The role of culture in our lives: Warm up

Before reading the chapter, ask the students to discuss the following questions with a partner. After a few minutes have them share their answers with the class.

- What is culture?
- How can it be observed?
- What cultural diversity have they experienced?

16.1 What is culture?

Look at the diagram together and discuss what it shows. Can the students give some ‘observable’ and ‘non-observable’ examples from their own cultures (such as an example of an observable habit, or a non-observable learning style)? Then read Text 16.1.1 and complete the exercises.

16.2 Celebrating cultural diversity

Text 16.2.1 UNESCO declares French cuisine ‘World intangible heritage’

Topics to discuss:

- Have the students ever taken part in any cultural diversity celebrations?
- Does the school celebrate cultural diversity?
- What do the students know about UNESCO?

Read and discuss the text.

Text 16.2.2 World Day for Cultural Diversity for Dialogue and Development, 21 May

Text 16.2.2 suggests a list of ten things students and others can do to celebrate the day. After reading and discussing the text, have the students think of other activities which could be undertaken.

16.3 Personal comments on cultural diversity

Texts 16.3.1, 16.3.2, 16.3.3 Excerpts from a diary

Explain to the students that these excerpts come from a diary written by a Japanese boy whose family moved to Europe. The excerpts describe very effectively the feelings of non-native speakers when faced with language which they do not understand and the situation of feeling very foolish because they do not understand or cannot express their ideas. Many of the students will have had similar experiences which they may be willing to share with the class, or write down as a memoir.

16.4 A political view of cultural diversity

Explain to the students that Robin Cook was a British politician and that Text 16.4.1 is a very well known speech made by him about the cultural diversity of the British people.
16.5 An example of cultural diversity in action

Ask the students what they know about Singapore (where it is, how big it is, etc.) before looking at the text. They are going to make a timeline of the text, so have them pay special attention to the expressions of time.

Suggestions for further reading

*The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie

*The House of Mango Street* by Sandra Cisneros

Answers

Text 16.1.1

<table>
<thead>
<tr>
<th>General comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 answers will vary</td>
</tr>
<tr>
<td>2 Power Distance, Individualism versus Collectivism, Masculinity versus Feminism, and Uncertainty Avoidance.</td>
</tr>
<tr>
<td>3 High Power Distance means that everyone in a society knows and accepts that everyone has their place.</td>
</tr>
<tr>
<td>4 Answers will vary – in school/in the family are possible answers, depending on the social climate/situation.</td>
</tr>
<tr>
<td>5 answers will vary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text handling</th>
</tr>
</thead>
<tbody>
<tr>
<td>a behave</td>
</tr>
<tr>
<td>b beliefs</td>
</tr>
<tr>
<td>c massive</td>
</tr>
<tr>
<td>d especially</td>
</tr>
<tr>
<td>e powerful</td>
</tr>
<tr>
<td>f inequality</td>
</tr>
<tr>
<td>g opposite</td>
</tr>
<tr>
<td>h consensus</td>
</tr>
<tr>
<td>i ambiguity</td>
</tr>
<tr>
<td>j rigid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar in context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 collectivism – collectivistic</td>
</tr>
<tr>
<td>2 individualism – to be individual; individualistic</td>
</tr>
<tr>
<td>3 femininity – to be feminine; feminine</td>
</tr>
<tr>
<td>4 masculinity – to be masculine; masculine</td>
</tr>
</tbody>
</table>

Text 16.2.1

<table>
<thead>
<tr>
<th>General comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 They felt it is an important social custom that is used to help people celebrate important moments in their lives.</td>
</tr>
<tr>
<td>2 The Royal Ballet of Cambodia, Mexico’s Day of the Dead festival, Spanish flamenco and Chinese traditional opera are also mentioned.</td>
</tr>
<tr>
<td>3 Practices that are seen as belonging to the rite include: how wines are paired with dishes; how the table is dressed; the way glasses are placed on the table; how the knife and fork are placed on the table.</td>
</tr>
<tr>
<td>4 answers will vary</td>
</tr>
<tr>
<td>5 answers will vary</td>
</tr>
<tr>
<td>6 answers will vary</td>
</tr>
</tbody>
</table>
Text handling
1 intangible – unable to be touched
2 rite – a ceremony
3 ratify – to formally agree
4 delegate – a person sent to represent others

Text 16.2.2

General comprehension
answers will vary

Text 16.3.1

General comprehension
1 He has just been given a place at a really good middle school.
2 He feels his life will be ruined because he won’t be able to understand anyone at school and will miss his friends. However, his sister is excited about going to Europe for the ballet.
3 answers will vary
4 answers will vary
5 No, he says he can hardly speak English.
6 answers will vary

Text handling
1 a it was worth doing the hard work for the good reward at the end
   b I can’t believe I really was successful
   c trying to attract attention to yourself
   d a school where students are automatically promoted from one section to the next (e.g. elementary to middle school), as if on an escalator
   e I have to continue to do what I am doing now
   f they are not worth anything
   g to spend free time with friends
   h really happy and excited
   i she will soon realise the truth
2 to be promoted – c) to be given a higher position at work
   to be destroyed – a) to be broken into pieces
   to be devastated – d) to be terribly disappointed
3 a the hard work
   b the escalator
   c moving to Europe
   d go to an international school and learn English
   e his glasses
## Text 16.3.2

### General comprehension

1. His parents didn’t allow it.
2. They said that Grandma was too frail to look after him, and the experience was too exciting to miss.
3. He was surprised that the students were noisy, and that no one was wearing uniform. He was also surprised that students were allowed to wear earrings and dye their hair.
4. The woman in the office used the colloquial expression ‘take a seat’, meaning please sit down. He understood it literally as if he had to carry a seat somewhere.
5. The English teacher touched his hand and called him ‘dear’.

### Text handling

- **a** hardly – almost not at all
- **b** to be naive – to have no idea about something
- **c** to reckon with something – to expect it
- **d** frail – very fragile
- **e** raucous – noisy
- **f** loathe – hate
- **g** a dress-down day – a day when people wear casual clothes
- **h** humiliating – embarrassing

## Text 16.3.3

### General comprehension

1. The biggest problem was his lack of English knowledge, which led to loneliness.
2. He developed headaches and stomach aches.
3. The mother of a Japanese student.
4. She suggested he should join a sports club or an after-school activity.
5. It was a very good idea.
6. He was very fast and the other boys were surprised and wanted to know how he could run so fast.

### Text handling

1. hardly – almost not at all
2. a never-ending nightmare – a very bad situation that goes on and on
3. unbearable – cannot be put up with or enjoyed
4. pretty unfriendly – not very friendly
5. shrugged my shoulders – an example of body language by raising the shoulders to express not knowing or understanding something
## General comprehension

1. The tone of the speech is positive.
2. He says they are not a race because they are a gathering of many different races and communities.
3. Britain was open to foreign influences through invasion, commerce, and imperial expansion.
4. The economy, lifestyles, and cultural horizons have all been enriched by cultural diversity.
5. True or false:
   
   a. True – ‘The British are not a race, but a gathering of countless different races and communities, the vast majority of which were not indigenous to these islands.’
   
   b. True – ‘transport and communications were often easier by sea than by land’
   
   c. True – ‘The global era has produced population movements of a breadth and richness without parallel in history’
   
   d. False – ‘Britain continues to be the preferred location for multinational companies setting up in Europe’
   
   e. False – ‘it isn’t just our economy that has been enriched… Our lifestyles and cultural horizons have also been broadened’
   
   f. False – ‘more readily understood by young Britons’
   
   g. False – ‘Chicken Tikka Massala is now a true British national dish’
   
   h. False – ‘national identity cannot be based on race and ethnicity, but must be based on shared ideals and aspirations’

## Text handling

1. Reference pronouns:
   
   a. the Romans
   
   b. the great cathedrals
   
   c. Richard the Lionheart, Richard the Lionheart

2. Matching sentences:

   | I  | B |
   | II | D |
   | III| E |
   | IV | A |
   | V  | C |

## Grammar in context

Examples of sentences with noun phrases as the subject:

- ‘The great cathedrals of this land were built mostly by Norman bishops’
- ‘But if this view of British identity is false to our past’
- ‘Coming to terms with multiculturalism as a positive force for our economy and society will have significant implications for our understanding of Britishness’
- ‘The modern notion of national identity cannot be based on race and ethnicity’
The role of culture in our lives

Text 16.5.1

General comprehension

1 Singapore is small and yet the people live peacefully alongside each other and share their customs and traditions.
2 Suggested answer: A prince saw an animal while hunting which he thought may have been a lion. Lion is ‘simha’ in Sanskrit and city is ‘pura’; he named the island after this experience – lion city.
3 Singapore became important as a trading post because of Sir Stamford Raffles.
4 There is evidence in the building style of some of the older buildings, and the street names. In addition, English is one of the languages spoken in Singapore.
5 Malay, English, Mandarin, and Tamil are widely spoken but other languages are used too.
6 Suggested answer: English will prevail because Sir Stamford Raffles was British and established the trading post and developed the city. Also Singapore was a Crown Colony and still belongs to the Commonwealth.

Text handling

1

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14th century</td>
<td>According to legend, Singapore was named by a prince</td>
</tr>
<tr>
<td>1819</td>
<td>Sir Stamford Raffles first visited Singapore</td>
</tr>
<tr>
<td>1860</td>
<td>The population of Singapore had increased to over 80,000</td>
</tr>
<tr>
<td>World War II</td>
<td>Singapore was occupied by the Japanese</td>
</tr>
<tr>
<td>1946</td>
<td>Singapore became a Crown Colony</td>
</tr>
<tr>
<td>1959</td>
<td>The first elections were held for self government</td>
</tr>
<tr>
<td>1963</td>
<td>The country merged with Malaysia</td>
</tr>
<tr>
<td>1965</td>
<td>Singapore became an independent sovereign nation</td>
</tr>
</tbody>
</table>

2 Suggested answers:
   a The history of Singapore
   b Multiculturalism in Singapore
   c Singapore’s traditions

Grammar in context

Examples of passive sentences:

- ‘Singapore was occupied by the Japanese during the Second World War and was then administered by the British becoming a Crown Colony in 1946.’ Rewritten as: ‘The Japanese occupied Singapore during the Second World War, and the British administered Singapore when it became a Crown Colony in 1946.’

- ‘In 1959 the first elections were held for self government.’ Rewritten as: ‘In 1959 Singapore held the first elections for self government.’

- ‘The country was merged with Malaysia in 1963, but became an independent sovereign nation in 1965.’ Rewritten as: ‘Singapore merged with Malaysia in 1963, but became an independent sovereign nation in 1965.’