical development of this country.

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The next foreigners to come into the western Great Lakes were called the Black Coats by the Ojibway. They came carrying a cross similar to representations of the Four Sacred Directions. They wore long black robes and held a black book very close to their hearts.

The Black Coats came from the Jesuit Order of the Catholic Church and many of them admired the way the Ojibway tried to live in harmony with all parts of the Creation. They were struck most by the generosity of the Native people and the honor associated with one's word. Some of the missionaries were even afraid for the Indian people in what lay ahead for them in their exposure to the corrupt world of the new European settlers.

For the most part, however, the Ojibways found the Black Coats to be less respectful of their way of life as compared to the respect shown by the French traders. Some of the Black Coats served as spies for the French military by informing them of the location and strength of Indian villages. Often the Black Coats seemed to be obsessed with winning the Native people over to the ways of their black book. The Black Coats said that it was necessary for the Ojibway people to know the teachings of a prophet named "Jesus" from another land. If they did not accept these teachings, they would not pass on to join their ancestors in the Spirit World to the West. Instead, they would burn forever in a place under the ground! This idea was terrifying to many Native people.



PART II



Work independently and start by reading the text silently. Once you have finished reading the text, make a mindmap of the contents of your text, highlighting the main points. Finally, find out what the underlined words or phrases in your text refer to.

The Black Coats and their Indian converts seemed bent on dividing up the Ojibway villages into factions. The Christian Indians were encouraged to resent and reject the followers of the Midewiwin Lodge.

Finally, this factionalism found its way to the Ojibway settlement on Madeline Island. It was about this time that the followers of the Midewiwin were accused of devil-worship and cannibalism. The Ojibway settlement on Madeline Island began to break up. One large group left the island and journeyed south into the mainland until they came to a huge lake. On the shores of this lake they found the frozen body of an Indian. They put his body to rest with a Tobacco offering. They took this discovery to be a powerful sign, and, not far from this spot, they established a village. This place was called Lac Courte Oreille (Lake of the Short Ears) by the French. Another group left Madeline Island and settled a short way off at a place thereafter called Red Cliff. One group moved a little further away and set up a village called Odanah. They were called the Bad River Ojibways. Still other groups left the Madeline Island settlement. There were groups that, themselves, split into different factions. An Ojibway community was established at a place called Sand Lake, Wisconsin. Later, an offshoot of this village formed another community at Round Lake, Wisconsin. The state that is now known as Minnesota was and still is home of many bands of Ojibway that came directly from Madeline Island or from earlier offshoots of the Migration. The Ojibways settled all around the Shores of Lake Superior. Many of these villages on the north shore became part of Canada after the War of 1812. Ojibways and their relatives pushed as far west as what is now called the Turtle Mountain Reservation in North Dakota and the Rocky Boy Reservation in Montana. Ojibway groups pushed north into the Canadian plains and were later called Cree and Saulteaux Indians. There are even those who say that the Cheyenne, Blackfeet, and Arapaho were part of the Ojibway migration. These groups may have been in such a hurry to reach their chosen ground that they rushed past the Great Lakes region, past the land where food grows on water, and into the plains and mountains of the West.

The free movement of Ojibway tribal groups was slowed considerably after the American colonists gained independence from England and set up their own United States government. The Great Lakes area was then called the North-west Territory but was slowly divided up into states and annexed into the Union. Reservations were drawn up for the Ojibway people that put confines on their hunting and fishing territories and general freedom.

The fur trade gradually diminished with an overwhelming Native dependence on European goods and an already depleted understanding of the traditional ways. The time of the Fifth Fire and “the great struggle” that was predicted to

Unit 2: The USA and Canada

grip the lives of all Native people was already at hand. It was a cultural struggle of the traditional Native way of life pitted against the European way of life. It was a military struggle that had already taken its toll of Native American lives in the eastern United States. Whole tribes of Native people had been wiped out in the name of "progress". The Cherokees in the southeastern United States were moved off of their homelands in 1838 and forced to march to a newly-formed Indian Territory 1200 miles away. A similar fate awaited the great Creek nation in the deep South.

This military struggle spread to the West so as to enforce reservation boundaries and to open up new territories for white settlement. The lure of gold on the west coast, in the Rocky Mountains, and in the Black Hills of South Dakota served as a stimulus to draw military force and white settlers westward into unprotected Indian lands. The "Indian Wars" on the Great Plains began when Indian nations attempted to defend their homelands. These wars lasted generally from the 1850's to the 1890's and saw countless massacres and dishonorable actions by the U.S. Army and civilians alike.



PART III 

Work independently. Your teacher will give you some paper slips from which you need to construct your text. Your task is to organize the sections so that they make a logical entity. Pay attention to references to time, but do not be blinded by them! Once you have finished organizing the text, check if you were correct and then glue the slips to the page so that you don't forget how the text is organized. Then, make a bullet point list of the main points of your text. Finally, find out what the underlined words or phrases in your text refer to.

PART IV



Work independently or with a partner. Start by reading the text aloud while walking around in the classroom (or while moving in some other way). Once you have finished reading the text, summarize the main points of the text. Finally, find out what the underlined words or phrases in your text refer to.

The prophet of the Seventh Fire of the Ojibway spoke of a New People that would emerge to retrace their steps to find what was left by the trail. There are Indian people today who believe that the New People are with us in the form of our youngest generation. This young generation is searching for their Native language. They are seeking out the few elders who have not forgotten the old ways. They are not finding meaning to their lives in the teachings of American society. They are searching for an understanding of the Earth as Mother of all things. They are finding their way to the Sweat Lodges, Spirit Ceremonies, Drum Societies, Midewiwin Lodges, Pipe Ceremonies, Longhouse Meetings, Sun Dances and Kivas that have survived to this day. This younger generation is discovering the common thread that is interwoven among the traditional teachings of all natural people.

There is a minority of Indian people today that seem to be trying to take control over their own lives and the destinies of their children. They are pushing for recognition of the hunting and fishing rights guaranteed to Native people through treaties with the United States. They are seeking payment for and restoration of stolen land. They are trying to re-establish traditional Native religious ceremonies as a day-to-day source of strength and way of living. They are protesting the existence of corrupt, BIA-controlled tribal governments and seeking recognition for traditional forms of Indian government. They are forming their own schools to balance the knowledge of modern survival with the knowledge of Native culture and philosophy.

It is sometimes related by the Ojibway elders of how a giant buffalo has stood at the western doorway looking this way over the lives of the Native people of this land. He is said to be the spirit of the buffalo that guided Waynaboozhoo across the Great Plains on his journey to find his father. This buffalo is a guardian to Indian people everywhere. When life was good for the Native people of this continent and brotherhood, sisterhood, and respect ruled over this land, this buffalo was very powerful. He was the source of much strength for the natural people. His four legs were planted powerfully in the ground like trees. With all his might the buffalo pledged to stand firm in his protection of the natural people.

When the Black Coats came to this country and began to divide the Native people in their devotion to their original instructions, the buffalo lost one of his legs. He sacrificed it so that the Native people could go on living. Still the giant buffalo stood firm at the western doorway even though he only had three legs to support him.

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When the armies of the Light-skinned Race came to this country and began to remove Indian people from their homelands, to wipe out entire tribes of the people, and to turn nations against each other, the giant buffalo in the West sacrificed another leg. He had to stand as best he could on two legs. He was getting weak but he was determined not to fall.

When the grandsons and granddaughters of the Native people began to turn their backs on the teachings of their elders, when the elders lost their reason for living, the buffalo lost yet another leg. Only one leg remained so that he could balance and hold his position in the western doorway. The buffalo knew that if he failed in his task of guardianship, there would be no hope for Indian people to survive. He gathered all his remaining strength and stood fast to his ground.

There he stands today on just one leg, striving as best he can so that Indian people might have a future in this world. The buffalo needs our continued support as we seek to find that which was left by the trail. With our help he can regain his legs and give hope to the future of Indian people.



Gi'-ga-wa-ba-min' na-gutch'! (See you later!) Mi-gwetch! (Thank you!)



1a) Interviewing Natives



Work with your partner or in groups of three or four people. Talk about the text and think of some questions that you would like to ask the author of the text, Edward Benton Banai. Once you have your questions ready, email them to Benton Banai, or another member of the Three Fires Midewiwin Lodge (contact information can be found at <http://www.three-fires.net/tfn/contact.htm>) (or another Native American).

Alternatively, you can do tasks 2 and 3 first, and prepare your questions for Jim Northrup and email them to him at jimnorthrupfdl@gmail.com, or you can find him on Facebook (<https://www.facebook.com/#!/jimnorthrupfdl>) and ask him the questions there.



2) Asking White Questions



Work with your partner. Your teacher will give you each a sheet of paper with questions and statements on it. One of you is a Native American (A) and the other is a white person (B). Take turns asking and answering questions, A starts. After finishing the task think about the questions; what can you say about the relations between the Native and white people or their perceptions about each other?

3) Nuts and Bolts



Work with a partner. Jim Northrup has written a book about some of the major events in his life, for example, his childhood in a government boarding school, combat in Vietnam, confronting family tragedies and becoming a grandfather. He writes about the poverty, racism, kinship and traditions of his reservation (called Fond du Lac). He writes a column and occasionally receives some interesting questions about Native Americans and their way of life.

a) You will receive two sets of cards, blue and red. The blue cards have questions written on them, while the red ones have answers. Try to match the questions and answers correctly with your partner's help. When you are ready, check your answers from the following page.

b) Read the questions and Northrup's answers (see following page). What do the questions tell about the thoughts and perceptions some Americans have about Native Americans? How do they compare to your own ideas? Are there similarities or differences between the situation of the Native Americans and the Sami people? Discuss with your partner or group.

Q: Are you a full-blooded Indian?

A: No, I am a pint low, just came from the blood bank.

Q: Do you speak your language?

A: Yes, I do and I speak yours too.

Q: Do you people still live in ponies and ride teepees?

A: No, never did.

Q: Are you really an Indian?

A: No, I'm a spirit. I just look real to you.

Q: What tribe are you from?

**A: I'm half Ojibwe, half Chippewa and rest is Anishinaabeg.
(Point being that they are all the same.)**

Q: How long how you been Indian?

A: Fifty-two years, it would have been fifty-three but I was sick a year.

Q: Why is the white man in such a hurry to get to Mars?

A: They think we have land there.

Q: When you were young, did you have a town drunk?

A: No, we all took turns.

Q: Does it hurt the tree when you remove the bark?

A: No. Do you live in a wood house or read the newspaper?

Q: What's the difference between praying in church and praying at the casino?

A: At the casino, you really mean it.

Unit 2: The USA and Canada

4) Canadian Timeline



Work independently or with a partner. Combine the years in the purple box with the correct events. If you are not sure, you can find information about the events online or in other sources.

1492	1615	1701	1851	1939
1570	1635	1775-1783	1871	1982
1581	1647	1812	1879	2010

Event	Year
Beginning of a major series of Canadian treaties with the First Nations; includes setting aside of reserve land, payment of compensation, grants for clothing, annual payments for ammunition and rope, allowances for education, medical assistance and food aid in case of famine.	
Foundation of the League of the Five Iroquois Nations.	
Adoption of the Constitution Act by the Canadian Parliament; Section 35 recognizes ancestral and treaty rights of the First Nations, Inuit and Métis.	
Voyage of Christopher Columbus, following which the coasts of North America and Newfoundland are visited by European seamen fishing for cod, hunting seals, and bartering with the Native peoples.	
A definitive peace treaty is signed in Montreal. End of the Iroquois Wars.	
The bison practically disappear from the Canadian plains.	
Arrival of the Recollect missionaries to Canada to "convert the Indians."	
A decision of the Supreme Court of Canada rules that an Inuit is an "Indian within the definition in the Act." The federal government did not actually begin to apply Indian Act programs to the Inuit, such as social assistance, until 1950.	
The fur trade delivers its first shipments to markets in the capitals of Europe.	
The modern system of administering "Indian affairs" is introduced. The military administration becomes a civilian administration. The new administration favors a policy of assimilation and confinement to reserves.	
A Jesuit mission in Sillery creates the first Indian reserve in Canada.	
During the American Revolution, Native peoples in Quebec support the British. Montgomery and Arnold invade Quebec. The Loyalists emigrate to Quebec.	
In Upper Canada, 93,150 hectares are set aside for future "Indian Reserves." Another law is passed banning trade with Native peoples, entry onto reserve lands, and the taking or settling on such lands "for any reason whatsoever."	
Beginning of the Iroquois Wars.	
Canada signs the United Nations Declaration on the Rights of Indigenous Peoples.	

5) White Views



Work with a partner. Look at the following quotes about native people in Canada and the USA. Talk about the quotes and their true meaning – sometimes words have hidden meanings. Do you think attitudes toward Indians have changed over time? Do you think the first five quotes are recent ones?

“No man can become Christian, in the true sense of the term, however savage he may have been before, without becoming a civilized man. Christianity produces civilization of the best and most durable kind.” - Reverend William Ellis

“Indians are a useless, idle, filthy race that can never be cured of the wandering habit.”
- Unknown

“The only good Indian is a dead one.”
- Richard Pratt

“Kill the Indian, save the man.”
- Richard Pratt

“The way in which aboriginal children were treated in compulsory boarding schools in Canada was to kill the Indian in the child.”
- Unknown

The quotes below are from Jim Northrup's *Rez Road Follies* and are responses from children who were asked to say something about the Native American peoples. Do you think you can tell how American children are educated, by their teachers, parents or peers, when it comes to the Native American issue from reading the quotes? What kinds of comments could Indian children say about the white people's ways?

"They could be like us if they worked hard."

"If I saw an Indian, I'd be scared stiff."

"When the teacher told us they were still alive, it sure surprised me."

"No one can say Indians aren't people."

"Indians mean big trouble."

"They killed white men."

"People think there is something wrong with Indians, that's why they have Reservations."

"The Indians were mean."

"I don't mind them if I'm not by them."

"They are wig (=scalp) collectors."

"They still live in teepees, are hungry, and probably have no clothes."

"Their doctors are dumb."

"Now there are too many white people to kill so they live on Reservations."

"They believe there is a spirit god but there really isn't."

6) Reservations – To Be or to Not to Be?



Work independently. Watch the debate about reservations in Canada and answer the questions below according to what you hear.

1. What was Jonathan Kay accused of? Why?

2. How is an Indian reservation defined in Canada?

3. How many reserves are there in Canada and how many of them are actually occupied?

4. What part of the 1.3 million First Nation people live in the reserves?

5. Why does Kay think that reserves should be shut down?

6. Why does Kay think he is the one to say what is good for the Natives?

7. Why don't First Nations want to leave the reserves?

8. What should be changed instead of shutting down reserves according to Hayden?

9. What is wrong with the numbers Kay has presented?

(Hayden King First Nations reserves: <http://www.youtube.com/watch?v=GEPw7N7SZZ4>)

7) Native History

Work in groups of four. Each group will choose to draw about the Native peoples in either the U.S., Canada or Finland. Divide your piece of paper into four sections: ancient, past, present and future.

- 1) Draw a cartoon box about the **ancient** times, the early life of the native people in the country you chose. Rotate your pictures to the left.
- 2) The next picture you should draw is from a slightly newer event in the native **past**. Again, rotate your cartoons to the left.
- 3) The third picture should be about the **present**, including a modern event or situation in the native people's life. Once again, rotate your cartoons to the left.
- 4) In the final picture, describe **future** of the native people in your chosen country. What do you think their future looks like, for example, in relation to the majority group of the society?

Give your pictures to another group. Write a description for each of the pictures you receive. Return the pictures to the group you got them from.

Present your drawings for the whole class. Discuss the differences or similarities between your original idea and the descriptions that the other group has written for your work.



8) Big Idea: Research Task Continues



Work with your partner. Try to find information about some of the most important historical events or people in the history of your project country. Choose one to three issues so that you include events/people from a longer period of time (i.e. something from the recent past as well as older events). Write/draw/make a short description them to add to your poster.

Tip: *Here is a helpful list to get you started with your information search concerning the U.S. and Canadian history:*

- ✗ *Native people*
- ✗ *Columbus*
- ✗ *Abraham Lincoln*
- ✗ *The Kennedys*
- ✗ *Thomas Jefferson*
- ✗ *Barack Obama*
- ✗ *May Flower*
- ✗ *French and Indian war*
- ✗ *Declaration of Independence*
- ✗ *War of 1812*
- ✗ *Civil War*
- ✗ *The Great Depression*
- ✗ *Cold War*
- ✗ *"I have a dream"*
- ✗ *Neil Armstrong*
- ✗ *WTC*
- ✗ *Thirteen Colonies*
- ✗ *Benjamin Franklin*
- ✗ *Slavery*
- ✗ *Ku Klux Klan*
- ✗ *Boston Tea Party*
- ✗ *Seven Years' War*
- ✗ *The Great Lakes*
- ✗ *Codetalkers*
- ✗ *Native American Sign Language*
- ✗ *Immigration in the Great Lakes area*
- ✗ *Finnish Immigration to USA and Canada*
- ✗ *French and English languages in Canada*
- ✗ *New France*
- ✗ *Canadian Confederation*
- ✗ *Great Canadian Flag Debate*
- ✗ *World Wars*

Self-assessment: Unit 2

Think about the last unit and your learning throughout the week. Answer the questions below according to your experiences. Be honest to yourself and really think about your learning; don't just write down the first thing that comes to mind.

1) I met the goal I set for myself the last time.

yes no

To meet my goal was _____

2) I challenged myself to do tasks that didn't match my learning style.

always often sometimes rarely never

As a result, my learning was _____

3) I changed my studying/working methods if I noticed they didn't suit me.

always often sometimes rarely never

I've noticed that I learn better if I _____

4) My knowledge of the American and Canadian cultures has improved.

agree agree somewhat disagree somewhat disagree

5) Extra-material I'd like to use in class and why:

6) Looking back at the study tips for my learning style, I could still improve my studying methods and my learning by:

7) Is there something I can still work on? My goals for the following unit (in terms of studying methods):



Australia and New Zealand

Learning goals:

- 1) To learn about Australia and New Zealand and their native inhabitants
- 2) To learn to talk about arts and crafts; especially those of the aboriginals and how art mirrors their culture
- 3) To discuss different types of art; what can be considered art?

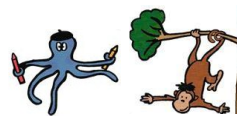
Tasks:

- 1) Auditive tasks: B, D, 1, 1a, 2a, 2b, 3, 4, 5, 6, 7, 8, 9, 10
- 2) Visual tasks: 1, 1a, 1b, 2c, 3, 4, 7, 9, 11
- 3) Tactile tasks: A, B, C, 1, 1a, 1b, 2a, 2b, 4, 5, 7, 8, 9, 10, 11
- 4) Kinesthetic tasks: A, 2a, 2c, 4, 5, 8, 9, 10, 11

Learning journal tasks:

- 1) Make a collage of pictures about Finnish arts and crafts. Compare these to their Australian and New Zealand counterparts (100-150 words)

A) Things You Should Know If You Already Didn't...



Work independently. Fill in the missing pieces of information. If either Australia or New Zealand is your project country, you can make use of the information you can find in Big Idea task in the Warm Up unit.

Australia



Capital city: _____

Major cities: Sydney, Melbourne, Brisbane, Perth, Canberra

Official language: _____

Demonym: Australian

Government: federal parliamentary democracy and a Commonwealth realm

Chief of State: _____

Independence: January 1, 1901 from the federation of UK colonies

Area: 7,741,220 sq km of which 58,920 sq km water

Population: 22,015,576 (estimate from July 2012)

Time zones: three

Anthem: _____

Ethnic groups: white 92%, Asian 7%, aboriginal and other 1%

Religions: Protestant __%, Catholic __%, Eastern Orthodox __%, other Christian 7,9%, Buddhist 2,1%, Muslim __%, other 2,4%, unspecified or none __%

New Zealand



Capital city: _____

Major cities: Auckland, Wellington

Official language: _____

Demonym: New Zealander

Government: parliamentary democracy and a Commonwealth realm

Chief of State: Queen Elizabeth II

Independence: 26 September 1907, from the UK

Area: 267,710 sq km

Population: _____

Time zones: two

Anthem: _____

Ethnic groups: _____, Asian 8%, Māori 7.4%, Pacific Islander 4.6%, mixed 9.7%, other 13.5%

Religions: Protestant __%, Roman Catholic __%, Māori Christian __%, Hindu 1,6%, Buddhist 1,3%, unspecified or none __%



B) I Am Australian

Work independently. Listen to the song by Lo-Tel and fill in the missing words.

'Cos we are one, but _____

And from all the lands on earth we come

_____ and sing with one voice:

I am, you are, we are Australian

I came from the _____, the dusty red soil plains

I am the ancient heart, _____.

I stood upon the rocky shore, I watched the tall ships come.

For forty thousand years I've been the first Australian.

I came upon _____, bowed down by iron chains.

I cleared the land, endured the lash, I waited for the rains.

I'm a settler, I'm a farmer's wife on a dry and barren run

_____, then a free man, I became Australian.

I'm the daughter of _____ who sought the mother lode

The girl became a woman on the long and dusty road

I'm a child of _____, but I saw the good times come

I'm a bushy, I'm a battler, I am Australian

'Cos we are one, but we are many

And from all the lands on earth we come

We share a dream and sing with one voice:

I am, you are, we are Australian

I'm _____ of stories, I'm _____ of songs

I am Albert Namatjira, I paint the ghostly gums

I am Clancy on his horse, I'm _____ on the run

I'm the one who waltzed Matilda, I am Australian

I'm the hot wind from the desert, I'm the black soil of the plains

I'm _____ and the valleys, I'm

_____ and flooding rains

I am the rock, I am the sky, the rivers when they run

The spirit of this great, great land, I am Australian

'Cos we are one, but we are many

And from all the lands on earth we come

We share a dream and sing with one voice:

I am, you are, we are Australian!

(Video and audio can be found at, for example, <http://www.youtube.com/watch?v=VtMNiVcmlpA>)

C) A Word about Australia

Work independently. How much do you actually know about Australia? Answer the quiz and find out! Note that there can be more than one correct answer to the questions.

- 1) Which of the following is/are names of places in Australia?**
 - a) Nowhere Else
 - b) The End of the World
 - c) Come by Chance
 - d) Tom Ugly

- 2) What is the capital of Australia?**
 - a) Sydney
 - b) Melbourne
 - c) Canberra

- 3) When Australians says 'Hello' they say**
 - a) Howdy!
 - b) Hi!
 - c) G'day!

- 4) What do Australians call the middle of the desert?**
 - a) The Blackout
 - b) The Outback
 - c) The Backout

- 5) Which of the following animals is native to New Zealand only?**
 - a) a platypus
 - b) a wombat
 - c) a kiwi

- 6) Who is the head of state of Australia?**
 - a) a president
 - b) a king
 - c) a queen

- 7) Which constellation is pictured on the Australian flag?**
 - a) the Big Dipper
 - b) the Southern Cross
 - c) Centaurus

- 8) What is Ayers Rock?**
 - a) The biggest rock in the world
 - b) The smallest mountain in Australia
 - c) The only active volcano in Australia

- 9) When does the summer holiday begin in Australia?**
 - a) June
 - b) August
 - c) December

D) Art of Discussion



Work in pairs or small groups. Talk about what you think can be considered art. Music? Paintings? Buildings? Graffiti? Movies? Video games? Books? Poems? Be prepared to share your ideas with the class.

Here are some questions you can think about:

- ❖ Is art only something that is found in museums? Or can anyone produce art?
Can children produce art?
- ❖ What is good art? What is bad art? How would you describe them?
- ❖ Do you have to know art history or about the cultural background of the artist/piece of art to understand art?
- ❖ Does art have to be beautiful?
- ❖ What is the purpose of art?
- ❖ Music, graffiti, buildings, tattoos, piercings. Are these all forms of art?
- ❖ "One picture is worth ten thousand words." Do you agree? Why, why not?



Unit 3: Australia and New Zealand

1) The Songlines



Work independently. Listen and read the text below. Make notes or draw pictures about the main points of the text while you listen in the empty space after the text.

The painting was about four foot by three and had a background of pointillist dots in varying shades of ochre. In the centre there was a big blue circle with several smaller circles scattered around it. Each circle had a scarlet rim around the perimeter and, connecting them, was a maze of wiggly, flamingo-pink lines that looked a bit like intestines.

Mrs Lacey switched to her second pair of glasses and said, 'What you got here, Stan?'

'Honey-ant,' he whispered in a hoarse voice.

'The honey-ant', she turned to the Americans, 'is one of the totems at Popanji. This painting's a honey-ant Dreaming.'

'I think it's beautiful,' said the American woman, thoughtfully.

'Like it's an ordinary ant?' asked the American man. 'Like a termite ant?'

'No, no,' said Mrs Lacey. 'A honey-ant's something very special. Honey-ants feed on mulga sap. Mulga, that's a tree we have here in the desert. The ants grow honey-sacks on their rear ends. They look like clear plastic bubbles.'

'Is that so?' the man said.

'I've eaten them', said Mrs Lacey. 'Delicious!'

'Yes', sighed the American woman. She had fixed her gaze on the painting. 'In its own way, it is truly beautiful!'

'But I can't see any ants in this painting,' the man said. 'You mean it's like...like it's a painting of an ant's nest? Like those pink tubes are passages?'

'No,' Mrs Lacey looked a little discouraged. 'The painting shows the journey of the Honey-ant Ancestor.'

'Like it's a route-map?' he grinned. 'Yeah, I thought it looked like a route-map.'

'Exactly,' said Mrs Lacey.

The American wife, meanwhile, was opening and closing her eyes to see what impression the painting would make on her when, finally, she kept them open.

'Beautiful,' she repeated.

'Now, sir!' the man addressed himself to Stan. 'Do you eat these honey-ants yourself?'

Stan nodded.

'No! No!' the wife shrieked. 'I told you this morning. You do *not* eat your own totem! You could be killed for eating your Ancestor!'

'Dearest, this gentleman says he does eat honey-ants. Is that correct, sir?'

Stan continued to nod.

'I'm confused' said the woman in an exasperated tone. 'You mean that Honey-ant is not your Dreaming?'

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Stan shook his head.

'Then what *is* your Dreaming?'

The old man quivered like a schoolboy forced to betray a secret, and managed to wheeze the word 'Emu'.

'Oh, I am *so* confused,' the woman bit her lip in disappointing. She liked this soft-mouthed old man in his yellow shirt. She liked to think of the honey-ants dreaming their way across the desert with bright sun shining on their honey-sacks. She had loved the painting. She wanted to own it, to have him sign it, and now she'd have to think again.

'Do you think', she mouthed her words slowly and carefully, 'that if we deposited the money with Mrs -?'

'Lacey,' said Mrs Lacey.

'... that you could paint us an Emu Dreaming and send it ... have Mrs Lacey send it to us in the United States?'

'No,' Mrs Lacey interrupted. 'He could not. No artist paints his own Dreaming. It's too powerful. It might kill him.'

'Now I am *totally* confused,' the woman wrung her hands. 'You mean he can't paint his own Dreaming but he can paint somebody else's?'

'I get it,' said the husband, brightening. 'Like he can't eat emus but he can eat honey-ants?'

'You've got it,' Mrs Lacey said. 'Mr Tjakamarra cannot paint an Emu Dreaming because emu is his paternal totem and it would be sacrilege to do so. He can paint honey-ant because that is the totem of his mother's brother's son. That's right, isn't it, Stan? Gideon's Dreaming is honey-ant?'

Stan blinked and said, 'Right!'

'Fair enough,' the man gulped. 'But now I want to know what's going on. In the painting, I mean.'

Arkady and I crept up behind the Americans and watched Old Stan point his bony finger at the large blue circle on the canvas.

It was the Eternal Home, he explained, of the Honey-ant Ancestor at Tátátá. And suddenly it was as though we could see the row on row of honey-ants, their bodies striped and gleaming, bursting with nectar in their cells beneath the roots of the mulga tree. We saw the ring of flame-red earth around the entrance to their nest, and the routes of their migration as they spread to other places.



Unit 3: Australia and New Zealand

'The circles', Mrs Lacey added helpfully, 'are honey-ant ceremonial centres. The "tubes", as you call them, are Dreaming-tracks.'

The American man was captivated. 'And can we go and look for these Dreaming-tracks? Out there, I mean? Like at Ayer's Rock? Some place like that?'

'They can,' she said. 'You can't.'

'You mean they're invisible?'

'To you. Not to them.'

'Then where are they?'

'Everywhere,' she said. 'For all I know there's a Dreaming-track running right through the middle of my shop.'

'Spooky,' the wife giggled.

'And only *they* can see it?'

'Or sing it,' Mrs Lacey said. 'You can't have a track without a song.'

'And these tracks run every place?' the man asked. 'All over Australia?'

'Yes,' said Mrs Lacey, sighing with satisfaction at having found a catchy phrase. 'The song and the land are one.'

'Amazing!' he said.

The American woman had pulled out her handkerchief and was dabbing the corners of her eyes. I thought for one moment she was going to kiss Old Stan. She knew the painting was a thing done for white men, but he had given her a glimpse of something rare and strange, and for that she was very grateful.

Unit 3: Australia and New Zealand

1a) About the Text



Work with a partner or in a small group. Firstly, read through the text above. Then, complete one of the following exercises.

- A) What does the piece of text tell about aboriginals and their art? What can you tell about the people in the text? How are, for example, the Americans portrayed? Discuss.
- B) Work independently and make a bullet point list or draw a mindmap of aboriginal culture and art according to what you learned from the text. Then, work with your partner or group, compare your lists or mindmaps and compile a joint list or a mindmap.

1b) Comparing Arts



Work independently or with a partner. Read the description of Māori art (exercise 2). Are there similarities or differences between Aboriginal and Māori arts? Make a table of these issues.

Aboriginal Art	Māori Art

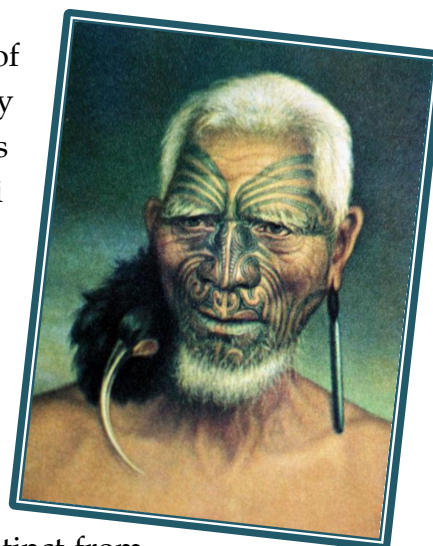
2) Māori Art



Work independently. Read the text about Māori Art. Underline any difficult words that you may find.

Just like with other cultures, art has always been an integral component of the Māori culture. Traditional Māori art was created using whatever materials could be found, such as wood, bone, *pounamu* (jade), *paua* (abalone) shell, flax, and feathers. Nowadays, a greater variety of materials are used, although many artists continue to use these traditional materials today. The colours black, red and white are largely featured in Māori art. The colour red is a symbol of *mana* (prestige or power) and is therefore often used in the decoration of important items such as the buildings and structures around a *marae* (a courtyard where formal greetings and discussions are held) and *waka* (canoes). Black then represents *Te Po* (the darkness), whereas white represents *Te Ao Marama* (the light).

One of the most exciting aspects of contemporary Māori culture is art. New, highly talented Māori artists continue to join the ranks of the established names in the world of Māori art, and together they are forging an international reputation due to the exceptional quality of their work. Toi Māori Aotearoa contains some fine examples of contemporary Māori art that are testament to the abilities of a new generation of Māori artists.



Ta moko, often referred to as Māori tattoo, is distinct from tattoo in that the skin is carved by *uhi* (chisels) instead of being punctured with needles. This leaves in the skin textured grooves, rather than the smooth surface of a normal tattoo.

Ta moko is a core component of the Māori culture and an outward expression of commitment and respect. In the past two decades, there has been a significant resurgence in the practice of ta moko as a sign of cultural identity. It is customary for men to wear ta moko on their faces, buttocks, thighs and arms, whereas women usually wear ta moko on the chin and lips.

Ta moko is performed by a *tohunga ta moko* (tattoo expert) and the practice is considered a *tapu* (sacred) ritual. The design of each ta moko is unique to the wearer and conveys information about the wearer, such as their genealogy, tribal affiliations, status, and achievements. It is important to distinguish ta moko from *kiri tuhi*, which are tattoos that are not regarded as having the

Unit 3: Australia and New Zealand

cultural significance attributed to ta moko.

Ta moko was traditionally performed using chisels made from materials such as Albatross bone. An assortment of chisels was used, some with a straight edge, others with a serrated edge. Today most ta moko are created using modern tattoo machines (and therefore leave the skin smooth), however in keeping with the traditional practice of ta moko, there has been a resurgent increase in the use of chisels.

The principal traditional arts of the Māori may be broadly classified as carving in wood, stone, or bone, geometrical designs in plaiting and weaving, painted designs on wood and on the walls of rock shelters, and, finally, tattooing. Many of the present-day carvers are descended from families, which have produced outstanding carvers for centuries. Māori carving design is predominantly made up of human figures. Next in importance is the *manaia* which is a bird-like



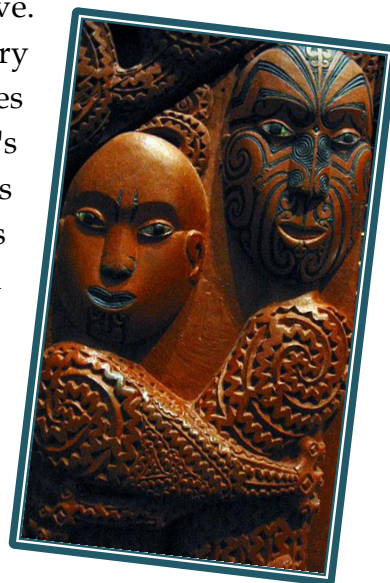
figure. The spiral is another important element. Less frequent are two sea monsters (the *marakihau* and the whale), and lizard, birds, fish, and dogs, the latter being very rare in old carvings.

It is important to note that the figures in Māori carving, with very rare exceptions, are not religious, but secular. They do not represent idols, but renowned ancestors of the tribe. The nearest approach to idols were stone figures associated with agriculture and the so-called "stick gods" of which there are a few examples, mainly from the west coast of the North Island, in museums. These consist of a wooden peg about 18 inches long with a carved head on the upper end and the lower end pointed so that it can be stuck into the ground. Occasionally there are two heads, and sometimes the body or part of the body is shown. People used to believe that the tribal god entered the object when its shaft was bound with cord in a certain way and a fringe of red feathers was bound around the head as a beard. Without the binding the object had no religious significance.

The statement is commonly made, especially to tourists, that every cut in a piece of Māori carving has a meaning. Indeed, a gifted member of the Arawa tribe obligingly communicated to the well-known journalist, Ettie Rout, every detail of the lore of his ancestors about carving, and the result may be studied in the book *Māori Symbolism*. The perpetrator of this clever and successful hoax on a too credulous *Pakeha* (people of European descent) must have had many a chuckle in the years that followed. Very little is known about the meaning of

Unit 3: Australia and New Zealand

carving. Probably much of it was purely decorative. The small number of carvers of the nineteenth century who had been taught by pre-European experts makes it highly probable that most of the master's knowledge was passed on only to the apprentice. It is not a convincing argument that the knowledge was too sacred to be handed on, as much information about equally sacred matters was revealed even to Europeans in the early days of the European settlement. It is a reasonable conclusion, therefore, that either the amount of symbolism in carving has been greatly exaggerated or that it had been lost by the time the Europeans came to New Zealand.



2a) Working with Words



Work with a partner. Which words did you underline in the text? Compare your markings with each other. Try to find out the meaning of the words without using an English-Finnish dictionary.



2b) About the Text



Work independently. Read through the text about Māori art. Then answer the questions below, preferably with whole sentences. Discuss the questions and your responses with a partner.

Which colors are much used in Māori art and why?

What's the meaning behind Māori tattoos?

What about traditional/Western tattoos?

What is the difference between *ta moko* and *kiri tuhi*?

Can you think of an example of *kiri tuhi*?

Does every cut in a piece of Māori carving have a meaning? Why / Why not?

What is said about carving knowledge? Why were there so few carvers?

2c) About the Māori People and Their Art

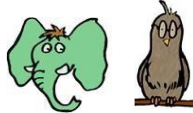


Work independently or with a partner. The Māori people are the native or indigenous Polynesian people of New Zealand. Google or visit some of the web sites below. Make an information box or card of some interesting features of the Māori people and/or their art.

<i>Toi Māori Aotearoa:</i>	www.maoriart.org.nz
<i>Wikipedia:</i>	en.wikipedia.org/wiki/Māori
<i>New Zealand in history:</i>	www.history-nz.org/maori.html
<i>Māori dictionary:</i>	www.maoridictionary.co.nz/
<i>History of the Māori:</i>	www.newzealandnz.co.nz/maori/
<i>New Zealand 100% Pure:</i>	www.newzealand.com/int/article/new-zealand-culture-maori/

The Māori

3) Visual Art



Work with a partner. Your teacher will give you a set of cards that have pictures of Australian or New Zealander pieces of art. Take turns picking up cards provided by the teacher. Don't let your partner see your picture. One of you will describe the picture while the other tries to draw it as instructed. Compare the original picture and the drawing.

Follow-up for the task:

Add a few things (5-10) to the pictures so that there are differences between them (for example, add a flower to one picture but not to the other one). Give the pictures to another pair of students. When you receive pictures yourselves, take one picture each, don't show your pictures to each other, and by discussing the pictures try to find out the differences.

4) Being an Art Critic



- 1) *The classroom is divided into two: groups A and B.*
- 2) *Within your groups, work in pairs and analyze a picture of a piece of art by Australian or New Zealand artists appointed to you. Both of you will write a short analysis of the work of art.*
- 3) *The teams will then be switched so that there will be one critic of each picture in every team.*
- 4) *Each critic should tell the other about the piece of art they evaluated and share their thoughts about it. The written analyses are then given to the teacher.*

Here is an example of how you can be an art critic:

1. Identify and describe

Shapes, the range of colors, variations of dark and light qualities, the illusions of form, space and gesture...

2. Analyze

Symmetrical/asymmetrical? Are colors/shapes dominant due to their number or size? Any great contrasts?

3. Interpret

What is the purpose of the work of art? Feelings and thoughts it evoked and the reasons for them?

4. Make judgments

Is it a masterpiece? Is it original or seen before? Why?



Alternatives for the task:

- a) *The teacher has placed pieces of (Australian/New Zealand) art around the school hallways and will ask you to walk around the school and see all the pieces of art before choosing one to evaluate. Follow the instructions above.*
- b) *Working individually, in pairs or in groups, the teacher will give you a camera to take photographs of things you consider art, then the pictures will be put on display. Choose one picture to evaluate. Then, follow the instructions above.*

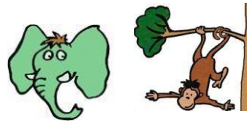
Unit 3: Australia and New Zealand

5) Hands-on Art



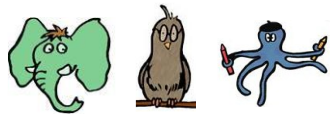
- 1) Form groups of three or four people.
- 2) Make a list of things that come to mind when you think about Australia or New Zealand.
- 3) Choose one to three items from your list.
- 4) You will be given a piece of cardboard, newspapers and glue. Using these items make a work of art that represents the items you chose.
- 5) When you are ready, present your picture to another group. How does your picture represent the two countries? Then, compare your lists and pieces of art with each other. Are your views of the two countries similar? How do your views differ from each other?

6) Performing Art



- 1) Form groups of three or four people. You will be given a set of pictures.
- 2) One person in your group will pick up a picture and act out the situation or pose printed on the card.
- 3) The remaining people in the group have to guess what is being portrayed.
- 4) Take turns.

7) Word Art



Work independently. Find a piece of text related to either Australia or New Zealand (make use of the Internet) and a black marker. Black everything besides the words you think would make a nice poem. Read your poem to your partner or group, first telling your partner what your original text was about.

8) Australian Haiku



- 1) Form groups of four people.
- 2) Each of you will get seven fairly large pieces of paper.
- 3) Write down a single word on each piece of paper on a topic given by the teacher: a noun, two adjectives, a verb, two adverbs and finally another noun.

For example:

A kangaroo
Big Brown
To hop
Quickly Majestically
A dancer

- 4) Read your poems in your groups.
- 5) Pass all your papers on to another group. Reorganize the papers you receive on to a wall to form another poem.



9) Twenty-four Hour Forecast

Work independently. Listen to the poem by Roger McDonald and fill in the missing words.

In the east _____ is expected to run silver
the hour between four and five.

In the west, _____ may brood a while longer.

Stars are predicted, but will clear
soon after _____.

Masses of air will glide
from one place to another throughout the day.

Following dawn, the green tops of trees
will be _____.

Under this condition, leaves are inclined
to clot _____ underfoot.

Throughout the day also light and shade will alternate.

Dappled effects may follow,

_____ sharp divisions will be noted
especially between stands of trees and open ground.

At six in the evening, the darkness
previously observed _____
will build up in the east.

This will occur more _____
in the north than the south.

In the south a scattering of _____
is expected to pursue _____ slowly,
while the north will face a condition
of abrupt darkness, modified by the same stars
arriving earlier, and in greater numbers.

At four or five in the morning a pale instability is predicted,
influencing the _____
and the _____, which as previously noted
turns silver at this early hour.

(Audio found from <http://www.poetrylibrary.edu.au/poets/mcdonald-roger/audios>)

Alternative for task 9:



Work independently or with a partner. Find a poem that you think represents either of the two countries or their inhabitants well. Choose one of the following exercises.

- 1) Read the poems in small groups and discuss what kind of image they give about Australia or New Zealand.*
- 2) Design a task for your classmates on the basis of the poem you found.*

Unit 3: Australia and New Zealand

10) Step! Explain!



- ◆ The class is divided into two.
- ◆ Find a partner.
- ◆ In your half of the group, form two lines so that partners are facing each other.
- ◆ The teacher gives each half a big fuzzy die and each person a set of cards. Make sure that you and your partner do not have the same set of cards, i.e. one of you has set A and the other set B.
- ◆ Someone rolls the die. The number shows the amount of steps you may take towards your partner if you guess the word he/she explains to you.
- ◆ One of you will explain a word to his/her partner who in turn has to guess the correct word. If they guess correctly they can take the amount of steps indicated by the die towards their partner.
- ◆ After this someone rolls the die again and the next person in the “explaining” line gets to explain.
- ◆ Continue as explained above until everyone in the “explaining” line has explained a word. Then it's the next line's turn to explain while the previous explainers will do the guessing and stepping.
- ◆ The winner is the pair that meets first.

11) Big Idea: Poster Continues



Work with your partner and continue your poster. Make use of various sources and find information about your project country concentrating on famous artists. Alternatively, you can design your own picture (using a computer, pictures found in magazines or drawing your own) about your views of your project country and its arts. Remember to include a short description of your picture in the poster!

Tip: Here are some famous Australian and New Zealand artists (their specialty is given in brackets).

Trevor J. Askin (bronze sculpture) <http://www.bronzesculpture.co.nz/>

Max Dupain (photography) www.maxdupain.com.au/

Leonard French (stained glass) <http://www.evabreuerartdealer.com.au/artists/>

Makinti Napanangka (painting) <http://www.japingka.com.au/artist-profiles.cfm?artistID=13>

Anatol Kagan (architecture) <http://www.modernistaustralia.com/index.php/life-and-times-of-anatol-kagan/>

Self-assessment: Unit 3

Think about the last unit and your learning throughout the week. Answer the questions below according to your experiences. Be honest to yourself and really think about your learning; don't just write down the first thing that comes to mind.

1) I met the goal I set for myself the last time.

yes no

To meet my goal was _____

2) I challenged myself to do tasks that didn't match my learning style.

always often sometimes rarely never

As a result , my learning was _____

3) I cooperate with my classmates in pair- and group work.

yes sometimes no

If not, why? _____

4) Extra-material I will use outside class and where will I find it:

5) Looking back at the study tips for my learning style, I could still improve my studying methods and my learning by:

6) Is there something I can still work on? My goals for the following unit (in terms of studying methods):



India

Learning goals:

- 1) To learn to talk about cuisine and how differences in culture can be seen in local cuisines
- 2) To understand that cuisine can vary from place to place even within the borders of a country

Tasks:

- 1) Auditive tasks: B, C, 1, 4, 5, 6, 7
- 2) Visual tasks: B, C, 2, 3, 5, 8
- 3) Tactile tasks: A, C, 1a, 3, 4, 5, 6, 7, 8
- 4) Kinesthetic tasks: A, C, 1a, 2, 6, 7, 8


Learning journal tasks:

- 1) Find a recipe that you would like to try out and do so. Describe how it was or how it turned out. Was it easy to find or handle the ingredients? Was it easy to interpret the recipe? Why, why not?
- 2) Think about ethnic restaurants in your home town or check out their website. Do you think your city, region or country has had an effect on the restaurants' menu?

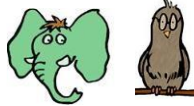
A) Things You Should Know If You Already Didn't...



Work independently. Fill in the missing pieces of information in the box below. If India is your project country, you can use the information you found already for the Big Idea assignment in Warm Up unit.

<p>India</p> <p>Capital city: _____</p> <p>Major cities: Mumbai, Kolkata, Chennai, Bangalore</p> <p>Official languages: _____, _____, Telugu, Marathi, Tamil, Urdu, Gujarati, Malayalam, Kannada, Oriya, Punjabi, Assamese, Kashmiri, Sindhi, _____, _____</p> <p>Demonym: Indian</p> <p>Government: federal republic</p> <p>Chief of state: _____</p> <p>Independence: August 15, 1947, declared from the United Kingdom</p> <p>Area: 3,287,263 km², of which 9,68% water, 28 states and 7 union territories</p> <p>Population: 1,205,073,612 (estimate 2012)</p> <p>Time zones: _____</p> <p>Anthem: "Jana-Gana-Mana" (Thou Art the Ruler of the Minds of All People)</p> <p>Ethnic groups: Indo-Aryan 72%, Dravidian 25%, Mongoloid and other 3%</p> <p>Religions: Hindu __%, Muslim __%, Christian __%, Sikh __%, other or unspecified __%</p>	
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B) Foodsy Food



Work independently. Here are some traditional Indian dishes. Can you combine the pictures with their correct names according to what you hear? **Alternatively**, you can read the texts and make your decisions based on it.

1. Chana masala

2. Naan flatbread

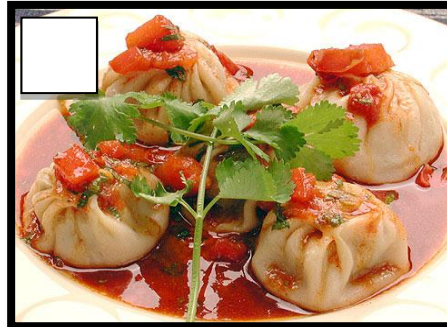
3. Samosa

4. Raita with cucumber and mint

5. Momo

6. Rogan Josh

7. Khaman



C) Food for a Thought



Work independently. Draw a mindmap of your knowledge of Indian cuisine(s). Can you pinpoint any special characteristics of the cuisine(s)?

Alternatives for the task



Work independently. Write down your ideas, search the Internet for information or record your speech and use your notes/recording in group discussions.

1) Indian Cuisine



Work independently. Listen to the text about Indian cuisine.

The traditional food of India has been widely appreciated for its creative use of herbs and spices. Indian cuisine is known for its large assortment of dishes. The cooking style varies from region to region. India is quite famous for its diverse cuisines, which resemble unity in diversity. The staple food in India includes wheat, rice and *chana* pods (Bengal Gram) being the most important one.

The Indian cuisine has been widely influenced by several other nations due to the colorful history of the country. The earliest contribution came from the Aryans who concentrated on the fine aspects of food and on understanding its essence and its effect on the development of mind, body and spirit. After the Aryan period, the Mongolians introduced hot pot cooking to Indians. Later on, Persians, who affected the cuisine most notably, brought their penchant for elegant dining and rich food with dry fruit and nuts to the area.

The Greeks, ruled by Alexander the Great, added several vegetables, herbs and spices, such as garlic, eggplant, zucchini, oregano, mint, basil and fennel, to the Indian cuisine. Later on, through trading and other cultural contacts, the Chinese made stir fries



and sweet tastes known in India, especially in *Gujarat*, *Beneras* and *Bengal*. Also the Arab traders added their mark to Indian food, particularly by introducing coffee and richly flavored Kerala food that specializes in seafood and poultry. Some of the most widely used ingredients of today's Indian cuisine came from the Portuguese who brought tomato, chili and potato to India. Finally, the British popularized tea and ketchup.

In Indian cuisine, food is categorized into six tastes: sweet, sour, salty, spicy, bitter and astringent. A well-balanced Indian meal contains all six tastes. This principle explains the use of numerous spice combinations and the depth of flavor in Indian recipes. These unique and strong flavors are derived from spices, seasonings and nutritious ingredients such as leafy vegetables, grains, fruits, and legumes. Most of the spices used in Indian cooking were originally chosen thousands of years ago for their medicinal qualities and not for flavor. Many of them such as turmeric, cloves and cardamoms are very antiseptic,

Unit 4: India

others like ginger, are carminative and good for the digestion. Side dishes and condiments like chutneys, curries, *daals* and Indian pickles contribute to and add to the overall flavor and texture of a meal and provide the balance needed.

Overall, food in India is wide ranging in variety, taste and flavor. Being so diverse geographically, each region has its own cuisine and style of preparation. Varieties of Indian food include *Bengali*, *Gujarati*, *Kashmiri*, *Mughlai*, *Punjabi*, *Rajasthani* and *South Indian*.

In the state of Rajasthan, which means 'the land of kings', in South-western India, the food is mostly vegetarian and quite spicy in comparison with other types of Indian food. *Ghee* is used in most dishes. Rajasthani food specializes in spicy curries and delicious sweets.

Mughlai cuisine's history can be traced back to the times of the Mughal Empire, whose emperors were descended from Genghis Khan himself, in power from the early 16th century until mid-19th century, and most dishes have been prepared in royal Mughal kitchens. Mughlai cuisine has been strongly



influenced by the Muslim Persian and Turkic ones. Common Mughlai dishes, which vary from mild to spicy, include a variety of kebabs, *kofta*, *pulao* and *biryani*. It is possible that chicken *tikka masala* is originally a Mughlai dish.

South Indian cuisine, found in the four southern states of India, *Andhra Pradesh*, *Karnataka*, *Kerala* and *Tamil Nadu*, is rice-based, light and has a low amount of calories. *Dosas*, *vadas*, *idlis* and *uttapams* mix rice and lentils and

form delicious dishes. Chili, coconut, native fruits and vegetables are used.

History, contact with other nations, as well as religion has influenced the variety of cuisines found in India. The Hindu religion, for example, has increased the use of vegetables as in Hinduism eating animals is mostly discouraged for ethical reasons.

As you can see, the Indian cuisine is more than just curry!

1a) Webquest



Work independently or with a partner. The text mentions a number of various Indian dishes and ingredients. Search the Internet or use other sources to find out the answers to the questions below. Report your findings to the group.

1. What is chana?

2. What can you find out about the Bengali, Gujarati, Kashmiri and Punjabi cuisines mentioned in the text?

3. What is ghee?

4. What are kofta, pulao and biryani? What about tikka masala?

5. What are dosas, vadas, idlis and uttapams?

6. What native vegetables and fruits are used in South Indian dishes?

2) Indian Menu



Work in a group of four people.

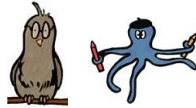
- ◆ Each of you should choose one state of India (you can check the text and the map in exercise 1)
- ◆ Use the Internet to find a restaurant from that state and print out their menu.
- ◆ Compare the menus. Are there differences between the menus of different states? What kind of differences? How could these differences be explained?
- ◆ Discuss in your groups.
- ◆ Prepare a short presentation (a written report, drawing, mindmap or PowerPoint) to share your findings with the class.

Tips: You can find some menus from Indian restaurants in the following webpages. You can also ask your teacher for more links.

- ◆ <http://www.jasmin.com.au/pdf/JasminMenu.pdf>
- ◆ <http://www.aashirwadrestaurant.com/cuisine.htm>



3) Cooking Indian



Work independently. Look at the recipe for Rogan Josh, a traditional Indian dish, found on an Indian and on a Finnish web site. How do the recipes, their ingredients and units of measurement, differ from each other? Circle or underline any differences you find and make a list of them. How easy do you think it would be to prepare the dish using the authentic Indian recipe (orange box)? What difficulties could you encounter?

Rogan Josh

1 lb mutton or lamb
 1 tsp red chilli powder
 ½ tsp shonth
 ½ badiyan
 3 cloves
 1 tsp cumin
 ½ tsp cinnamon
 pinch of heeng
 2 tbs yoghurt
 2 big elaichi
 2 small elaichi
 3 tsp of oil
 salt to taste

1. **Wash** the meat and keep in colander for draining water.
2. **Heat** oil in pressure cooker.
3. **Add** heeng to oil. Add meat and stir well. Add clove, cinnamon, powdered black elaichi, zeera. Stir for few minutes.
4. **Add** red chilli powder and yoghurt.
5. **Fry** again till no white color of yoghurt is visible.
6. **Add** shonth, badiyan, salt and ½ cup of water.
7. **Pressure** cook 5 minutes.
8. **Turn off** the stove and open pressure when pressure has dropped.
9. **If you see** excess water, boil till desired consistency is reached.
10. **Sprinkle** grinded cumin and green small elaichi on meat and cover. This will give exotic aroma to the meat.

Indian meat stew (Rogan Josh)

600 g of lamb
 2-4 crushed garlicks
 1 tbs of grated ginger
 2 tsp of salt
 1 tsp of curcuma
 3 tsp garam masala
 1-2 tsp of grounded coriander seeds
 2 tsp of grounded cumin
 1 tsp chilli powder
 1 dl yoghurt
 2 finely chopped onions
 1 can of peeled tomatoes
 fresh coriander

1. **Mix** the dry ingredients in a bowl.
2. **Fry** the onions in a pot until they're soft, don't brown them.
3. **Add** ginger and garlic. Add the mixture of spices and fry for a few minutes.
4. **Add** the lamb, cook for about five minutes until the meat is beautiful brown,
5. **Chop** the tomatoes and add in the pot. Add the heat until boil. Add the yoghurt and put on the lid.
6. **Let** the stew simmer for half an hour and stir the stew.
7. **Let** the stew simmer for a total of two hours (remember to stir every half an hour).
8. **Add** the coriander leaves and stir.

4) You Are What You Eat?



Discuss in pairs or small groups. Do you think people's diets tell something about them or their cultures? Why, why not? What would your diet tell about you? Do you have expectations regarding someone's diet (e.g. athletes, writers, teachers, the Chinese, the Finns, the Americans)? Take notes on your discussion and write them in the space given below. Prepare to share your views to the class.

5) My Choice



Work independently or with a partner. What would your dream restaurant be like? What kind of food would you serve? What would the place look like? Who would you hire to be your chef? Do your choices reflect your personality and/or your culture in some way, how?

- ❖ Design your own menu with starters/appetizers, main dishes, desserts and drinks and choose a name for your restaurant.
- ❖ You can either draw pictures to your menu or use the Internet, magazines or other sources to find suitable images.
- ❖ You can also design a logo and an advertisement for your restaurant.

6) Going to a Restaurant



Work in a small group of three to four people or with a partner. How does the process of finding a table, ordering the food and receiving the bill differ in fast-food restaurants, cafes, casual restaurants and five-star restaurants? Consider the role of culture in how people act in a type of restaurant. For example, are there differences in customs related to dining in an Indian restaurant and a Finnish one.

- ❖ Discuss in your group how the above-mentioned situations differ. Write outlines for the different scenes.
- ❖ Then, divide the roles (e.g. the host(ess), the waiter, customers) among your group members.
- ❖ Act out the situations. You can use your own menus and ideas you invented in the previous task.

7) Survey Food



Surveys are used to find out information about people's habits, references and perceptions, e.g. eating habits, favorite restaurants, E-numbers in food. Work with your partner and design a survey of your own about food and eating habits.

- 1) Design a questionnaire for a group of people, such as your classmates, to fill in or make questions you can use to interview them. Come up with around 10 questions (multiple choice, open questions etc.).
- 2) After you have finished your survey, find people to interview.
- 3) Analyze your findings and report them to the class either using PowerPoint or making a poster.
- 4) Write a short paper about your main findings and your thoughts about them and add your report to your learning journal.

8) Big Ideas: Continue Your Poster



Work with your partner and continue working on your poster. Using different sources and find out what the cuisine is like in your project country. Alternatively, you can also design a menu for an ethnic restaurant that serves dishes from your project country.

Tip: Read through the text about the cuisine in various parts of India (exercise 1).

Self-assessment: Unit 4

Think about the last unit and your learning throughout the week. Answer the questions below according to your experiences. Be honest to yourself and really think about your learning; don't just write down the first thing that comes to mind.

1) I met the goal I set for myself the last time.

yes no

To meet my goal was _____

2) I challenged myself to do tasks that didn't match my learning style.

always often sometimes rarely often

As a result, my learning was _____

3) I learned new things about my learning and myself during the unit.

agree agree somewhat disagree somewhat disagree

Some of the things I learned are _____

4) I changed my studying/working methods if I noticed they weren't good for me.

always usually sometimes rarely never

I've noticed that I learn better if I _____

5) Looking back at the study tips for my learning style, I could still improve my studying methods and my learning by:

6) Is there something I can still work on? My goals for the following unit (in terms of studying methods):

South Africa and Zimbabwe

Learning goals:

- 1) To learn to talk about religion
- 2) To get to know some of the minor religions in South Africa and Zimbabwe and also to see how they affect the culture

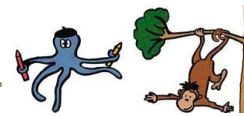
Tasks:

- 1) Auditive tasks: 1a, 2, 4, 6, 7
- 2) Visual tasks: C, 1, 1a, 3, 5, 8
- 3) Tactile tasks: A, B, C, 1a, 3, 5, 7, 8
- 4) Kinesthetic tasks: A, 1a, 2, 5, 6, 8

Learning journal tasks:

- 1) Religious songs and customs in school events (e.g. Enkeli taivaan, Suvivirsi). What is your opinion of these?
- 2) Google to find an interesting religion. Try to find out how it affects the culture (e.g. festivals, holidays, customs, teaching, clothing) of the country or region.

A) Things You Should Know, If You Already Didn't...



Work independently. Fill in the missing pieces of information box about South Africa and Zimbabwe if one of these countries is your project country, you can use the information you collected in Warm Up unit.

Republic of South Africa



Capitals: _____

Largest city: Johannesburg, Ekurhuleni, Durban

Official languages: _____, _____, _____, Sepedi, Setswana, Sesotho, Xitsonga, Swati, Tshivenda, Ndebe

Demonym: South African

Government: Republic

President: _____

Independence from the United Kingdom: Union: 31 May 1910, Republic: 31 May 1961

Area: 1,219,090 km² of which <1 % water (9 provinces)

Population: 48,810,427 (estimate 2012)

Ethnic groups: _____

Time zones: _____

Anthem: _____

Religions: Protestant __%, Catholic __%, Muslim __%, other Christian __%, none or unspecified __%

Republic of Zimbabwe



Capital and major city: _____

Official languages: _____

Demonym: Zimbabwean

Government: Parliamentary democracy

President: _____

Independence from the United Kingdom: 18 April 1980

Area: 390,757 km² of which 1 % water (8 provinces and two cities with provincial status)

Population: 12,619,600 (estimate 2012)

Ethnic groups: African __% (of which _____ __%, Ndebele __%, other __%), other less than 2%

Time zones: _____

Anthem: Simudzai Mureza WeZimbabwe (Shona), Kalibusiswe Ilizwe leZimbabwe (Northern Ndebele language)

Religions: Syncretic (part Christian, part indigenous) __%, Christian __%, indigenous __%, other __%

B) Pre-listening Task

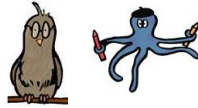


Work independently or with a partner. Read the statements below about South Africa and Zimbabwe. Decide whether they are true or false and mark your guess accordingly in the blue boxes. After listening to the texts, answer the questions again, this time in the green boxes and see how many you got right.

Statement	True	False	True	False
1) South Africa is one fourth of the size of the United States.				
2) The southernmost point of South Africa is the Cape of Good Hope.				
3) South Africa is a warm and sunny country, with less than 500mm of annual rainfall.				
4) Apartheid was a racial segregation system in use in South Africa until 1994.				
5) The majority of the South African population is white.				
6) South Africans in general know many languages.				
7) There are 17 official languages in South Africa.				
8) Zimbabwe's coastline is the longest among other South African countries.				
9) The capital of Zimbabwe is Harare.				
10) Zimbabwe is smaller than the United Kingdom.				
11) Zimbabwean climate is very dry.				
12) One of the seven wonders of the world, the Hanging Gardens of Shona, is in Zimbabwe.				
13) Victoria Falls is nicknamed "The Smoke that Thunders".				
14) Lake Kariba, the largest artificial lake is in Zimbabwe.				
15) The majority of Zimbabweans are descendents of Bantu-speaking migrants.				

Unit 5: South Africa & Zimbabwe

C) Labeling Things



Work with your partner. You will receive a set of cards. Your job is to place the cards under the correct label. Each category includes 6 words. You can use the Internet to search for information if you get stuck.

Shona	Islam	Hinduism
Christianity	Buddhism	Judaism

1) African Religions



Work independently. Choose one of the two texts below: the first one is about the Shona and their religion, while the second one focuses on Zulus and their religion. Read or listen to the either of the text and complete the exercises.

a) Shona Religion



The Shona, all 17 million of them, are native inhabitants from Southern Africa. The Shona mainly speak their native language, Shona. They also tend to speak English and Portuguese. Their main religions are Christianity as well as their own Native African religion. In this text, we will take a closer look at the latter. Even though the majority of Shona people believe in God, virtually all of them still believe their ancestral spirits are their supernatural protectors. It is this

belief that brings has perpetuated an intriguing religion and culture, supported by a set procedures, protocol and customs. Until recently these customs, like mbira music have all been passed down the generations orally.

In the Shona religion, God, or the Supreme Being, is seen as the creator and sustainer of the universe in much the same manner as in Christianity. The Shona Mwari (literally "He who is"), is believed to be active in the everyday lives of people, and even in politics. In general, people communicate with Mwari through the vadzimu (the deceased ancestors.) The vadzimu are believed to constitute an invisible community within the community of the living, always around their descendants, caring for them and participating in their joys and sorrows. Spirit mediums communicate with the vadzimu on behalf of the people by using masks.

In the Shona religion, in addition to the guarding characteristics of the vadzimu, there are also avenging or evil spirits, ngozi, and witches who communicate with them. The ngozi are, briefly, the spirits of deceased individuals who were greatly wronged, neglected by a spouse, murdered, or otherwise neglected, and they attack through sudden death of several members of the same family, or through ill people who fail to respond to treatment. The fear with which the ngozi are surrounded, in opposition to the guarding role of the vadzimu, is stressed by researchers.

When a grown person dies in the Shona culture, it is believed that his spirit wanders about. It is a homeless spirit. Only until the surviving relatives of the

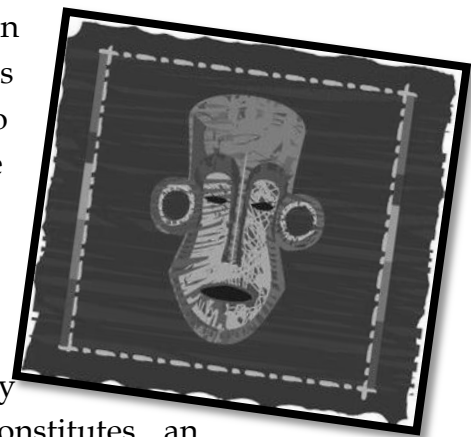
Unit 5: South Africa & Zimbabwe

deceased "welcome back" his or her spirit does it become a legitimate ancestral or family spirit.

At the burial of a grown person, one who has left a wife or husband and children, special arrangements are made to enable the living to welcome back the spirit of the deceased. The deceased is believed to have two shadows - a black shadow representing his flesh and a white shadow representing his soul or spirit. During the burial, a long stick, the height of the grave is rested against the body of the deceased. Its top end will be visible on the edge of the grave after burial. After the soil around the grave has settled, the stick is removed leaving a thin hole down into the grave. The stick is normally removed after several months. It is believed that the spirit will come out through the hole and manifest itself as a worm or caterpillar which will turn into the deceased person's spirit and wander about. As soon as the stick is removed, one of the surviving relatives periodically visits the grave to see if they can find the caterpillar or gonye. When the spirit caterpillar comes out, it will soon turn into the deceased's spirit. As soon as the caterpillar is found, word is passed among family members that the spirit has come out and is therefore wandering about without a home.

Communication between the living and the dead is taken care of by the spirit mediums that are vital parts of the Shona culture and religion. The role of the spirit mediums and their communication with and appeasement of the ancestors were considered by many, missionaries and colonialists in particular, to be ancestor worship. However, the spirit mediums were instead acting as intermediaries between Mwari/uMlimu and the living, carrying messages, prayers and thanks from the human being to God. Where ancestors are subject to appeasement by human beings, it is believed that God is appeased as well. It must be noted, however, that it is not the ancestors themselves, the vadzimu, who are worshipped, but rather God through them. In the words, the spirit mediums intercede between a person and the ancestral spirits. The ancestral spirits will intercede who will carry it forward to God, because the tribe members also believe in God.

African traditional religions have a strong foothold in contemporary Zimbabwe as an integral part of the everyday lives of many Zimbabweans. Religion, in this view, constitutes an element within culture, as religion is seen as a way of life. The religious influence goes beyond what can be termed religious in a narrow (or Western) sense: it is seen to be evident in cultures, the literature, politics, medicine and so



Unit 5: South Africa & Zimbabwe

on. In practice, Christianity is being mixed with traditional religious beliefs and practices.

b) Zulu Religion

The Zulu, "People of the sky", are the largest ethnic group in South Africa. They are well known for their beautiful brightly colored beads and baskets as well as other small carvings. Historically they are known for defeating the British Army at Isandlwana (remaining the single greatest British military defeat at the hands of a native force in history). However Zulu history, as Molefi Asante said, is the history of blood flow.

The Zulu believe that they are descendents from a chief from the Congo area, and in the 16th century migrated south picking up many of the traditions and customs of the San who also inhabited this South African area. During the 17th and 18th centuries many of the most powerful chiefs made treaties and gave control of the Zulu villages to the British.

This caused much conflict because the Zulu had strong patriarchal village government systems so they fought against the British but couldn't win because of the small strength they possessed. Finally, after much of the Zulu area had been given to the British the Zulu people decided as a whole that they didn't want to be under British rule and in 1879 war erupted between the British and the Zulu. Though the Zulu succeeded at first they were in 6 months conquered by the British who exiled the Zulu Kings and divided the Zulu kingdom. In 1906 another Zulu uprising was lead and the Zulu continue to try to gain back what they consider to be their ancient kingdom.



The Zulu religion is based on the creator god Unkulunkulu and the worship of ancestors. The creator god is almighty, but has little to do with everyday affairs. The spirit world, on the other hand, is always present in traditional Zulu religion. It is believed that when a person dies this person's spirit will watch over the others from this spirit world. People can come into contact with the spirit world and one's ancestors during special ceremonies. Ancestral spirits come back to the world in the form of dreams, illnesses, and sometimes snakes.

The spirits of the ancestors like to be remembered. People make offerings (like beer and meat) to the spirits to show them that they have not been forgotten and to ask for protection, good health, and happiness. Because it is so important to honor the spirits there are many rituals in Zulu daily life that are meant to

Unit 5: South Africa & Zimbabwe

please the spirits. At family festivals it is usual for the heads of the family to sit beside his cattle byre and pour a little beer on the ground 'for his fathers' before he himself starts to drink. A woman may take a small piece of bread and place it under the eaves of the hut for an old matriarch of the family. If the ancestors are forgotten, they may show their displeasure by visiting some misfortune on the family.

The Zulu have a saying, "According to the power and authority a forefather had in his lifetime, so it is from the place to which he has gone." This in effect means that a person carries into the next world the influence that he had during his lifetime. The spirit of a Zulu king will watch over the whole Zulu nation, for example, while the ancestral spirits of a family will care for that family, as well as their cattle, goats and crops. The Zulu also believe in the use of magic. Anything beyond their understanding, such as bad luck and illness, is considered to be sent by an angry or offended spirit or to be caused by

evil magic. When this happens, the help of a diviner (soothsayer) or herbalist is sought. He or she will communicate with the ancestors or use natural herbs and prayers to get rid of the problem. Also special guardian masks are used to prevent the evil spirits from causing harm.



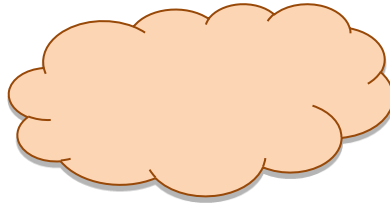
Masks are used in other ways among the Zulu as well. Some of their masks are called "secret masks" because they are said to hold the secrets of the people near the mask. The Zulu whisper their deepest secrets that are too precious or dangerous to tell any other member of the tribe to the mask. However, those secrets might come out if the secret mask falls into the wrong hands.

Many members of the Zulu tribe converted, or were forced to convert by missionaries, to Christianity under colonialism. Although there are many Christian converts who practice Christianity, ancestral beliefs have far from disappeared. Instead, there has been a mixture of traditional beliefs and Christianity. This kind of religion is particularly common among urbanites. There are also fervent Christians who view ancestral belief as outdated and sinful.

1a) Working with the Text



1) *Work independently and draw a mindmap about either the Shona people or the Zulu (depending on which text you read) and their habits described in the text. Discuss what you know about them in small groups.*

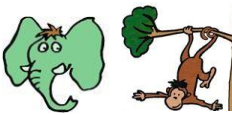


2) *Work independently or with a partner. On the basis of the text and your mindmap, prepare an information page (about the size of an A4 sheet) about the Shona or the Zulu. Imagine that this mini-poster is meant for people who don't know much about Africa or its inhabitants and haven't read the texts above.*

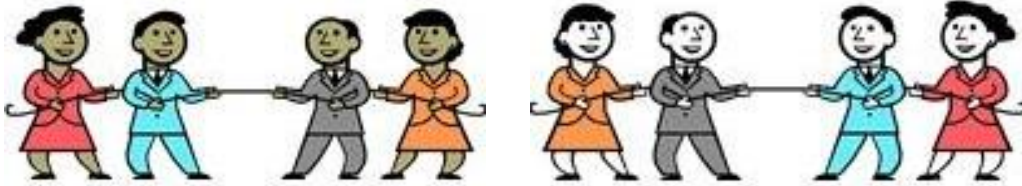
3) *Work with a partner who didn't read the same text as you did. Using your mindmap and the mini-poster teach your subject (the Shona or Zulu religion) to you partner.*

Unit 5: South Africa & Zimbabwe

2) Western Views



Work with a partner. Choose a few things from your mindmap about the habits of the Shona or the Zulu. How would a Western person, of a non-natural religion, see or react to these habits? Act out the conversation with your partner so that one of you plays the role of an African person and the other one the Western person. Discuss your reactions to each other's habits.

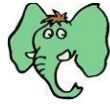


3) Cartoon



Work with a partner. You will receive a set of images from the popular South African Madam & Eve comic series. Organize the pictures according to your idea of the story. Then, create a story around the pictures and write down fitting lines in the speech bubbles. Prepare to read the lines and explain the story to the class.





4) Debating Matters

The class is divided into four groups. There will be two subjects for debates. Each side will be give an opinion and a few minutes to prepare solid arguments for your opinion and against the opposition. While two groups debate, the other two will evaluate their success orally (and justify their opinions) and decide the winner of the debate through a ballot. Then the roles are switched and the evaluators will become debaters and vice versa.

The two subjects to debate are:

- 1) Natural religions are uncivilized.
- 2) Through animism, humans are able to be more in touch with all living and non-living things that have a soul.



5) The Mask



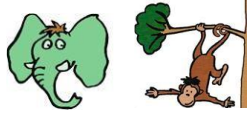
Work independently or with a partner. You will receive a balloon (which you have to blow up yourself), old newspapers and some wallpaper adhesive.

- 1) Rip the papers apart into shreds (2-3 cm wide). Blow up the balloon to be as round as you wish.
- 2) Dip the shreds in the adhesive, one at the time, and set the shreds on the balloon so that they cross one another. Make several layers in this manner then let the mask dry. This can take up to 2 to 3 days.
- 3) While waiting for the masks to dry, find out about masks in African cultures and religions (colors, designs etc.). You can also start working on your play (see exercise 6)
- 4) Then you can burst the balloon inside the mask and start working on the actual mask.
- 5) Cut eye holes, mouth and nose holes and paint the mask with African style colors.
- 6) Finish your play as instructed in exercise 6 and use the masks as props.



Unit 5: South Africa & Zimbabwe

6) Act It Out



Work in groups of a minimum of four people. Design and write a play around the topic of "Three Wise Men and a Shona". Use the Internet and the tasks and texts in this unit as help. You can design props and find useful materials at home as well. Prepare to act out your play and present it to the class.

Tips:

- ❖ you could write your play around white people and African people talking about their religions and their similarities and/or differences
- ❖ you could draw inspiration from the story of the Three Wise Men



7) Storytelling



Work independently at first. The teacher will give you a piece of paper. Write down one sentence about the Shona, the Zulu, their religions, South Africa and/or Zimbabwe, that is, something related to the unit. Give the paper back to the teacher.

- 1) Form groups of four people.
- 2) The teacher will give each group a slice of paper with a single sentence on it. The youngest of your group will then continue the story by adding one sentence to the sentence in the piece of paper.
- 3) Then the next person will add another sentence and so forth. The story continues until the teacher says "Stop".
- 4) Then the groups will be reset so that there is one member of each original group in the new groups (i.e. one from group 1, another from group 2, yet another from group 3 and so forth). In the new groups, sitting in a circle on the floor, each person will summarize the story their group created.

8) Big idea: Poster Project Continues



Continue your poster with your partner. Below there are a few moral dilemmas. What would your project country's religion(s) suggest as a solution for these dilemmas? Add one or two different approaches and solutions to your poster.

Tip: There are several religions in both South Africa and Zimbabwe, the most popular ones being Christianity and aboriginal beliefs.

You find 50 € in the road. There's no one around. Do you keep the money? Do you take it to the police? Or something else?

A new person joins your class. He is clever, and quite shy. In group activities, no-one volunteers to work with him and some people in your class start to bully him at breaktimes. What do you do?

You are out with your friends. They are daring each other to steal sweets from the local shop. You don't want to join in, but they are putting pressure on you. What do you do? What do you say?

You and your friends are playing football in the park. Someone unpopular from another class asks to join in. What do you do? What do you say?

You have a birthday present which everyone wants to borrow. Someone in your class who is not really your friend asks to use it. What do you do? What do you say?

Self-assessment: Unit 5

Think about the last unit and your learning throughout the week. Answer the questions below according to your experiences. Be honest to yourself and really think about your learning; don't just write down the first thing that comes to mind.

1) I met the goal I set for myself the last time.

yes no

To meet my goal was _____

2) I challenged myself to do tasks that didn't match my learning style.

never rarely sometimes often always

As a result, my learning was _____

3) I offer my opinions in pair- and group-work.

no sometimes yes

If not, why? If yes, what was the effect? _____

4) I changed my studying/working methods if I noticed they weren't good for me.

never rarely sometimes usually always

I've noticed that I learn better if I _____

5) Looking back at the study tips for my learning style, I could still improve my studying methods and my learning by:

6) Is there something I can still work on? My goals for the following unit (in terms of studying methods):

Wrapping up Finland

Learning goals:

- 1) To learn about Finns living in English-speaking countries
- 2) To be able to compare and discuss the Finnish culture to the other cultures discussed during the course
- 3) To review things learned during the course

Task types:

- 1) Auditive tasks: A, 1, 1a, 2, 3, 4, 5, 6, 7, 8
- 2) Visual tasks: 1, 1a, 2, 3, 4, 6, 7, 8, 9
- 3) Tactile tasks: A, 1a, 5, 7, 8, 9
- 4) Kinesthetic: 2, 3, 4, 5, 8, 9

Learning journal tasks:

- 1) Google or use other sources to find out what kind of image Finland has in the world media
- 2) Design a vocabulary game (e.g. crossword, word search, match picture-word/word-word, multiple choices), using the vocabulary from previous units to help you.

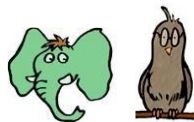


A) Comparing Finland

Work with a partner. Look at the list of sentences below. All sentences are related to the previous units. What do you think their Finnish equivalents could be? Discuss with your partner and write the equivalents in the space below.

It is in bad taste to enquire from a Brit where he or she lives.	
Americans tend to know very little about countries outside their own borders.	
Scotland has given curling to the world.	
The most popular sports in Ireland include Gaelic football, hurling, football and rugby.	
A significant number of immigrants has moved to the United States.	
Various Native American tribes have their own traditions and languages, but the stories and teachings told are similar to each other.	
Americans thought their ways and culture were more valuable than those of the Native peoples.	
Native peoples have been forced to take sides in wars between two larger nations, for example the British Empire and the United States.	
Aboriginal art is sometimes popular among western people because it can be considered a status symbol of sorts.	
Different materials, all readily available in the nature, are often used in Māori art, for example.	
Different colors symbolize different things in Māori art.	
A variety of peoples and ethnic groups, historical contacts, have influenced Indian cuisine.	
In Africa, many people believe in the supreme beings of one of the main religion, such as Christianity, and also in those of their own natural religion.	
The deceased spirits live among the living, according to the Shona religion.	

1) Finnish Immigrants in Michigan Mining



Work independently. Listen and read through the text about Finnish immigrants in the USA. Then, do task 1a.

Historically the Finnish people and the United States of America have had strong ties, which reach as far back as to the 17th century, when the first Finns started emigrating to the New World. The Finnish emigration has thus been going on for centuries and the Finnish people have, in some terms, been important to the United States' economy and history in general.

Over the course of history, as many as 350,000 Finns have left their homes in Finland to come to North America. The majority of these people came to the United States, but some went to Canada, as well.

Even nowadays many states have rather large groups of Finns, or people of Finnish descent, living in them. Certain states in the Midwest United States, such as Michigan, Minnesota and Wisconsin, have seen a great number of Scandinavian immigrants arriving in their lands, to work there in hopes of achieving the "American Dream." Those Americans who have been involved with Finns in America have come to realize that Finns are hard-working and obstinate people; for example, Finns have been said to work wonders as regards farming; they can make a living in places where others cannot. This is likely to have something to do with the Finnish "sisu", an ability to sustain against all odds, which is largely considered to be a general characteristic of a Finn.

"The Finns have something they call sisu. It is a compound of bravado and bravery, of ferocity and tenacity, of the ability to keep fighting after most

people would have quit, and to fight with the will to win. The Finns translate sisu as "the Finnish spirit," but it is a much more gutful word than that."

It may be this Finnish sisu that encouraged Finns to leave Finland to come overseas to the United States.

Many people did not consider moving away from Finland a good thing. One could often hear a saying, "*Laps' Suomen älä vaihda pois sun maatas ihanaa*", but as more and more people, internationally, immigrated to other countries, people's opinions changed. Furthermore, people had different and valid reasons for leaving their motherland behind. Most prevalent of these reasons was the rapid increase in the population of Finland during the 1800s. It has been estimated that in 1800, there were about 900,000 people in Finland; a hundred years later the figure had more than tripled, the population was estimated to be 3,000,000. In areas like the Ostrobothnia and Satakunta, population increased more than, for example, in Eastern Finland, and this was one of the reasons why Finns from Ostrobothnia chose to leave. All in all, most Finns left areas where the increase in population was significant.

Not everyone left Finland because of the growth in population, however. It was possible for the excess population to make a living in urban areas of the country, such as in the capital region in Helsinki, and in other large cities, such as Turku and Tampere. Furthermore, even if one had a job, it was not necessarily a permanent one and the wages were often not good. In the

Wrapping Up Finland Unit

Bothnias and in Satakunta, moving to America became a trend. People did not need a “real” reason to leave to America, as long as they could leave.

However, as the century moved on, it was an economic necessity for people to move to other areas; either to cities or to another country. The majority of Finns made a living in agriculture, but when the population grew, more land was needed to satisfy the need for food and as such there were fewer possibilities for people to make a good living through agriculture. Since much of Finland is covered in forest, people thought that they could go into lumbering industry, which could provide them with the necessary income to survive. However, in the Ostrobothnia region, tar-burning had rendered the forests useless and lumbering industry did not pick up in the region. Furthermore, after the Civil War in the United States the price of tar had dropped drastically and the tar industry, at the time one of Finland's most prominent industries, came to an end.

Michigan was not the only state of the United States that received immigrants from Finland, however. By 1930, Michigan had, and still to this day has, more first and second generation Finns than any other state. According to the United States Census 1930, there were 74,000 Finns in Michigan, whereas Minnesota had 60,000 Finns. States like New York, Massachusetts and Washington had figures around 25,000 each.

The majority of the Finnish immigrants came to Michigan, as well as generally to the United States, in search of employment. Word of chances in the lumbering and mining industries in Michigan, especially in the Upper

Peninsula, had gotten around and many people chose to find out if they could make a living in Michigan. First Finns in Michigan's Copper Country (the counties of Houghton, Baragan, Ontonagon and Keweenaw), in the 1860s, were brought to the area by one of the large mining companies, the Quincy Mine, operating in the area.

The lumbering and mining industries were the major attractions that Michigan, as well as Minnesota, had to offer and since Finns were accustomed to hard manual labor, they made good workers in the industries. In addition, most Finns spoke little or no English at all, which further added to the popularity of the two manual industries, where language skills were not overly important in terms of successfully completing the tasks. Furthermore, Finnish immigrants had a tendency to settle in the northern states of the United States of America, which were similar to Finland in terms of climate and scenery. A steady influx of Finns had begun and it would not end until decades later.

*“I left because I felt
The home clearings too confining
I left because the home threshold
Rose too high
I left because bread,
Always scarce, was no more.
I expected good fortune out in the world,
Since it did not roost under my home roof.*

*I left to assume
A more secure old age,
To provide a loving mother
With a happier twilight.
I left, nay, not a traitor
To my land and people many,
I left, for kinsfolk drew me,
Necessity compelled, need commanded.”
-- Artturi Leinonen*



1a) About the Text

Work independently or with a partner. After reading the text about Finnish immigrants in the U.S., read through the statements below and decide whether they are true or false according to the text. If the claims are false, correct them.

- | | True | False |
|---|--------------------------|--------------------------|
| 1) The first Finns emigrated to the U.S. in the 1700s.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) Finns coming to North America mostly went to the U.S.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) Finns are miracle workers when it comes to farming.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) All Finns thought it was a good thing to move to another country.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) Finns chose Michigan as people had found gold there.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) Finns couldn't speak English very well.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) Finns preferred the northern states because of the warm climate.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) Ostrobothnian forests were useless and people couldn't make a living there.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 9) There are few Finns living in Michigan today.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 10) The Finnish sisu was one of the reasons why the Finns left Finland.
_____ | <input type="checkbox"/> | <input type="checkbox"/> |

2) Variety of Finland



Work with a partner. Find a text or a video about something Finnish (or ask your teacher for a text to work on). Figure out what the main points of the text or video are. Be prepared to present your text or video, along with your findings, to the rest of the class. Make comparisons between everyone's findings and your own project country - try to find out if your project country shares the same features as Finland. For example, if your text is about the Finnish Civil War, you could try and find out if there has been a civil war in your project country.

3) Joking Around



Work with a partner and read aloud, using different accents (for example British, American, Indian, Australian), the Eino and Toivo *jokes below*. *These types of joke are common in the Upper Peninsula of Michigan due to the large amount of Finns living there.*

Toivo and Eino were driving their pickup truck to Michigamme. When they got to the traffic lights in Negaunee, Toivo drove right through the red light. Eino cried, "Toivo, what are you doing?" Toivo kept driving and replied, "Don't worry, my brother taught me to drive." When they got to the lights in Ishpeming, Toivo drove through another red light. Eino asked, "Why do you keep running red lights?" Toivo said, "Don't worry, my brother taught me to drive." When they got to the lights in West Ishpeming, Toivo slammed on the brakes and screeched to a halt at a green light. Eino asked, "Toivo, why do you drive through red lights but stop at green lights?" Toivo replied, "My brother might be coming the other way."

Two Yoopers head for the Motor City. When they cross the bridge, they see a sign that reads, "DETROIT LEFT." So, they turn around and go home.

(Yooper: a person from Upper Peninsula of Michigan
Motor City: Detroit)

An Italian, a Chippewa Indian and Toivo were hunting together and got lost. After many hours of wandering around trying to find their way back to camp, a genie appeared and said he would grant them each a wish. The Italian answered, "I wish I was back in Kingsford with my family." *Poof!* He was gone. The Chippewa said, "I wish I was back in Baraga with my tribe." *Poof!* He was gone. The genie turned to Toivo and asked him what his wish was. Toivo thought about it for a minute and said, "Boy, I really miss those guys, I wish they were back here with me."

Eino and Toivo were fishing. Eino says to Toivo, "Hey Toivo, we ought to mark this spot." Toivo nods and begins drawing an X on the bottom of the boat to mark the spot. Eino says, "Toivo, you moron... What if we don't get the same boat tomorrow?"

Wrapping Up Finland Unit

4) Jeopardy



The class is divided into groups and each group will receive a squeaky toy, which they will use to signal that they know the answer to the question asked. The teacher will place a game board with questions on the blackboard or the projector. The questions have been divided into five themes, just like the units of the course, and they test your knowledge of the countries. All answers can be found in the material (but you're not supposed to look!).

- ❖ The group with the youngest person starts and choose one of the themes.
- ❖ The teacher then turns the first card/question on that particular theme around, reads it out loud and shows the question to you.
- ❖ Each group can then discuss shortly, and quietly, what the answer is and use the squeaky toy to ask for a turn to answer.
- ❖ The fastest group will get to try first and if they don't answer correctly the others may have a go.
- ❖ The group that knows the correct answer will receive the amount of points the question is worth.
- ❖ The first question is worth 100 points, the second 200 points, the third 300, the fourth 400 and the final one 500 points. The questions will get more difficult as the point value increases.
- ❖ The team with the most points at the end of the game wins.

5) What's Wrong?

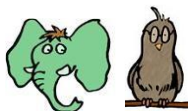


Form teams of three or four people. You will get some pieces of paper. The teacher will show you a statement related to the units dealt with earlier. There is something wrong in each statement, can you see what? Discuss with your group (quietly so the others won't hear you!) and write down the corrected statement. Each group will then show their answers and the team(s) who get the answer right receive a point.

Alternatively, the game can be played so that each team has a squeaky toy and that only the fastest team will get the chance to correct the sentence and get a point if they're right. (The students can work in pairs before the game and make the statements by themselves.)



6) Taboo



Work with a partner. You will receive an hourglass and a set of cards with words from the texts you have read during the course written on them. The bolded word is the word you should explain to your partner so that your partner can guess it. However, there are also three words written on the card that you absolutely cannot use when describing the word. If you use one of the words you must set aside the word and you receive no points for it.

- ❖ Take turns turning the hourglass upside down and explaining each other the words on the cards as long as the sand flows in the hourglass.
- ❖ The answerer gets one point for each word he/she guesses correctly.
- ❖ The winner is the person with the highest amount of points.

Wrapping Up Finland Unit

7) Ask & Tell



Work in a group of a minimum of four people and sit in a circle. You will receive a set of cards and a bottle. Take turns picking up a card and inventing questions about Finland using the word in the card you picked up. The words are related to the cultures and countries presented in the units, so you may have to put on your creative hat. Use the bottle to decide who must answer the question. Continue the game until you run out of cards or the teacher asks you to finish the game.

8) Rotating Board Game



Work in a group of a minimum of four people. You will receive a game board and an hourglass. Place your game markers in the square marked with the word *START*.

Go around the board clockwise and you will receive a point for each sentence you form correctly. The topics in the squares have to do with the cultures of the course, including Finland.

- ❖ When it is your turn, make as many true sentences as you can about the topic in the box during the time given by the hourglass or until you form an incorrect sentence.
- ❖ After each sentence your partner(s) will tell you if the sentence is true or not. After the time runs out or if you make a mistake, move forward one square for each correct sentence you said. You will get a point for each correct sentence.
- ❖ Continue playing until your teacher tells you to stop. The person who has the most points is the winner.

9) Big Idea: Finishing the Poster



Your poster is almost finished. Using various sources, try to find information about your project country's contacts with other cultures and countries. Choose a few of the most interesting points and add them to your poster.

The posters will be presented during the exam week, so you have time to finish your poster before that. You can add anything you find interesting or important (e.g. pictures, further information) to your poster but it should at least include the assignments presented in Units 1-5.

Self-assessment: Wrapping Up Finland

Think about the last unit and your learning throughout the week. Answer the questions below according to your experiences. Be honest to yourself and really think about your learning; don't just write down the first thing that comes to mind.

1) I met the goal I set for myself the last time.

yes no

To meet my goal was _____

2) My knowledge of English-speaking cultures has improved.

agree agree somewhat disagree somewhat disagree

For example, I've learned that _____

3) I challenged myself to do tasks that don't match my learning style.

always often sometimes rarely never

As a result, my learning was _____

4) I have completed the learning journal tasks.

very well well ok not well

5) I am happy with how my learning journal turned out.

agree agree somewhat disagree somewhat disagree

I could still _____

6) I have worked on the poster (with my partner).

a lot a little Not at all

7) I am happy with our poster about _____ (which country?).

agree agree somewhat disagree somewhat disagree

I could still _____

Study Tips for All Senses

Study Tips for All Senses

In the following pages you will find tips on how to take full advantage of your learning style and how you can develop your other senses. We are all different and learn differently (even if we shared the same learning style preference!) so be brave and try out various ways of studying and working to find the perfect methods for you. Challenge yourself to stretch your learning styles; this will help you manage all the varying learning situations you may encounter! Note that these tips can be used, not only when learning languages, but for making learning in general more efficient and fun.



Tips for Auditive Learners



- ❖ **Listening** is the key: hearing and talking is the way to go for auditive learners!
- ❖ Study with a friend to talk out loud and hear the information.
- ❖ Recite out loud or teach someone else the things you are learning (even a teddy bear can be a good student in this!).
- ❖ Record lectures and review your notes while listening to the recording.
- ❖ Talk out loud and record your notes; review your notes while listening to the recording later.
- ❖ Read silently or out loud information.
- ❖ Give yourself enough time to read; remember to take breaks.
- ❖ When making notes, talk to yourself: tell yourself what to write and say out loud what you write.
- ❖ Try inventing songs or rhymes about the things you are learning.
- ❖ Be active in classroom discussions and pay close attention on what the teacher or your classmates say.
- ❖ Try listening to music (something that doesn't disturb you) while studying.



Tips for Visual Learners



- ❖ **Seeing** is the key; watching and reading are the way to go if you're a visual learner!
- ❖ Make notes during classes; add pictures, charts and tables to make the notes visually more appealing.
- ❖ Look at the people who are talking; this helps you concentrate.
- ❖ Underline main points in texts with eye-catching colors, add pictures/comments or exclamation/question marks in the text.
- ❖ Before reading a text, check out the pictures and headings.
- ❖ Write words, phrases, important points on colorful pieces of paper and put them on display around the house.
- ❖ Make drawings, charts, mindmaps about the information, especially if you have a hard time remembering texts.
- ❖ "Visual" doesn't necessarily mean bright colors: stick to clear black and white images if colors bother you.
- ❖ Ask for written instructions from the teacher to support the oral ones.
- ❖ Color-code your notes, for example, have a different color for all nouns, verbs and adjectives when studying words.
- ❖ Try studying alone; noise can disturb visual learners.
- ❖ In classes, sit in the front to see better on the board.
- ❖ Before engaging into an activity or a writing task, visualize in your mind how you will go about solving the task (go through the process step by step, like an athlete would do!).



Tips for Tactile Learners



- ❖ **Manipulation** is the key: doing, touching, hands-on working and writing techniques are the way to go if you are a tactile learner!
- ❖ Try to translate information into touchable materials: cards, notes, models etc.
- ❖ Take notes during classes and while reading your homework.
- ❖ Keep something in your hand while studying: knead or tap to a rhythm as you study.
- ❖ Type your notes on cards, this way you can have the cards at hand when you revise the things you've learned.
- ❖ Read with a pen in your hand; underline main points, add notes/comments/exclamation or question marks in the text.
- ❖ Use your finger, a pen or a ruler to trace the text/words when studying.
- ❖ Write facts to be learned on small cards, with a question on one side and the answer on the other. Lay out the cards, quiz yourself, shuffle them, lay them out again and quiz yourself again.
- ❖ Talk with your hands: use gestures when you speak, point at the texts/things being learned.
- ❖ Design a game about the information you need to learn and play it when revising the topic.



Tips for Kinesthetic Learners



- ❖ **Experiencing** things first-hand is the key; move around and involve your whole body into learning if you're a kinesthetic learner!
- ❖ Make studying more physical: stand up or walk around while studying.
- ❖ Activate all your senses while studying: move around, listen to music or color pictures, texts or pieces of information when you study.
- ❖ Make use of the Internet when studying to find real-life examples for the information you're learning.
- ❖ Tap your foot, bounce your foot or walk around while studying.
- ❖ Try to type out your notes on a computer: experiment with fonts, colors and shapes.
- ❖ Try yo-yoing while studying.
- ❖ Act out situations and information.
- ❖ Study in short blocks and take enough breaks while studying: move around during these breaks and relax, this helps you concentrate when you go back to read.
- ❖ Vary your studying and working methods, not only daily, but during a single studying moment, especially if you feel restless.
- ❖ Chewing gum or having some snacks while studying can help you focus.



Study Tips for All Senses

The Above Tips Adapted from (and More Tips Found at):

<http://sn.umdj.edu/studentonly/cas/STUDYTIPSSYLES.pdf>

<http://sn.umdj.edu/studentonly/cas/>

<http://www.dirjournal.com/guides/study-tips-for-visual-learners/>

<http://www.dirjournal.com/guides/study-tips-for-kinesthetic-learners/>

http://testprep.about.com/od/tipsfortesting/a/Different_Learning_Styles.htm

http://testprep.about.com/od/tipsfortesting/a/Visual_Learning.htm

http://712educators.about.com/od/learningstyles/p/visual_learner.htm

http://712educators.about.com/od/learningstyles/p/auditory_learn.htm

<http://712educators.about.com/od/learningstyles/p/kinesthetic.htm>

<http://homeworktips.about.com/od/homeworkhelp/a/learningstyle.htm>

http://www.gavilan.edu/tutor/documents/StudyTipsforDifferentLearningStyles_000.pdf

<http://medicine.utah.edu/learningresources/tools/styles/tactile.htm>

<http://www.ieconline.net/studyskills/study%20tips%20for%20kinesthetic-tactile.htm>

<http://www.brighthubeducation.com/teaching-methods-tips/16779-classroom-activities-and-strategies-for-reaching-tactile-learners/>

English-Finnish Vocabulary

Vocabulary

a couple	pari	afternoon	iltapäivä
a few	muutama, pari	against	vasten, vastaan
a number of	usea	agree	olla samaa mieltä
abalone	merikorva	agreeable	miellyttävä
ability	taito, lahjakkuus, kyky	agriculture	maanviljely, maatalous
able	kykenevä	agriculturist	maanviljelijät
abolish	lakkauttaa, poistaa (laki, käytäntö yms)	aid	apu
aboriginal	alkuperäis-, alkuperäinen	airline	lentoyhtiö, lentolinja
abound	olla runsaasti	airport	lentokenttä
abroad	ulkomailla, ulkomaille	alarm	hälytys
absolutely	ehdottomasti	albatross	albatrossi
absorb	sulauttaa	alike	sekä – että
abundant	runsas	alive	elossa
accent	aksentti	all over	kaikkialla, kaikkialle
accept	kelpuuttaa, hyväksyä, ottaa vastaan	all	kaikki
acceptance	hyväksyntä	allow	sallia
access	pääsy	allowance	avustus, määräraha
accessible	helposti lähestyttävä	almighty	kaikkivaltias
accompany	olla jonkin mukana tai seurana	almost	melkein
according to	jonkin mukaan	along	pitkin
accordingly	sen mukaisesti	aloud	ääneen
account	kuvaus	alpine skiing	alppiihito
accurate	oikea, tarkka	already	jo, jo ennestään
achieve	saavuttaa	alternative	vaihtoehto
achievement	saavutus	alternatively	vaihtoehtoisesti
across	halki, vastapäätä, toisella puolen	although	vaikka
act as	toimia jonakin	altitude	korkeus
act out	näytellä, esittää	always	aina
act	laki, asetus, säädös	amateur	aloittelija
action	teko, toimi	amazing	ällistyttävä, ihana
active	toimiva, aktiivinen	ambassador	edustaja
activity	toiminta	ammunition	ammukset, aseet
actual	todellinen, varsinainen	among	joukossa, keskuudessa
actually	itse asiassa	amount	määrä
adapt	mukauttaa, soveltaa	analyze	analysoida, tarkastella
add	lisätä	ancestor	esivanhempi
add to	lisätä, parantaa	ancestral	perintö-, esi-isiltä peritty
address	osoite	ancestral spirits	esi-isien henget
administer	hallita, johtaa	ancient	muinainen, ikivanha
administration	hallinto, johtajisto	Andhra Pradesh	Intian osavaltio
admire	ihailia	angry	vihainen
adopt	ottaa, omaksua	animal	eläin
adoption	hyväksyminen, ottaminen	animism	animismi (usko, jonka mukaan kaikilla olioilla on sielu)
adorable	ihailtava	annual	vuosittainen
advertisement	mainos	another	toinen
advice	neuvo	answer	vastaus
advise	neuvoa	ant	muurahainen
advocate	kannattaa, puolustaa	anthem	hymni, kansallishymni
affable	ystävällinen	antiseptic	antiseptinen
affair	asia, juttu	any	yhtään, mitään, kukaan, mikään
affect	vaikuttaa	apartheid	rotuerottelu Etelä-Afrikassa
affiliation	yhteys, kytkös	apartment	asunto
afraid	pelokas	apologize	pyytää anteeksi
after	jälkeen	apparently	ilmeisesti, nähtävästi
		appear	esiintyä

English-Finnish Vocabulary

appeased	rauhoitettu, tynnytetty	atmosphere	ilmapiiri
appeasement of	rauhottaminen, lepyttäminen	attack	hyökätä
appendix	liite	attack	hyökkäys
appetizer	alkupala	attempt	yrittää
apply oneself to	syventyä	attempt	yritys
apply	soveltaa, käyttää	attempted	-yritys
appointed	sovittu	attendance	kävijämäärä, yleisömäärä
appreciate	arvostaa	attitude	asenne
apprentice	oppipoika	attract	vetää puoleensa
approach	lähestymistapa	attraction	vetonaula, nähtävyys
Arab	arabilainen	attribute	pitää jotakin jonkin ominaisuutena
archery	jousiammunta	audience	yleisö
architect	arkkitehti	auditive	auditiivinen, kuuloon liittyvä
architecture	arkkitehtuuri	aunt	täti
area	alue, pinta-ala	Australopithecus	ihmistä huomattavasti muistuttava apina
argument	kiista, perustelu	authentic	aito, autenttinen
arid	kuiva, hedelmätön	authority	viranomainen
arm	käsivarsi	autotroph	omavarainen eliö
aromatic	tuoksuva	avaricious	ahne
around	ympäri, ympärille, ympärillä	avenging	kostava
arrangement	järjestely	average	keskimääräinen, keskiarvoinen
arrival	saapuminen	avoid	välttää
arrive	saapua	await	odottaa
art	taide	award	palkita
article	kappale, tavara, artikkeli	awful	kauhea
artifact	ihmisen tekemä esine, rakennelma tms.	background	tausta
artificial lake	tekojärvi	bad	huono, paha
artist	taiteilija	baked	uunissa paistettu
Aryan	arjalainen	balance	tasapaino
as much as	niin paljon kuin	balance	tasapainottaa
as regards	mitä johonkin tulee	balloon	ilmapallo
as though	aivan kuin, ikään kuin	ballot	lippuäänestys
as well	myös, -kin	ballroom	tanssisali
as	kun, koska, vaikka, (niin) kuin, kuten	ban	kieltää
asbestos	asbesti	band	joukko
ask for	kysyä jotakuta jostakin	bargain	sopimus
aspect	näkökulma, puoli, piirre	bark	tuohi
assert	vakuuttaa, väittää, vahvistaa	barracks	kasarmi(t)
assign	määrätä	barren	hedelmätön, karu
assignment	tehtävä	barter	käydä vaihtokauppa
assimilation	sopeuttaminen, yhtäläistäminen, sulautuminen	based on	jonkin perusteella
assistance	avustus, apu, tuki	basics	perusteet, perusasiat
associate with	liittää	basil	basilika
associate	yhdistää	basket	kori
association	yhteistoiminta, seura	basketball	pesäpallo
assortment	valikoima, lajitelma	bat	maila
astringent	karvas, pistävä	bathe	kylpeä
astrology	astrologia	batter	taikina
astronomy	tähtitiede	battle	taistelu
at a glance	yhdellä silmäyksellä	battler	taistelija
at hand	käsillä, lähellä	bayonette	pistin (ase)
athlete	urheilija	be accustomed to	olla tottunut johonkin
athletics	yleisurheilu (BrE), urheilu (AmE)	be annexed	liittää, ottaa haltuunsa
Atlantic Ocean	Atlantin valtameri	be at hand	olla käsillä
		be divided into	olla jaettu johonkin

English-Finnish Vocabulary

be fascinated	olla lumoutunut	board	taulu
be involved in	olla osallisena jossakin	boarding school	sisäoppilaitos
be involved with	olla tekemisissä jonkun kanssa	bobsleigh	urheilukelkka
be known for	olla tunnettu	body of water	vesialue
be related to	olla yhteydessä, liittyä	boiling	kiehuva
be remembered	tulla muistetuksi	bolded	lihavoitu
be sick of	olla kyllästynyt johonkin	bolt	salpa
be stuck	olla jumissa	bone	luu
beach	ranta	bonfire	kokko
bead	helmi	bony	luinen, luiseva
bear	kantaa	book	kirja
beard	parta	border	raja
beat	voittaa, kukistaa	bordering	reunustava
beautiful	kaunis	bother	vaivata
beaver	majava	bottle	pullo
because	siksi että, koska	boundary	raja
become	tulla joksikin	bowed down	painettu alas
bed	tässä: pohja, uoma	box	laatikko
beer	olut	brainstorm	aivoriihi
before	ennen, ennen kuin	bravado	uhma
begin	alkaa, aloittaa	brave	rohkea, urhea
beginning	alku	bravery	rohkeus
behind	takana, taakse	bread	leipä
belief	uskomus	break up	hajota
believe in	uskoa johonkin	break	rikkoa
belong	kuulua	brief	lyhyt(aikainen), suppea
below	alla	briefly	lyhyesti
Benaras	intialainen kaupunki	bright	kirkas
beneath	alla, alapuolella, alle	brighten	kirkastua
beneficial	suotuista, edullinen	brightly	kirkkaasti
Bengal	Bengali, alue Intian niemimaassa	brilliant	mahtava
beside	rinnalla, vierellä	bring	tuoda
besides	jonkun lisäksi, jonkun ohella	broad	laaja
bet on	lyödä vetoa	broadly	suunnilleen, yleisesti (ottaen), leveästi
betray	paljastaa (salaisuus), pettää	bronze medal	pronssimitali
between	välillä, välissä	broom	luuta
bewildered	hämmentynyt	brotherhood	veljeys
beyond	jonkin yli, enemmän	bubble	kupla
BIA	ks. Bureau of Indian Affairs	Buddhism	buddhalaisuus
big bang	alkuräjähdys	buffalo	biisoni
Bill of Rights	perusoikeudet	build	rakentaa
bill	lasku	building	rakennus
billion	miljardi	building	rakentaminen
bind	situa, kääriä	bullet point	ranskalainen viiva
biped	kaksijalkainen	bump from	jättää pois (lennolta)
birchbark	tuohi	Bureau of	Intiaaniasioiden virasto
biryani	intialainen riisipohjainen, mausteinen ruoka	Indian Affairs	
bite	purra	Bureau	virasto
bitter	katkera, karvas	burial	hautaus, hautajaiset
Blackout	sähkökatkos, pyörtyminen	buried	haudattu
blade	korsi, lehti	Burmese	burman kieli
blink	räpyttää silmiä, katsoa jotakin silmiään räpytellen	burn	polttaa, palaa
blood bank	veripankki	burst	puhkaista, halkaista
blow up	puhaltaa (ilmapallo)	bursting with	olla täynnä jotakin
blurb	takakansiteksti	bushy	metsäläinen (austr)
		but	mutta, vaan

English-Finnish Vocabulary

butcher shop	lihakauppa	ceremony	seremonia, muodollisuus
buttock	pakara	certain	eräs, muuan, tietty
buuz	mongolialainen myky	certainly	todellakin, tosiaan
by chance	sattumalta	challenge	haaste
by no means	ei suinkaan	challenge	haastaa
byre	navetta	championship	mestaruus
calculator	laskin	chana	kahviherne (hindi)
Caledonian	skotlantilainen	chana masala	intialainen kahviherneistä valmistetty ruoka
call upon	kutsua	chance	mahdollisuus
call	kutsua	Chancellor of	valtiovarainministeri
call	kutsua joksikin	the Exchequer	
calm	rauhallinen	change	muuttaa
calory	kalori	chapter	(kirjan) luku
camogie	naisten versio hurlingista, ks. hurling	characteristic	ominaisuus, ominaispiirre
camp	leiri	charity	hyväntekeväisyys
can	voida, osata, pystyä	chart	kaavio, taulukko
Canada	Kanada	check in	majoittua, ilmoittautua
canoe	kanootti	check	tarkistaa
canoeing	melonta	cheer	kannustaa
canvas	(maalaus)kangas	chemist	apteekki
Cape of Good Hope	Hyväntoivonniemi	chicken tikka masala	mausteinen, paahdettu kanaruoka
capital city	pääkaupunki	chickpea	kahviherne
captivated	lumoutunut	chief of state	valtionpäämies
cardamom	kardemumma	childhood	lapsuus
care for	huolehtia, välittää jostakin	chill out	rentoutua, ottaa rennosti
career	ura	chilly	viileä, jäätävä
carefully	varovasti	chin	leuka
caress	hyvällä, hivellä	chips	ranskanperuna
carminative	karminatiivinen, ilmavaivoja helpottava	chisel	taltta
carry	kantaa, välittää	choice	valinta
cartoon box	sarjakuvalaatikko	chole masala	kts. chana masala
cartoon	sarjakuva	choose	valita, päättää
carve	veistää, kaivertaa	chop	pilkkoa
carvers	veistäjä, kaivertaja	chosen	valittu
carving	veistos, puuleikkaus	Christian	kristitty
cascading	ryöppyävä	Christianity	kristinusko
casual	epämuodollinen, rento	chromium	kromi
casually	rennosti	chuckle	hykertely
catch	pyydystää, myös: katsoa	church	kirkko
catchy	tarttuva	chutney	hapanimelä kastike
categorize	luokitella	cilantro	korianteri
category	kategoria, luokka	circle	ympyrä
caterpillar	toukka	circle	ympyröidä
Catholic Church	katolinen kirkko	citizen	kansalainen
cattle	karja	citizenship	kansalaisuus
cause	aiheuttaa, saada aikaan	citrus	sitrus-
cell	kenno	civil war	sisällissota
Celtic	keltiläinen	civilian	siviili-
cemetery	hautausmaa	civilization	sivistys
Centaurus	Kentauri	civilize	sivistää jotakuta
central	keskeinen, keski-	civilized	sivistynyt
centre	keskus (BrE, AusE)	clasp	puristaa
century	vuosisata	classified	luokitella
ceremonial	juhla(meno)-, seremoniallinen	classmate	luokkatoveri
		cleanliness	puhtaus

English-Finnish Vocabulary

clear land	raivata maata	common	yleisesti tiedossa oleva asia
clear	kirkas	knowledge	
cleft	rako, halkeama (kalliossa ym.)	commonly	usein, yleisesti
clerk	vastaanottovirkailija	Commonwealth	(Brittiläinen) kansanyhteisö, valtio
clever	nokkela, älykäs	communicate	kommunikoida, viestiä
cliff	kallio	communication	viestintä, kommunikointi
climate	ilmasto	community	yhteisö, yhdyskunta
clockwise	myötäpäivään	company	yhtiö, yritys
close	lähellä	compare	olla verrattavissa johonkin,
close	sulkea	verrata	
closeness	läheisyys	compared to	verrattuna
cloth	kangas	comparison	vertailu
clothing	vaatetus, vaatteet	compensation	korvaus, hyvitys
clove	neilikka, mausteneilikka	competition	kilpailu
clover	apila	competition	kilpa-, kilpailu-
clumsy	kömpelö	complete	saada valmiiksi, suorittaa, tehdä
cluster of houses	talorykelmä		loppuun
coal	hiili	completely	täydellisestim täysin
coast	rannikko	component	(rakenne)osa, osatekijä
coastline	rantaviiva	compound	yhdistelmä
coat	takki	compulsory	pakollinen
coconut	kookos	concentrate on	keskittyä
cod	turska	concept	käsitys, ajatus
collaboration	yhteistyö	concern	koskea jotakin
collapsing	luhistua	conclusion	johtopäätös
collect	kerätä	condiment	mauste
colonialism	kolonialismi	condition	olosuhteet
colonialist	kolonialisti	confederation	liittouma
colonist	uudisasukas	confidently	itsevarmasti
colony	siirtomaa	confinement	eristys
colored	värjätty, väritetty	confines	alue, rajat
colorful	värikäs	conflict	ristiriita
colossal	valtava, massiivinen	confront	kohdata
colour	väri	confuse	sekoittaa, hämmentää
column	kolumni, palsta	confused	ymmällä(än), hämmennynt
combat	taistelu	confusion	sekaannus, hämmennys
combination	yhdistelmä	Congress	kongressi
combine	yhdistää	Congress	Yhdysvaltain kongressi
come across	löytää jotakin sattumalta	connect	yhdistää
come from	olla peräisin jostain	conquer	kukistaa, voittaa
come into contact	olla yhteydessä	consider	pitää jotain jonakin
come into effect	tulla voimaan	considerably	huomattavasti
come into force	tulla voimaan	consideration	harkinta, näkökohta
come out	tulla ulos	consist of	koostua jstkn
come to mind	tulla mieleen	consistency	koostumus
come up	keksiä	constantly	jatkuvasti
comic	sarjakuva	constellation	tähtikuvio
coming	tulo	constitute	muodostaa, olla
commercial	kaupallinen	constitution	perustuslaki, säännöt
commit	syllistyä	constitutional	perustuslaillinen
commitment	sitoutuminen	constitution	perustuslakiin pohjautuva
committee	toimikunta, lautakunta	-based	
common	yleinen, tavallinen	contact	yhteys, kanssakäyminen
		contact information	yhteystieto
		contain	sisältää, käsittää
		contemporary	nykyajan, nyky-

English-Finnish Vocabulary

contents	sisältö	crop	sato
contest	kilpailu	cross country	maastourheilu
continent	maanosa	cross	risti
continue	jatkaa	cross	ylittää, mennä ristiin
contribute to	osallistua, olla osallisena johonkin	crowd	yleisö
contribution	panos, osallistuminen johonkin	crowded	täpötäysi
control	hallinta, valta, johto, valvonta, säännöstely	cuisine	keittiö, ruokakulttuuri
control	ohjailla, säädellä, kontrolloida	cultural	kulttuurinen, kulttuuri-, taide-
convene	kokoontua	culture	kulttuuri
conversation	keskustelu	cumin	kumina
conversational	jutusteleva, epämuodollinen	cure	parantaa
convert	käännynnäinen	curious	utelias
convert	kääntyä, käännyttää	currency	valuutta
convey	ilmaista, välittää	current	nykyinen, tämänhetkinen
convict	(rangaistus)vanki	curricula	opetussuunnitelma
convincing	vakuuttava, uskottava	curry	currymuhennos, curry
cook	valmistettu (ruoasta)	curved	kaareva
cooking pot	keittopata	curvy	mutkainen, kurvikas
cooking	ruoanlaitto	custom	tapa
cool	viileä	customary	tavanmukaista
cool	viiletä	customer	asiakas
cooperative	yhteistyökykyinen	Customs	tulli
copper	kupari	cut	leikata
cord	nuora, punos	cut	leikkaus
core	ydin, keskus, sydän	daal	kuorittu ja halkaistu palkokasvi
coriander	korianteri	dab	taputella
corner	nurkka, kulma	dahi	jugurtti
correct	oikea, sopiva, virheetön	damaged	vahingoittunut
correction	oikaisu	dangerous	vaarallinen
correctly	oikein	darkness	pimeys
corresponding	vastaava	date back	olla peräisin joltakin ajalta, juontua
corrupt	korruptoitunut, moraaliton, turmeltunut	dawn of man	ihmiskunnan aamunkoitto
cost	maksaa	dawn on	valjeta, tulla selväksi
cottage	mökki	day	aika(kausi)
count	laskea	day-to-day	jokapäiväinen
counterpart	vastine	deadlifting	maastaveto
countless	lukematon	dearest	rakkaimpani, kulta
country	maa	deater	väittelijä
county	piirikunta	debate	väitellä, keskustella
course	kenttä, kulku	debate	väittely, keskustelu
court	oikeus, tuomioistuin	debut	ensiesiintyminen
courtyard	piha, pihamaa	decade	vuosikymmen
cover	kattaa, peittää	deceased	edesmennyt
cozy	mukava	decide	päättää
craggy	jyrkkä	decision	päätös
create	luoda, tehdä, muodostaa	declaration	julistus
Creation	luomakunta	declare	julistaa
creative	luova	decoration	koristelu, koristaminen
creator	luoja, tekijä, perustaja	decorative	koristeellinen, koriste-
credulous	herkkäuskoinen, hyväuskoinen	deep	syvä, syvälle, syvällä
creep	ryömiä, hiipiä	defeat	tappio
Crescent Moon	kuunsirppi	defeat	voittaa, kukistaa, lyödä
criminal	rikollinen	defend	suojella, puolustaa
crooked	kiero, vino	definitely	ehdottomasti
		definition	määritelmä
		definitive	ehdoton, lopullinen

English-Finnish Vocabulary

deity	jumalolento	direction	suunta
delicious	herkullinen, maukas	directly	suoraan
delightful	miellyttävä, ihastuttava	disagree	olla eri mieltä
deliver	toimittaa, kuljettaa	disappear	hävitä, kadota
democracy	demokratia	disappointment	pettymys
democratic	demokraattinen	discourage	yrittää rajoittaa tai estää, saada joku luopumaan jostakin
demonstration	esittely		
demonym	jossain paikassa asuvasta henkilöstä käytettävä nimi/sana	discouraged	lannistunut, masentunut
dense	tiheä	discover	saada selville
department	ministeriö	discovery	löytö
depend on	riippua jostakin	discreet	tahdikas, hienovarainen
dependence	riippuvuus	discuss	keskustella
deplete	kulua, tyhjentää, tyhjentyä	discussion	keskustelu
deposit	maksaa (käsirahaa, ennakkoa)	disgrace	häpeä
depress	masentaa	disgusting	vastenmielinen, inhottava
depressing	masentava	dish	ruokalaji
depression	lama	dishonorable	kunniaton
depth	syvyys	displeasure	tyytymättömyys
derive from	johtua jostakin, olla peräisin jostakin	disqualify	diskata, sulkea pois kilpailusta
descendent	jälkeläinen	distant	kaukainen
descent	syntyperä	distinct	erilainen, erillinen
descent from	polveutua jstkn	distinction	ero(tus), erilaisuus
describe	kuvaila, kuvata	distinctive	selvästi erottuva, ominainen
description	kuvaus	distinguish from	erottaa toisistaan, tehdä ero jkn välille
desert	aavikko	district	piirikunta
deserts	ansio	disturb	häiritä
design	malli, kuvio, muotoilu, suunnittelu	diverse	monipuolinen, kirjava, erilainen
design	suunnitella	diversity	monipuolisuus
desire	halu, kaipaus, toive	divide	jakaa
despite	huolimatta	diviner	ennustaja
dessert	jälkiruoka	Diya	hindulaisuudessa kynttilä
destiny	kohtalo	dog	koira
detail	yksityiskohta	doorway	oviaukko
determined	päätäväinen, määrätietoinen	dosa	intialainen kreppi tai pannukakku
Deuteronomy	5. Mooseksen kirja,	dot	piste
develop	kehittää	doubtful	epäilyttävä, epävarma, epäilevä
development	kehitys, tapahtuma	drape	kietoa
devotion	omistautuminen	drastically	dramaattisesti
Dharma Wheel	Dharman pyörä	draw inspiration	saada virikkeitä
Dhokla	intialainen kahviherneistä tehty ruoka	draw up	laatia
diet	ruokavalio	draw	ammentaa, vetää
differ	erota, olla erilainen, poiketa	dream	uni
difference	ero, eroavaisuus	Dreaming	Australian aboriginaalien luomiskertomus, "ajaton aika"
different	eri, erilainen	Dreaming-track	luomishenkien tai toteemisten esi-isien kulkureitti, ks. Dreaming
digestion	ruoansulatus		
digger	(kullan)kaivaja	dream-time	ks. Dreaming
dilemma	dilemma, pulmatilanne	drink	juoma
diligent	huolellinen	drool	kuolata
diminish	vähentää, vähetä	drop	pudota
dining	ruokailu	drought	kuivuus
dinosaur	dinosaurius, hirmulisko	drum society	rumpuseura
dip	kastaa	drunk	juoppo
dip	dippi	dry fruit	kuivattu hedelmä
		dry	kuiva
		due to	jonkin takia, johdosta, seurausta

English-Finnish Vocabulary

dumpling	myky	E-number	E-koodi (elintarvikkeiden kansainvälinen numerotunnus)
durable	kestävä, sinnikäs	environment	ympäristö
during	jonkin aikana	equal	tasa-arvoinen
dusty	pölyinen	equality	tasa-arvo
each	joka	equally	yhtä
eager	innokas	equestrian	ratsastus-, hevos-
ear	korva	equivalent	vastaava
earliest	aikaisin	era	aikakausi
early	aikaisin, aikainen, varhais-	ermine	kärppä
earthquake	maanjäristys	erupt	puhjeta (väkivallasta, sodasta jne.)
east	itä	especially	erittäin, erityisesti, eritoten
eastern	itäinen	essence	ydin, perusolemus
eaves	räystäs	establish	laatia, luoda, perustaa, vakiinnuttaa
ecological	ekologinen	estimate	arvio
economy	talous	estimate	arvioida
ecstatic	hurmioitunut, haltioitunut	eternal	ikuinen
edge	reuna	ethical	eettinen
education	koulutus	ethnic group	vähemmistökansallisuus
effect	vaikutus	ethnic	etninen, kansallinen
effort	pyrkimys	evaluator	arvioija
eggplant	munakoiso	even though	vaikka
egoistic	itseks	evenly	tasaisesti
either - or	joko - tai	event	tapahtuma
elder	vanhempi	eventually	lopulta, viimein
elegant	hienostunut, tyylikäs, elegantti	every	joka, jokainen
element	aines, alkuaine, elementti, (perus)osa	everyday life	jokapäiväinen elämä
elementary school	alakoulu	everything	kaikki
elsewhere	muualla	everywhere	kaikkialla
elusive	vaikeasti tavoitettava, välttelevä	evidence	todiste
embark	aloittaa jotakin, ryhtyä johonkin	evident	selvä, silminnähtävä
embarrassed	kiusaantunut, nolostunut	evolve	kehittyä
embarrassing	nolostuttava, kiusallinen	exact	tarkka
emerge	tulla esiin	exactly	täsmälleen, tarkalleen, juuri
emigrate	muuttaa (maasta)	exaggerate	liioitella
emigration	maastamuutto	example	esimerkki
emperor	keisari	exasperate	ärsyttää, käydä jnk hermoille
employment	työ	except	paitsi
empty	tyhjä	exception	poikkeus
enable	mahdollistaa	exceptional	harvinaislaatuinen. poikkeuksellinen
encompassing	ympäröivä	excess	liika-, ylimääräinen
encourage	rohkaista	exciting	jännittävä, mielenkiintoinen
end up	päätyä	exclusively	ainoastaan, yksinomaan
endure	kestää	exercise	harjoitus
enforce	panna täytäntöön, toteuttaa	exile	karkottaa maasta
enhance	parantaa	existence	olemassaolo
enjoy	pitää, nauttia	Exodus	israelilaisten lähtö Egyptistä
enjoyable	miellyttävä	expand	laajentaa, laajeta
enquire	tiedustella	expansion	laajeneminen
enter	mennä sisään	expect	odottaa jotakin, varautua johonkin
entire	koko, kokonainen	expectation	odotus
entitled	nimetty	experience	kokemus
entity	kokonaisuus	experiment	koe, kokeilu
entrance	sisäänkäynti		
entry	osallistuminen, liittyminen, sisäänmeno		

English-Finnish Vocabulary

expert	asiantuntija,	few	harva
explain	selittää, selostaa	field hockey	maahockey, nurmipallo
explanation	selitys	fierce	raju, hurja, raivoisa
explorer	tutkimusmatkailija, löytöretkeilijä	fig roll	viikunakääryle
export	viedä	fig	viikuna
exposure	altistuminen, tekemisiin joutuminen jonkun kanssa	fight	taistella
expression	ilme	figure out	selvittää, tajuta
extend	ojentaa (kädestä, jalasta ym.)	figure skating	taitoluistelu
extract	ote, poiminto	figure	hahmo, numero, summa
extremely	erittäin	figure	olettaa, arvioida, ajatella
eye hole	silmänreikä	fill in	täyttää
faction	ryhmä	filled with	täynnä jotakin
fail	epäonnistua, jättää jotain tekemättä	filling	täyte
faint	heikko, vaimea, vähäinen	filthy	likainen, saastainen
fair enough	selvä se, hyvä on	finally	viimein
fairly	melko	find out	saada selville
faithful	uskollinen	find	esiintyä, löytää, olla olemassa
fall in love	rakastua	finding	löydös
fall on	langeta	fine	hyvä, hieno
fall	kaatua	finish line	maaliviiva
falls	vesiputous	finish	lopettaa, olla valmis, saada valmiiksi
false	väärä, valheellinen	firm	vankasti
falsely	virheellisesti	First Nations	Kanadan alkuperäiskansoista käytetty nimi
famine	nälänhätä	fishing	kalastus
famous	kuuluisa, tunnettu	fissure	halkeama
fan	ihailija	fitting	sopiva, asianmukainen
fancy	hieno, korea	Five Pillars	islamin viisi peruspilaria
fantastic	fantastinen, huikea	Five Precepts	buddhalaisuuden viisi ohjenuoraa
far from	kaikkea muuta kuin	fix	kiinnittää (katseensa)
farmer	maanviljelijä	fixtures	kiintokaluset
farming	maanviljely	fjord	vuono
fascinate	lumoutua	flag	lippu
fashion	tapa	flame	liekki
fast	lujasti, tiukasti	flame-red	tulipunainen
fast-food	pikaruoka	flamingo-pink	flamingonpinkki
fate	kohtalo, kuolema, tuho	flank	reunustaa, olla jonkin vierustalla
father figure	isähahmo	flat	asunto (BrE), litteä, tasainen
fault	siirros, vajoama	flatbread	ohut kohottamaton leipä
favor	kannattaa, puoltaa	flaunt	rehennellä
fear	pelko	flavor	maku
feather	sulka	flavored	maustettu
featherweight	höyhensarja	flax	pellava
feature	olla esillä, kuulua, sisältää	Flemish	flaamilainen
feature	piirre, ominaisuus	flesh	liha, ruumiillisuus
federal	liitto-, liittovaltion	flight	lento
federation	liitto, liittovaltio	flood	tulva
feed on	syödä jotakin, elää jollakin, käyttää jotakin ravinnokseen	floor	kerros
feel	olla jotain mieltä	flour	jauho
fellow	-toveri	flow	virrata, juosta
fencing	miekkailu	flow	virta
fennel	fenkoli	fluent	sujuva
fertile	hedelmällinen	focus	keskittyminen
fervent	kiihkeä, harras	follow	seurata, tapahtua jonkin jälkeen
festival	juhla	following	seuraava

English-Finnish Vocabulary

foot	jalka (pituusmitta)	garnish	koristella
footballer	jalkapalloilija	gather	kerätä, kerääntyä, kokoontua
foothold	jalansija	gaze	katse
for a moment	hetkeksi	G'day!	Hyvää päivää! Hei! (austr)
for certain	varmasti	genealogy	sukupuuo
for example	esimerkiksi	general	yleinen
for instance	esimerkiksi	generally	yleensä, yleisesti
forbidden	kielletty	generate	luoda
force	pakottaa	generation	sukupolvi
force	voima, sotajoukot	generic	yleis-
forefather	esi-isä	generosity	anteliaisuus
foreigner	ulkomaalainen	genie	henki
forever	ikuinen, ikuisesti	gentleman	herrasmies
forge	rakentaa, kehittää	genuinely	vilpittömästi
forget	unohtaa	geographical	maantieteellinen
forgotten	unohdettu	geometrical	geometrinen
form	muodostaa, muodostua, syntyä, muotoutua	gesture	eleillä
form	muoto, rakenne	get rid of	hankkiutua eroon
formal	muodollinen, virallinen	get stuck	jäää jumiin
forty	neljäkymmentä	ghee	intialainen kirkastettu voi
forward	eteenpäin	ghostly	aavemainen
foundation	perustaminen	giant	valtava
four-legged	nelijalkainen	gift	lahja
fox	kettu	gifted	lahjakas
fraction	murto-osa	gigantic	valtava, jättimäinen
free kick	vapaapotku	giggle	kikattaa
free throw	vapaheitto (koripallo)	ginger	inkivääri
free	vapaa, -ton, -tön, ilman	git	ääliö, typerys
freedom of expression	mielipiteenvapaus	glamorous	hohdokas, loistokas
freedom	vapaus	glass	lasi
freeze	jäädyttää, jäätyä	gleaming	hohtava
French	ranskalainen	glimpse	pilkahdus, vilaus
frequent	yleinen	glossary	sanasto
fried	paistettu	gloved	käsine kädessä
friendly	ystävällinen	go on	jatkaa
fringe	hapsu	goal	tavoite, maali
from cover to cover	kannesta canteen	goat	vuohi
frozen	jäätynyt	gonye	toukka (shona-kieli)
fruit	hedelmä	good will	hyväntahtoisuus
full-blooded	täysiverinen	gorge	kuilu, rotko
fully	täysin	got one's hands full	olla kädet täynnä työtä
fur	turkki, turkis	governing	johtava, hallitseva, johto-
further	lisäksi	government	hallitus
furthermore	lisäksi	gradually	asteittain
future	tulevaisuus	grain	hiukkanen, vilja
Gaelic handball	gaelilainen käsipallo	gram	kikkerne
gaffe	moka, tahdittomuus	grammar	kielioppi
gain	saada, saavuttaa	granite	graniitti
galaxy	galaksi	grant	avustus
game board	pelilauta	grant	myöntää, suoda
game marker	pelimerkki	grass	ruoho
game piece	pelimerkki	grateful	kiitollinen
garden	puutarha	grave	vakava, huolestuttava
garlic	valkosipuli	grave	hauta
		greasy	rasvainen

English-Finnish Vocabulary

Great Lakes	Suuret Järvet (Pohjois-Amerikassa)	head of state	valtionpäämies
great	hieno, mahtava	headgear	päähine
great	suuri, tärkeä	heading	otsikko
greatly	suuresti, paljon	health	terveys
Greek	kreikkalainen	healthcare	terveydenhoito
greetings	terveiset	heat	kuumuus, lämpötila
grin	virnistää	hectare	hehtaari
grip	ote	height	korkeus
groove	uurre, ura	helmet	kypärä
ground	jauhettu	helpful	hyödyllinen
ground	maa, maanpinta	helpfully	avuliaasti
group	ryhmä	helpless	avuton
grow	kasvaa	hence	sen tähden, siksi
growing	kasvava	herb	yrtti
grown	aikuinen	herbalist	kasvivarantaja
growth	kasvu	hereafter	tästedes
grumpy	area, hapan	hidden	piilotettu
guarantee	antaa takuu, taata	highland	ylänkö
guard	vartioida	highlight	korostaa, tuoda esiin
guardianship	holhous	highly	erittäin
guarding	suojeleva	highveld	Etelä-Afrikassa sijaitseva ylänkö
guess	arvaus	highway	valtatie
guide	opastaa, ohjata	hilarious	ratkiriemukas
guidebook	matkaopas, opaskirja	Hinduism	hindulaisuus
guideline	ohje	hire	palkata
Gujarat	Intian osavaltio	historical	historiallinen
Gujarati	gujaratilainen, ks. Gujarat	historically	historiallisesti
gulp	nielaista	hoarse	käheä
gum (tree)	kumi(puu)	hoax	huijaus
gun	ase, pyssy	hockey	tässä: maahockey, nurmipallo
gutful	rohkea	hold	pitää
gymnasium	kuntosali	hole	reikä
gymnast	voimistelija	Holi	hindulaisuuden jokakeväinen juhla
habit	tapa	hollow	onto, tyhjä, sisällyksetön
hail from	olla lähtöisin	holy	pyhä
hair	hiukset	homeland	kotimaa
hairy	karvainen	homeless	koditon
hamlet	pieni kylä	honey-ant	muurahaislaji
hand on	jättää (perinnöksi)	honey-sack	hunajapussi
handkerchief	nenäliina	honor	kunnioittaa
handle	käsitellä, pitää käsissä	honor	kunnia
handsome	komea	hope	toivo
handy	hyvä käsistään	horrible	kauhea
hang gliding	riippuliito	horse polo	hevospoolo
hang out	hengata	horse	hevonon
Hanging Gardens	Riippuvat puutarhat	host	isäntä
happen	tapahtua	hostess	emäntä
happiness	onnellisuus	hot pot	lihapata
Harare	Zimbabwen pääkaupunki	hourglass	tiimalasi
hard-working	ahkera	housing	asuminen
harmony	sopuointu	Howdy!	Hei! (am)
harsh	ankara	however	kuitenkin, silti
hatred	viha	huge	valtava
have to	täytyä tehdä jotain	hum	hyräillä
head of a family	perheenpää	human (being)	ihminen
		humid	kostea

English-Finnish Vocabulary

hunting	metsästys	include	sisällyttää, sisältää
hurling	perinteinen irlantilainen jääkiekkoa ja lacrossea muistuttava peli	inclusion	sisällyttäminen, mukaan ottaminen
hurry	kiire	income	tulot, ansiot
hurt	sattua	increase	lisääntyminen, korotus, kasvu
husband	aviomies	increase	lisätä, kasvattaa
hut	maja	incredible	uskomaton
hydrated	nesteytetty	indeed	tosiaan
ice hockey stick	jääkiekkomaila	independence	itsenäisyys
icy	jäinen	independent	itsenäinen
idea	ajatus, käsitys, mielikuva	Indian	intialainen
identical	identtinen	Indian Ocean	Intian valtameri
identity	identiteetti	Indian	intiaani
idiosyncrasy	omituisuus	indicate	antaa ymmärtää, ilmaista, osoittaa
idle	joutilas, laiska	indigenous	alkuperäinen, alkuperäis-
idli	pieni intialainen suolainen kakku	individual	yksilö
idol	jumalhahmo, esikuva	indoor	sisä-, sisällä tapahtuva
ignore	olla huomioimatta	industry	teollisuus
illegal	laiton	inexpensive	edullinen, halpa
illness	sairaus	influence	vaikuttaa
image	kuva	influence	vaikutus, vaikutusvalta
imagine	kuvitella	influx	tulva, hyöky, sisäänvirtaus
immense	suunnaton, ääretön	inform	antaa tietoa, informoida, ilmoittaa
immigrant	maahanmuuttaja, siirtolainen	information	tieto
immigration	siirtolaisuus, myös: passintarkastuspiste	ingredient	aines, ainesosa
impertinent	nenäkäs, asiaton	inhabit	asua, elää
impolite	epäkohtelias	inhabitant	asukas
importance	tärkeys	injustice	vääryys epäoikeudenmukaisuus
important	tärkeä	inline skates	rullaluistimet
impress	tehdä vaikutus	innocence	viattomuus
impression	vaikutelma	innocent	viaton, syytön
improve	parantaa	inspiration	inspiraatio, innoitus
in a sense	tavallaan	inspire	innoittaa, inspiroida
in addition to	jonkin lisäksi	instead (of)	jonkin sijaan, sen sijaan
in case of	jonkin sattuesssa	instruct	ohjata
in comparison with	verrattuna johonkin	instruction	ohje, ohjeistus
in favour of	jonkin puolesta, jonkin hyväksi	integral	olennainen, kiinteä, erottamaton
in general	yleisesti	intense	voimakas
in keeping with	olla sopusoinnussa jonkun kanssa	intention	aie
in opposition to	vastakohtana jollekin	intercede	välittää, olla puolestapuhujana
in particular	erityisesti	interest	kiinnostus
in passing	ohimennen, sivumennen sanoen	Interior	sisäasianministeriö
in power	vallassa	Department	
in practice	käytännössä	interior	sisäasiain-, sisä-, sisämaan
in relation to	suhteessa johonkin	intermediary	välittäjä
in some capacity	jossain määrin	international	kansainvälinen
in some terms	jossain määrin	internationally	kansainvälisesti, kansainvälisellä tasolla
in terms of	jonkin suhteen	interpretation	tulkinta
in the same manner	samalla tavoin	interrupt	keskeyttää
in this manner	tällä tavalla	interview	haastattelu
in use	käytössä	interviewee	haastateltava
inaccurate	epätarkka, virheellinen	interweave	kutoa yhteen, kutoutua yhteen
inch	tuuma	intestines	suoli
include in	sisältyä	intriguing	kiehtova

English-Finnish Vocabulary

introduce	esitellä	kiva	lounaisen Yhdysvaltain
introduction	esittely, johdanto		pueblointiaanien käyttämä
invade	hyökätä		seremoniahuone
invent	keksiä	kiwi	kiivi (lintu)
invisible	näkymätön	knob	ovennuppi
involve	kuulua, käsittää, osallistua, olla mukana	know	tietää, osata
		knowledge	tieto, tietämys
inward	sisäänpäin	known	tunnettu
IQ	älykkyydosamäärä	koala	koala
iron	rauta	kofta	intialainen mausteinen lihapulla
iron chain	rautaketju	label	etiketti, otsikko
Islam	islamin usko	label	lokeroida
island	saari	labor	työ, työnteko
issue	asia	laboratory	laboratorio
itchy	kutiava	ladybug	leppäkerttu
item	asia, tavara,	Lake Superior	Yläjärvi
jade	jade	lake	järvi
jersey	urheilupaita	lamb	lammas
Jesuit	jesuiitta	landlocked	maan ympäröimä, vailla meriyhteyttä oleva
jiaozi	kiinalainen myky		
jogging	hölkkäys	largely	enimmäkseen
join	liittyä	lash	ruoskanisku, sivallus
joke	vitsi	last	kestää, jatkua
journal	päiväkirja	late	myöhäinen, myöhään
journalism	lehdistö	later (on)	myöhemmin
journalist	journalisti, lehtimies	latter	jälkimmäinen
journey	matka	law	laki
journey	matkata, matkustaa	lawyer	lakimies
joy	ilo	layer	kerros
Judaism	juutalaisuus	leader	johtaja
judge	tuomari	leaf	lehti
judiciary	oikeuslaitos	leafy	rehevä, runsaslehtinen
just	juuri, kuten	league	liittouma
justify	perustella, antaa aihetta, oikeuttaa	leap	loikata
		learn	oppia
Karma	hindulaisuudessa syyn ja seurauksen toimintaa kuvaava oppi	learning journal	oppimispäiväkirja
		learning style	oppimistyyli
Karnataka	Intian osavaltio	learning	oppimis-, oppiminen
Kashmir	Intian osavaltio	lease	vuokrata
Kashmiri	kashmirilainen, ks. Kashmir	leave	jättää, lähteä
Kazakh	kazakstanin kieli	leavened	kohotettu (leipomisessa)
keep to oneself	pitää itsellään	legitimate	laillistettu
keeper of the flame	liekin ylläpitäjä	legume	palkokasvi
		lentil	linssi
Kerala	Intian osavaltio	less	vähemmän
kettle	kattila	library	kirjasto
key	ratkaisu	lie ahead	olla odotettavissa
khaman	kikhernejauhoista leivottu intialainen suolainen leivos	lie	sijaita
		lifetime	elinikä, elinaika
kill	tappaa	light	valo, vaalea, kevyt
kindle	sytyttää	light-skin	vaaleaihoinen
kinesthetic	kinesteettinen, liikkumiseen liittyvä	line	viiva, rivi, vuorosana
		lingua franca	yhteiskieli (eri kieltä puhuvien keskenään käyttämä)
king	kuningas		
kingdom	kuningaskunta	list	luetella
kinship	sukulaisuus, samankaltaisuus	literature	kirjallisuus
kitchen	keittiö	lithium	litium

English-Finnish Vocabulary

lively	eloisa	match	yhdistää, sopia yhteen, vastata
living	elävä		jotakin
lizard	lisko	material	materiaali
located	jossain sijaitseva	math	matematiikka
location	sijainti	matriarch	matriarkka
loch	järvi (skotl.)	matriculation	ylioppilaskoe
lode	malmisuoni	examination	
lodging	majoitus	matter	asia
logical	looginen, järkeenkäypä	Mawari	shona-kansa jumalolento
longhouse	meeting	maze	labyrintti
look	näyttää, katsoa	mbira	itäafrikkalainen sormipianoa
loose	löyhä, irrallinen		muistuttava soitin
lore	perimätieto	meal	ateria
lose	menettää	mean	ilkeä
Lotus flower	lootuksen kukka	mean	tarkoittaa
lowland	alanko-, alamaan	meaning	merkitys
loyalist	hallituksen kannattaja, lojalisti	meanwhile	sillä välin
loyalty	uskollisuus	measure	olla mitoiltaan
lumbering	puu-, puutavara-	meat	liha
lure	houkutus, lumous	medal	mitali
machine	kone, laite	medical	lääkintä
magazine	aikakauslehti	medicinal	lääkinnällinen-, lääke-
magnificent	mahtava, suurenmoinen	medicine	lääketiede
main dish	pääruoka	medicine bundle	lääkenyytti
main point	pääasia	Mediterranean	Välimeren
main	pää-	medium	meedio
mainland	mannermaa	medium-sized	keskikokoinen
mainly	pääasiassa, enimmäkseen	meet	kohdata
major	suuri, merkittävä, tärkeä	meeting	tapaaminen
majority	enemmistö	melted	sulanut
make a living	ansaita elantonsa	melting pot	sulatusuuni
make a show of	tässä: nolata	member of	perheenjäsen
make note	tehdä muistiinpanoja	a family	
make sense	käydä järkeen	member	jäsen
make sense	olla järkeä	memorable	unohtumaton
make up	muodostaa, koostua	Menorah	juutalaisuudessa
make use of	käyttää hyväkseen, hyötyä		seitsenhaarainen kynttilä
make way	tehdä tietä, tehdä tilaa	mention	mainita
mammoth	valtava, jättimäinen	message	viesti
man	ihminen, mies	metal axe	metallikirves
manage	onnistua	metal	metalli
Mandir	hindujen temppeli	middle	keski-, keskikohta
maniac	raivoisa, kiihkomielinen	middleveld	keskiylänkö
manifest	ilmetä, havainnollistaa	midewiwin lodge	poppamiehen maja
manner	tapa	Midwest	Keskilänsi (USA:n)
manual	käsin tehtävä, manuaalinen	might	mahti
many	moni	mighty	mahtava
march	marssia, marssittaa	migrant	siirtolainen
margin	marginaali, (paperin) reuna	migrate	muuttaa, vaeltaa
mark	merkitä	migration	muuttoliike
mark	jälki, (tunto)merkki	mild	mieto
market	markkina	mile	maili
mask	naamio	military	sotilaallinen, sota-, armeija
massacre	verilöyly	millennium	vuosituhat
massive	massiivinen, valtava	mind	mieli
master	oppi-isä, mestari	mindmap	miellekartta
match	ottelu	mineral	mineraali

English-Finnish Vocabulary

miniature	pienoiskokoinen	mythology	tarusto
minimum	minimi, vähimmäismäärä	Naan	nan-leipä
mining	kaivos-	narrow	kapea, ahdas
minority	vähemmistö	nation	intiaaniheimo, valtio, maa, kansa
mint	minttu	national	kansallinen
miracle	ihme	Native people	alkuperäiskansa
misconception	väärinkäsitys	native	syntyperäinen
misfortune	epäonni	natural resources	luonnonvarat
missing	puuttuva	natural	luonnollinen, luonnon-
mission	lähetys(työ)	natural religion	luonnonuskonto
missionary	lähestyssaarnaaja	Ndebe	etelä-ndebelen kieli
misunderstand	ymmärtää väärin	Ndebele	zimbabwelainen kansanryhmä
mitten	lapanen	neanderthal	neandertalinihminen
mix with	sekoittua	nearly	lähes, melkein
mixture	sekoitus, yhdistelmä	necessarily	välttämättä
model	malli	necessary	tarpeellinen, välttämätön
moderate	lieventää	nectar	mesi
modern	moderni, nykyaikainen, nyky-	needle	neula
moment	hetki	neglect	laiminlyödä
momo	intialainen myky	neighbor	naapuri
monarchy	monarkia, hallitsijavaltaan perustuva valtio, yksinvalta	nervous	hermostunut
Mongolian	mongoli	nest	pesä
monk	munkki	New World	Uusi Maailma
monster	hirviö	New Zealander	uusiseelantilainen
moral	moraalinen	newly-formed	juuri perustettu
mortified	nolo, häpeissään	news	uutiset
mosque	moskeija	newspaper	sanomalehti
most	enin	ngozi	kostava henki shona-uskonnossa
mostly	enimmäkseen	nickel	nikkeli
motherland	isänmaa, kotimaa	nickname	antaa jollekin lempinimi
motion	liike	nod	nyökätä
Motor City	Detroit, Michigan	nod	nyökkäys
motorcar	auto	nonverbal	sanaton
mountain	vuori	normal	normaali
mouth	muodostaa huulillaan, sanoa, lausua	normally	tavallisesti
move off	lähteä, mennä	North America	Pohjois-Amerikka
movement	liike	northeast	koillinen
movie	elokuva	northwest	luode
Mudzimu	esi-isän henki shona-kansan uskonnossa	nosy	uteleva, utelias
Mughal Empire	suurmogulien valtakunta	not until	ei ennen kuin, vasta kun
Mughal	moguli	notably	varsinkin, etenkin, selvästi
Mughlai	Suurmogulien valtakunnan ajalta vaikutteita saanut	notary	notaari
mulga	australialainen puu	note	huomata, panna merkille, huomauttaa
multilingual	monikielinen	note	muistiinpano, vivahde, sävy
multiparty	monipuolue-, monipuolueinen	noun	substantiivi
multiple choice	monivalinta	nowadays	nykyään
murder	murhata	number	numero, määrä
mushy	sohjoinen, tunteileva	numerous	runas, suurilukuinen, lukuisa
Muslim	islaminuskoinen	nut	mutteri, pähkinä
must	täytyä	nutritious	ravitseva
Mwari	afrikkalainen jumalolento	obedient	tottelematon
mysterious	salaperäinen	object	esine, asia
mystery	mysteeri, arvoitus	obligingly	hyväntahtoisesti
		obnoxious	vastenmielinen, inhottava
		obsessed	pakkomieltainen
		obstinate	jääräpäinen, omapäinen

English-Finnish Vocabulary

obvious	itsestään selvä	paddleball	paddleball (urheilulaji)
occasion	hetki, kerta	paint	maalata
occasionally	silloin tällöin	paint	maali
occur to	muistua, juolahtaa mieleen	painting	maalaus
ocean	valtameri	pair	pari
ochre	okra	Pakistani	pakistanilainen
of which	josta	Pangaea	Pangea (yhtenäinen jäättiläismanner paleotsooisen maailmankauden lopusta mesotsooiselle maailmankaudelle)
offended	loukattu	panicky	panikoiva
offer	tarjota	parched	rutikuiva
offering	uhrilahja	parliament	parlamentti
official	virallinen	parliamentary	parlamentaarinen, eduskunta- osa, kohta
off-licence	alkoholimyymälä	part	osallistua
offshoot	(sivu)haara	participate	erityisesti
offside	paitsio	particularly	pari (henkilö)
Ojibway	ojibweheimo	partner	puolue
old-fashioned	vanhanaikainen	party	kulkea, jättää jälkipolville
om symbol	hindulaisuuden pyhä symboli	pass down	nukkua pois, siirtää eteenpäin
on behalf of	jonkun puolesta	pass on	pistää sana kiertämään
on daily basis	päivittäin	pass the word	hyväksyä, säätää (laista), syöttää (urheilussa)
on the move	liikkeessä, liikkeellä	pass	käytävä
on the one hand – on the other hand	toisaalta	passage	tulinen, intohimoinen
on the run	paossa (oleva), juostessa	passionate	passi
on the wake of	jonkun jälkeen	passport	mennyt, menneisyys, viime, edeltävä, ohi
one at the time	yksi kerrallaan	past	ajanviete
onion	sipuli	pastime	leivonnainen
open question	avoin kysymys	pastry	isänpuoleinen
opening	avaus	paternal	patriarkaallinen
operate	toimia	patriarchal	tauota, pysähtyä (hetkeksi)
opinion	mielipide	pause	kiinnittää huomiota johonkin
opposing	vasta-, vastakkainen	pay attention	maksaa
opposition party	oppositiopuolue	pay	maksu
opposition	vastustaja, vastapuoli	payment	herne
oral	suullinen	pea	rauha
oral presentation	suullinen esitelmä	peace	huippu
order	tilata	peak	tappi, vaarna
order	veljeskunta, munkkikunta	peg	rangaistus
ordinary	tavallinen	penalty	mieltymys
ore	malmi	penchant	viisiottelu
organize	järjestellä, järjestää	pentathlon	kansa, ihmiset
orienteeing	suunnistus	people	käsitys, mielipide
origin(s)	syntyperä, alkuperä	perception	suorittaa, tehdä
originally	alun perin	perform	ehkä, kenties
Ostrobothia	Pohjanmaa	perhaps	ympäryys, reuna
otter	saukko	perimeter	vaihe, ajanjakso, kausi
outdated	vanhentunut, vanhanaikainen	period	säännöllisesti
outdoors	ulkona	periodically	hävitä
outline	runko, luonnos, pääpiirteet	perish	pysyvä, lopullinen
outstanding	erinomainen	permanent	lupa
outward	ulkoinen, ulospäin	permission	sallia
oven-baked	uunipaistettu	permit	pahantekijä
overall	kokonais-, yleis-	perpetrator	kasvattaa
overly	liian, kovin	perpetuate	persialanen
overseas	ulkomailla, ulkomaille, meren taakse	Persian	
overwhelming	ylivoimainen		
own	omistaa		

English-Finnish Vocabulary

personal record	henkilökohtainen ennätys	possess	olla, omata
personal	yksityinen, henkilökohtainen	possible	mahdollista
petite	pieni, siro	post office	posti
pharmacy	apteekki	poster	posteri
philosophy	ajattelutapa, elämäntutkimus	potato	peruna
photography	valokuvaus	poultry	lintu, linnunliha
phrase	sanonta, ilmaus, fraasi	pour	kaataa
physical	aineellinen, fyysinen	poverty	köyhyys
pick up	vahvistua	power play	yliaika
pickles	pikkelssi	power	voima, valta
pickpocket	taskuvaras	powerful	voimakas, vaikutusvaltainen
pickup truck	avopakettiauto	powerfully	tässä: tukevasti
piece of art	taideteos	practically	käytännöllisesti katsoen
piece of paper	paperiarkki	practice	käytäntö, tapa
piece	pala, teos, kappale	practise	harjoittaa
pinpoint	määrittää, paikantaa	pray	rukoilla
pint	pint (tilavuusmitta, noin 4,7dl)	prayer beads	rukousnauha
pipe ceremony	piippuseremonia	prayer mat	rukousmatto
pit against	panna vastakkain	prayer	rukous
pitch	kenttä	precipice	jyrkänne
pitcher	syöttäjä	predict	ennustaa, ennakoida
place	sijoittaa	predominantly	lähinnä, etupäässä
plain	tasanko, myös: vaatimaton	pre-European	esi-eurooppalainen, eurooppalaisia edeltävä
plaiting	palmikointi	prefer	suosia
plant	istuttaa, juurruttaa	preference	mielitymys
plastic	muovi	pre-listening	kuuntelua edeltävä
plateau	tasanne, ylätasanko	preparation	valmistelu
platinum	platina	prepare	valmistautua, valmistella
platypus	vesinokkaeläin	present	esittää, esitellä
play	näytelmä	present	läsnä, läsnäoleva
playoffs	ratkaisupelit, play-off-sarjaottelu	present	nykyhetki, lahja
please	miellyttää	present-day	nykypäivä
pledge	lupautua, taata	pre-set	ennaltasovittu
plummet	syöksyä	president	presidentti
pod	palko, herneenpalko	press	lehdistö
poem	runo	prestige	arvovalta, kunnia
poetry	runous	prevalent	yleinen
point of view	näkökulma	previous	edellinen
point value	pistearvo	price	hinta
point	asia, myös: kärki	prickly	pistelevä, pistävä, hankala
point	osoittaa	principal	pääasiallinen, ensisijainen
pointillist	täplämaalauksellinen	principle	periaate
pointless	turha	prison ship	vankilaiva
policy	menettelytapa	prisoner	vanki
political	poliittinen	probable	todennäköinen
politics	politiikka	probably	todennäköisesti
pond	lampi	probe	tutkia
pony	poni	problem	ongelma
popular	suosittu	procedure	menettely, menettelytapa
popularity	suosio	proceed	edetä, mennä
popularize	tehdä suosituksi	process	prosessi, tapahtumasarja
population	väkiluku	produce	tehdä, tuottaa
populous	tiheään asuttu	professional	ammattilais-, ammattilainen
porcelain	posliini	progress	edistyä, edetä
portage	kannas, maapala	progress	kehittyminen, edistys
portray	kuvata, esittää	progressive	edistyskellinen
position	asento, paikka, sijainti		

English-Finnish Vocabulary

project	heijastaa	rainfall	sademäärä
project	projekti	rains	sateet
prominent	huomattava	rainstorm	sademyrsky
promote	edistää	raita	intialainen jugurttikastike
proper	kunnollinen	Rajasthan	Intian osavaltio
property	omaisuus	Rajasthani	rajasthanilainen, ks. Rajasthan
prophet	profeetta	ranging	valikoima
proposal	ehdotus	ranks	rivit, joukko
props	lavaste, rekvisiitta	rapid	nopea, pikainen
prospective	mahdollinen, tuleva	rapids	koski, putous
protect	suojella	rare	harvinainen
protection	suojelu, suojeleminen	raspy	karkea
protector	suojelija	rather	jokseenkin
protest	vastustaa	rather than	enemmin kuin
protocol	protokolla	reach	saapua johonkin, päästä perille, yltää
proud	ylpeä	reader	lukija
provide	antaa, järjestää	real	oikea, todellinen
provided that	mikäli	realize	ymmärtää, tajuta
province	provinsi, maakunta	realm	kuningaskunta, piiri, valtakunta
provincial	maakunnallinen	rear	taka
provisions	muona, (matka)eväät	reason	syy
provocative	provosoiva	reasonable	järkevä, kohtuullinen, perusteltu
puck	kiekko (jäähkiekossa)	recall	muistaa, tuoda mieleen
pulao	eteläaasialainen riisiruoka	receive	saada, vastaanottaa
pull out	vetää esiin	recent	viime, äskettäinen
puncture	pistää	recently	äskettäin, hiljattain
Punjab	Intian osavaltio	recipe	(ruoka)resepti
Punjabi	punjabilainen, ks. Punjab	recognition	tunnustus, tunnustaminen,
puny	vähäpätöinen, mitätön		hyväksyntä
purely	täysin	recognize	tunnistaa, tunnustaa, antaa
purpose	tavoite, tavoite		tunnustusta
push	vaatia jotakin joltakulta, työntyä	reconciliation	sovinto, sovinnonteko
put	laittaa	record	asiakirja
puzzling	kummallinen	record	kirjata, merkitä muistiin, äänittää
pyramid	pyramidi	recording	äänite
quaint	vanhanaikainen	re-establish	perustaa uudelleen
quality	laatu, ominaisuus	refer to	kutsua, nimittää, viitata
quarterback	pelinrakentaja	referee	erotuomari
queen	kuningatar	reference	viittaus
quest	etsintä	reflection	pohdiskelu
question	kysymys	regard sth as sth	pitää jtn jnkn
questionnaire	kysely	regarding	jonkin suhteen
queue	jono	regardless of	huolimatta jostakin
quit	antaa periksi, lopettaa	region	alue, seutu
quite	melko	regional	alueellinen, paikallinen
quiver	värähdellä, hytistä, heilua	relate to	liittyä, koskea
quiz	visailu, kysely	relations	suhteet
quote	lainaus	relative	sukulainen, omainen
Qur'an	Koraani	release	vapauttaa
race car driving	kilpa-autoilu	relieved	helpottunut
race	rotu	religion	uskonto
racial	rotu-, rodullinen	religious	uskonnollinen
racism	rasismi	relocate	sijoittaa uudelleen, muuttaa
racquet	maila	remain	olla jäljellä, jäädä jäljelle, pysyä
racquetball	perinteinen irlantilainen mailapeli	remarkable	jonakin merkittävä, huomattava
raggedy	rähjäinen	remember	muistaa

English-Finnish Vocabulary

remembering	muistaminen	roadblock	tiesulku
remove	poistaa	roar	jylinä, pauhu
render	tehdä jostain jotain	robe	viitta, kaapu
renowned	maineikas, kuuluisa	robust	elinvoimainen
reorganization	uudelleenjärjestely	rock	kivi (am), kivenlohkare, kallio(perä), kivilaji
reorganize	järjestäytyä uudelleen	Rocky	Kalliovuoret
repeat	toistaa	Mountains	
replace	korvata	rocky	kivikkoinen
report	raportoida	rogan	öljy (persia)
report	raportti	rogan josh	kashmirilainen lammasruoka
represent	kuvastaa, edustaa, esittää	role	rooli, osa
representation	kuvaus, esitys	role-play	roolileikki
representative	edustaja	roller skating	rullaluistelu
republic	tasavalta	root for	kannustaa
repulsive	vastenmielinen, iljettävä	root	juuri
reputation	maine	rope	köysi
require	tarvita	rotate	kiertää
research	tutkimus	rotten	pilaantunut, mätä
researcher	tutkija	rough	raskas, vaikea
resemble	muistuttaa	roughly	noin, suunnilleen
reservation	reservaatti	round	pyöreä
reserve	reservaatti	route	reitti
respect	kunnioittaa	route-map	reittikartta
respect	kunnioitus	routine	rutiini
respectful	kunnioittava	row	rivi
respond	reagoida	royal	kuninkaallinen
response	vastaus	rule	komento, valta
rest	asettaa jonkin varaan	rule	päätää, määrätä, hallita
rest	loputtaa, loppuosa	run (river)	virrata
restoration	palauttaminen	run	juoksu, mäki, puro, polku
result	tulos	run	kulkea, viedä
resurgence	elpyminen, uusi nousu	rush	kiirehtiä
resurgent	elpyvä, uudelleen voimistuva	sacred	pyhä
retrace	palata samaa tietä	sacrifice	uhrata
one's steps		sacrilege	pyhäinhäväistys
retroactive	takautuva	sagely	viisaasti
return	palauttaa	salt	suola
reveal	paljastaa	salty	suolainen
reverend	pastori	Sami	saami, saamelainen
revolution	vallankumous	samosa	intialainen täytetty suolainen
reward	palkinto		leivos
rice-based	riisipohjainen	sand	hiekkä
rich	ransas-, rikas	sap	mahla
riches	rikkaudet	satisfaction	tyytyväisyys
richly	runsaasti	satisfy	tydyttää, täyttää
ride	ratsastaa	sauce	kastike
ridiculous	naurettava	savage	alkukantainen, villi, raakalainen
right	suoraan, oikea, oikein, oikeus	save	pelastaa
rim	reunus	savory	mausteinen, kirpeä
ring	rengas, piiri	say	sanoa
rink	jääkiekkokaukalo, luistelurata, rata	saying	sanonta
rip	repiä	Scandinavian	skandinaavinen
ritual	rituaali	scarecrow	variksenpelätin
road bowling	perinteinen irlantilainen tiekeilailu	scarlet	tulipunainen
road	tie	scatter	sirotella
		scene	kohtaus

English-Finnish Vocabulary

scenery	maisema	shame	häpeä
school system	koulujärjestelmä	shape	muoto
schoolboy	koulupoika	share	jakaa
science	tiede	shell	simpukka
scissors	sakset	shelters	suoja
score	tulos	Shia	šiialaisuus
Scot, Scotch	skotlantilainen	shine	paistaa, loistaa
scrape	raaputtaa	shipment	lähetykset, toimitus
scrawny	luiseva	shirt	paita
screech	kirskua, ulvoa	Shona	afrikkalainen etninen ryhmä,
seafood	kalaruoat		shonat
seal	hylje	shootout	rangaistuspotkukilpailu
seaman	merimies	shop	kauppa
search	etsiä	shore	ranta
season	maustaa	shorthanded	vajaa, vajaalukuinen
seasoning	mausteet	shortly	lyhyesti
seat	istumapaikka	show	näyttää, osoittaa
second	sekunti	shred	suikale
secret	salaisuus	shrill	kiljua, kimittää
Secretary of the Interior	sisäasianministeri	shuffle	sekoittaa
secretary	ministeri	sick	kipeä
section	osa, osa-alue, osasto	sickness	sairaus
secular	maallinen	side dish	lisäke
seek	etsiä	sigh	huokaista, huoata
seem	näyttää, vaikuttaa	sign	allekirjoittaa
segregation	erottelu, rotuerottelu	sign	merkki
send	lähettää	sign language	viittomakieli
sense	merkitys	significance	merkitys
sentence	lause	significant	merkittävä
separated	erotettu	silently	hiljaa
Sepedi	pohjoissothon kieli	similar	samanlainen, samankaltainen
series	sarja, ketju	similarity	samankaltaisuus
serious	vakava	simply	yksinkertaisesti
serrated	sahalaitainen	sincere	vilpitön, rehellinen
serve a purpose	olla merkitystä	sinful	syntinen
serve	tarjota, toimia jonakin	sisterhood	sisarus
Sesotho	eteläsothon kieli	situated	jossakin sijaitseva
session	istunto	situation	tilanne
set aside	asettaa sivuun	skateboarding	rullalautailu
set up	pystyttää	skiing	hiihto
set	panna, asetella	skill	taito
set	sarja	skim	silmäillä, lukaista läpi
Setswana	tswanan kieli	skin	iho
settle	asettua (asumaan), asuttaa	skinny	laiha
settlement	asuttaminen, asutus	sky	taivas
settler	uudisasukas	slam	iskeä, pamauttaa
settling	asuttaminen	slavery	orjuus
sev	puri-leivästä tehty intialainen ruoka	sleepover	yöpyminen, yökyläily
several	usea, moni	slightly	hieman
shabbat	sapatti	slow	hidastuttaa, hidastua
shade	sävy	smoke	savu
shadow	varjo	smooth	tasainen
shaft	varsi	snack	välipala, pikkusuolainen
shake	pudistaa	snowboarding	lumilautailu
shallow	matala, pinnallinen	snowshoeing	lumikenkäily
		so-called	niin sanottu
		soccer	jalkapallo

English-Finnish Vocabulary

social network	sosiaalinen verkosto	squad	ryhmä (josta valitaan joukkue), joukkue
social	sosiaalinen	square kilometre	neliökilometri
society	yhteiskunta	square	neliömäinen
soft-mouthed	pehmeäsuinen	squash	squash, kössi
soil	maa, maaperä	squeaky	nariseva
soldier	sotilas	stage	järjestää
solemnly	juhlallisesti	staggering	hämmästyttävä
solid	luja, vankka	stand	olla jotakin, seisoa
solution	ratkaisu	staple	pääasiallinen, perus-
some	joku, joitain	Star of David	Daavidintähti
somersault	kuperkeikka	starter	alkupala
sometimes	joskus	state	osavaltio, tila, kunto
somewhat	jonkin verra, melko	statement	väittämä
soothsayer	ennustaja, povari	stationary	kuntopyöräily
sophisticated	hienostunut, kehittynyt	biking	
sorrow	suru	status	asema, arvo
soul	sielu	steady	tasainen
sour	hapan	steel knife	teräsveitsi
source	lähde	steep	jyrkkä
southeast	kaakko	stem from	juontaa juurensa
southernmost	eteläisin	step into	astua johonkin
southwest	lounas	step	askel
sparkling	kimalteleva	sterling	punta
speaking	puhuminen	stick	tikku, keppi
special	erikoinen, erityinen, tärkeä	still	yhä, vielä, joka tapauksessa
specialize in	erikoistua johonkin	stimulus	kannustin, ärsyke
spectacle	ilmestys, näky	stir fry	öljyssä sekoitellen kypsennetty ruoka
spectator sport	penkkiurheilulaji	stolen	varastettu
spectator	katsoja	stone	kivi
speculate	spekuloida, pohdiskella	stoppage of play	pelikatko
speech	puhe	stopwatch	sekuntikello
speech bubble	puhekupla	store	myymälä
speed skating	pikaluistelu	story	tarina
spell	tavata, oikeikirjoittaa	straight	suora, suoraan
spelling	tavaus	strange	outo, kummallinen
spend	viettää, kuluttaa	stream	virta
sphere	ala, piiri, alue	strength	vahvuus
spice	mauste	stress toy	stressilelu
spicy	tulinen, mausteinen	stress	painottaa
spiral	spiraali, kiemura	stretch	ulottua
spirit ceremony	henkiseremonia	strike	tehdä vaikutus johonkin
spirit world	henkimaailma	striped	raidallinen
spirit	henki, sielu	strive	ponnistella, taistella
spirit-home	henkikoti	strong	vahva
split into	jakaantua, hajaantua	strong-minded	voimakastahtoinen
spooky	pelottava	structure	rakenne
sports agent	urheilumanageri	struggle	kamppailu, taistelu
sportsmanship	reiluus, rehtiys	stuck	pistää, tökätä
spot	huomata	student	opiskelija
spot	paikka	study	tutkia
spotted	pilkullinen	stump	hämmentää
spouse	puoliso	style	tyyli
spray	suihku	subcontinent	niemimaa
spread out	levittäytyä	subject to	jonkin vaikutuksen alaisena
sprinkle	ripotella		
spy	vakooja		

English-Finnish Vocabulary

subject	aihe, myös: alamainen, kansalainen	take part in	osallistua
substantial	tuntuva, olennainen	take place	tapahtua
subtropical	subtrooppinen	take seriously	ottaa vakavasti
succeed	onnistua	take turns	vuorotella
success	menestys	take up	viedä (tilaa), kattaa
successful	onnistunut	talented	lahjakas
successive	peräkkäinen	tall ship	mikä tahansa raakapurjein varustettu alus
such as	kuten	Tamil Nadu	Intian osavaltio
sudden death	äkkikuolema	tar-burning	tervanpoltto
suddenly	yhtäkkiä	task	tehtävä
sue	haastaa oikeuteen	taste	maku
suggest	ehdottaa	tattoo expert	tatuointiasiantuntija
suggestion	ehdotus	tattoo	tatuointi
suitable	sopiva	team sport	joukkueurheilu
summarize	tehdä yhteenveto	team	joukkue
summary	yhteenveto, tiivistelmä	teammate	joukkuetoveri
summer holiday	kesäloma	technology	teknologia
sun dance	aurinkotanssi	teeny	pikkuruinen
sunny	aurinkoinen	teeny-tiny	pienen pieni, pikkuruinen
supernatural	yliluonnollinen	teepee	tiipii
support	kannattaa, tukea	televize	televisioida
support	kannatus, tuki	tell a lie	valehdella
supporter	kannattaja	teller	kertoja
Supreme Being	shona-kansan jumalolento	temperature	lämpötila
Supreme Court	Korkein oikeus	temple	temppeli
sure	varma	Ten	kristinuskon kymmenen käskyä
surface	pinta	Commandments	
surname	sukunimi	tenacity	sinnikkyys, sitkeys
surprise	yllätys	tend	olla tapana
surround	ympäröidä	tendency	taipumus, tapa
surrounded by	keskellä	tender	hellä, lempeä, arkaluonteinen
survey	tutkimus	term	kutsua, nimittää
survival	selviytyminen	term	termi, nimitys
survive	selviytyä, selvitä	terminate	lopettaa, keskeyttää
surviving	eloonjäänyt	termite	termiitti
suspect	epäillä	terrain	maasto
sustain	kestää	terrifying	kammottava
sustainer	ylläpitäjä	territory	territorio, itsehallinnollinen alue
Swati	swazin kieli		liittovaltiossa, reviiiri, alue
sweat lodge	hikimaja	testament	osoitus
sweet	jälkiruoka, makeinen, makea	tetherball	salkopallo
sweltering	lähähdyttävä	textbook	tekstikirja
switch	vaihtaa	textbook	tekstikirja, lukukirja
symbol	symboli, merkki, tunnuskuva	texture	koostumus
symbolism	symboliikka	textured	karkeapintainen
synagogue	synagoga	thatched	olkikattoinen
system	järjestelmä	the Big Dipper	Otava
tactile	taktiilinen, taktuaalinen, tuntoaistiin liittyvä	The Outback	takamaa (AusE)
take	ottaa, viedä (ajasta)	the rest	lopun, loppuosa
take a	tarkastella lähemmin	the Southern	Etelän risti
closer look		Cross	
take a step	astua	thereafter	sen jälkeen
take care of	hoitaa, pitää huolta jostakin	therefore	siksi, sen takia
take effect	tulla voimaan	thigh	reisi
take its toll	vaatia veronsa	thin	ohut
		thing	asia

English-Finnish Vocabulary

though	vaikka	traveller	matkailija
thought	ajatus	treat	kohdella
thoughtfully	mietteliäästi	treatment	hoito
thoughtless	ajattelematon	treaty	sopimus
thread	lanka	trend	trendi, suuntaus
Three Wise Men	Itämaan tietäjät	triangular	kolmionmuotoinen
through	jonkin vuoksi, jonkin takia	triathlete	kolmiurheilija
through	läpi, myös: jonkin vuoksi	triathlon	kolmiottelu
throughout	kaikkialla	tribal	heimo-
throughout	koko ajan, kauttaaltaan, kaikkialla	tribe	heimo
throw	heitto	Trinity	kristinuskon kolminaisuus
thumb through	selata, selaila	triple	kolminkertaistua
thunder	jyristä, pauhata	tropical	trooppinen
thundering	jyrisevä, jylisevä	truly	todella
ticket	lippu	truth	totuus
tie	side	try	olla syytettynä, yrittää
time zone	aikavyöhyke	Tshivenda	vendan kieli
time	aika, kerta	tube	putki
time	aika, kerta, ajanjakso	tug of war	köydenveto
timeline	aikajana	Turkic	turkkilainen kansa
tin	tina	turmeric	maustekurkuma
tip	vihje	turn against	kääntyä vastaan, käännyttää jotakuta vastaan
to invent	kehittää, keksiä	turn into	muuttua joksikin
to struck	lyödä, iskeä	turn one's back	kääntää selkensä
tobacco	tupakka	turn	kääntyä
today	tänään, myös: nykyaika, nykypäivä	turn	vuoro
together	yhdessä	twinkly	kimalteleva
token	näennäinen, nimellinen	typical	tyypillinen
tone	äänensävy	ubiquitous	kaikkialla läsnä oleva
tool	työkalu	ugly	ruma
topic	aihe	ultra marathon	ultrajuoksu (kaikki maratonia pidemmät matkat)
Torah	toora	unaffiliated	ei mihinkään liittynyt
total	kokonais-	uncivilized	sivistymätön, oppimaton
totally	täysin	unclear	epäselvä
totem	toteemi	underline	alleiviivata
touch	koskettaa	understanding	ymmärrys
tourist	turisti	unfamiliar	vieras
tournament	ottelu, turnaus	union	unioni, liittovaltio
town	kylä	unique	ainutlaatuinen
trace	jäljittää, löytää	unit of weight	painoyksikkö
track	polku, reitti	unit	kappale, osio
trade good	kauppatavara	United Nations	Yhdistyneet Kansakunnat
trade	kaupankäynti	unity	yhtenäisyys, kokonaisuus
trader	kauppias	universe	universumi, maailmankaikkeus
trading	kaupankäynti	unknown	tuntematon
tradition	perinne	Unkulunkulu	Zulujen luoja
traditional	perinteinen	unnecessary	turha
traffic lights	liikennevalot	unprotected	suojaamaton
tragedy	tragedia, murhenäytelmä	unravel	ratkaista, selvittää
trail	polku	unsightly	ruma
trampoline	trampoliini	unspecified	täsmentämätön
transfer	kuljettaa, siirtää	until	asti, saakka
translate	kääntää	up to	johonkin asti, saakka
transportation	liikenne	uprising	kapina
travel	matkata, matkustaa	uptight	kireä, hermostunut

English-Finnish Vocabulary

urban	kaupunki-	voyageur	matkaaja
urbanised	kaupunkilaistunut	wages	palkka
urbanite	kaupunkilainen	waiter	tarjoilija
use to do something	olla tapana tehdä jotain	wakeboarding	vesilautailu
useful	hyödyllinen	wall	muuri, seinä
useless	turha, käyttökeltoton	wallpaper	tapettiliisteri
usually	yleensä	adhesive	
uttapam	intialainen pizzan tyyppinen	waltz Matilda	matkustaa kantaen tavaroitaan (austr.)
Uyghur	pannukakku	wander	vaelttaa, kuljeskella
Uzbek	uiguurin kieli	wandering	vaellus
vacation	uzbekin kieli	wane	ehtyä, hiipua
vada	loma	want	haluta, tahtoa
vadzimu	intialainen friteerattu	war	sota
valid	pikkupurtava	warm-up	lämmittely
valley	esi-isien henki shona-uskonnossa	warn	varoittaa
valuable	pätevä, perusteltu	warrior	soturi
value	laakso	watch over	pitää silmällä, huolehtia
vanadium	arvokas	watch	katsoa
variations	arvo	waterway	vesistöreitit, vesistö
variety	vanadiini	wave	aalto, tulva
various	muunnelma, variaatio	way of life	elämäntapa
vary	vaihtelevuus, monimuotoisuus	way of thinking	ajattelutapa
varying	eri, useita	way	matka, tapa
vast	vaihdella	weak	heikko
Vedas	vaihteleva	weapon	ase
vegetable dish	laaja, valtava, suunnaton	wear	käyttää, olla päällä, pitää
vegetable	hindulaisuuden pyhien tekstien kokoelma	wearer	kantaja
vegetarian	kasvisruoka	weather	sää
venture	vihannes	weaving	kudos
version	kasvis-	weightlifting	painonnosto
vibrant	uskalautua	welcome	toivottaa tervetulleeksi
vice versa	versio	well-balanced	tasapainoinen
victorious	energinen	well-known	kuuluisa, yleisesti tunnettu
video game	päinvastoin, toisinpäin	Welsh	walesilainen
view	voittoisa	west	länsi
view	videopeli	Western	länsimainen
vigorous	pitää, nähdä, suhtautua	western	läntinen
vigorously	näkemys	westward	länteen päin
village	voimakas, elinvoimainen	wet season	sadekausi
virtually	tarmokkaasti	whale	valas
visible	kylä	whatever	mitä vain
vision	käytännössä, lähes	whatsoever	ei mitään, ei pienintäkään
visit	näkyvä	wheat	vehnä
visit	näkemys, haavekuva	wheeze	vinkua, pihistä
visual	vierailu	whereas	kun taas
visualize	vierailla	wherever	mihin tahansa, missä tahansa
vital	visuaalinen, näköön liittyvä	whether	-ko, -kö
vocabulary	visualisoida, kuvitella	while	sillä aikaa, sillä välin
vocal	keskeinen	whisper	kuiskata
voice	sanasto	white board	kirjoitustaulu
volcano	äänekäs	whole	koko, kokonainen
volleyball	ääni	whose	jonka, kenen
voyage	tulivuori	wicked	paha, ilkeä
	lentopallo	widely	laajalti
	matka	width	leveys
		wiggly	heiluva

English-Finnish Vocabulary

win over	voittaa puolelleen	worm	mato
windsurfer	purjelautailija	worship	palvoa
wipe out	tuhota, hävittää, tappaa	worship	palvonta
wisdom	viisaus	worth	arvoinen
wish	toive	would	-isi (konditionaali)
witch	noita	woven	kudottu
with regard to	mitä johonkin tulee, jonkin suhteen	wring	väännellä
within	jonkin sisällä, jonkin sisään	write down	kirjoittaa muistiin
within	jonkin aikana	writer	kirjoittaja, kirjailija
without	ilman	written	kirjallinen
witty	sukkelasanainen, naseva	wrong someone	tehdä vääryyttä jollekin
woman	nainen	xenophobia	muukalaisviha, -kammo
wombat	vompatti	Xitsonga	tsongan kieli
wood house	puutalo	Yarmulka	juutalaisuudessa päähine
wood	puu	yellow	keltainen
wooden	puinen	Yooper	Ylä-Michiganista kotoisin oleva henkilö
work	työ, tehdä työtä	youngest	nuorin
work wonders	tehdä ihmeitä	zealous	innokas, fanaattinen
working	tekemiset, toimet	zucchini	kesäkurpitsa
world record	maailmanennätys		

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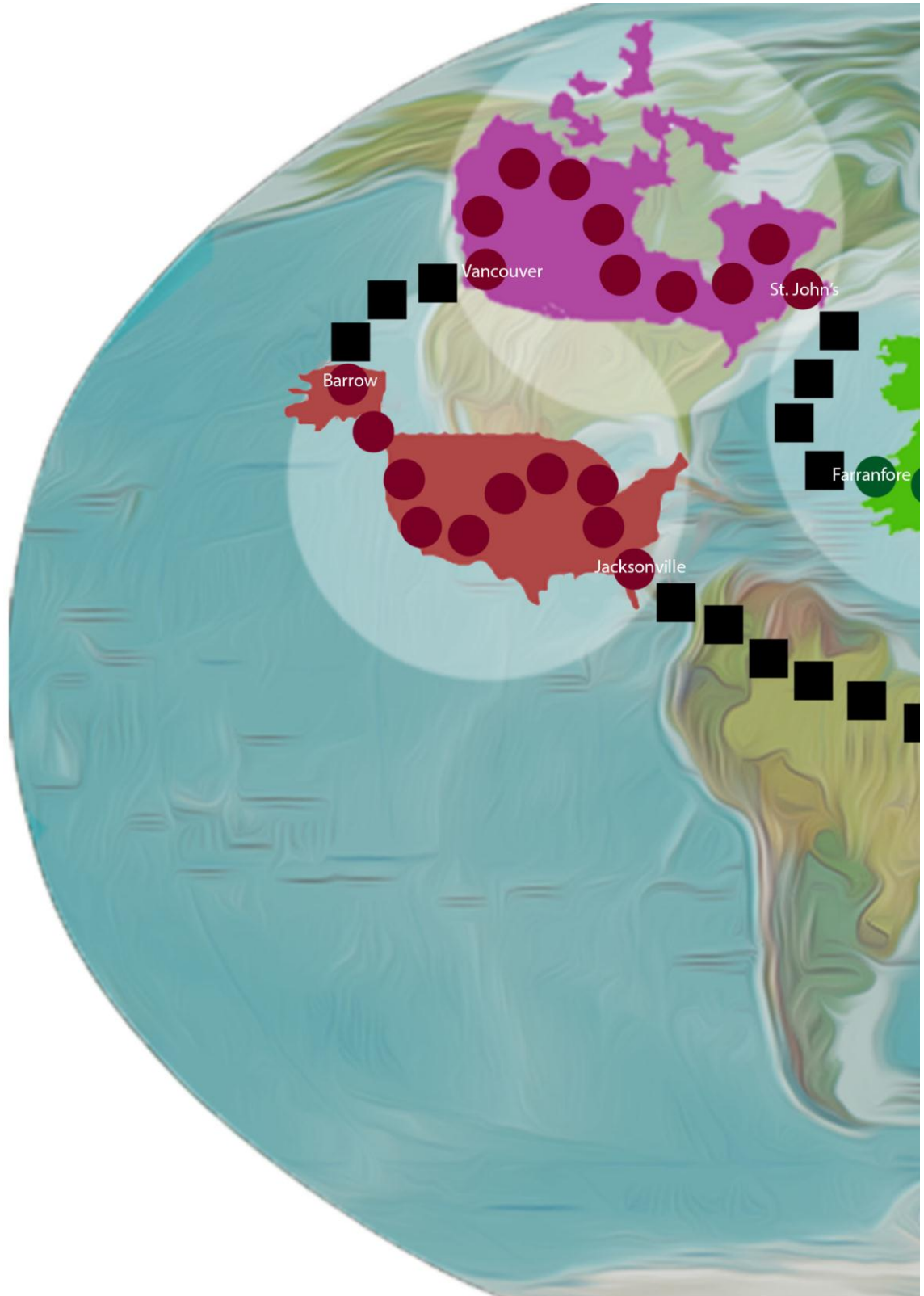
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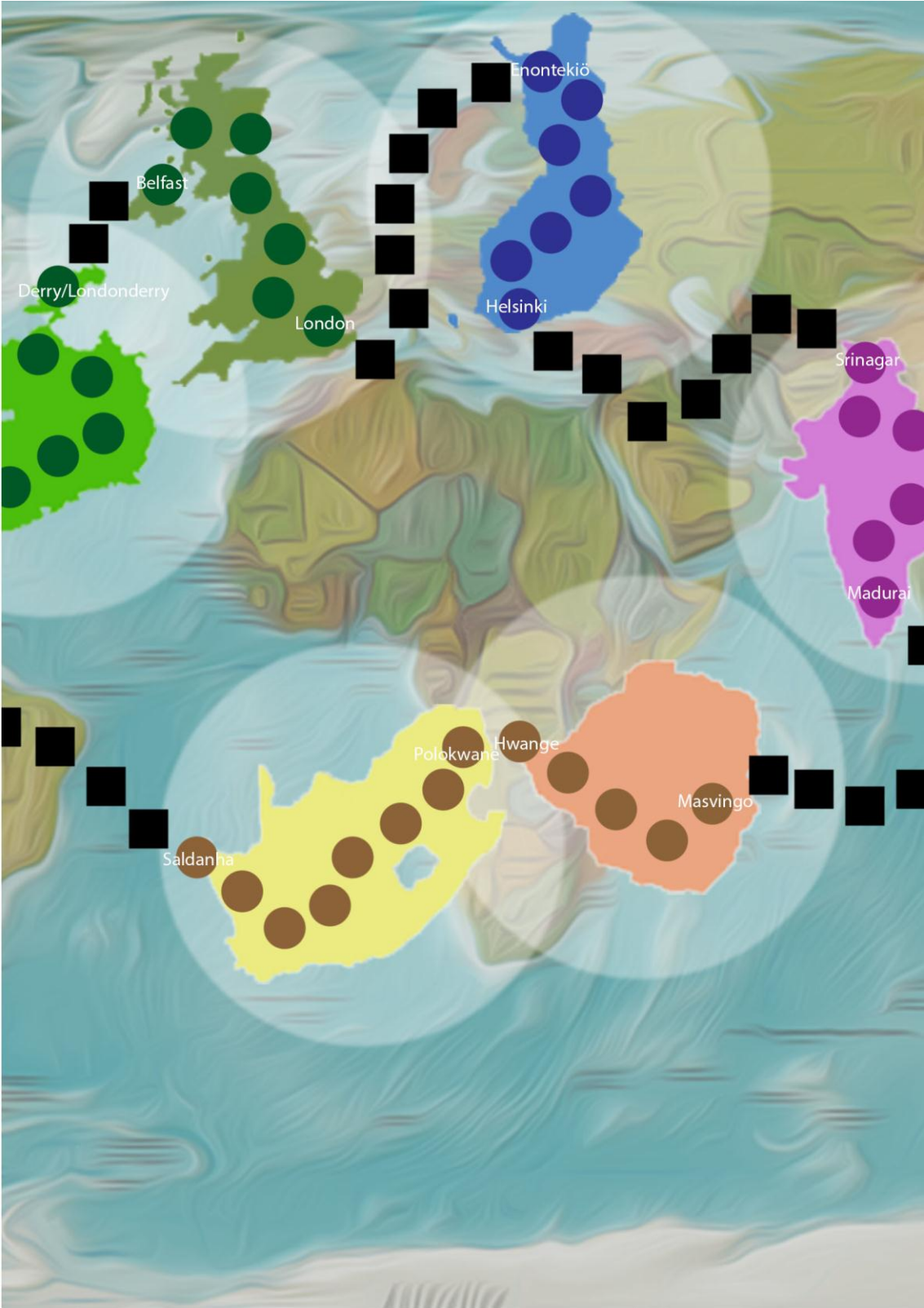
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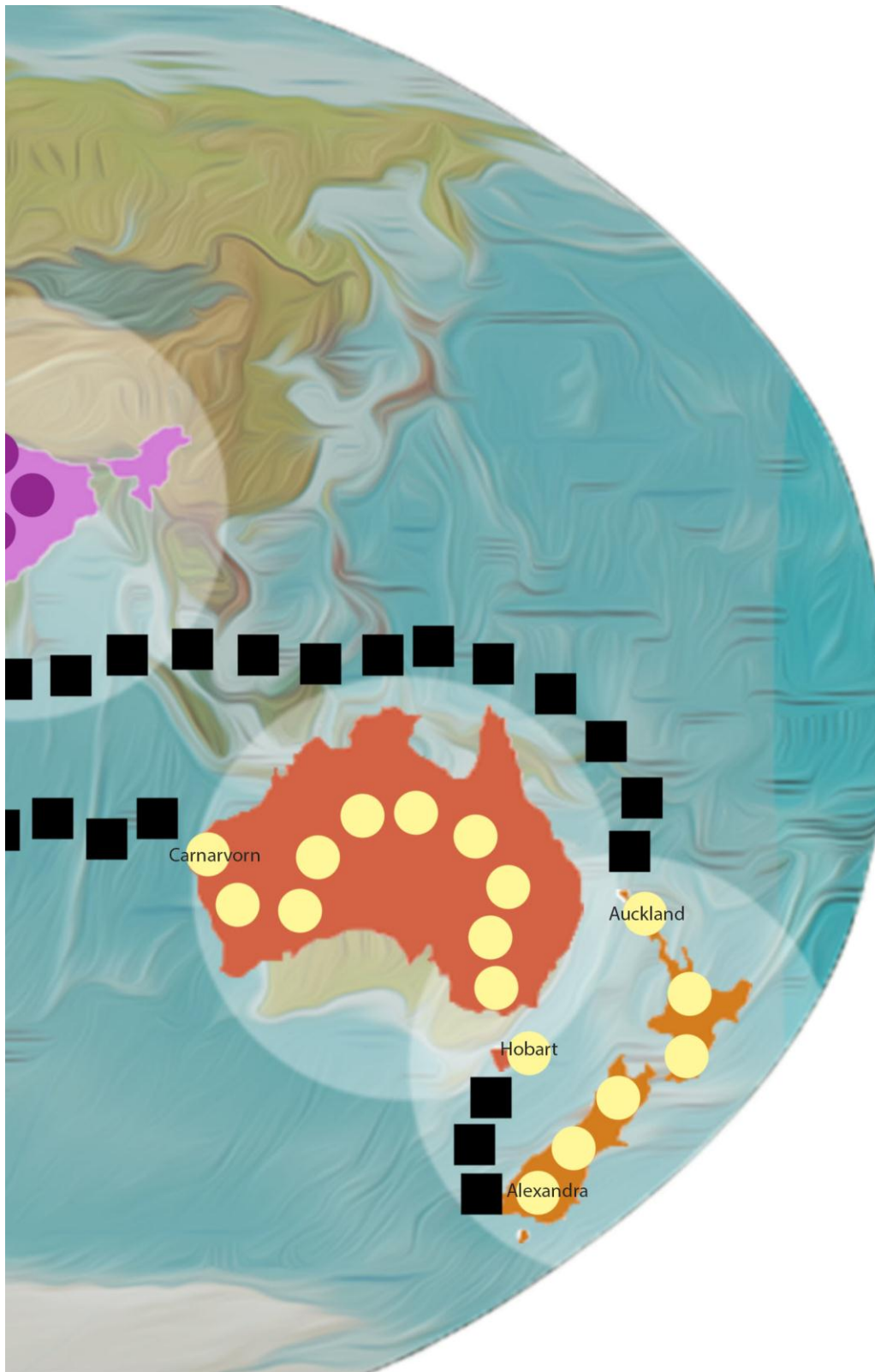
Appendices

Appendix I: WARM UP / 5: Quizzical World



Appendices





Appendices

<p>What is the Tube in London?</p> <p>(London Underground)</p>	<p>Name one of the Celtic languages used in Britain.</p> <p>(Irish, Scottish Gaelic, Welsh and Cornish)</p>	<p>What color is the flag of Scotland?</p> <p>(blue and white)</p>	<p>What is the well-known stone monument located in Wiltshire, England, called?</p> <p>(Stonehenge)</p>
<p>Where is the lake Loch Ness located?</p> <p>(Scotland)</p>	<p>What countries make up the United Kingdom?</p> <p>(England, Northern Ireland, Scotland and Wales)</p>	<p>Which British band has produced such great hits as 'All You Need Is Love' and 'Let It Be'?</p> <p>(The Beatles)</p>	<p>What is the British policeman often called?</p> <p>(Bobby)</p>
<p>What is the southern most point of the United Kingdom?</p> <p>a) Swansea b) <u>Lizard Point</u> c) Southampton</p>	<p>If you are driving a car in Ireland, which side of the road must you drive on?</p> <p>(left)</p>	<p>What is one of the most popular sports in Ireland?</p> <p>(Rugby)</p>	<p>True or false: The United Kingdom is three times smaller than Australia.</p> <p>(False, it is thirty times smaller than Australia.)</p>
<p>What is the currency used in Ireland?</p> <p>(Euro)</p>	<p>What are the colors of the Irish flag, the Irish Tricolor?</p> <p>(green, white, orange)</p>	<p>What is the flower used to symbolize Ireland?</p> <p>(Three-leaf clover)</p>	<p>Which of the following is Ireland's nickname?</p> <p>a) <u>The Emerald Isle</u> b) The Green Island c) The Celtic Isle</p>
<p>Many Irish last names start with O'. What does it mean?</p> <p>a) daughter of ... b) resident of ... c) <u>grandson of ...</u></p>	<p>Who of the following is not Irish?</p> <p>a) Pierce Brosnan b) Colin Farrell c) <u>Hugh Grant</u></p>	<p>True or false: Ireland is the only country in Europe where adoption is illegal.</p> <p>(False, Ireland is the only country in Europe where abortion is illegal.)</p>	<p>St. Patrick is the patron saint of Ireland. Legends say that he</p> <p>a) <u>got rid of all the snakes in Ireland</u> b) introduced horses to Irishmen c) brought potatoes to Ireland.</p>

Appendices

<p>What is the Indian counterpart of Hollywood called?</p> <p>(Bollywood)</p>	<p>What animal is considered holy in India?</p> <p>(cow)</p>	<p>India is the world's 2nd most populous country. Which country has more people than India?</p> <p>(China)</p>	<p>What is the currency used in India?</p> <p>(Indian rupee)</p>
<p>Which of the following is the national sport of India?</p> <p>a) <u>Field hockey</u> b) Football c) Cricket</p>	<p>What is the capital of India?</p> <p>(New Delhi)</p>	<p>Which of the following is the largest employer in India?</p> <p>a) Microsoft b) Indian Railways c) The Buddhist Faith</p>	<p>How many meters above sea level is the highest cricket ground (which is in Chail, India)?</p> <p>a) 1137 meters <u>b) 2444 meters</u> c) 3529 meters</p>
<p>True or false: India comprises of 28 states and 7 union territories.</p> <p>(True.)</p>	<p>What is the national fruit of India?</p> <p>a) <u>mango</u> b) passion fruit c) pineapple</p>	<p>In Europe, Finland is one of the most sparsely populated countries. There are about ____ in habitants per km² in Finland.</p> <p>a) 10 <u>b) 16</u> c) 28</p>	<p>True or false: Finland was one of the first European countries to be Christianized.</p> <p>(False, it was one of the last.)</p>
<p>The Finnish language belongs to the _____ language family.</p> <p>a) <u>Uralic</u> b) Slavic c) Germanic</p>	<p>There are a lot of lakes and islands in Finland. Which of the following are closest to the actual numbers?</p> <p>a) 150,000 lakes and 101,000 islands <u>b) 190,000 lakes and 180,000 islands</u> c) 210,000 lakes and 300,000 islands</p>	<p>Finland has many nicknames. Which of the following is not one of them?</p> <p>a) Land of the Midnight Sun b) Land of Thousands of Lakes <u>c) Land of Snow</u></p>	<p>Name three strange Finnish 'sports'.</p> <p>(For example, wife carrying, mosquito catching, cell phone throwing, rubber boot throwing, swamp soccer, air guitar playing,...)</p>
<p>How many presidents has Finland had so far (by 2012)?</p> <p>(12)</p>	<p>Name at least half of the presidents of Finland?</p> <p>(Niinistö, Halonen, Ahtisaari, Koivisto, Kekkonen, Paasikivi, Mannerheim, Ryti, Kallio, Svinhufvud, Relander, Ståhlberg)</p>	<p>How many UNESCO World Heritage sites are there in Finland?</p> <p>a) 5 <u>b) 7</u> c) 9</p>	<p>When were the Summer Olympics held in Finland?</p> <p>(1952)</p>

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<p>What is the capital of Australia?</p> <p>(Canberra)</p>	<p>What is the national animal of New Zealand?</p> <p>(Kiwi)</p>	<p>What are the native people of New Zealand called?</p> <p>(the Māori)</p>	<p>How many locations in New Zealand were used in filming the Lord of the Rings-trilogy?</p> <p>(150)</p>
<p>Does Australia have the lowest or highest rainfalls in the world?</p> <p>(lowest)</p>	<p>What is the famous Australian aboriginal flute-like instrument called?</p> <p>(didgeridoo)</p>	<p>What are the two official national animals of Australia?</p> <p>(kangaroo and emu)</p>	<p>Which of the following bands is Australian?</p> <p>a) Motörhead b) Iron Maiden c) <u>AC/DC</u></p>
<p>How long is the longest straight section of a road in Australia?</p> <p>a) 63 kilometers b) <u>146 kilometers</u> c) 254 kilometers</p>	<p>When was New Zealand discovered by Europeans?</p> <p>a) in 1475 b) in 1598 c) <u>in 1642</u></p>	<p>What is a haka?</p> <p>a) <u>Ancestral dance</u> b) Māori word for movie c) Meditational crying</p>	<p>Aotearoa is the Māori name for New Zealand. It means</p> <p>a) The Long Islands b) <u>The Land of the White Cloud</u> c) The Cloud Islands</p>
<p>True or false: there are nine sheep per one person in New Zealand.</p> <p>(True)</p>	<p>What is Ta Moko?</p> <p>a) <u>a tattoo</u> b) a deity c) a mountain</p>	<p>Who of the following is from New Zealand?</p> <p>a) Russell Crowe b) <u>Peter Jackson</u> c) Kylie Minogue</p>	<p>How many national anthems does New Zealand have?</p> <p>a) 0 b) 1 c) <u>2</u></p>
<p>Who were the first European immigrants in Australia?</p> <p>a) politicians b) <u>criminals</u> c) researchers</p>	<p>What is the largest city of Australia by population?</p> <p>(Sydney)</p>	<p>What is/are the official language of Australia?</p> <p>(It doesn't have one.)</p>	<p>True or false: Australia is the second largest island in the world, after the Antarctica.</p> <p>(False, Australia is the largest island, Antarctica is not an island.)</p>

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<p>Name 5 Native American tribes.</p> <p>(e.g. Navajo, Hopi, Apache, Creek, Iroquis, Ojibway)</p>	<p>Name 5 NHL teams.</p> <p>(e.g. Anaheim Ducks, Vancouver Canucks, Detroit Red Wings, NY Rangers, NY Islanders)</p>	<p>Name 5 U.S. states.</p> <p>(e.g. NY, Michigan, Pennsylvania, Utah, Nevada, California)</p>	<p>Who was the first president of the U.S.?</p> <p>(George Washington)</p>
<p>When did the U.S. become independent?</p> <p>(1776)</p>	<p>What is the capital of the U.S.?</p> <p>(Washington, D.C.)</p>	<p>How many states does the U.S. consist of?</p> <p>(50)</p>	<p>Which U.S. president abolished slavery?</p> <p>(Abraham Lincoln)</p>
<p>What is the U.S. version of the saying "everything is big in America"?</p> <p>(...in Texas)</p>	<p>What do the 50 stars and 13 stripes in the U.S. flag represent?</p> <p>(states and colonies)</p>	<p>What are the members of the Royal Canadian Mounted Police called?</p> <p>a) Canucks b) <u>Mounties</u> c) Royals</p>	<p>Where are the Niagara Falls?</p> <p>(in the U.S. and Canada)</p>
<p>What is the most popular sport in Canada?</p> <p>(ice hockey)</p>	<p>What is the largest city in Canada?</p> <p>(Toronto)</p>	<p>Canada doesn't have <i>states</i>, it has _____.</p> <p>(provinces)</p>	<p>What is/are Canada's official languages?</p> <p>(English, French)</p>
<p>What are First Nations?</p> <p>(native Canadians)</p>	<p>What is the center of Finnish immigrants in Canada?</p> <p>a) <u>Thunder Bay</u> b) Vancouver c) Halifax?</p>	<p>Who is the head of state in Canada?</p> <p>(Queen Elizabeth II)</p>	<p>What is the capital of Canada?</p> <p>(Ottawa)</p>

Appendices

<p>Why are there 3 capitals in South Africa?</p> <p>(political powers have been divided)</p>	<p>What does Apartheid mean?</p> <p>(racial segregation in South Africa)</p>	<p>Name 2 of South Africa's neighboring countries?</p> <p>(Lesotho, Swaziland, Zimbabwe, Botswana, Namibia, Mozambique)</p>	<p>Who rules South Africa?</p> <p>(president, Jacob Zuma since 2009)</p>
<p>What is the capital of Zimbabwe?</p> <p>a) Sahara b) <u>Harare</u> c) Horus</p>	<p>What are the capitals of South Africa?</p> <p>(Pretoria, Cape Town, Bloemfontein)</p>	<p>Which of the following movies is about South Africa?</p> <p>a) Bugsy b) Apocalypto c) <u>District 9</u></p>	<p>Which of the following is not a traditional symbol of Zimbabwe?</p> <p>a) Zimbabwe bird b) Balancing rocks c) <u>Zimbabwean tree</u></p>
<p>What is special about Vilakazi Street in Soweto?</p> <p>a) It is the Broadway of South Africa b) <i>Two Nobel Peace prizewinner live on the street</i> c) It is the longest residential street in the world at 40 kilometers long</p>	<p>What is the largest green canyon in the world?</p> <p>a) Grand Canyon in the United States b) <u>Blyde River Canyon in South Africa</u> c) Kimberley Canyon in South Africa</p>	<p>South Africa is said to be to home of the world's oldest what?</p> <p>a) <u>mountain</u> b) lake c) university</p>	<p>Who is Nelson Mandela?</p> <p>a) <u>an ex president of South Africa</u> b) a Masai chief c) a famous actor from South Africa</p>
<p>One of the most popular sports in Zimbabwe is</p> <p>a) <u>football</u> b)swimming c) javelin</p>	<p>What is the calling code of Zimbabwe?</p> <p>a) +385 b) <u>+263</u> c) +41</p>	<p>The Big Five are</p> <p>a) The most famous thrash metal bands b) <u>The most difficult African animals to hunt on foot</u> c) The largest buildings in Zimbabwe</p>	<p>What does the word Zimbabwe mean in the Shona language?</p> <p>a) Spirit of stone b) <u>House of stone</u> c) House of spirit</p>
<p>What is the currency of Zimbabwe?</p> <p>a) <u>Zimbabwe dollar</u> b) Zimbabwe pound c) Zimbabwe lira</p>	<p>Zimbabwe is the main trading partner of which African country?</p> <p>a) <u>South Africa</u> b) Morocco c) Libya</p>	<p>Name the colors that are present in the Zimbabwe flag.</p> <p>(Green, yellow, black, white, red)</p>	<p>Which of the following aboriginal groups live in Zimbabwe?</p> <p>a) <u>the Shona</u> b) the Māori c) the Zuni</p>

Appendices

Appendix II: WARM UP / 6: Big Idea Poster Begins

The United Kingdom	Ireland	The United States of America
New Zealand	India	Canada
Zimbabwe	South Africa	Australia

Appendices

Appendix III: UNIT 1 / B: Spectator Sport – KEY

1) What kind of ponies do people like?

People like smaller ponies for playing polo.

2) Where do polo ponies get their power from?

Polo ponies get their power from their hind quarters

3) What helps the pony to stop and make turns?

Having a short body and a short neck helps the pony to stop and make turns.

4) What is a very important feature in polo ponies?

A very important feature in polo ponies is their muscles and being physically strong.

Appendix IV: UNIT 1 / C Sports and Games Statements

1. Participating in sports is necessary.
2. Watching grown men chase a ball or a puck is ridiculous.
3. Outdoor sports are more fun than indoor sports.
4. Playing sports alone is not fun.
5. Curling is not a sport.
6. Board games are more fun than video games.
7. Playing poker is a sport.
8. Motor sports are not good for the environment and should be banned.
9. Women's ice hockey is not real ice hockey
10. Sports should be included in school curricula.
11. Winter sports make more sense than summer sports.
12. You can get to know a country the best through its sports.
13. Playing games is for children.
14. One should always try out new sports.
15. One can learn a lot from playing games.

Appendix V: UNIT 1 / 2: Word Couples

Words for the curling-text:

Curling	“Roarin' Game”
Pieter Bruegel	Frozen ponds
John Sclater	A challenge
Enjoyable pastime	Harsh winter
Early days	Frozen lochs
Curling competitions	Indoor rinks
Grand Caledonian Curling Club	1838
Queen Victoria	Royal Caledonian Curling Club

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Words for the Irish sports-text:

Hurling	Camogie
Gaelic football	Hands
Football	Soccer
Rugby union	The unionists
Hockey	Outdoors
Gaelic handball	Gloved hand
Road bowling	Illegal
Northern Ireland	The Olympics
Important match	Irish pub

Appendix V: UNIT 1 / 3: Domino Effect

puck	start	finish	football
soccer	horse	riding	helmet
headgear	penalty	referee	goal
score	broom	curling	pitcher
person throwing the ball	offside	stoppage of play	rink
ice	bat	baseball	athletics
track and field	captain	leader	contest
competition	shorthanded	power play	fan
supporter	to pass	to kick or throw the ball to another player	winner
highest score	tug of war	rope	1896 Summer Olympics

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First Olympics of the Modern Era	David	Beckham	1908
London, Great Britain	2008	Beijing, China	Los Angeles, United States
1984	Ski Jumping	Adam Małysz	Ice Hockey
Sidney Crosby	Boxing	featherweight	Alpine skiing
Tanja Poutiainen	Wayne	Rooney	American Football
Green Bay Packers	Field Hockey	1908 Olympic Games	Salt Lake City, Utah
19 th Winter Olympic Games	Paavo Nurmi	The Flying Finn	Chamonix, France
First Winter Olympic Games	Figure Skating	Michelle Kwan	2014
Sochi, Russia	Michael Phelps	Swimming	Brian
Rafalski	Ole Einar Bjørndalen	Norwegian	ice hockey

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Appendix VII: UNIT 1 / 4: Football Spelling

athletics	shootout	penalty	amateur
free kick	championship	footballer	canoeing
disqualify	weightlifting	gymnast	sportsmanship
world record	skateboarding	stopwatch	tournament
cross country	triathlon	pentathlon	personal record
trampoline	playoffs	archery	skiing
snowboarding	snowshoeing	ultra marathon	triathlete
equestrian	deadlifting	hang gliding	quarterback
bronze medal	bobsleigh	speed skating	somersault
referee	spectator	ice hockey stick	championship
wakeboarding	squash	competition	gymnasium
inline skates	World Cup	windsurfer	free throw
tetherball	paddleball	taekwondo	roller skating
orienteering	frisbee	field hockey	fencing

Appendices

Appendix VIII: UNIT 1 / 9: Game of Things

Things you would write down if you had to leave your apartment ...
Things you should do before turning 21 ...
Things you shouldn't say to your teacher when you are late ...
Things you could do to avoid being stuck in an elevator ...
Things that make you feel old ...
Things that make you feel young ...
Things that make you wish you were different ...
Things that make you wish you weren't from your own country ...
Things that make you want to live abroad ...
Things that make you want to stay in your country ...
Things you couldn't avoid when having a sleepover ...
Things you would say to your boss if you could ...
Things you think that should exist ...
Things from movies that you wish were real ...
Things you would never do for a living ...
Things you wish were taught in school ...
Things you wish teachers did on a daily basis ...

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Things you would not want to see in the matriculation examination ...
Things that should be included in sports ...
Things that should be illegal ...
Things that would not serve a purpose if it weren't for love ...
Things you can't live without ...
Things you wish to live without ...
Things that don't make sense ...
Things that depress you ...
Things that you can't study without ...
Things that you don't want to watch on TV ...
Things that make you fall in love ...
Things that make you happy ...
Things that you can't eat without ...
Things that you can't sleep without ...
Things that you shouldn't think are cool ...
Things that you shouldn't talk to ...
Things that you shouldn't talk about ...

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Things that you shouldn't laugh at ...
Things that you can't joke about ...
Things that you shouldn't walk over ...
Things that you wish hadn't happened ...
Things that you would like to be seen with ...
Things that you would be embarrassed to be seen with ...
Things that you would buy if you could ...
Things that you can't do ...
Things that you wish could be found in your room ...
Things that you shouldn't do at school ...
Things that you shouldn't think about ...
Things that you should not do while singing ...
Things that should have colors ...
Things that you should not be able to buy from the store ...
Things that you would like to be able to buy from the store ...
Things that you wish were more common ...
Things that you can't stand ...

Appendices

Appendix IX: UNIT 1 / 10: Apples to Apple nouns (red) and adjectives (green)

Abraham Lincoln	actors	advice	afternoons
air	airplanes	airports	Al Pacino
alarm	Alaska	Alexander Stubb	Ally McBeal
American football	Angelina Jolie	anger	animals
Anna Abreu	answers	ants	apples
attacks	art	armies	arguments
aunts	Australia	babies	Barack Obama
baseball	basketball	bats	taking a bath
battles	beginners	Batman	bears
bikes	beliefs	Benjamin Franklin	beasts
Bill Clinton	calendars	burgers	cherries
boys	boards	Beyoncé	calculators
cameras	Brad Pitt	brothers	cakes

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chess	Chinese food	cemeteries	chatting
churches	crowds	classical music	cows
clouds	country music	ABBA	collecting stickers
creators	Cameron Diaz	birds	Canada
Cristiano Ronaldo	Christina Aguilera	cats	cars
days	deaths	desires	daughters
earthquakes	Dublin	Dmitri Medvedev	dinosaurs
education	dads	Elementary school	cooking
experiences	Estonia	fears	existence
families	Finland	flowers	French fries
fathers	farmers	feelings	David Beckham
Friends (TV show)	holidays	ice	hobbies
fruit	Indian food	India	ice hockey

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George W. Bush	friends	islands	Ireland
ghosts	giants	giraffes	industries
grandfathers	Gossip Girl	goldfish	girls
grandmothers	Great Britain	guitars	Hanna Pakarinen
history	hip hop	Harry Potter	Helsinki
Jogging	Jim Carrey	Johanna Tukiainen	John Lennon
Justin Timberlake	Justin Bieber	Jone Nikula	Johnny Depp
Kanye West	Katy Perry	Jennifer Lopez	Jennifer Aniston
Kate Winslet	James Cameron	Jared Leto	jeans
kittens	learning	Lady Gaga	Kristen Stewart
libraries	Leonardo DiCaprio	lawyers	ladybugs
Lionel Messi	Ismo & Seppo	Hillary Clinton	High school
love	Matti Nykänen	mice	Listening to music

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Mikko Koivu	mittens	My life	My Job
money	moms	Martti Ahtisaari	Megan Fox
My family	My backpack	My back account	music
My friends	My grades	My hair	My hobbies
My parents	Paavo Lipponen	skiing	Paavo Väyrynen
My shoes	My socks	New Delhi	New York City
New Zealand	news	nights	Novels
owls	pain	Päivi Räsänen	pancake
Paula Koivuniemi	Pavel Datsyuk	pets	pizza
poison	Madrid	magic	men
police	Princess Victoria	Queen Elizabeth II	popcorn
rabbits	queens	Prince William	race car driving
rain	rhythm	Sauli Niinistö	scarecrows

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rainstorms	San Francisco	Randy Jackson	Reading
Robert Pattinson	Rihanna	zebras	Writing
Running	rock 'n roll	Russia	Saku Koivu
science	Scotland	school	Scarlet Johansson
sheep	shock	shoes	silk
skating	sisters	Simon Cowell	silver
soccer	sons	Zimbabwe	Mikael Granlund
South Africa	Tom Cruise	traveling	volleyball
South America	rewards	Reese Witherspoon	zoos
Spain	Steven Tyler	strangers	studying
surprises	sunny beaches	the sun	summers
swimming	the Finnish language	The United States of America	thunder
Taylor Swift	Tarja Halonen	teachers	teaching

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Teuvo Hakkarainen	the English language	talking	Teemu Selänne
the moon	My house	mothers	mountains
Timo Soini	time	tigers	Tiger Woods
Titanic	turkeys	Twilight	uncles
volcanoes	Vladimir Putin	Ville Valo	vacations
winters	weather	wealth	women
abundant	adorable	African	agreeable
alive	American	ancient	angry
Asian	Australian	awful	bad
beautiful	bewildered	bitter	black
blue	boring	brave	brief
British	broad	calm	Canadian
careful	chilly	clean	clever

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close	clumsy	cold	colorful
curved	crooked	cool	colossal
curvy	damaged	dark	dead
deep	defeated	delicious	delightful
depressing	difficult	dirty	disgusting
dry	dramatic	doubtful	distant
dusty	eager	early	easy
ecstatic	egoistic	Egyptian	elegant
empty	Estonian	embarrassed	European
expensive	faint	faithful	famous
ecological	fast	fancy	fierce
full	fresh	flat	Finnish
good	glamorous	gigantic	gifted

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greasy	gray	gentle	funny
great	Greek	green	grumpy
hairy	handsome	happy	heavy
helpless	high	hilarious	hollow
hot	huge	icy	immense
important	independent	lively	inexpensive
interesting	Irish	Italian	itchy
jealous	juicy	large	late
lazy	leafy	light	light-skin
many	little	long	loose
loud	low	mammoth	massive
lovely	magnificent	maniac	mean
melted	Mexican	miniature	modern

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mushy	mysterious	narrow	native
Native American	nervous	New Zealander	nice
noisy	numerous	obnoxious	old-fashioned
Norwegian	obedient	odd	old
panicky	petite	plain	poor
prickly	proud	puny	powerful
quaint	quick	quiet	rainy
rapid	raspy	relieved	repulsive
rich	rocky	rotten	Russian
sad	salty	scary	Scottish
scrawny	serious	shallow	short
shy	silly	skinny	slow
small	smelly	Spanish	sparkling

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spotted	square	steep	straight
strange	striped	strong	strong-minded
substantial	Swedish	sweet	swift
tall	teeny	teeny-tiny	tender
thankful	thoughtless	tiny	Turkish
twinkly	ugly	unsightly	uptight
vast	victorious	warm	weak
weird	wet	wicked	wide
wide-eyed	witty	wooden	worried
wrong	young	yummy	zealous

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Appendix X: UNIT 2 / B: The History of Everything

Our whole **universe** was in a hot dense state
Then nearly fourteen billion years ago expansion started

Wait!

The **Earth** began to cool
The autotrophs began to drool
Neanderthals developed **tools**
We built a wall (We built the **pyramids!**)
Math, science, **history**
Unraveling the **mystery**
That all **started** with a **big bang** (Bang!)

Since "**the dawn of man**" is really not that long
As every **galaxy** was formed in less time than it takes to sing this song
A fraction of a second and **the elements** were made
The bipeds stood up straight
The dinosaurs all met their fate
They tried to leap but they were late
And they all died (They froze their asses off!)

The oceans and pangaean
See ya, wouldn't wanna be ya
Set in motion by the same big bang

It all started with a big... bang!

It's **expanding** ever outward, but one day
It will pause and start to go the other way
collapsing ever inward, we won't be here,
It won't be heard
Our **best and brightest** figure that it'll make an even bigger bang

Australopithecus would really have been sick of us
Debating how we're here
They're catching deer (We're catching **viruses!**)

Religion or astronomy
Descartes or deuteronomy
It all started with a big bang
Music and **mythology**
Einstein and astrology
It all started with a big bang
It all started with a big...
Bang!

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Appendix XI: UNIT 2 / 1: Stepping into Modern History, Part III – KEY

In 1898, a division of infantry from Fort Snelling, Minnesota was sent by steamboat up the Mississippi River to Leech Lake. They were assigned to put down a revolt of “hostile” Ojibway Indians. The battle that occurred when they arrived at Leech Lake was called “the last of the Indian Wars.” The events leading to this battle illustrate the unfairness and trickery that was used in the treatment of Indian people during this era.

The Battle of Leech Lake cost the lives of 18 soldiers. No Indians were killed. Two Indians were taken prisoner and later tried in Duluth. They were found innocent and released.

This battle was an exception to what typically happened in other battles throughout the western United States during the Indian Wars. Thousands of Indian people were killed to make way for the new America's vision of progress.

Other weapons besides guns were used. In 1879, the U.S. Army barracks at Carlisle, Pennsylvania, were transferred from the War Department to the Interior Department for the “civilizing” of Indian children. In this school and in other boarding schools across the country, Indian children were taken thousands of miles from the support and teachings of their families and taught the ways of the white world. Long hair was cut, medicine bundles were burned in huge bonfires, and the speaking of Native language was forbidden.

The Sixth Fire of the Ojibway was kindled at this time. Grandsons and granddaughters did truly turn against their elders through no choice of their own. The teachings of the elders became weak with few ears to fall on. The elders began to die of a strange sickness. They had lost their reason for living.

This time of attempted assimilation of the Native people of this country was to last for many years. The Bureau of Indian Affairs was formed to be a father figure to the Indian people and to administer programs of leasing out Indian land, selling off Indian land, education the children, relocating families into the growing American cities, and eventually terminating federal recognition of many Indian tribes.

In 1934 Congress passed the Wheeler-Howard Act, better known as the Indian Reorganization Act. This law forced each tribe to abolish its own traditional government and reorganize in a European fashion. Hereafter, the Secretary of the Interior controlled much of the workings of Indian tribal governments.

Back in the days of early European settlement of this country, the Ojibways developed a special name of the Light-skinned Race. They were called Long Knives. This name was chosen because of the bayonettes that the whiteman's army used in settling the country. Today, America has replaced the bayonettes with more sophisticated, less visible weapons like school systems that ignore Indian history and culture; textbooks that falsely represent the settle of this country; and movies and media that misunderstand Indian culture and portray Indian life in a shallow, token way. Still the purpose is the same: to adsorb Indian people into the melting pot of American society and to forget the real history of this country and the injustices done to its Native people. The old ways, these teachings, are seen as unnecessary to the modern world. It is becoming more and more evident today that many Americans feel the philosophy advocated by traditional Native people, the respect for all living things, is a roadblock to American progress.

Appendix XII: UNIT 2 / 2: Asking White Questions

Questions and statements for A to ask B.

Where's your powdered wig?

Do you live in covered wagons?

What's the meaning behind the square dance?

What's your feeling about riverboat casinos? Do they really help or are they just a short-term fix?

I learned all about your people's ways in the Boy Scouts.

Questions and statements for B to ask A.

Why are you not wearing your headdress?

Do you live in teepees?

Do you really think smoking a peace pipe will help people find peace in the world?

Do you really think that casinos help your tribes?

I've watched many movies about the Wild West, I think I know Indians pretty well.

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Appendix XIII: UNIT 2 / 3: Nuts and Bolts

Are you a full-blooded Indian?	No, I am a pint low, just came from the blood bank.	Do you people still live in ponies and ride teepees?	No, never did.
Are you really an Indian?	No, I'm a spirit. I just look real to you.	What tribe are you from?	I'm half Ojibwe, half Chippewa and rest is Anishinaabeg. (Point being that they are all the same.)
How long how you been Indian?	Fifty-two years, it would have been fifty-three but I was sick a year.	Do you speak your language?	Yes, I do and I speak yours too.
What's the difference between praying in church and praying at the casino?	At the casino, you really mean it.	Does it hurt the tree when you remove the bark?	No. Do you live in a wood house or read the newspaper?
When you were young, did you have a town drunk?	No, we all took turns.	Why is the white man in such a hurry to get to Mars?	They think we have land there.

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Appendix XIV: UNIT 2 / 4: Canadian Timeline

Event	Year
Beginning of a major series of Canadian treaties with the First Nations; includes setting aside of reserve land, payment of compensation, grants for clothing, annual payments for ammunition and rope, allowances for education, medical assistance and food aid in case of famine.	1871
Foundation of the League of the Five Iroquois Nations.	1570
Adoption of the Constitution Act by the Canadian Parliament; Section 35 recognizes ancestral and treaty rights of the First Nations, Inuit and Métis.	1982
Voyage of Christopher Columbus, following which the coasts of North America and Newfoundland are visited by European seamen fishing for cod, hunting seals, and bartering with the Native peoples.	1492
A definitive peace treaty is signed in Montreal. End of the Iroquois Wars.	1701
The bison practically disappear from the Canadian plains.	1879
Arrival of the Recollect missionaries to Canada to "convert the Indians."	1615
A decision of the Supreme Court of Canada rules that an Inuit is an "Indian within the definition in the Act." The federal government did not actually begin to apply Indian Act programs to the Inuit, such as social assistance, until 1950.	1939
The fur trade delivers its first shipments to markets in the capitals of Europe.	1581
The modern system of administering "Indian affairs" is introduced. The military administration becomes a civilian administration. The new administration favors a policy of assimilation and confinement to reserves.	1812
A Jesuit mission in Sillery creates the first Indian reserve in Canada.	1635
During the American Revolution, Native peoples in Quebec support the British. Montgomery and Arnold invade Quebec. The Loyalists emigrate to Quebec.	1775- 1783
In Upper Canada, 93,150 hectares are set aside for future "Indian Reserves." Another law is passed banning trade with Native peoples, entry onto reserve lands, and the taking or settling on such lands "for any reason whatsoever."	1851
Beginning of the Iroquois Wars.	1647
Canada signs the United Nations Declaration on the Rights of Indigenous Peoples.	2010

Appendix XV: UNIT 2 / 6: Reservations: To Be or to Not to Be?

1. What was Jonathan Kay accused of? Why?

He was accused of raising hatred against native people because he wrote a column calling for the abolition of the Native Reserves. He calls the system an utter failure.

2. How is an Indian reservation defined in Canada?

They are crown lands meant for the sole use of First Nation people.

3. How many reserves are there in Canada and how many of them are actually occupied?

Nearly 3000, 600 of them occupied, others used mainly for ceremonies.

4. What part of the 1.3 million First Nation people live in the reserves?

About 57 % of them.

5. Why does Kay think that reserves should be shut down?

It is simply bad for the native people and the history has shown that collective landownership doesn't work.

6. Why does Kay think he is the one to say what is good for the Natives?

He feels that as a human being, it is his responsibility as a citizen to point out if someone is suffering.

7. Why don't First Nations want to leave the reserves?

Because reservations are their homes and communities.

8. What should be changed instead of shutting down reserves according to Hayden?

Canada's policy towards indigenous people, as they have been legislated out of the economy and governments.

9. What is wrong with the numbers Kay has presented?

Of the budget over half is for bureaucracy and less than half for first nation people and households of four-five people. More money is spent on prisoners than First Nation people.

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Appendix XVI: UNIT 3 / B: I Am Australian

'Cos we are one, but **we are many**
And from all the lands on earth we come
We share a dream and sing with one voice:
I am, you are, we are Australian

I came from **the dream-time**, the dusty red soil plains
I am the ancient heart, **the keeper of the flame.**
I stood upon the rocky shore, I watched the tall ships come.
For forty thousand years I've been the first Australian.

I came upon **the prison ship**, bowed down by iron chains.
I cleared the land, endured the lash, I waited for the rains.
I'm a settler, I'm a farmer's wife on a dry and barren run
A convict, then a free man, I became Australian.

I'm the daughter of **a digger** who sought the mother lode
The girl became a woman on the long and dusty road
I'm a child of the depression, but I saw the good times come
I'm a bushy, I'm a battler, I am Australian

'Cos we are one, but we are many
And from all the lands on earth we come
We share a dream and sing with one voice:
I am, you are, we are Australian

I'm **a teller** of stories, I'm **a singer** of songs
I am **Albert Namatjira**, I paint the ghostly gums
I am Clancy on his horse, I'm **Ned Kelly** on the run
I'm the one who waltzed Matilda, I am Australian

I'm the hot wind from the desert, I'm the black soil of the plains
I'm **the mountains** and the valleys, I'm **the drought** and flooding rains
I am the rock, I am the sky, the rivers when they run
The spirit of this great, great land, I am Australian

'Cos we are one, but we are many
And from all the lands on earth we come
We share a dream and sing with one voice:
I am, you are, we are Australian!

(Lyrics by Bruce Woodley and Dobe Newton)

(Video and audio can be found at, for example, <http://www.youtube.com/watch?v=VtMNiVcmIpA>)

Appendix XVII: UNIT 3 / C: A Word about Australia

- 1) Which of the following is/are names of places in Australia?**
 - a) [Nowhere Else](#)
 - b) [The End of the World](#)
 - c) [Come by Chance](#)
 - d) [Tom Ugly](#)

- 2) What is the capital of Australia?**
 - a) Sydney
 - b) Melbourne
 - c) [Canberra](#)

- 3) What is the capital of New Zealand?**
 - a) Auckland
 - b) [Wellington](#)
 - c) Gisborne

- 4) When Australians says 'Hello' they say**
 - a) Howdy!
 - b) Hi!
 - c) [G'day!](#)

- 5) Which of the following animals is native to New Zealand only?**
 - a) a platypus
 - b) a wombat
 - c) [a kiwi](#)

- 6) Who is the head of state of both Australia and New Zealand?**
 - a) a president
 - b) a king
 - c) [a queen](#)

- 7) Which constellation is pictured on the Australian flag?**
 - a) the Big Dipper
 - b) [the Southern Cross](#)
 - c) Centaurus

- 8) What is Ayers Rock?**
 - a) [The biggest rock in the world](#)
 - b) The smallest mountain in Australia
 - c) The only active volcano in Australia

- 9) When does the summer holiday begin in Australia?**
 - a) June
 - b) August
 - c) [December](#)

Appendix XVIII: UNIT 3 / 3: Visual Art



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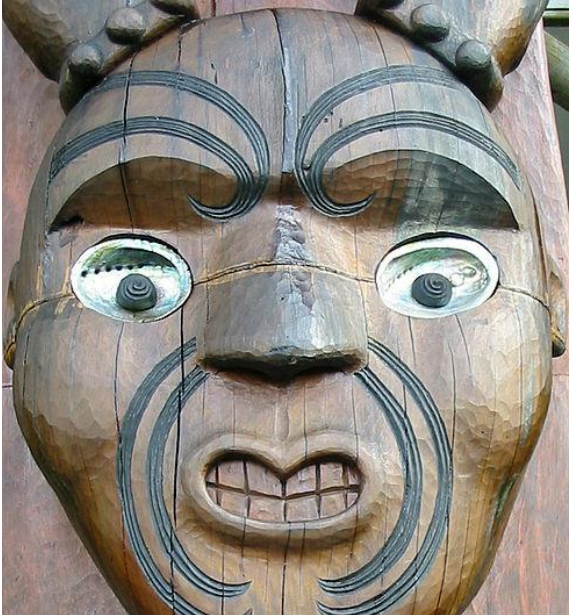


Sculptures copyrighted to T.J. Askin (<http://www.bronzesculpture.co.nz/>)

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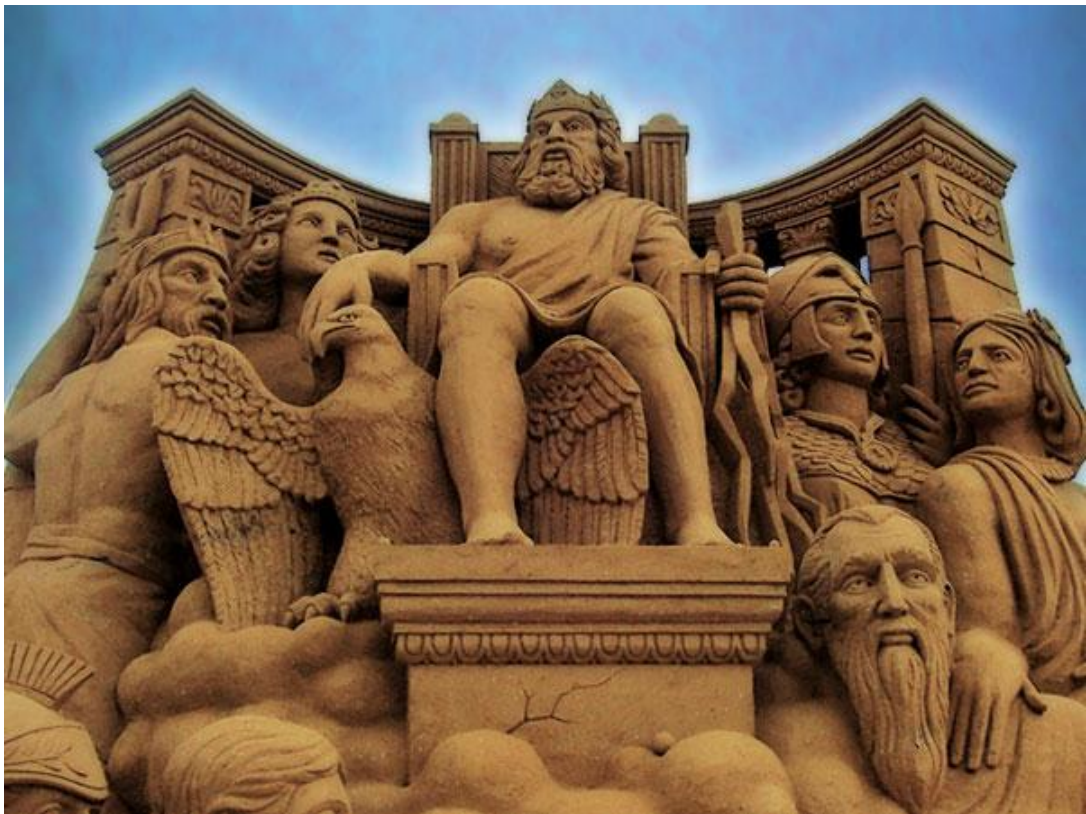
http://monumentaustralia.org.au/content/directory/full/Albert_Namatjira_Closeup-2067-80013.jpg



http://en.wikipedia.org/wiki/File:TeAuote_Whenua2.jpg

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Sandsculptures: <http://www.sandstornevents.net/>



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Appendix XIX: UNIT 3 / 4: Being an Art Critic



Ngapa Jukurrpa (Water Dreaming)

By: Shorty Jangala Robertson

Medium: Acrylic on canvas

Size: 122 x 61 cm

Year: 2009

<http://www.aboriginalartcoop.com.au/aboriginal-art/shorty-jangala-robertson/ngapa-jukurrpa-water-dreaming-4.php>

Sydney Opera House

<http://office.microsoft.com/en-us/images/results.aspx?ex=2&qu=Australian#ai:MP900406515|mt:2>



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Appendix XX: UNIT 3 / 4: Being an Art Critic – Alternative 1



<http://office.microsoft.com/en-us/images/results.aspx?ex=2&qu=Australian#ai:MP900399340|mt:2|>



<http://office.microsoft.com/en-us/images/results.aspx?ex=2&qu=Australian#ai:MP900403337|mt:2|>

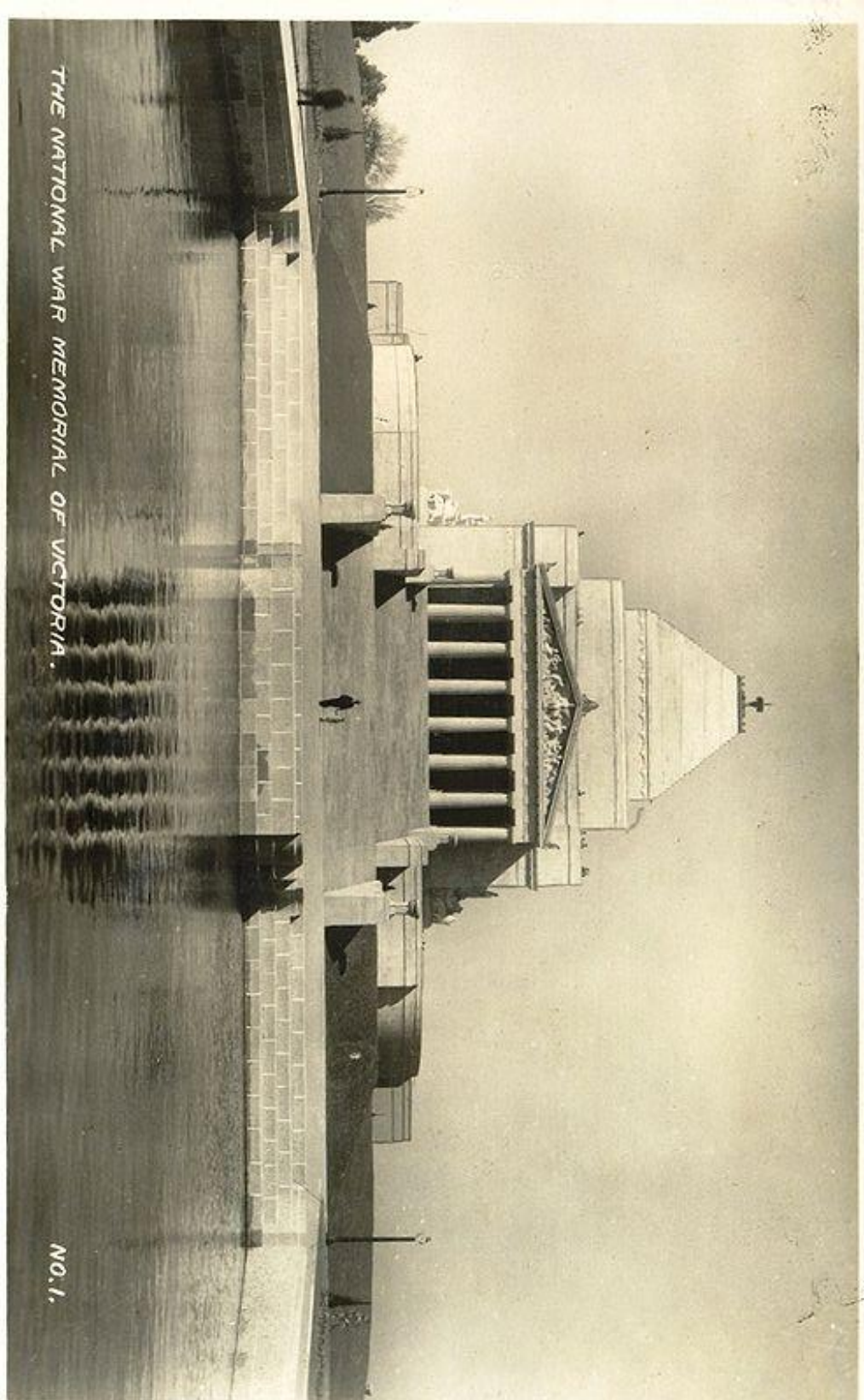
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https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/as/images/large/AS_023_large.JPG



https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/nz/images/large/NZ_015_large.jpg

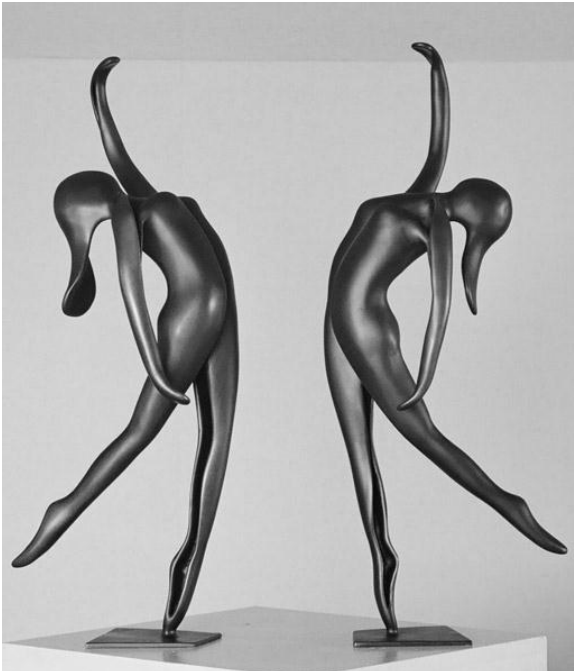


http://en.wikipedia.org/wiki/File:Shrine_of_Remembrance_1930.jpg

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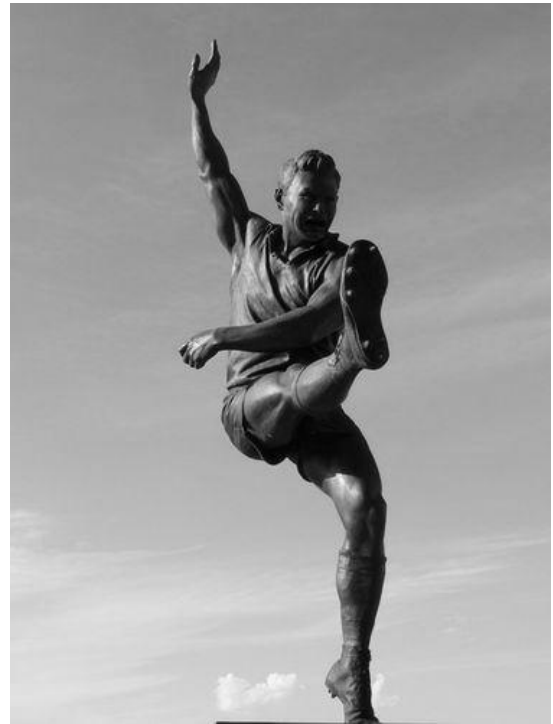
Appendix XXI: UNIT 3 / 6: Performing Art

Sculptures copyrighted to T.J. Askin (<http://www.bronzesculpture.co.nz/>)



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Sculptures copyrighted to T.J. Askin (<http://www.bronzesculpture.co.nz/>)



Below: <http://monumentaaustralia.org.au/themes/people/indigenous>



<http://monumentaaustralia.org.au/>



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<http://www.sandstormevents.net/wp-content/gallery/main-gallery/rollercoaster.jpg>



Appendix XXII: UNIT 3 / 9: Twenty-four Hour Forecast

In the east **the sea** is expected to run silver
the hour between four and five.

In the west, **darkness** may brood a while longer.

Stars are predicted, but will clear
soon after **dawn**.

Masses of air will glide
from one place to another throughout the day.

Following dawn, the green tops of trees
will be **subject to motion**.

Under this condition, leaves are inclined
to clot **the grass** underfoot.

Throughout the day also light and shade will alternate.

Dappled effects may follow,
elsewhere sharp divisions will be noted
especially between stands of trees and open ground.

At six in the evening, the darkness
previously observed **in the west**
will build up in the east.

This will occur more **forcefully**
in the north than the south.

In the south a scattering of **stars**
is expected to pursue **the sun** slowly,
while the north will face a condition
of abrupt darkness, modified by the same stars
arriving earlier, and in greater numbers.

At four or five in the morning a pale instability is predicted,
influencing the **light of the stars**
and the **colour of the sea**, which as previously noted
turns silver at this early hour.

Appendix XXIII: UNIT 3 / 10: Step! Explain!

a routemap	an ancestor	an emu	disappointed
a totem	Ayer's Rock	invisible	to dab
a glimpse	grateful	the Māori	culture
red	black	carving	ta moko
face	expression	contemporary	ritual
chisels	kiri tuhi	bone	a carver
a honey-ant	ochre	a Dreaming	a painting
a century	geometrical	an exception	rare
Pakeha	symbolism	pre-European	confused
to deposit	a journey	delicious	a circle
ordinary	a morning	a secret	an artist

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Appendix XXIV: UNIT 4 / B: Foodsy Food



1. Chana masala



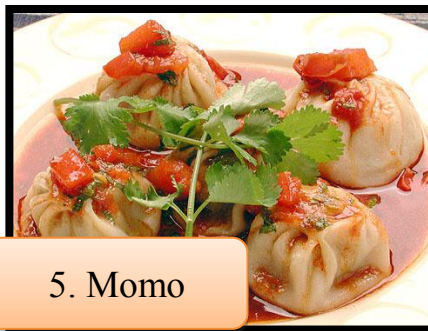
2. Naan flatbread



3. Samosa



4. Raita with
cucumber and mint



5. Momo



6. Rogan Josh



7. Khaman

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Appendix XXIV: UNIT 4 / B: Foodsy Food - texts

1. Chana masala

Chana masala or chole masala is a popular vegetable dish in Pakistani and Indian cuisine. The main ingredient is chickpeas. It is fairly dry and spicy with a sour citrus note. The dish is found throughout South Asia, and is particularly popular in northern India and Pakistan.

2. Naan flatbread

Naan is a leavened, oven-baked flatbread. It is typical of and popular in West, Central and South Asia. Influenced by the large influx of South Asian immigrants, naan has also become popular in other parts of the world, especially in Arab states of the Persian Gulf, Europe and North America. Originally, naan was a generic term for various flatbreads from different parts of the world. In Turkic languages, such as Uzbek, Kazakh and Uyghur, the flatbreads are known as nan. The name stems from Persian, being a generic word for bread. In Burmese, flatbreads are known as nan bya.

3. Samosa

A samosa is a fried or baked pastry with a savory filling such as spiced potatoes, onions, peas, lentils, ground lamb or chicken. The size, shape and consistency may vary, but many versions are triangular. Samosas are often accompanied by chutney.[1] Samosas are a popular appetizer or snack in the Indian subcontinent, Southeast Asia, Central Asia and Southwest Asia, the Arabian Peninsula, the Mediterranean, the Horn of Africa, North Africa, and South Africa.

4. Raita

Raita is an Indian, Pakistani and Bangladeshi condiment made with yogurt (dahi) and used as a sauce or dip. The yogurt may be seasoned with coriander (cilantro), cumin, mint, cayenne pepper, and other herbs and spices.

5. Momo

Momo is a type of dumpling native to Tibet, Nepal, and the bordering regions of Bhutan, Nepal and the Himalayan states of India (especially Sikkim). It is similar to the Mongolian buuz or the Chinese jiaozi.

6. Rogan Josh

Rogan josh is an aromatic lamb dish hailing from Kashmir. Rogan means "oil" in Persian, while josh means "heat, hot, boiling, or passionate". Rogan josh thus means cooked in oil at intense heat. Another interpretation of the name rogan josh is derived from the word rogan meaning color and josh meaning passion, hot or red. So this is a meat dish which is red in color. The red color is characteristic to this dish and it is achieved using ground pepper, which is red in color but not as hot as other Indian peppers. Rogan josh was brought to Kashmir by the Mughals.

7. Khaman

Khaman is a food common in Gujarat state of India made from gram flour. Generally eaten as a snack, it is mostly served with roughly chopped onions, sev, fried chillies sprinkled with salt and chutney. In some shops it is also served traditionally in a large green leaf. Sometimes it is also garnished with scraped coconut. Khaman, also the part of the Gujarati Thaali (cuisine) is an almost identical dish of Dhokla in look but, actually has lot many variations with its batter in comparison with that snack.

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Appendix XXV: UNIT 4 / 2: Indian Menu

For Indian menus, see for example:

- ◆ <http://www.jasmin.com.au/pdf/JasminMenu.pdf>
- ◆ <http://www.hasonraja.co.uk/Hason%20Raja%20Main%20Menu.pdf>
- ◆ <http://www.bombayspicerestaurant.co.uk//documents/menu11.pdf>
- ◆ <http://www.aashirwadrestaurant.com/cuisine.htm>
- ◆ <http://web.archive.org/web/20060110194940>
- ◆ <http://sahibsindianrestaurant.com/Menu.pdf>
- ◆ <http://www.chorbizarrerestaurant.com/CBLFoodMenu.pdf>

Appendix XXVI: UNIT 4 / 3: Cooking Indian

For Indian recepies, see for example:

- ◆ <http://www.indiaexpress.com/cooking/>
- ◆ http://www.sitar.com.au/content_common/pg-indian-recipes-rogan-josh.seo
- ◆ <http://allrecipes.com/recipe/rogan-josh-lamb-shanks/detail.aspx>
- ◆ <http://theory.tifr.res.in/bombay/history/people/cuisine/>
- ◆ <http://www.food-india.com/recipe/>
- ◆ <http://www.bbc.co.uk/food/recipes/>
- ◆ <http://www.awesomecuisine.com/recipes/708/1/Rogan-Josh/Page1.html>

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Appendix XXVII: UNIT 5 / B: Pre-listening Task

I) Pre-listening task

1. False
2. False
3. True
4. True
5. False
6. True
7. False
8. False
9. True
10. False
11. False
12. False
13. True
14. True
15. True

Appendix XXVIII: UNIT 5 / B: Pre-listening Task - text

South Africa Basics

South Africa is a medium-sized country, with a total land area of 1,219,090 square kilometres, or roughly equivalent in size to Niger, Angola, Mali or Colombia. It is one-eighth the size of the U.S., about a third the size of the European Union, twice the size of France and over three times the size of Germany. It measures some 1,600 km from north to south, and roughly the same from east to west.

The country lies flanked on the west by the Atlantic Ocean and on the east by the Indian Ocean, whose waters meet at the country's – and Africa's – most southern tip, Cape Agulhas.

The coastline stretches 2,798 kilometres from a desert border in the northwest, down the icy Skeleton Coast to Cape Agulhas, then up along the green hills and wide beaches on the coast of the Indian Ocean, to a border with subtropical Mozambique in the northeast.

A subtropical location, moderated by ocean on three sides of the country and the altitude of the interior plateau, makes South Africa a warm and sunny country. But it's also dry, with an average annual rainfall of about 464 mm. While the Western Cape gets most of its rainfall in winter, the rest of the country is mostly a summer-rainfall region.

South Africa is a vigorous multiparty democracy with an independent judiciary and a free and diverse press. Until 1994, the country was known for apartheid – white-minority rule. South Africa's remarkable ability to put centuries of racial hatred behind it in favour of reconciliation was widely considered a social miracle, inspiring similar peace efforts in Northern Ireland, Rwanda and elsewhere.

The highest law of the land is the new Constitution, which came into force on 4 February 1997, and is considered to be one of the most progressive in the world. The Constitution's Bill of Rights protects equality, freedom of expression and association, property, housing, healthcare, education, access to information,

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and access to courts. Protecting those rights is the country's independent judiciary, subject only to the Constitution and the law.

With 13 parties in Parliament, South Africa has a vibrant political system. The African National Congress is the governing party, and strongly in the majority, though the opposition parties are robust and vocal.

South Africa has nine provinces, which vary considerably in size. The smallest is tiny and crowded Gauteng, a highly urbanised region, and the largest the vast, arid and empty Northern Cape, which takes up almost a third of South Africa's total land area. KwaZulu-Natal, the garden province in the eastern part of South Africa, is the home of the Zulu nation.

South Africa is a nation of diversity, with about 50 million people and a variety of cultures, languages and religious beliefs. According to Statistics South Africa's mid-2011 estimates, the country's population stands at 50,586,757 people. Africans are in the majority, making up 79.5% of the total population.

South Africa is a multilingual country. The country's democratic Constitution, which came into effect on 4 February 1997, recognises 11 official languages, to which it guarantees equal status. Most South Africans are multilingual, able to speak more than one language. English- and Afrikaans-speaking people tend not to have much ability in indigenous languages, but are fairly fluent in each other's language. Most South Africans speak English, which is fairly ubiquitous in official and commercial public life. The country's other lingua franca is isiZulu.

(text adapted from: <http://www.southafrica.info/about/facts.htm>)

Zimbabwe basics

Zimbabwe is a landlocked country, which means it has no coastline, situated between the Zambezi and Limpopo rivers, in south central Africa. Its neighbors are Zambia to the north and northwest, Mozambique to the east and northeast, South Africa to the south and Botswana to the southwest. The capital of Zimbabwe is Harare, located in northeast Zimbabwe; the city has gotten its name from an African leader, *Haarari*, whose name translates to "he does not sleep".

Zimbabwe is about three times the size of England, or in other terms, a little bit larger than the state of Montana. The terrain is mostly high plateau with a higher central plateau, and there are mountains in the east. Zimbabwe has a tropical climate, moderated by altitude. The natural resources in Zimbabwe are vast and these include coal, gold, chromium ore, asbestos, nickel, copper, iron ore, vanadium, lithium, tin, platinum group of metals.

There were no lakes or oceans in Zimbabwe, not in its Savannah plains, filled with elephant and lion, nor in its sweltering, humid lowland, or on the fertile highveld soils that cover the staggering mineral riches buried deep beneath. Among its craggy peaks and hidden valleys were only thundering, cascading falls and streams. However, the mighty Zambezi river flows through the country, probing the rock faults and fissures of its ancient bed. It has carved out eight successive precipices to form one of the greatest physical spectacles in Africa - The Victoria Falls, which is considered one of the seven natural wonders of the world. The falls have been formed as the full width of the Zambezi river plummets into a 108 meter high cleft. During the wet season, the spray from the falls can be seen nearly 50 kilometers away, hence the name Mosi-oa-Tunya (the 'Smoke that Thunders').

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In 1950 when Lake Kariba, the largest artificial lake in the world, was built, Zimbabwe finally got its great body of water. Now, where once there was only a narrow river gorge, the cool waters of a new great African lake spread out over more than 5,000 square kilometers of once parched earth.

Certainly in the first millennium AD, long before Livingstone's discovery, the lower Zambezi was a highway for Arab trade and later for the Portuguese. The vast majority of Zimbabwe's people stem from the great family of Bantu speaking migrants who first ventured east and south across Africa some 2,000 years ago. Iron makers and agriculturists settled on the highveld, middleveld and around the eastern highlands of Zimbabwe. Then they began the long process of establishing the distinctive Shona culture that is so much part of Zimbabwe today. Their Bantu kin - the Zulu warriors of King Mzilikazi - did not arrive until the first half of the nineteenth century. They now form the Ndebele or Matebele, Zimbabwe's second largest community. Despite their late arrival there are many cultural similarities between the two Bantu speaking communities, which together form an overwhelming majority. Other minority ethnic groups include white Zimbabweans, mainly of British origin, and various Asian ethnic groups, mostly Indian and Chinese.

(text adapted from: www.victoriafalls-guide.net/)

Appendices

Appendix XXIX: UNIT 5 / C: Labeling Things

Shona	Islam	Hinduism
ngozi	a mosque	a Mandir
Mawari	Crescent Moon and Star	the om symbol
vadzimu	the Qur'an	Diya
Supreme Being	a prayer mat	Vedas
ancestral spirits	Shia	Holi
Mudzimu	Five Pillars	Karma

Christianity	Buddhism	Judaism
a cross	a temple	the Star of David
a church	Dharma Wheel	a synagogue
the Bible	Five Precepts	Torah
Exodus	Lotus flower	Menorah
Ten Commandments	Prayer beads	Yarmulka
Trinity	Siddhartha Gautama	Shabbat

(exercise adapted from bbc.co.uk/schools/religion)

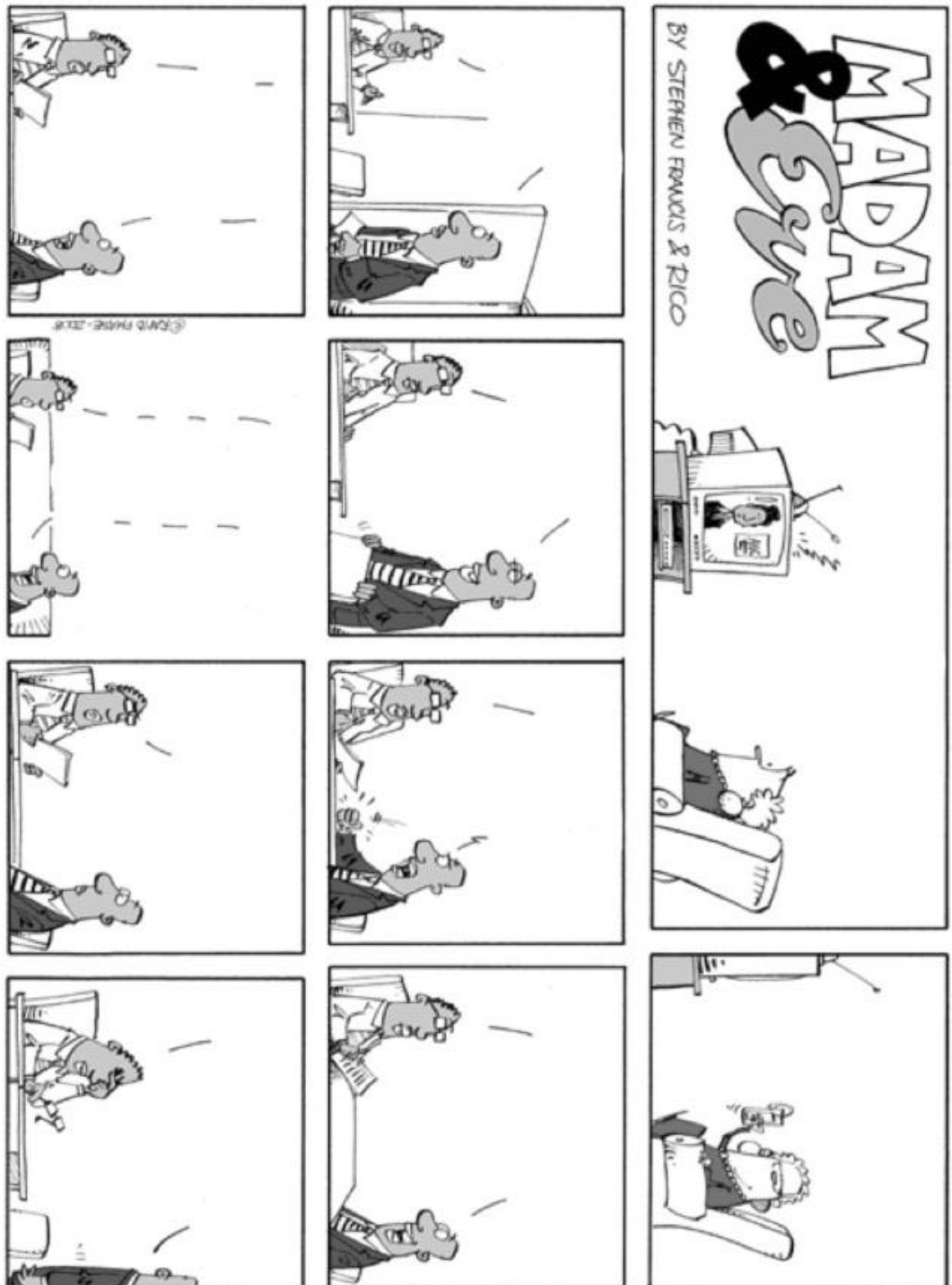
Appendix XXX: UNIT 5 / 3: Cartoon

More Madam&Eve cartoons found from:

<http://personal.ee.surrey.ac.uk/cgi-bin/L.Wood/madam-and-eve-comic.cgi?shown=7&comic=3944>

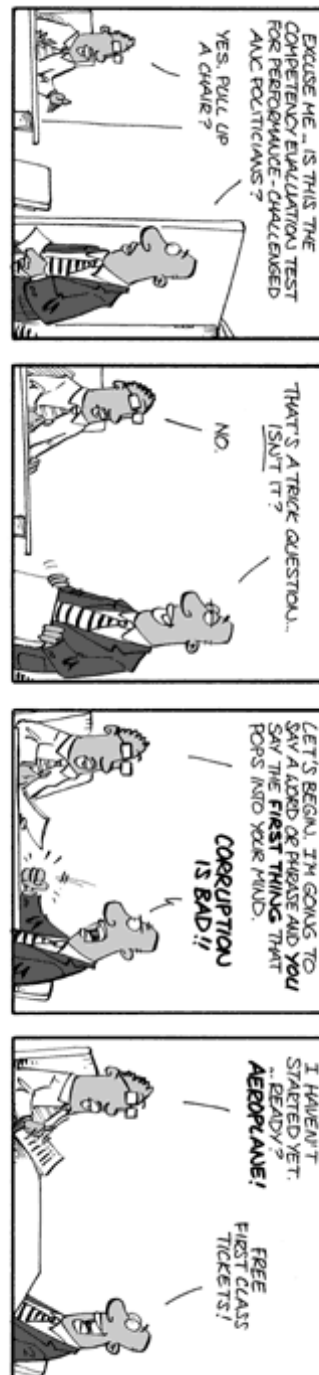
<http://www.madamandeve.co.za/>

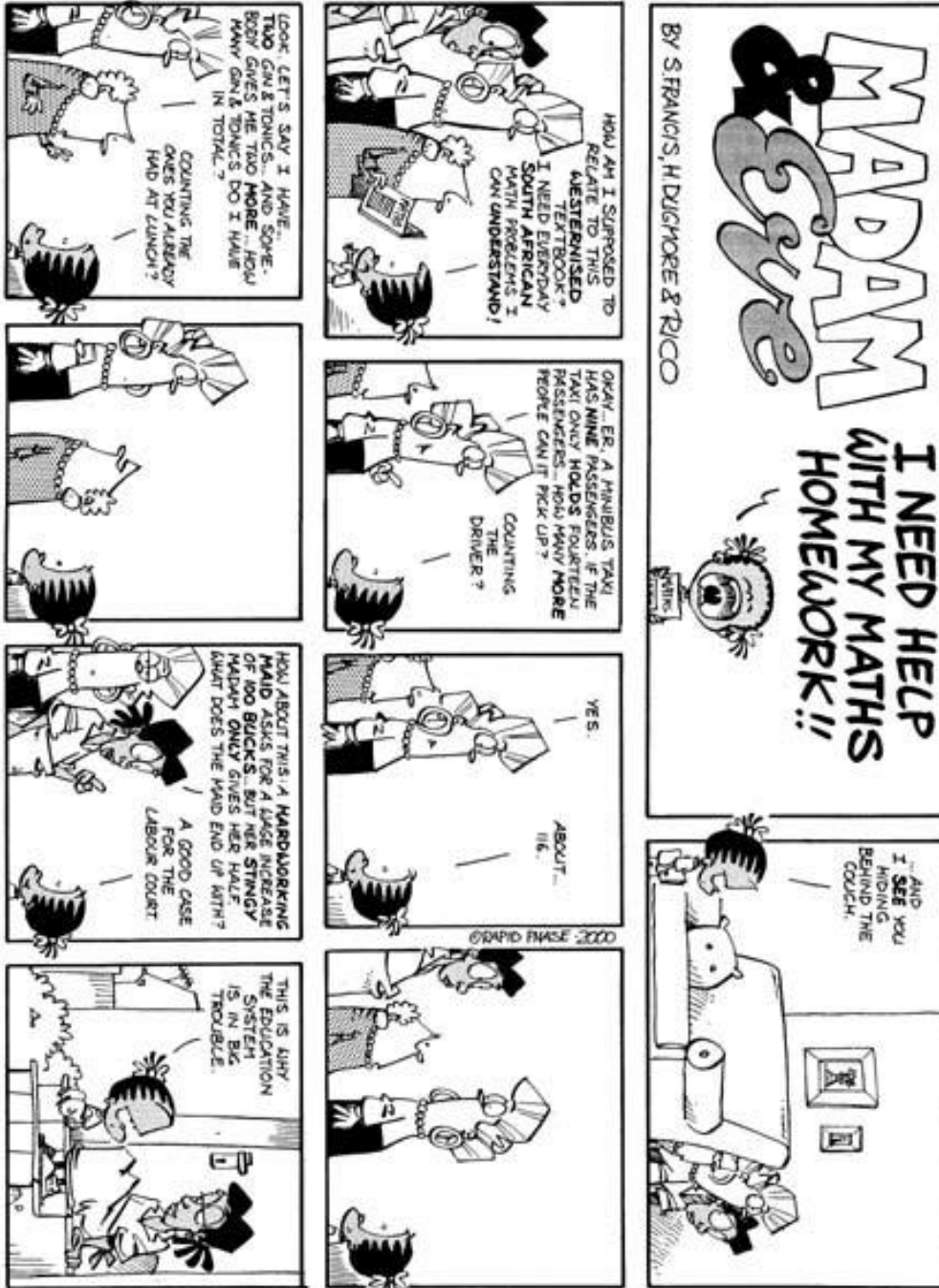
Empty cartoons (cut the images apart before passing them on to students):



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Originals:





Appendix XXXI: WRAPPING UP FINLAND / 2: Variety of Finland

Text 1:

Angry Birds spread their wings beyond gaming world

Associated Press, TAMPERE, Finland | Thu, 05/31/2012 8:03 AM

At Rovio, the future is Angry.

The Finnish gaming company behind Angry Birds — with more than 1 billion downloads to date — is now spreading its wings beyond the virtual world.

It has already launched plush toys, lunch boxes, clothing, stationery, food and drink items, a Formula 1 driver sponsorship deal and a jewelry line. Rovio this week announced it would launch an Angry Birds-branded debit card in Russia in partnership with a local bank.

Next up: Angry Birds Land, one of the highlights of a theme park opening next month in the Finnish city of Tampere.

The Rovio office interiors are exactly what you'd expect from a brash online startup: a central lounge area with couches and overstuffed Angry Birds cushions, the open-plan kitchen where employees are encouraged to mingle and exchange ideas, walls covered with larger-than-life Angry Birds characters, TV screens showing download charts, and a flock of Angry Birds toys perched on almost every flat surface.

There's no way employees or visitors — who must sign a non-disclosure form before being allowed inside — can forget which birds laid the golden eggs that fund the company.

Rovio had barely a dozen employees during the 2009 launch of Angry Birds, which features a colorful cast of avian characters who are launched by catapult, and smash their way through a series of defenses created by their Pig enemies, who have stolen eggs from the Angry Birds nest.

Now, Rovio employs more than 350 multi-national staff, with offices in two Finnish cities, Shanghai and later this year Stockholm.

In 2011, some 30 percent of Rovio's €75.4 million (\$106.3 million) total revenue came from merchandizing sales and licensing deals.

Executive Vice President of Consumer Products Harri Koponen says pitches for new products come from "our fans, of course our employees, industry people who are working with us."

Finland has become something of an early testing center for Angry Birds products which could be rolled out around the world. The most visible of these is Angry Birds Land at Sarkanniemi Amusement Park.

The center-piece of the development is a sprawling adventure trail for children — combining climbing frames, slides, rope ladders, tunnels and a climbing wall. A soundtrack with character noises and music from the games is played around the area.

"I think it's in a way a dream come true," says Miikka Seppala, Sarkanniemi's CEO.

(text adapted from <http://www.thejakartapost.com/news/2012/05/31/angry-birds-spread-their-wings-beyond-gaming-world.html>)

Text 2:

Cool, Hot and Finnish, With a Dose of Mythic Imagination

The husband works seven days a week renting luggage carts at a passenger-ship port and paints copies of van Goghs in his spare time. His wife, who thinks that she herself is from Sirius, is caught in a permanent state of grief and yearning for the daughter she never had. At the end they dress up in shiny extraterrestrial costumes and enact a meeting with their star child (played by a real little girl) in a wooded area. It would be funny if it were not so sad and ethereally beautiful. In her Short, formally elegant films – each about four minutes – Salla Tykka creates intense metaphors about relations between men and women.

Tension between control and explosive feeling is embodied, too, in *Screaming Men*, a choir of 30 led by Petri Sirvio that shouts rather than sings complex musical compositions. Seen on Mika Ronkainen's video and heard through headphones, they are strangely thrilling.

A musical project by Tellervo Kalleinen and Oliver Kochta- Kalleinen is comparatively slight. They travel around the world organizing local volunteers into "complaint choirs." Participants write out lists of complaints ("Too many people believe in the rapture," "I have nothing to wear"), turn them into songs and perform them in public. Choirs in different cities make lovely music in the videos on view, but the effect is more entertaining than profound.

There are no paintings in the show, which was organized by Alanna Heiss, director of P.S. 1, and Marketta Seppala, director of the Finnish Fund for Art Exchange. But there are giant Magic Realist self-portraits drawn in pencil by Stiina Saaristo. The biggest, at almost 10 square feet, depicts Ms. Saaristo sitting glumly in a ball gown holding a star-tipped wand. Surrounded by big bouquets of flowers, ceramic tchotchkes, a caged hamster and Mylar Disney balloons, she could be an updated version of the morose angel in Dürer's "Melancholia."

Somewhat incongruously, the exhibition includes two major displays about noncontemporary subjects. One pertains to the 1960s and '70s career of Erkki Kurenniemi, a Finnish pioneer of electronic music, film, computers and robotics. The installation includes some of his experimental films; a rolling, talking cartoon head called "The Swearing Robot"; and a machine that makes musical sounds when people touch its metal knobs. The other installation recreates the interior of a Futuro House, a U.F.O.-shaped shelter designed to be mass-marketed as a portable vacation home by the Finnish architect Matti Suuronen in 1968. Here it serves as a video lounge.

Mr. Kurenniemi and the Futuro House are featured because they are subjects of two documentaries included in the exhibition by the contemporary filmmaker Mika Taanila. With avid curiosity and a light touch, Mr. Taanila examines a time of technological innocence and optimism that now seems distant and vaguely absurd. His films add to the impression given by "Arctic Hysteria" of a deep quirkiness in the Finnish character.

"Arctic Hysteria: New Art From Finland" continues through Sept. 15 at P.S. 1 Contemporary Art Center, 22-25 Jackson Ave., Long Island City, Queens; ps1.org

(text adapted from <http://www.nytimes.com/2008/06/06/arts/design/06arct.html?pagewanted=all>)

Appendices

Text 3:

Finland: From Mushrooms to Reindeer

By Sally Schneider, Mar 15 2010, 12:54 PM ET 3

In summer, the city of Helsinki in Finland is so temperate that it is nearly impossible to imagine how far north it is unless you have a visual aid – a globe, for example, which shows Finland alarmingly close to the "top" of the world, on a latitude with Anchorage, Alaska. Flying from New York City to Finland, the route crosses the Arctic Circle along the southern coast of Greenland, north of Iceland.

Warmed by the Gulf Stream, Finland is one of the northernmost agricultural regions in the world. In summer and fall, Helsinki's markets burst with the kinds of foods that are coveted by gastronomes and chefs the world over: wild chanterelles, and black trumpet mushrooms; black, red, and white currants; riots of berries – cloudberry, rowanberry, lingonberry, blueberry, strawberry; crayfish and an astonishing array of river, lake, and sea fish and their caviars; and toward fall, wild game such as duck and grouse, as well as reindeer, elk, and moose. "Wild" foods like mushrooms and game that are routinely farmed in other countries are truly wild in Finland, and in abundance. National law allows any citizen to forage in the country's pristine forests. Because its growing season is short with long days of sun, the flavor of produce is concentrated. Strawberries, blueberries, currants, lettuces, and vegetables all taste more vivid, like essential versions of themselves.

With all this bounty, Finnish food remains virtually unknown to the rest of the world. When I mentioned I was going to Finland, the response was invariably a pause and then: "They eat reindeer, right?" Nobody, myself included, seemed to have any idea of what Finnish food is like. Nor did a soul mention its legendary designers like Alvar Aalto or Eero Saarinen, nor Nokia, nor Linus Torvalds, the creator of open-source Linux, nor even the high-design housewares of Marimekko and Iittala. Finland has been curiously invisible.

I went to Finland and became so smitten that I arrived back in Manhattan "homesick" for many things I had experienced there: the unbelievably delicate Baltic herring and barely smoked caviars of its many river fish, like vendace and salmon; the astonishing rye breads made with ancient starters; the energy and beauty of Helsinki, a tiny metropolis where you can walk everywhere and see gorgeous architecture, waterways, and wonderful design at every turn, from its vivid orange/red market tents and subway trains to its fantastic Design Museum. I also yearned to beam myself back to a spare island cottage, with chanterelles growing along the path, and a wood-fired sauna.

The government is keenly aware that food and culture go hand in hand, and that if Finland is to fully take its place as World Design Capital in 2012, its food must match the rest of its design in quality and inventiveness. It has been said that stinging comments about Finnish food from both Italian Prime Minister Silvio Berlusconi and French President Jacques Chirac that year gave the Finnish government added incentive to support Finnish gastronomy. But well before the government's awakening, the local foods movement was gaining steam, fueled by individuals like Miina Äkkijyrkkä, an artist who took up the cause of Finland's endangered indigenous cow, and restaurants like Lasipalatsi in Helsinki and Wolkoff in Lappeenranta, who drew attention to the extraordinary quality of Finnish ingredients.

During my time in Finland, I had the feeling that the country was deep into a dramatic process of change, with one foot still in its old-style nostalgic foods – cold weather farm cooking, which can be delicious or border on stodgy – and the other in a reinterpretation of the national flavors with a lighter hand, modern techniques, and great creativity. In all, however, is a palpable celebration of the country's superb raw materials.

(text adapted from <http://www.theatlantic.com/health/archive/2010/03/finland-from-mushrooms-to-reindeer/37416/>)

Appendices

Text 4:

Religion is personal say Finnish church-goers

Posted on 11 April 2010. Tags: church, Finland, lutheran, religion

Despite a few more pews being filled over Easter weekend, expressions of religion remain a private matter for Finnish people.

Regular attendance numbers at the country's Lutheran Church services are continuing to decline, with a mere 1.8 percent of local parishioners turning up for weekly observances, according to a news report by YLE.

Some 80 percent of Finns are members of the Evangelical Lutheran Church, but most say they prefer to observe their faith in private and find religious discussions uncomfortable. Parishioner Nina Mustonen, of Helsinki's Pakila district, is one of few who regularly attend Sunday services.

"Going to church brings a form of continuity. I believe there's a higher power, but I don't spend much time thinking about what the Bible says," Mustonen explained, adding that she shared similar views to outward expressions of faith as her countrymen.

The married mother of three said that religion was part of everyday life, but that it can at times be overwhelming attempting to conform to the conventional definition of a religious devotee. "When you hear of a religious person, you think of someone who wears a skirt and drinks tea. When a religious person comes home after a night out, he might wonder what the neighbours are thinking," added Mustonen.

(text adapted from <http://www.icenews.is/index.php/2010/04/11/religion-is-personal-say-finnish-church-goers/>)

Finland's passion for crazy contests

The mobile phone throwing world championship in Finland on Saturday is just one of many crazy contests on the country's summer diary. Helsingin Sanomat columnist Perttu Hakkinen asks why Finns have such a fondness for these wacky pursuits.

Finland is well-known for several reasons: mass-produced mobile phones, lakes - 190,000 of them - and boiling hot saunas. Also, for Santa Claus and the Eurovision monsterman, Lordi.

Finnish summer sports and pastimes owe something to all of these things. The telecoms industry, the natural environment - and the country's gimmicky eccentric side. The list includes boot throwing, wife carrying, mosquito slapping, mobile-phone throwing, swamp football, sauna endurance contests... and many more. But no-one should assume that Finns treat these contests as a joke - nothing could be further from the truth. The players and fans involved really do mean business.

Vodka and envy

Here's my theory about how they originated.

Almost every Finnish family has its very own summer cottage, or *moekki*, where it hides every summer to escape annoying neighbours and noisy urban racket. (Since Finland is a big country consisting mostly of trees and water, it's quite easy to find some soul-soothing peace.) But after few days of relaxing country life, some Finns get bored. Activities like fishing, boozing or swimming lose their magic. Then it's time to call-up the annoying neighbours (or relatives) again, ask them to come over and get them to engage in some kind of contest. Toilet-paper throwing, for example. The winner usually gets a bottle of cheap vodka and envious looks from their rivals. (Finnish people are quite competitive.) But boredom is not the only motivating force behind weird summer sports.

"We can lure in 8,000 to 9,000 tourists during a weekend," says Eero Pitkaenen, announcer for the annual Wife-Carrying World Championships in Sonkajaervi. This little village located in north-east Finland normally has a population of 4,825, so wife-carrying enthusiasts triple it every summer. And that means money.

Wives and rubber boots

While the first Wife-Carrying World Championships were held only in 1992, the sport allegedly has its roots in a local 18th century folktale. It is said that a cold-blooded bandit called Rosvo Ronkainen (Rosvo means "villain") used to snatch women from nearby villages, to have his way with them. It is said that he didn't accept men in his posse who couldn't jump over a creek with a 100kg sack of grain on their shoulders.

The official 253.5m-long wife-carrying track seems to be influenced by this fable since it features different types of obstacles, including water.

Like wife carrying, boot throwing also goes back a long way, at least to the start of the 20th Century. Quite how or why it began is unknown, but Harri Kinnunen, two-time organiser of the Boot Throwing World Championships, has a hunch.

"I think it's pretty obvious that some drunken people were sitting on a terrace after a sauna and saw a rubber boot," he chuckles as if no further explanation were required (the urge to pick the boot up and throw it being, quite obviously, irresistible). "I guess all Finnish summer sports were invented by drunk people."

"Yeah, I know what the foreigners think," Kinnunen laughs. "Those crazy Finns!"

(text adapted from <http://news.bbc.co.uk/2/hi/8211639.stm>)

Appendix XXXII: WRAPPING UP FINLAND / 4: Jeopardy!

HISTORY	ART	SPORTS & GAMES	CUISINE	RELIGION
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Appendices

HISTORY	ART	SPORTS & GAMES	CUISINE	RELIGION
When did the United States become independent?	What is ta moko?	Why is rugby called 'rugby union' in Ireland?	What or who is Rogan Josh?	What are the two main religions of the Shona?
Who were the first white people in the Great Lakes region?	True or false: Every cut in a piece of Māori art has a meaning	What kind of special status does Northern Ireland have when it comes to the Olympics?	What two things are used creatively in the traditional cuisine of India?	Do the Zulu believe in life after death?
During what decades were the Indian Wars fought?	Name four of the seven materials traditionally used in Māori art.	Where was horse polo invented in?	Name four of the six tastes that categorize Indian food.	Who is Unkulunkulu?
Why were the army barracks at Carlisle transferred from the War Dept to the Interior Dept?	What an Australian aboriginal artist cannot paint?	What is one of the world's oldest team sports?	Why were many traditional spices chosen to be used in Indian cuisine?	Why might a Zulu woman take a small piece of bread and place it under her hut?
When was the first Indian reserve in Canada created?	How are ta mokos different from normal tattoos?	When was curling first played in the Olympics?	What people was the earliest contributor to the Indian cuisine?	What are the vadzimu in the Shona religion?

Appendices

Jeopardy questions and their correct answers:

History

- When did the United States become independent? (July 4, 1776)
- Who were the first white people in the Great Lakes region? (French explorers)
- During what decades were the Indian Wars fought? (1850s to 1890s)
- Why were the army barracks at Carlisle transferred from the War Dept to the Interior Dept? (For the civilizing of the Indian children, a boarding school for Native American children was founded in Carlisle.)
- When was the first Indian reserve in Canada created? (In 1635.)

Art

- What is ta moko? (Māori tattoo)
- True or false: Every cut in a piece of Māori art has a meaning. (False.)
- Name four of the seven materials traditionally used in Māori art. (Wood, bone, jade, abalone, shell, flax, feathers.)
- What an Australian aboriginal artist cannot paint? (His own dreaming)
- How are ta mokos different from normal tattoos? (In ta moko, the skin is carved with chisels, not punctured with needles.)

Sports & games

- Why is rugby called 'rugby union' in Ireland? (It was mainly played by Unionists.)
- What kind of special status does Northern Ireland have when it comes to the Olympics? (NI athletes get to choose if they are playing for Ireland or the United Kingdom.)
- Where was horse polo invented in? (Persia)
- What is one of the world's oldest team sports? (Curling)
- When was curling first played in the Olympics? (In 1924).

Cuisine

- What or who is Rogan Josh? (Indian meat stew)
- What two things are used creatively in the traditional cuisine of India? (Herbs and spices)
- Name four of the six tastes that categorize Indian food. (Sweet, sour, salty, spicy, bitter and astringent.)
- Why were many traditional spices chosen to be used in Indian cuisine? (For the medicinal value, not for flavor.)
- What people was the earliest contributor to the Indian cuisine? (The Aryans)

Religion

- What are the two main religions of the Shona? (Their own Native religion and Christianity.)
- Do the Zulu believe in life after death? (Yes, they believe the spirits of the dead stay with descendants.)
- Who is Unkulunkulu? (The creator God of the Zulu.)
- Why might a Zulu woman take a small piece of bread and place it under her hut? (To remember their ancestors.)
- What are the vadzimu in the Shona religion? (The deceased ancestors.)

Appendix XXXIII: WRAPPING UP FINLAND / 5: What's Wrong?

Arab trades have affected South African cuisine.

The weather and local animals have influenced the Indian cuisine.

Naan is a dish made of lamb, vegetables and a variety of spices.

Raita is the name of the capital of Zimbabwe.

The Niagara Falls have been nicknamed “the Smoke that thunders”.

Lake Kariba is the holy water source of the Aboriginal people in Australia.

The Shona believe that the ancestor spirits live in trees and rocks.

The Zulu give the ancestor spirits food so that they wouldn't be angry.

The first traders that came in contact with the American Indians were immediately at war with the native peoples.

Canadian First Nations want to abolish the reservations.

Social games were introduced to the world first in the 16th century.

The Australians begin their summer holiday in April.

Appendix XXXIV: WRAPPING UP FINLAND / 6: Taboo

<p>road bowling</p> <ul style="list-style-type: none"> - Irish - sports - similar 	<p>architecture</p> <ul style="list-style-type: none"> - building - church - modern 	<p>culture</p> <ul style="list-style-type: none"> - language - country - music 	<p>Rogan Josh</p> <ul style="list-style-type: none"> - Indian - food - meat
<p>reservation</p> <ul style="list-style-type: none"> - Indians - Native - army 	<p>Horse polo</p> <ul style="list-style-type: none"> - English - Britain - Royal 	<p>Kangaroo</p> <ul style="list-style-type: none"> - Australian - brown - to hop 	<p>Ojibway</p> <ul style="list-style-type: none"> - Native - Indian - American
<p>tactile</p> <ul style="list-style-type: none"> - learning style - hands - move 	<p>Scotland</p> <ul style="list-style-type: none"> - England - the UK - kilt 	<p>auditive</p> <ul style="list-style-type: none"> - learning style - ears - listen 	<p>capital city</p> <ul style="list-style-type: none"> - main - Helsinki - the largest
<p>population</p> <ul style="list-style-type: none"> - people - much - live 	<p>sport</p> <ul style="list-style-type: none"> - hobby - football - ice hockey 	<p>painting</p> <ul style="list-style-type: none"> - color - paint - brush 	<p>football</p> <ul style="list-style-type: none"> - soccer - Beckham - ball
<p>Angry Birds</p> <ul style="list-style-type: none"> - Rovio - Finnish - game 	<p>history</p> <ul style="list-style-type: none"> - the USA - old - past 	<p>independence</p> <ul style="list-style-type: none"> - freedom - war - declare 	<p>anthem</p> <ul style="list-style-type: none"> - music - symbol - song
<p>Native</p> <ul style="list-style-type: none"> - first - people - the USA 	<p>innocence</p> <ul style="list-style-type: none"> - guilty - accuse - wrong 	<p>ancestor</p> <ul style="list-style-type: none"> - old - family - person 	<p>teepee</p> <ul style="list-style-type: none"> - Indian - house - tent
<p>casino</p> <ul style="list-style-type: none"> - money - game - gamble 	<p>G'day!</p> <ul style="list-style-type: none"> - hello - greeting - Australian 	<p>Ta moko</p> <ul style="list-style-type: none"> - tattoo - Māori - symbol 	<p>artist</p> <ul style="list-style-type: none"> - painting - music - sing

Appendix XXXV: WRAPPING UP FINLAND / 7: Ask & Tell

a reservation	spicy	politics	a First Nation tribe
a Dreaming	curling	an ancestor	Dream-track
stolen land	Native wisdom	to cheer	the Constitution
natural religion	rugby	role playing games	communication
a dream team	a trader	sacred	a lucky charm
a piece of bread	the capital city	Spirit World	a dilemma
democracy	a tattoo	an art critic	garlic
salty	the End of the World	eggplant	a poem
a kangaroo	a harsh winter	curry	Angry Birds

Appendix XXXVI: WRAPPING UP FINLAND / 8: Rotating Board Game

(see example <http://www.tefl.net/alexcase/worksheets/natural-english/nat-eng-int-revision-game/>)

Ingredients used in Indian cooking.	Different ways of greeting in English.	True things about Ireland.	Topics that your partner thinks were difficult in the units.	START Things that you may see in India.
English-speaking countries your partner has never been to.	<p>Rules for the Rotating Board Game:</p> <p><i>Place your game markers in the square marked with the word START. Go around the board clockwise.</i></p> <ul style="list-style-type: none"> ❖ When it is your turn, make as many true sentences as you can about the topic in the box during the time given by the hourglass or until you form an incorrect sentence. ❖ After each sentence your partner(s) will tell you if the sentence is true or not. After the time runs out or if you make a mistake, move forward one square for each correct sentence you said. You will get a point for each correct sentence. ❖ Continue playing until your teacher tells you to stop. The person who has the most points is the winner. 			What your partner thinks about various Australian singers.
True things about New Zealand.				South African religions.
Things that should be mentioned in a song about Finnish history.				Things you may see in Zimbabwe.
True things about the USA.				Important events or people in American history.
Things you may see in South Africa.				Traditional sports in the UK and Ireland.
Nations that have affected the Indian cuisine.				Native American tribes.