

Block

3

CULTURE AND ENTERTAINMENT

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BLOCK 3 INTRODUCTION

A very important aspect of human life is **Culture and Entertainment**. In **Block 3** we discuss these aspects through reading writing, listening and speaking skills. The reading texts are primarily descriptive, expository and narrative. The Writing sections concentrate on biography writing and descriptive pieces. There are activities for listening and speaking in each Unit. Please listen to the audio while attempting the listening tasks. For the Speaking activities, practice with a friend or colleague who you think speaks English well.

The Units are as follows:

Unit 1 - Leisure

Unit 2 - Rukmini Devi Arundale – A Life Dedicated to Art

Unit 3 - Yakshagana

Unit 4 - Communicating across Cultures

I hope you enjoyed reading the Units and found them useful.

ACKNOWLEDGEMENT:

- 1 Hornbill Festival of Nagaland, (Times of India, Speaking tree 14.12.2014)
- 2 Excerpts from Kalpana Chawla's biography: (From 'She lived her dream', Tribute, from The Hindu)
- 3 Rukmini Devi Arundale – A Life Dedicated to Art, Shobha Warriar, From the Internet.
- 4 Excerpt from 'Ladies Coupe' by Anita Nair, Penguin, 2001.
- 5 Hachiko – Taken from the Internet.
- 6 Unit 4 taken from IGNOU Programme, BPOI-006 (Communicating Across Cultures)

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UNIT 1 LEISURE

Structure

- 1.0 Objectives
 - 1.1 Warm Up
 - 1.2 Reading Comprehension: Hornbill Festival of Nagaland
 - 1.3 Thematic Vocabulary and Using Descriptive Words Appropriately
 - 1.4 Grammar: If Conditional
 - 1.5 Writing a Biography
 - 1.6 Creative Writing
 - 1.7 Listening: Interviewing People about their Leisure Time Activities
 - 1.8 Speaking about One's Preferences and Making Comparisons
 - 1.9 Let Us Sum Up
 - 1.10 Answers
-

1.0 OBJECTIVES

To develop in the learner the ability to:

- reflect upon and speak about one's leisure time preferences;
 - read a passage on the Hornbill Festival;
 - answer questions based on the text;
 - use thematic vocabulary;
 - use vocabulary appropriately;
 - understand the usage of 'If Conditional';
 - write a biography based on guidelines;
 - listen for gist and detail;
 - speak about one's preferences;
 - interview someone about his/her preferences; and
 - make comparisons.
-

1.1 WARM UP

Activity 1

Complete the questionnaire

Some leisure time activities have been given in the questionnaire. Put a double tick mark (√√) against the ones that are your usual leisure time activities. Put a single tick (√) mark against the ones that you indulge in once in a while. Then write your choices in order of preference. There is an example.

<i>My leisure time preferences</i>	
√√ books	<i>autobiographies, fiction, travelogues</i>
√ eating out	<i>Chinese or Mughlai food</i>
watching television

listening to music

going to films

going to the gym
.....
Playing outdoor games
.....
chatting with people on Whatsapp
.....
surfing the internet
.....

1.2 READING COMPREHENSION: HORNBILL FESTIVAL OF NAGALAND

Read the following passage:

If India is the macrocosm that represents unity in diversity, Nagaland is the microcosm of that philosophy. A melting pot of different tribal culture and cuisines, Nagaland is a place where primeval landscapes, ancient people can leave you floored. At the Hornbill Festival held from December 1 to 10 in the state capital Kohima, I discovered that the concept of *Athithi Devo Bhava* – ‘Guest is God’, came naturally to the Nagas, the indigenous people of the region.

The Hornbill Festival showcases a *mélange* of cultural displays under one roof, attracting visitors from across the world. It usually takes place in the first week of December at the Naga Heritage Village called Kisama, located 12 km from Kohima. The village gets its name from the two villages Kigwema (Ki) and Phesama (Sa), where the village is now established. The suffix ‘Ma’ means village. Seventeen major tribes including Ao, Angami, Chang, Konyak, Lotha, Sum and Chakhesang take part in the festival. Besides reviving and protecting the rich culture of Nagaland, it helps visitors have a closer understanding of the people and their culture.

According to Banuo Z Jamir, Nagaland’s first woman chief secretary, the festival is named after the hornbill, the bird eulogized in Naga tribal folklore. “Hornbill is central to the Naga tradition, finding symbolic representation in their faith and costumes,” she said.

One tale relates how a Naga youth, unable to bear his step-mother’s ill-treatment, turned into a hornbill and took flight, promising to visit his village every year. During such visitations, the youth came across two of his past beloveds who were now married. Seeing them, the man-hornbill plucked two feathers from his body and presented a feather to each of the women. The bird then flew away, never to return, but his gifts to his former lovers made their way into headgears, and these are worn each year during the festival, bringing joy to the tribes people.

For Nagas, the bird exudes qualities of nobility, beauty and bravery and because of its roar-like call, its strength is believed to equal that of a tiger which personifies the quintessential Naga warrior. It is also a symbol of fertility – reproduction and agriculture – and is perceived to possess social values similar to those of humans.

The Hornbill Festival highlights include tribal dances, exhibition and sale of arts and crafts, food and herbal medicine, stalls, fashion and flower shows, beauty pageants, chilli-eating and bamboo pole climbing competitions, traditional archery, Naga wrestling, indigenous games and music concerts. The warrior’s log drums, the colourful headgear, the soulful war cry, the exquisite costumes *et al* are remarkable in their own ways. Delicious local cuisines and delicacies that are typical to each of the Naga tribes are served along with *Zutho* or rice beer.

The Hornbill Festival is a celebration of both past and present. It is a cultural extravaganza that not only celebrates the tribal way of life but also bridges the gap between generations and revives and strengthens human bonds. Over the years, the festival has gained in stature and scale, and has now become a unique platform for tourists to witness the cultural diversity not only of the Naga people but of the north-east in all its wonder and glory.

(Times of India, Speaking tree 14.12.2014)

Answer the questions given below:

Check Your Progress 1

1. What is the philosophy being referred to?
.....
.....
.....
2. Why is Nagaland considered a ‘melting pot’?
.....
.....
.....
3. The Hornbill Festival ‘Showcases a mélange of cultural displays under one roof’. Discuss this statement in the light of the passage.
.....
.....
.....
4. What does the Hornbill represent to the Nagas?
.....
.....
.....
5. Do you have a story similar to the Hornbill legend in your culture? Relate the story.
.....
.....
.....
6. Do you think that the writer is a guest or an ‘inhabitant of Nagaland? Why do you think so? Give sentences from the text to illustrate your answer.
.....
.....
.....
7. Match the words in Column A with their opposite in Column B.

Macrocosm	Unity
Diversity	Microcosm
Primeval	Criticized
Indigenous	Modern
Reviving	Destroying
Eulogized	Migrant
Joy	Tasteless
Bravery	Sorrow
Delicious	Cowardice
8. Fill in the blanks with the appropriate words from the box. You may change the form of the words.

Melting pot	cuisine	mélange	took flight
exudes	quintessential	extravaganza	stature
unique	bridge		

- i) I enjoy good food, but my favourite is Italian
- ii) She was a vibrant person, vitality, enthusiasm and generosity.
- iii) Rekha was the modern women – forthright, demanding yet kind and sensitive.
- iv) When the police arrived, the goons
- v) Mahatma Gandhi’s non-violent movement for India’s Independence was but effective.
- vi) The university was very proud to have a professor of such
- vii) America is often referred to be a of different ethnicities, races and cultures.
- viii) Her book is a of personal experience and practical advise.
- ix) A Bollywood type was performed by the dancers at the wedding.
- x) We should attempt to the gap between the rich and poor in our society.

9. **Idioms** are words, phrases, or expressions that cannot be taken literally. In other words, when used in everyday language, they have a meaning other than the basic one you would find in the dictionary. Every language has its own idioms.

Read the sentence ‘...Nagaland is the microcosm of that philosophy. A melting pot of different tribal culture and cuisines, Nagaland is a place where primeval landscapes, ancient people can leave you floored’.

Leave you floored is an idiom. Here ‘leave you floored’ means ‘astonishes you’.

Find the meaning of following idioms and use them in sentences of your own.

- i) Leave you floored
- ii) Have the floor
- iii) Hold the floor
- iv) Take the floor
- v) Wipe the floor with
- vi) Floor someone

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1.3 THEMATIC VOCABULARY AND USING DESCRIPTIVE WORDS APPROPRIATELY

Thematic Vocabulary

Activity 2

1. Given below are some common leisure activities. Complete the web by putting appropriate words around them.

1. computer	2. binoculars
3. cable connection/telephone line	4. nesting
5. book 'Internet for Dummies'	6. e-mail id
7. book 'Birds of India'	8. migration
9. camera	10. password
11. web camera	12. e-copy
13. websites	14. plumage
15. still photography	16. habitat
17. download	18. Indian sites
19. video filming	20. visiting sites
21. printout	22. attachment
23. search engines	24. virus scan

- i)

 bird watching

- ii)

 Surfing the net

Using Descriptive Words Appropriately

2. We notice that certain descriptive words can only occur with certain nouns. Using them indiscriminately does not seem appropriate. This is called collocation.

Choose the descriptive words from the box given below to match with the following:

- i) view from a hill station
- ii) a novel
- iii) a website
- iv) a music concert
- v) a photograph
- vi) a dress
- vii) a dish

- viii) a writer
- ix) a trek
- x) fishing
- xi) car racing
- xii) an activity

informative	interesting	delightful	satirical
fruitful	heavenly	scintillating	exquisite
mouth-watering	prolific	wonderful	stirring
hilarious	tedious	perfect	lively
funny	challenging	boring	sharp
bulky	breath taking	settling	exciting
dangerous	elegant	picturesque	disturbing
exhilarating	elevating	saucy	bold
calming			

1.4 GRAMMAR: IF CONDITIONAL

Look at the following sentence:

If India is the macrocosm that represents unity in diversity, Nagaland is the microcosm of that philosophy.

This is an example of a conditional sentence. They are called *conditionals* because they express a *condition*. Conditional sentences are of three types, based on the likelihood of a thing happening.

Conditional Type I

Conditional Type I is used to express general truths, when an event always occurs and when something is standard practice, example ... In this type of sentence the verbs in both the *main* and *if clause* are in the simple present tense.

Example:

If you **put** sugar in hot tea, it **dissolves**.

- For giving permission, command, advice, request. The *if- clause* is in the present tense, and the main clause takes the imperative form, i.e. “you” would be missing.

Example:

If there is a power failure, switch on the generator.

- To refer to a state or an action that may happen or be true. It suggests that the action is very likely to occur.

In such sentences, the *if-clause* is in the present tense, and the main clause takes the future form.

Example:

If it **is** fine tomorrow, I **ll** go play cricket.

If it **is not** fine, I **ll** go to the movies.

Conditional Type II

It is used for states and actions that are unlikely to occur. In such sentences, the *if clause* is in the simple past or past continuous tense and the *main clause* has the structure: **would + infinitive without to**:

Example:

I **would have** more time to play with my friends, if I **weren't** so busy.

I **would** buy a computer if I **had** enough money.

Conditional Type III

It is used to refer to actions that are impossible to happen. We know that the condition cannot be fulfilled because the *main clause* refers to an event that has already happened.

In this type of sentence the *if clause* has the past perfect (had + past participle) and the main clause *would have + past participle*.

Example:

If I **had seen** you waiting at the bus stop, I **would** definitely have given you a lift.

If our best player **hadn't fallen** ill, we **would have won** the match.

Check Your Progress 2

1. Fill in the blanks with the correct form of the verbs given in brackets:

- i) If the doctor comes tomorrow, he _____ you. (examine)
- ii) If I were the Health Minister, I _____ more money on building hospitals. (spend)
- iii) If he invites you, _____ you _____ to his wedding? (go)
- iv) If I _____ this job offer down, I would have regretted it all my life. (turn)
- v) If I hadn't gone to that meeting, I _____ (be) part of the project. (be)
- vi) If I were ten years younger, I _____ the Mount Everest. (climb)
- vii) Whenever my grandfather was tired, he _____ to sleep. (go)
- viii) If the fever does not come down, we _____ the doctor. (call)
- ix) If you _____ smoking, your health will improve. (quit)
- x) If we _____ early, we would have reached by now. (leave)

2. What would you do in the following circumstances?

- i) You noticed a strong smell of fire coming from the house next door.
- ii) You noticed a friend cheating in the exam.
- iii) You forgot to pay your college fees on time and your name was struck off the college rolls.
- iv) You forgot that there was an English test today and you did not study for it.
- v) You saw a boy hitting a dog.

Example: If I noticed a strong smell of fire coming from the house next door I would

3. Rewrite the following sentences as conditional sentences. One has been done for you:

- i) My grandmother cannot read now. Her eyes are very weak.
Example: My grandmother cannot read now as her eyes are very weak.
- ii) You must stop smoking. You'll feel healthier.

- iii) It must stop raining. We can go out.
- iv) What will you do? There is a snake in your room.
- v) Are you going to invite Shivangi to the party? You'll have to invite her younger sister too.
- vi) Your father will understand. You must explain the situation to him.
- vii) The cold coffee will taste better. Put a scoop of ice-cream.
- viii) I can spend a day with a famous person. I choose Sachin Tendulkar.
- ix) I have a lot of money. I can buy a bike.
- x) You drink too much coffee. You will fall ill.

4. Write a paragraph of about 10 lines on **one** of the following topics:

- i) If I were the Prime Minister of India for a day.
- ii) If I were the Principal of my college for a month.

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1.5 WRITING A BIOGRAPHY

Excerpts from Kalpana Chawla's biography:

¹Kalpana Chawla was born in the small town of Karnal, Haryana to a traditional middle class family. ²The youngest of the four children, Kalpana studied at the Tagore School, but was different from her other siblings and other children. ³Her love for the skies and space began when she was a little girl in Haryana. Her school projects and papers were all about the stars, planets, and outer space. Teachers often found her sketching airplanes instead of playing with friends. ⁴While her businessman father encouraged her to join the Flying Club; he was horrified when she chose flying as a career. He wanted her to become a “respectable” doctor. Kalpana managed to win over her father’s resistance and her family’s objections to become Punjab Engineering College’s first woman aeronautical engineer when she graduated in 1982.

When her father learned she wanted to go to the United States for postgraduate studies, he put his foot down. Her parents wanted her to get married and settle down. Again Kalpana prevailed. ⁵Once in the U.S. she got her masters

from the University of Texas, Arlington and a doctorate from the University of Colorado. It was there she met her husband, French flying instructor and aviation writer Jean-Pierre Harrison.

⁶After graduating in 1988, with her PH.D. in Aerospace Engineering, Kalpana was hired by MCAT Institute, San Jose, California, as a Research Scientist to research at NASA Ames Research Center, California.

In 1993, Dr. Kalpana Chawla joined Oversight Methods Inc., Los Altos, California, as Vice President and research scientist. In 1994, she was one of the 19 persons selected from 2,962 applicants by NASA to become an astronaut. Kalpana reported to the Johnson Space Center in March 1995.

⁷On November 19, 1997, she became the first person of Indian descent to fly in an American space shuttle for 15 days and on her return she was most overwhelmed by the fact that it took only 90 minutes to circle the planet. “Just 90 minutes! Even though I had known that, it was an overpowering sensation to know how small this place is. How very fragile it is,” she said.

⁸Kalpana and her husband Jean-Pierre Harrison loved aerial acrobatics, hiking, backpacking and reading. Though she became an American citizen, Kalpana didn’t forget her home. Every year, she sponsored two talented children from her town to visit NASA. She also funded many young girls’ education.

(From ‘She lived her dream’, Tribute, from The Hindu)

Activity 3

1. Now you have read the excerpts from Kalpana Chawla’s biography. Notice the numbers on the sentences. Notice the information the sentences provide. Write them in the space given. The first two are done for you.

- i) Origin
- ii) Family
- iii)
- iv)
- v)
- vi)
- vii)
- viii)

2. Now using a similar pattern write the biography of a person you know and admire. You may modify or add to the content according to the person whose biography you are writing.

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1.6 CREATIVE WRITING

Read the sentences and notice the creative use of language in this excerpt from the translation of the Marathi story ‘The Mystery’ by P. B. Bhave.

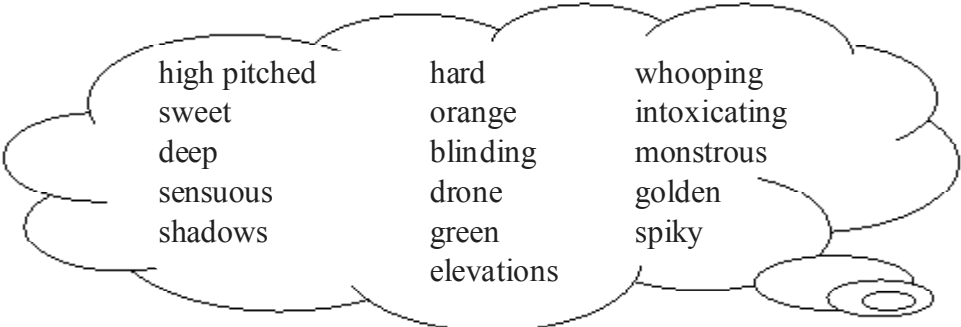
How wonderful were the three days that had gone by! The magic tunes of the shehnai had woven together the delicate world that existed during these three days. The smoke of the incense, the rising flame of the sacred fire, columns of banana trees, the clusters of mango leaves, heaps of flowers, beautiful garments, attractive ornaments, gay faces, precious carpets, and above all the mantras- beautiful and sacred words compact with meaning.

(Taken from Bal Gadgil’s translation of Parvati. B. Bhave’s story ‘The Mystery’)

You will notice how the writer has tried to make a scene come alive through images of different kinds. There are images of sound, sight and touch.

Activity 4

- Pick out words/phrases which refer to the following senses.
 Sound.....
 Sight
 Touch.....
 Smell.....
- Complete the description using appropriate words from the cloud given below. You may use words of your own if you wish.



It was the beginning of June, and summer was at its peak. The huge sun was at midday. One couldn't deign to look at it, except of course at sunset when it was....., and appeared suspended like aballoon over the western horizon. The jackfruit was ripening with its darkskin appearing lessand resistant to touch. Its smell mixed with the fragrance of the flowering jasmine at night. The mosquitoes kept up theirat night, and Nami could feel the tinyon his skin caused by their umpteen bites. Once in a while, a coyote would let out ahowl sharply breaking the stillness of the night. Bats in every possible size flew about like darkagainst the dark summer sky. Sometimes silently and sometimes letting out asound.

1.7 LISTENING: INTERVIEWING PEOPLE ABOUT THEIR LEISURE TIME ACTIVITIES

Activity 5

Some researchers at the Indian Cultural Association are interviewing young people at the university to find out if people's hobbies have been affected by the computer and the internet. Listen to the interview. First listen in order to get an idea about the topic of the interview. Then listen again for the details.

1. Now that you have listened to the interview, answer the questions given below:
 - i) What course is the person pursuing at the university?
.....
 - ii) Has she ever been to an art exhibition?
.....
 - iii) Did she enjoy her visit to the exhibition?
.....
 - iv) What does she usually like to do in her free time?
.....
 - v) How much time does she spend at her computer in her free time?
.....
 - vi) What does she actually do at the computer?
.....
2. Now listen to the interview again and select the respondent's answers on the questionnaire.

Questionnaire

1)	Are you a student at the university Suniti?	Yes/No
2)	What course are you pursuing?	Post graduation in Economics/ Doctorate in Linguistics/ Bachelor in Education/ Science
3)	That's good. Then you must have a hectic schedule.	Yes / No

4)	Do you get any free time after your studies?	Yes, lots/Yes, a bit/ No, not much
5)	How do you spend your leisure time?	Watching TV/ chatting with friends on the Internet/shopping/ fabric painting/ computer drawing
6)	Do you draw well?	Yes/No
7)	Have you ever visited an art exhibition?	Often/once or twice/just once /never
8)	Were the paintings water-colour or oil?	Oil/water colour
9)	Were these paintings figures or landscapes?	Figures/landscapes/ neither
10)	Were these paintings modern art?	Yes/No
11)	Who was the painter? Write the name here
12)	Did you enjoy looking at the paintings?	Very much/a little/not really
13)	What kind of paintings do you like to look at, or have? by classical masters, water colours, modern art, sketches, computer graphics, oil paintings	
14)	What kind of paintings do you make?	Free hand using the paint brush program/ playing around with animation/ mixing photographs with sketches/cartoons

1.8 SPEAKING ABOUT ONE’S PREFERENCES AND MAKING COMPARISONS

Objectives of the section:

- presenting a different point of view;
- disagreeing; and
- comparing and contrasting.

Talk to a few people and try to find a person who has leisure time preferences/hobbies different from yours. Think of as many words as you can about your hobbies, which could be the reason why you like them so much. Jot them down.

Now tell the person why you enjoy a particular activity.

For instance, for the popular comedy serial that you enjoy watching you might get words or phrases like these:

- | | | | |
|-------------------|------------------|---------------------|----------------|
| funny | good time of day | relaxing | good acting |
| racy dialogues | great satire | side- splitting | pretty actress |
| very true to life | original | brilliant script | |
| famous director | pure fun | leaves me refreshed | |

You may like playing games, example

Playing games

- physical exercise
- help to keep fit
- meet college friends at the club
- tire out enough for a good night's sleep
- also an occasion to socialize
- always loved the game
- be with younger members of the family

Make a list of the words that emerge during your conversation. You might use sentences like these while carrying out your discussion. Please note that these are just sentences/phrases that you may use if you like:

- A: I think the serial is good because the timing suits me. I can watch it when I have finished with my day's work.
- B: *I like it because the theme is sensitive.*
- C: *I simply enjoy the dialogue between the actors. I wonder who wrote the brilliant script.*
- D: *I find the child actor very cute. I watch the serial just to see her.*
- E: *Oh! It is so funny. I die laughing at some of the cute things the children say.*
- G: *I feel so refreshed after watching it.*
- H: *Have you watched it? You must. Just once and you'll get hooked.*

Activity 6

Making Comparisons

1. Given below are a few hobbies that persons below pursue. If you share any of the hobbies put a tick mark in the column and then select the frequency with which you pursue the hobby. Then in column number four select the intensity of interest with which you pursue the hobby. Use a tick mark to indicate your choice.

	Hobby	Whether you share it or not	Frequency	Intensity of interest
Charu	Travels to places both within and outside the cities. Misses no chance to do so. Saves up throughout the year to be able to travel. Travels light. Prefers to go with friends.	Yes/No	once a year/ in six months/ every two months /on weekends / on festival holidays	passionate/ avid/ pragmatic/ not so passionate/ tolerable
Gaurav	Listens to ghazals. Goes to live concerts once in a while. He has all the CDs of all the famous ghazal singers. Goes to the music shop regularly to find out if any new ghazals have come. Listens to them in the evening when he is relaxed. Does listen to other kinds of music too.	Yes/No	sometimes when you are free/ occasionally/ on weekends / every evening / everyday moming and evening	passionate/ avid/not so crazy/not the sole preference/to the exclusion of everything else

2. Now compare your hobby with Charu and Gaurav. To begin your discussion with a friend you may use expressions from the following box:

I too share Charu/ Gaurav’s hobby
I don’t appreciate ghazals much
I would rather
I would love to do so more often but
I agree that is a great way to spend one’s leisure time
I am a real avid pursuer of this hobby
I try towhenever I get some time, which is not very often.
I think
I prefer
Really I am always tickled pink with the idea of.....
Well, the idea of.....
really leaves me unmoved
I feel it is a good hobby but it is time consuming/expensive etc.

Learners can move around the room (in a contact programme) or talk over the telephone and try to find persons who have leisure time preferences/hobbies different from theirs. This will involve attracting attention and making queries.

While talking about their hobbies you can use as many words as you can about your hobbies, explaining why you like them so much. You may use suitable words and phrases. Learners can use the suggested language.

1.9 LET US SUM UP

In this Unit, our concentration was on some of the leisure activities that we participate in. The Reading Comprehension section consisted of a description of the Hornbill Festival. In the vocabulary section, we acquainted you with words related to some regular and some ‘not so common’ leisure activities or hobbies. We also gave you practice in adjectives which collocate with some hobbies/activities. In the grammar section, we concentrated on the ‘If-Conditional’.

In the writing part we gave you practice in biography writing. The Listening Section, consisted of a survey questionnaire of people’s leisure activity. Finally, in the Speaking Section we helped you speak about preferences and make comparisons. Do go over the unit carefully and practice all the activities.

- iii) a website- *interesting, bold, hilarious, funny, saucy, disturbing*
- iv) a music concert- *delightful, exhilarating, elevating, heavenly*
- v) a photograph- *hilarious, stirring, perfect, sharp, disturbing*
- vi) a dress - *exquisite, perfect, elegant, bold, saucy*
- vii) a dish- *mouth-watering, interesting*
- viii) a writer- *interesting, delightful, prolific, wonderful, boring, bold*
- ix) a trek- *tedious, exciting, challenging, dangerous*
- x) fishing- *calming, boring*
- xi) car racing- *challenging, exciting, dangerous, exhilarating*
- xii) an activity- *fruitful, interesting, boring, exciting, challenging*

Check Your Progress 2

1.
 - i) If the doctor comes tomorrow, he will examine you.
 - ii) If I were the Health Minister, I would spend more money on building hospitals.
 - iii) If he invites you, would you go to his wedding? (go)
 - iv) If I had turned this job offer down, I would have regretted it all my life.
 - v) If I hadn't gone to that meeting, I wouldn't have been part of the project.
 - vi) If I were ten years younger, I would have climbed Mount Everest.
 - vii) Whenever my grandfather was tired, he would go to sleep.
 - viii) If the fever does not come down, we would call the doctor.
 - ix) If you quit smoking, your health will improve.
 - x) If we had left early, we would have reached by now.
2.
 - i) If I noticed a strong smell of fire coming from the house next door, I would call the fire brigade.
 - ii) If I noticed a friend cheating in the exam, I would inform the invigilator.
 - iii) If I forgot to pay my college fee on time and my name was struck off the college rolls, I would immediately pay it and request the college to reinstate my name.
 - iv) If I forgot to study for my English test, I would still attempt it and hope for the best.
 - v) If I saw a boy hitting a dog, I would ask him not to.
3.
 - i) Already in text
 - ii) If you stop smoking, you'll feel healthier.
 - iii) If it stops raining, we can go out.
 - iv) What will you do if there is a snake in your room?
 - v) If you invite Shivangi to the party, you'll have to invite her younger sister too.
 - vi) If you explain the situation to your father, he will understand.
 - vii) If you put a scoop of ice-cream in the cold coffee, it will taste better.

- viii) If I could spend a day with a famous person, I would choose Sachin Tendulkar.
- ix) If I had a lot of money, I could buy a bike.
- x) If you drink too much coffee, you will fall ill.

4. Do it yourself.

Activity 3

1.
 - i) *Origin*
 - ii) *Family*
 - iii) *Childhood and early interests*
 - iv) *Difficulties faced in pursuing career of choice*
 - v) *Professional training and specialization*
 - vi) *Professional career*
 - vii) *Achievements*
 - viii) *Human qualities*
2. You can follow the above sequence of ideas and write a brief biography of any successful person. If you wish you can mention other things or modify the sequence a bit. You, however, need to keep in mind that a biography is a narrative piece and the chronology of events need to be adhered to. You would be using the simple past and use words like 'used to' or 'would' to express habits of the past. You would also need to keep in mind the role played by linkers in a connected piece.

Activity 4

1.

Sound	- <i>magic tunes of the shehnai, mantras</i>
Sight	- <i>smoke of the incense, flame of the sacred fire, columns of banana trees, heaps of flowers, beautiful ornaments, attractive garments, gay faces</i>
Touch	- <i>heaps of flowers (soft to the touch), precious carpets (soft)</i>
Smell	- <i>smoke of the incense, heaps of flowers (fragrance of the flowers)</i>
2. The words and the phrases in bold are the correct responses.

It was the beginning of June and summer was at its peak. The huge **golden** sun was **blinding** at midday. One couldn't deign to look at it except of course, at sunset when it was **deep orange**, and appeared suspended like a **monstrous** balloon over the western horizon. The jackfruit was ripening with its dark **green spiky** skin appearing less **hard** and resistant to touch. Its **sweet intoxicating** smell mixed with the **sensuous** fragrance of the flowering jasmine at night. The mosquitoes kept up their **drone** at night, and Nami could feel the tiny **elevations** on his skin caused by their umpteen bites. Once in a while, a coyote would let out a **whooping** howl, sharply breaking the stillness of the night. Bats in every possible size flew about like dark **shadows** against the dark summer sky. Sometimes silently and sometimes letting out a **high pitched** sound.

Questionnaire for listening activity (tape script)

1)	Are you a student at the university Suniti?	Yes, I am.
2)	What course are you pursuing?	I am doing Bachelor’s Degree in Education
3)	That’s good. Then you must have a hectic schedule.	Oh, yes. I do. I get home quite late everyday.
4)	Do you get any free time after your studies?	Yes, a bit on certain days.
5)	How do you spend your leisure time?	I love to draw pictures on the computer.
6)	Do you draw well?	Well, just about.
7)	Have you ever visited an art exhibition?	Just once or twice.
8)	Were the paintings water-colour or oil?	Once it was oil and the second time water colour.
9)	Were these paintings figures or landscapes?	I can’t say exactly. Maybe neither.
10)	Were these paintings modern art?	Yes
11)	Who was the painter?	I think it was Kuki Pinto.
12)	Did you enjoy looking at the paintings?	Not really. I like defined shapes.
13)	What kind of paintings do you like to look at, or have? I have prints of paintings by classical masters. I like to look at oil paintings. I also like to see paintings made on the computer. We can really play around with a painting on a computer. We can give it a new perspective.	
14)	What kind of paintings do you make?	I use freehand paintings using the paintbrush program. Sometimes I animate them and sometimes I fuse a ready made picture or a photograph with my drawings.

Activity 5

1. i) Bachelor in Education
- ii) Yes. Once or twice
- iii) Not much.
- iv) Draw and paint on the computer.
- v) Sometimes, on certain days only.
- vi) Draws and animates pictures. She also fuses hand made drawings or photographs with her own computer art.

Activity 6

1. Students first complete the table. They can then consult the table and compare their hobbies with those of Charu and Gaurav using the suggested language. This is only a sample.

	Hobby	Whether you share it or not	Frequency	Intensity of interest
Charu	Travels to places both within and outside the cities. Misses no chance to do so. Saves up throughout the year to be able to travel. Travels light. Prefers to go with friends.	Yes/No	once a year/ in six months/ every two months /on weekends / all festival/ holidays	passionate/ avid / pragmatic/ not so passionate/ tolerable
Gaurav	Listens to ghazals. Goes to live concerts once in a while. He has all the cassettes/ audio CDs of all the famous ghazal singers. Goes to the music shop regularly to find out if any new ghazals have come. Listens to them in the evening when he is relaxed. And this may not be everyday. Does listen to other kinds of music too.	Yes/No	sometimes when you are free / occasionally/ on weekends / every evening / everyday morning and evening	passionate/ avid/ not so crazy /not the sole preference/to the exclusion of everything else

Activity 6

- Do it yourself.

UNIT 2 RUKMINI DEVI ARUNDALE – A LIFE DEDICATED TO ART

Structure

- 2.0 Objectives
- 2.1 Pre-Reading
- 2.2 Reading Comprehension: Rukmini Devi Arundale – A Life Dedicated to Art
- 2.3 Vocabulary
- 2.4 Grammar: Noun Clause
- 2.5 Writing a Biography
- 2.6 Listening and Speaking
- 2.7 Speaking
- 2.8 Let Us Sum Up
- 2.9 Answers

2.0 OBJECTIVES

The aim of this Unit is to develop in you the ability to:

- read a brief biography and understand its main points;
- comprehend new lexical items using cues from within the text;
- make inferences from the text;
- evaluate a situation and provide personal opinion;
- look for patterns and generalize; and
- narrate a sequence of events from personal life

2.1 PRE-READING

Activity 1

1. Why do we need to preserve our arts and culture in the modern world? Discuss your ideas with your friends.

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2. Name some institutions in our country that are devoted to the development of the performing arts. Example: Lalit Kala Academy, New Delhi for fine arts.

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2.2 READING COMPREHENSION: RUKMINI DEVI ARUNDALE – A LIFE DEDICATED TO ART

Read this passage: ‘Rukmini Devi Arundale – A Life Dedicated to Art’

¹ A little over a hundred years ago, on February 29, 1904, exactly at noon, a baby girl was born to Neelakanta Sastri and Seshammal. They named her Rukmini Devi. She would one day be known the world over as Rukmini Devi Arundale, a respected authority on dance, music and culture.



² Though she lived in a house next to a Bharatanatyam dancer, she was not drawn to dance as a child. A *nattuvanar* (conductor of bharatanatyam) lived behind her house, and she grew up listening to music and the beat of the *thattukazhi* (a wooden block and stick instrument used for beats), but it did not mean anything to her. Later she wrote, ‘I am sometimes surprised that my destiny led me to be a dancer’.

³ Her father was an engineer with the Public Works Department. It was a transferable job and the family moved frequently. In 1906, her father was introduced to the Theosophical Society. Though Rukmini Devi’s sisters were married even before they entered their teens, he and a group of his friends took an oath under Dr. Annie Besant (who headed the Society) that they would not allow child marriage in their families.

⁴ Dr. Besant helped Rukmini Devi’s elder sister Sivakamu, who was married at the tender age of 12, complete her studies at Banaras. Later, Sivakamu went to London where she earned her medical degree.



⁵ Rukmini Devi’s father became a firm believer in Dr Besant’s movement. The whole family moved from Chengalpet to Chennai (then known as Madras), bought a piece of land next to the Theosophical Society in Adyar, built a house and named it Buddha Vilas.

⁶ It was only after shifting to Madras that Rukmini Devi began attending regular school. She spent most of her free time on the grounds of the Theosophical Society. Slowly, Rukmini was drawn to art, nature and animals.

⁷ Rukmini Devi was just 14 when she first met Dr George Arundale in 1917. Dr Arundale’s aunt Francesca was a leading figure in the Theosophical Society movement. He worked closely with Dr Annie Besant and was in charge of her paper, *New India*. What attracted Rukmini Devi to Dr Arundale was his ‘striking personality and sense of humour’. They met quite often. After a couple of years, Dr Arundale proposed to her. Rukmini Devi wrote, ‘I really cannot tell why I decided to marry Dr Arundale. Maybe there is a destiny in these matters. I did not even think that it was a revolutionary step that I was taking’.

⁸ After they decided to get married, Dr Arundale took her to meet Dr Annie Besant. Rukmini Devi’s mother was also with her. When Rukmini Devi saw Dr Besant at close quarters, she felt she was looking at a ‘maharishi’.

⁹ Though Rukmini Devi’s mother was supportive of her decision (her father had passed away by then), there were strong protests from relatives and the

community. The public protest was so bad that the couple were forced to marry in Mumbai. Dr Besant stood by them. At her instance, the governor of Madras hosted a reception for the Arundales when they returned. It amused Rukmini Devi to see all those people who opposed her marriage at the reception.

¹⁰ It was Anna Pavlova, the legendary ballet dancer, who first suggested she learn dance. Rukmini Devi was in her late twenties then. Meenakshisundaram Pillai, her guru, was quite old so he would remain seated as he taught her. Once she made up her mind to learn dance, she worked very hard. She began practising from seven in the morning till seven in the evening, with an hour's break for lunch. Still, her guru felt she was not working hard enough. Sometimes, he would call her again for training at night.



¹¹ Initially, conservative Madras could not accept the fact that a Brahmin girl had taken up dancing. But her astounding performances converted them.

¹² She also revolutionized many things connected with dance. She made the musicians sit on the side of the stage. She designed her own costumes.

¹³ Her performance at the Diamond Jubilee convention of the Theosophical Society amazed Dr Arundale, who had till then thought dance was a delightful hobby his young wife had picked up. After the performance, he realised it was more of a spiritual experience like meditation. He also felt dance could be a part of Theosophical Society's work.

¹⁴ They decided to start a dance academy. Pandit Subramanya Sastri suggested the name Kalakshetra. At Kalakshetra, Rukmini Devi wanted the best of music by the greatest of musicians. She wanted Sanskrit classics set to pure classical music and made into dance dramas. She wanted everything – the music, the dance, the story – to be pure and classical. Kalakshetra grew to become a pioneering institution; path-breaking artists from all over the country taught there.

¹⁵ Even as a child, Rukmini Devi loved animals. She was horrified to see goats being sacrificed in temples. She would say, 'The frightened look in the eyes of the animals used to haunt me in my dreams for a long time'.

¹⁶ The person who used to jokingly say that she would one day be elected to Parliament by her friends, the animals, became a member of the Rajya Sabha in 1952. She said, 'I should like to be the chosen representative of the tiger, the lion, the dog and the deer, the helpless and the voiceless'.

¹⁷ She was instrumental in getting the Prevention of Cruelty to Animals Act (1960) passed as a Central Act. As a result of her effort, the Animal Welfare Board of India was established in 1962 as a statutory body under the PCA Act. Her landmark achievement was making sure Act 51 (G) of the Constitution of India was included under Part IV, making it the fundamental duty of every citizen to show kindness and compassion to all living beings. She also started a powerful national vegetarian society in India.

¹⁸ On February 20, 1986, Rukmini Devi was admitted to the Vijaya Hospital in Chennai. It is said she refused to use allopathic medicines or injections as she was against testing the medicines on animals.

¹⁹ On February 23, 1986, early in the morning, she breathed her last. She was 82.

(Shobha Warriar, From the Internet)

Check Your Progress 1

1. Complete the sentences given below. Select the most appropriate phrase from those given.
 - i. As a young girl Rukmini
 - a) was very interested in dance and was encouraged by her family.
 - b) was very interested in dance but was not encouraged by family.
 - c) was not interested in dance even though she had a dancer as a neighbour.
 - d) disliked dance even though she was surrounded by dancers and artistes.
 - ii. In Rukmini's house child-marriage was a custom
 - a) even after her father was introduced to Dr. Annie Besant and the Theosophical Society.
 - b) till her father was introduced to Dr. Annie Besant and the Theosophical Society.
 - c) because her father was a follower of the Theosophical Society.
 - d) because her father was not a follower of the Theosophical Society.
 - iii. Rukmini was attracted to art, nature and animals
 - a) when she was a small child.
 - b) when she met Dr. Arundale.
 - c) when she began learning to dance.
 - d) when she was at school in Chennai (Madras).
 - iv. Rukmini Devi wrote, 'I really cannot tell why I decided to marry Dr Arundale. Maybe there is a destiny in these matters. I did not even think that it was a revolutionary step that I was taking'. It was a revolutionary step because
(More than one answer may be correct here.)
 - a) she was very young to get married.
 - b) she was marrying outside caste and religion.
 - c) her family did not like him.
 - d) she was marrying for love.
 - v. 'It amused Rukmini Devi to see all those people who opposed her marriage at the reception in Chennai (Madras)'. Why do you think they had come to the reception?
 - a) because they realized that they had been wrong.
 - b) because it was a reception of a different kind.
 - c) because Dr. Besant requested them to attend.
 - d) because it was a reception thrown by the governor of Madras.
 - vi. Dance for Rukmini was:
 - a) a noble and spiritual experience.
 - b) just a hobby.
 - c) a little more than a hobby.
 - d) a good way to achieve something in life.

- vii. Rukmini Devi’s institution became a pioneering institution because it:
 - a) it was the first institution of its kind.
 - b) it helped to preserve our culture.
 - c) it was devoted to classical dance forms.
 - d) it took the help of great masters of dance.

2. Chronological Sequence: Read the statements given below and arrange them in the correct sequence according to the passage.

- a) On February 29, 1904, Rukmini was born to Seshammal, an engineer in the public works department and his wife Neelakanta Sastri.
- b) They moved to Chengalpet in Chennai (then called Madras) where they built a house close to the Theosophical Society.
- c) When she was fourteen, Rukmini met Dr. Arundale who was in charge of Annie Besant’s paper ‘New India’.
- d) Though she had a Bharatanatyam dancer and a Bharatanatyam conductor as neighbours she was not really attracted to dance.
- e) She began attending school regularly here and spent most of her free time in the grounds of the Theosophical Society.
- f) She married Dr. Arundale to the displeasure of most of her family members except her mother who supported her.
- g) While she was only two, her father was influenced by Dr. Annie Besant and took a vow not to allow child marriage in his family.
- h) She was inspired to learn dance from the legendry ballet dancer, Anna Pavlova.
- i) Rukmini Devi was elected to the Rajya Sabha where she espoused the cause of animal rights.
- j) She mastered dance and brought about many innovations in it.
- k) She and her husband opened a dance academy called Kalashetra where the best artistes from all over the country were invited to teach.
- l) Rukmini Devi died at the ripe old age of 82 and not before she had let everyone know that her heart was always with the poor animals that suffered as a result of our medical experiments.

3. Rukmini Devi Arundale was a revolutionary in many ways. Describe how?

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4. Even as a child, Rukmini Devi loved animals. She was horrified to see goats being sacrificed in temples. She would say, ‘The frightened look in the eyes of the animals used to haunt me in my dreams for a long time’. What did she do to prove her love for the animals?

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5. How did Dr. Annie Besant help in the uplifting the cause of women in our country in her time?

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2.3 VOCABULARY

Check Your Progress 2

1. Read the passage carefully and locate the following words:
 - i) A word which means the same as ‘expert’. (Paragraph 1)
 - ii) A phrase, which means that one is very young and does not have much experience. (Paragraph 4)
 - iii) A word that means the same as most successful or most important. (Paragraph 7)
 - iv) A phrase that means ‘a position of having control over something or holding the responsibility for something’. (Paragraph 7)
 - v) A word that means the opposite of ordinary and unimpressive. (Paragraph 7)
 - vi) A word that means the opposite of ‘conformist’. (Paragraph 7)
 - vii) Word that is opposite of ‘unsupportive’ (para 9)
 - viii) Word that is similar to ‘famous and renowned’. (para 10)
 - ix) Word that is similar to ‘orthodox’. (para 11)
 - x) Word that is similar to ‘groundbreaking’. (para 14)
 - xi) Word that is similar to ‘kindness’. (para 17)
 - xii) Words that means the same as ‘responsible for’. (Paragraph 17)

legendary	authoritative	revolutionary
leading	striking	memorable

2. Complete the sentences given below using appropriate words from the box.
 - i) Fifty years back a father was an figure in the household whose word was law.
 - ii) Subramaniam Bharati was a poet and he has written many poems expressing his desire for India’s freedom.
 - iii) The Conference was attended by most of the heart surgeons of the country.
 - iv) Have you seen the new advertisement? It has the famous Raja Ram Mohan in a pose.
 - v) This is an article on P.C. Sorkar, the magician of our country.
 - vi) Few children can resist reading the Harry Potter series because of its..... characters.
3. Look at this sentence from the passage: ‘Kalakshetra grew to become a pioneering institution; **path-breaking artists** from all over the country taught there’.

The word ‘path-breaking’ is a compound word, which means innovative artists who have evolved new art forms.

There are other compounds that aptly describe certain things/persons.

Read the sentences below and complete them using appropriate words from those given below.

<i>soft-targeting</i>	<i>hard-hitting</i>	<i>confidence-building</i>
<i>path-breaking</i>	<i>nerve-wracking</i>	

- i) This department had done some research in the management of diabetes.
- ii) Due to the resource crunch the company had to take the decision to retrench its staff.
- iii) Driving alone down the forest road was a experience.
- iv) Nowadays we have many games and activities as part of ... exercise.
- v) The terrorists have begunwomen and children in their attempt to create panic amongst people.

2.4 GRAMMAR: NOUN CLAUSE

Read the sentences below.

1. ‘I am sometimes surprised *that my destiny led me to be a dancer*’.
2. He and a group of his friends took an oath *that they would not allow child marriage in their families*.
3. *To err* is human.
4. *That he has committed this silly mistake* is indeed surprising.

In the above sentences the part that is in *italics* is a noun clause. Noun clauses function like nouns or noun phrases. Just as nouns or noun phrases can appear in subject, object or complement positions, so can noun clauses. Noun clauses are often introduced by *that, wh- words (what, when, where, etc.), if, whether*.

Check Your Progress 3

1. Given below are clauses. Match them to make meaningful sentences. You may make more than ten sentences.
 - i) She was eager that...
 - ii) I'm worried that...
 - iii) The father said that...
 - iv) That the weather might suddenly change...
 - v) It seems unlikely that...
 - vi) We promised ourselves that...
 - vii) We can't even think that...
 - viii) The people demanded that...

...was everyone's worry.
...he may not be able to withstand the harsh weather.
...the last date for fee submission would be extended.
...the flights might be cancelled due to fog.
...she would have invested in jewelry in place of repairing the kitchen.
...we would never embark on a journey without confirmed tickets.
...we would lead an ethical life.
...the accounts be made public.
...the government will do nothing about it.
...the government should do something about it.
...was not known to anyone.

2. Read the introductory speech made by the Team Leader to the new recruits at the BPO centre. Complete it with sentences given in the box.

'The Great Communications Call Centre' welcomes all the newcomers on board. Mind you I said 'on board' because the organization is a ship that and secondly because the organization promises that while you are here on duty. I would like to mention that It is also expected that It is also suggested that..... Then on it is smooth sailing.

- a) you will maintain confidentiality regarding the strategies and projects of the company.
- b) needs to be kept afloat
- c) no business, personal or otherwise, will be given priority over work here.
- d) your food and comfort would be looked after.
- e) you feel at home here
- f) the company expects you to abide by the rules and regulations.
- g) the company will reach new heights with your contribution.

2.5 WRITING A BIOGRAPHY

Activity 1

Read the points given below and write the biography of a family member or friend whom you admire. You would need to address these points:

1. Place and date of birth (mention any significant happening during those times like war, calamities, partition, great discoveries or achievements to create the existing environment of those days)
2. Kind of childhood spent (schooling, religious or cultural influences, conservative or modern, restrictive or fostering independence etc.)
3. Education received (Degrees, training or any other certificates)
4. Likes and dislikes or affinities (Leaning towards something)
5. Childhood ambitions (whether realized or not)
6. Kind of profession joined (whether he/she enjoyed it or not)
7. Excelling in some thing
8. The qualities that make the person endearing to you
9. Your relationship with the person over the years etc.
10. Any other point you would like to mention.

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2.6 LISTENING AND SPEAKING

Activity 2

Listen to this excerpt from the book ‘Ladies Coupe’ by Anita Nair and answer the questions given below. You may listen to the audio from the CD provided with the course material.

1. Who is Appa?
.....
2. To which part of the country does this story belong?
.....
3. Who are the other characters in the piece?
.....
4. What did Appa love to do on Sunday mornings?
.....
5. Why did he like his Sunday paper?
.....

6. Do you think he was the most important person in the family? How can you tell?

.....

7. Did Appa make any sacrifices for the family? What sacrifice did he make? Pick out the relevant phrase.

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8. If you were to narrate his Sunday morning routine to someone in about four sentences what would you say?

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9. Appa has been described in three ways. Select the one that is true.

a) Appa was a serious man. His shoulders stooped. His head was a bad pate covered by thinning hair. He sat in his office quietly shuffling the files and ensuring that the files in the ‘in’ tray found their way to the ‘out’ tray by the end of the week. He did not demand anything from anyone. He just wanted them to let him be.

b) Appa was a quiet man. His shoulders were stooped, his head full of graying hair. He sat in his office quietly shuffling the files. But the files he worked upon seldom reached the ‘out’ tray even by the end of the week. Otherwise he did not demand anything from anyone. He just wanted them to let him be. He loved to read the newspaper.

c) Appa was a quiet man. His shoulders were stooped, his head full of graying hair. He sat in his office quietly shuffling the files and ensuring that the files in the ‘in’ tray found their way to the ‘out’ tray by the end of the week. Otherwise he did not demand anything from anyone. He just wanted them to let him be. He loved to read the newspaper.

2.7 SPEAKING

Discuss with your friends or mates at the study centre a character from a book that fascinated you. You might like to use expressions like:

Of all the characters I have come across.....is the most memorable.

What I found most noteworthy was.....

What fascinated me about him/her was.....

What impressed me was.....

While you go on to describe the exceptional qualities of the character, you could use linkers like: *thus, so, in addition, best of all, in comparison to...., however, etc.*

2.8 LET US SUM UP

In this Unit, you read a brief autobiographical sketch of Rukmani Devi Arundale, a dancer and an animal lover. We hope you answered all the questions given after

the reading passage. You learned to write a biography, speak about characters in a book and listened to a description. In the grammar section, we helped you to understand and practice sentences/texts using noun clause. Please attempt all the activities/exercises and listen to the recording.

2.9 ANSWERS

Activity 1

Do it yourself

Check Your Progress 1

1.
 - i. c) was not interested in dance even though she had a dancer as a neighbour.
 - ii. b) till her father was introduced to Dr. Annie Besant and the Theosophical Society.
 - iii. d) when she was at school in Chennai (Madras).
 - iv. b) she was marrying outside caste and religion.
d) she was marrying for love.
 - v. d) because it was a reception thrown by the governor of Madras
 - vi. a) a noble and spiritual experience.
 - vii. a) it was the first institution of its kind.
2. Chronological Sequence: a, d, g, b, e, c, f, h, j, k, i, l
 - i. a) On February 29, 1904, Rukmini was born to Seshammal, an engineer in the public works department and his wife Neelakanta Sastri.
 - ii. d) Though she had a Bharatanatyam dancer and a Bharatanatyam conductor as neighbours she was not really attracted to dance.
 - iii. g) While she was only two, her father was influenced by Dr. Annie Besant and took a vow not to allow child marriage in his family.
 - iv. b) They moved to Chengalpeta in Chennai (then called Madras) where they built a house close to the Theosophical Society.
 - v. e) She began attending school regularly here and spent most of her free time in the grounds of the Theosophical Society.
 - vi. c) When she was fourteen, Rukmini met Dr. Arundale who was in charge of Annie Besant's paper 'New India'.
 - vii. f) She married Dr. Arundale to the displeasure of most of her family members except her own mother who supported her.
 - viii. h) She was inspired to learn dance from the legendary ballet dancer, Anna Pavlova.
 - ix. j) She mastered dance and brought about many innovations in it.
 - x. k) She and her husband opened a dance academy called Kalakshetra where the best artistes from all over the country were invited to teach.
 - xi. i) Rukmini Devi was elected to the Rajya Sabha where she espoused the cause of animal rights.
 - xii. l) Rukmini Devi died at the ripe old age of 82 and not before she had let everyone know that her heart was always with the poor animals that suffered as a result of our medical experiments.

3. She learnt to dance although she belonged to a Brahmin family where dance was not considered respectable. Fell in love and married the love of her life while being in a conservative society. Married outside her religion and caste. Pioneered the movement of animal rights in an age when animals were considered as creatures to be utilized for human comfort or research.
4. She was instrumental in getting the Prevention of Cruelty to Animals Act (1960) passed as a Central Act. The Animal Welfare Board of India was established in 1962 as a statutory body under the PCA Act. She made sure that showing kindness and compassion to all living beings became a fundamental duty of every citizen in our Constitution. Even when she lay dying she refused to take allopathic medicines as they had been developed using experiments on animals.
5. Dr. Annie Besant helped in the uplifting the cause of women in our country in her time in following ways:
 - She ensured that girls also received education.
 - Started a movement to end child marriage.
 - Supported Rukmini in marrying the person she liked, thus symbolically announcing that women too have their freedom of choice.

Check Your Progress 2

1.
 - i) authority
 - ii) at a tender age
 - iii) leading
 - iv) in charge of
 - v) striking
 - vi) revolutionary
 - vii) supportive
 - viii) legendary
 - ix) conservative
 - x) path breaking
 - xi) compassion
 - xii) instrumental in
2.
 - i) Fifty years back a father was an **authoritative** figure in the household whose word was law.
 - ii) Subramaniam Bharati was a **revolutionary** poet and he has written many poems wishing India her freedom.
 - iii) The Conference was attended by most of the **leading** heart surgeons of the country.
 - iv) Have you seen the new advertisement? It has the famous Raja Ram Mohan in a **striking** pose.
 - v) This is an article on P.C. Sorkar, the **legendary** magician of our country.
 - vi) Few children can resist reading the Harry Potter series because of its **memorable** characters.
3.
 - i) This department had done some **path-breaking** research in the management of diabetes.
 - ii) Due to a resource crunch, the company had to take the **hard- hitting** decision to retrench its staff.
 - iii) Driving alone down the forest road was a **nerve-wracking** experience.

- iv) Nowadays we have many games and activities as part of **confidence-building** exercise.
- v) The terrorists have begun **soft-targeting** women and children in their attempt to create panic amongst people.

Check Your Progress 3

1.
 - i) She was eager that the last date for fee submission would be extended.
 - ii) I'm worried that the flights might be cancelled due to fog.
 - iii) The father said that we would never embark on a journey without confirmed tickets.
 - iv) That the weather might suddenly change was everyone's worry.
 - v) It seems unlikely that the government will do nothing about it.
 - vi) We promised ourselves that we would always lead an ethical life.
 - vii) We can't even think that she would have invested in jewelry in place of repairing the kitchen.
 - viii) The people demanded that the accounts be made public.
2. 'The Great Communications Call Centre' welcomes all the newcomers on board. Mind you I said 'on board' because the organization is a ship that **b) needs to be kept afloat** and secondly because the organization promises that **d) your food and comfort would be looked after** while you are here on duty. I would like to mention that **f) the company expects you to abide by the rules and regulations**. It is also expected that **a) you will maintain confidentiality regarding the strategies and projects of the company**. It is also suggested that **c) no business, personal or otherwise, will be given priority over work here**. Then on it is smooth sailing.
 We are all eager that **e) you feel at home here** and hope that **g) the company will reach new heights with your contribution**.

Activity 1

Do it yourself.

Listening text: From 'Ladies Coupe' by Anita Nair

Appa

Appa was a quiet man with bowed shoulders and a grizzly head of graying hair. An income- tax office clerk who counted the passage of time by the number of brown files that crowded the 'in' tray on Monday and moved to the 'out' tray by Saturday. From morning to evening, he shuffled through the hours demanding little from them or anyone, except that they leave him alone for a day.

...On a Sunday, the first act of pleasure for Appa was the walk to the corner shop to buy the *Hindu*. At the income-tax office, by the time the newspaper reached him, it was stained with tea spills and ink blots, and tattered at the edges. A sheet or two was always missing. On a Sunday, Appa read the newspaper end to end, beginning with the Art Buchwald column on the back page and working his way to the front page, wading through miles of classified advertisements. Sometimes Akhila thought he read every word of those as well. Only when he had finished with it was anyone else allowed to even touch it.

At quarter past ten, Amma would stand at the kitchen door wiping her hands on a rag. He would glance up from the newspaper and stare at her appraisingly. When her lips parted, it was with an invitation that excluded everyone else. 'Aren't you hungry? You must be. You have had nothing to eat since you woke up.'

Akhila and the other children knew that they had to wait till Amma had attended to him first. If their stomachs rumbled, they were expected to stay out of hearing distance so that he didn't hurry through his meal. Sometimes Akhila wondered if Appa would have preferred for all of them to dine together but she never found out. Amma liked it this way.

He would sit on a little wooden platform and she would lay the green plantain leaf before him. The mound of white rice glistened whiter than ever. On Sundays, Amma cooked Appa's favourite dishes. Piping hot, fragrant with the alchemy of steam, spices and Amma's devotion to this man who for her sake and the children's sake lunched on rice and curd and a slice of lime pickle six days a week and never complained.

When Appa had belched to signal that he was replete, he would walk to the wooden plank that hung from thick iron chains fastened to the ceiling. He would lie on it with his legs crossed at the knees and allow the swing to lull him into a stupor where all his worries and fears had no place to roam.

From 'Ladies Coupe' by Anita Nair, Penguin 2001, © Anita Nair

Activity 2

1. Appa is the father.
2. To South India.
3. Akhila, her mother and her brothers/sisters.
4. He loved to read the newspaper from page to page.
5. Because it would be clean and new, unlike the crumpled and dirty newspaper he got in the office on weekdays.
6. Yes. Mother did not care whether her children were hungry. She made it a point to feed him properly before she gave them anything to eat. On Sundays she cooked all that he liked to eat.
7. ...who for her sake and the children's sake lunched on rice and curd and a slice of lime pickle six days a week and never complained.
8. After he got up, Appa went to the shop to buy the newspaper. He would return with the paper and read it from one end to the other. After he had finished reading it, he would have his lunch around mid morning. After lunch he would be on the swing suspended from the ceiling and fall asleep.
9. c) Appa was a quiet man. His shoulders were stooped, his head full of graying hair. He sat in his office quietly shuffling the files and ensuring that the files in the 'in' tray found their way to the 'out' tray by the end of the week. Otherwise he did not demand anything from anyone. He just wanted them to let him be. He loved to read the newspaper.

UNIT 3 YAKSHAGANA

Structure

- 3.0 Objectives
- 3.1 Warm Up
- 3.2 Reading Comprehension: Yakshagana
- 3.3 Vocabulary
- 3.4 Grammar: Articles (A, An and The)
- 3.5 Writing: Writing a Description
- 3.6 Listening and Speaking: The Desert Festival of Jaisalmer
- 3.7 Let Us Sum Up
- 3.8 Answers

3.0 OBJECTIVES

To develop in the learner the ability to:

- read an expository text on an art form and understand its characteristics;
- comprehend new lexical items using cues from within the text;
- make inferences from the text;
- make predictions as they read;
- look for patterns and generalize;
- use the simple present tense to describe an art form;
- practice Articles (*a*, *an* and *the*); and
- describe an art form providing the necessary details.

3.1 WARM UP

Activity 1

Think about these questions and answer them.

1. How does one get to know the culture of a society? Tick the ones that you find are relevant.
 - i) Food
 - ii) Dress
 - iii) Festivals
 - iv) Religion
 - v) Traditions and customs
 - vi) Language
 - vii) Industries
 - viii) Cottage industries
 - ix) Universities
 - x) Malls and shopping plazas
 - xi) Literature
 - xii) Art forms
 - xiii) Movie theatres

2. How can people keep their culture alive? Suggest three measures.

.....

3.2 READING COMPREHENSION: YAKSHAGANA

Read the following passage and answer the following questions:

- ¹ If you ever had the opportunity to witness a Yakshagana performance in Karnataka you would know what a rich art form it is, both acoustically and visually, since like an opera it tells its story through song and dance. Yakshagana, a theatre form, which is pronounced as *yaksha-gaana* is an art form popular in the coastal areas of Malnad, Karnataka and nearby areas of Kerala. Yakshagana shares many characteristics with other art forms of the neighbouring states of Andhra Pradesh, Kerala, Tamilnadu and Maharashtra.
- ² The name of this performing art, 'Yakshagana' literally means the song of the Yaksha. According to mythology, Yakshas were a class of benevolent nature spirits who were the custodian of the treasures that are hidden in the earth and in the roots of trees. A Yakshagana performance, called *Aataa* in Tulu language, goes on all through the night.
- ³ It normally begins at the twilight hours with the beating of drums. After the beating of drum has gone on for about a couple of hours, the 'actors' get on the stage. They offer a breathtaking view with their resplendent costumes, head-dresses, and painted faces which they themselves would have painstakingly painted. A performance usually depicts a story from the Hindu epics and *puranas*. It consists of a narrator, who narrates the story in a song-like fashion. Musicians play on traditional instruments to which the actors dance. The actors do not have much of dialogue. They portray the story through their actions as they dance.
- ⁴ It is difficult to classify Yakshagana into any one category of folk, classical or rural. In fact, it has characteristics of all depending upon how we look at it. Being a theatre form, unlike a pure dance form, it is more plural and dynamic, exhibiting many types and varieties in its performances. Certainly, Yakshagana can be rightly called a traditional form.



- ⁵ The origin of Yakshagana can be traced back to the Vaishnava Bhakthi movement which spread with vigour after the 10th Century. The Bhakti Movement took religion to the common man, to the lower strata of society, those classes to whom the highly formalized and Vedic religion was beyond reach. Hence Bhakthi movement was a social movement as well.

- ⁶ In order to propagate and spread the message of devotion, it adopted and adapted the existing folk as well as classical literary forms and performances. In doing so, it created its own forms. Most of the traditional theatre forms are the result of this phenomenon. Hence a clear

resemblance can be noticed among the members of the 'Traditional Theatre Family'. These are *Ankhia Nata* (Assam), *Jathra* (Bengal), *Chau* (Bihar, Bengal), *Prahlada Nata* (Orissa), *Veedinatakam & Chindu* (Andhra), *Terukoothu Bhagawathamela* (Tamil Nadu) and *Kathakkali* (Kerala). These theatre forms also differ from each other in various ways. Like these theatre

forms, the origin of Yakshagana too is connected with a wider historical situation, namely the Bhakti movement.

- 7 Yakshagana is said to have originated somewhere between the 11th Century to the 16th Century. It is said that Sage Narahari Thirtha started a Dasvathara Ata performance and a performing troupe in Udupi around 1300 circa. It later spread to other places and grew into what we call Yakshagana today. As it spread, it slowly evolved, drawing upon elements from the ritual theatre, temple arts, secular arts like Bahurupi, the royal courts and artists' imagination.
- 8 The 1930s saw some changes in compositions, organizations and presentation. Dance and the spoken word was further developed and refined. But in costume, a type of transformation started with the use of 'modern' clothing and stone jewellery, which replaced handloom clothing and wooden ornaments. A Yakshagana artiste wears a *pagaDe*, a kind of *head-wear*. Among the head-wears *pagaDe* and *kireeTa* are worn by male characters and only small *pagaDe* by female ones. Exceptionally different *head-wears* are also used by comedians and some side artists.
- 9 By the early decades of this Century the structure of Yakshagana had reached a definite shape and form. The year 1950 saw the birth of 'tent' troupes, who gave performances to audience, using 'tent theatres' and furniture for seating. These troupes ushered in the commercialization of Yakshagana.
- 10 Yakshagana saw major changes in form and organisation. Electrical lights replaced the 'gas lights' or 'petromax' lamps. Seating arrangements improved. Major changes came in the themes, with the inclusion of folk epics, Sanskrit dramas and imaginary stories often formed the thematic base. Popular entertainment became the criterion in place of 'classical' presentation. Performances were now held in Tulu as well, and Kannada was no longer the exclusive language of Yakshagana. This helped Yakshagana to gain great popularity. Today it exists in various forms and styles which include puppetry as well.

Check Your Progress 1

- 1. Read the first sentence of the first paragraph. Can you predict what the text is going to be about?
.....
.....
- 2. Read the text quickly once and say which paragraphs are talking about the following. There may be more than one paragraph
The actors and costumes:
Origin of Yakshagana:
Similarity with other art forms:
Relationship with religion or 'Bhakti':
The meaning of the word Yakshagana:
The stage of Yakshagana:
- 3. Pick words from the text that are associated with 'theatre' or 'drama'.
.....
.....
.....
.....

4. Pick sentences from the text which mean the following:

i) Yakshagana is an art form which grew and flourished in southern India.

.....
.....
.....
.....

ii) The performance of Yakshagana is not a brief affair.

.....
.....
.....

iii) The costumes are elaborate and attractive.

.....
.....
.....

iv) Traditional stories are used in the plays and performances.

.....
.....
.....

v) There is more narration and music rather than dialogue unlike a normal play.

.....
.....
.....

vi) Yakshagana cannot be classified into any one category.

.....
.....
.....

vii) Yakshagana helped in the spread of religion.

.....
.....
.....

viii) The Yakshagana draws its style from many sources.

.....
.....
.....

5. Describe the costume of a Yakshagana actor.

6. How was the Yakshagana performance modernized after the 1950's?

7. Every art form has to evolve and change with the times. Explain with reference to the evolution of Yakshagana.

3.3 VOCABULARY

Check Your Progress 2

1. Find from the text words which mean the same as the following:
 - i) a musical play of the West (Para 1)
 - ii) referring to sound (Para 1)
 - iii) a person who has the responsibility of taking care of something (Para 2)
 - iv) bright and colourful in an impressive way (Para 3)
 - v) with great care or taking great pains (Para 3)
 - vi) characterized by continuous change, activity, or progress (Para 4)
 - vii) related to the traditional style of a country (Para 6)
 - viii) connected to literature or having language or style typical of literature (Para 6)
 - ix) change (Para 8)
 - x) a group of actors or singers who work together (Para 10)
2. Complete the passage below by using appropriate words from those given below.

narrator	musicians	costumes	form
traditional	performers	troupe	artistes
comedian	audience	form and style	opera

Jatra is a theatre of Bengal. The comprises like actors,, a and perhaps a

The stories which are narrated in the form of songs are very much like the of the western world. Jatra is similar to Yakshagana in much of its

The are bright and decorative. There is however a difference. In many jatras the sits around the stage so that all can see the

3.4 GRAMMAR: ARTICLES (A, AN AND THE)

In this section you will learn the use of articles.

A and *an* are called **indefinite articles**, and *the* is called the **definite article**.

We use *a/an* only with singular countable nouns and to talk about a person or a thing for the first time.

Examples: If you ever had the opportunity to witness a Yakshagana performance in Kamataka.....like an opera it tells its story through song and dance.

We use *the* at the beginning of a noun or a noun phrase:

- The most common use of *the* is refer to a person/thing/event that has been mentioned once.

Examples: *The* performances have a narrator.

The narrator relates the story in a song-like fashion.

- *The* is used to refer to things which are unique, i.e. things of which there is only *one* in the universe.

Examples: *the* sun, *the* Earth, *the* Himalayas, *the* Ganga, *the* song of the Yaksha, etc.

- Uniqueness of the objects may also arise because of the immediate context which is specific to the speaker and the listener.

Example: Pass me *the* milk bowl, please. (while sitting together and having tea).

- We use *the* before countable nouns when we wish to refer to the whole system.

Example: The origin of ...

- *The* is used before Nationality:

Examples: *the* British, *the* Irish, *the* Americans

- *The* is sometimes used with adjectives without there being a noun.

Examples: *The* poor (people) get poorer and *the* rich richer. *the* old, *the* homeless, etc. (poor and rich are both adjectives)

- The names of regions, islands, oceans and newspapers generally have *the* before them:

Examples: *the* Middle East, *the* Andaman and Nicobar islands, *the* Atlantic Ocean, *the* Times of India.

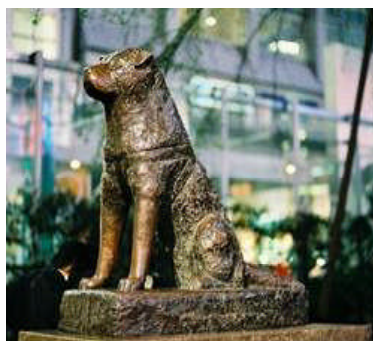
- In superlative constructions:

Examples: *the* fastest, *the* most expensive, *the* best, *the* worst

Check Your Progress 3

Read an old folk tale of Japan and fill in the blanks with appropriate articles.

Hachiko was born in 1923 in Akita in north of Japan. Akita dogs are famous in Japan. It was fortunate for Hachiko when professor of Tokyo University found him. professor took him to his house not far from Shibuya station, and there he showed himself good and kind master. dog loved him. He lefthouse



every morning with professor and walked along with him as far as Shibuya station. He watched him buy his ticket and disappear towards train. Then Hachiko used to sit down in small square and wait for his master's return from work in late afternoon. This happened every day. professor and his dog became a familiar sight, and story of faithful animal spread around Shibuya.

Then, one afternoon in 1925, there was tragedy. For some time professor's health had not been good, and he had sudden heart-attack at university. He died before he could be taken home. Back in Shibuya, dog waited in front of station.

The next morning Hachiko was seen in front of station, waiting for his master. following day he was there again. And next day. And next. days became weeks, weeks month, months years. He was young dog, ten months old, when his master died; he grew old; but daily wait continued. He became public hero – best-loved figure in Shibuya. Travelers returning to Shibuya after long absence always asked about him.

3.5 WRITING: WRITING A DESCRIPTION



Activity 2

Write a description of the folk art of Madhubani based on the notes given below. Remember to use the present tense.

Madhubani Painting

I. Introduction

- 1) Indigenous art form of a particular village in Bihar
- 2) Practised mainly by women
- 3) Vary from decorations on village and home walls to wedding cards
- 4) Technique zealously guarded
- 5) Passed on from mother to daughter

II. History of the art form

- 1) Existed for centuries
- 2) 1960, drought affected agriculture
- 3) Need for an alternate way of livelihood
- 4) This art form came to the forefront for survival

III. Details and themes

- 1) Painted on hand made paper
- 2) Themes vary from-nature, Hindu deities, celestial bodies, Holy Tulsi plant
- 3) Also include scenes of famous court scenes
- 4) Gaps and drawings filled in by geometrical designs
- 5) Patterns largely traditional

IV. Status and popularity

- 1) Made popular on hand made paper
- 2) Easy to carry and sell
- 3) Today most celebrated folk art

3.6 LISTENING AND SPEAKING: THE DESERT FESTIVAL OF JAISALMER

Check Your Progress 4

Listen to this description of the Desert Festival of Jaisalmer and discuss the following.

- 1. The most striking quality of the people of the desert.
.....
.....
.....
- 2. The importance of turban in Rajasthan.
.....
.....
.....
- 3. Women’s attire and what it symbolizes.
.....
.....
.....
- 4. Major features of their dance forms.
.....
.....
.....
- 5. The life of a Bedouin is a difficult one.
.....
.....
.....
- 6. Ways one can reach Jaisalmer.
.....
.....
.....

3.7 LET US SUM UP

In this unit we have exposed you to an array of different art forms and cultural events: the Yakshagana performance in Karnataka, the Madhubani paintings from Bihar and the desert festival of Jaisalmer. In the reading comprehension section you were required to answer question on Yakshagana to make sure you understood the passage. In the writing section you were given practice in writing a guided composition on Madhubani paintings, their origin and development. The listening section was a note-taking task on the desert-festival of Jaisalmer. Finally we gave you practice in the use of articles in the Grammar section.

3.8 ANSWERS

Activity 1

1.
 - i) Food- food is an important indicator of the way of life of a community
 - ii) Dress- dress tells us about the history and the weather of a place
 - iii) Festivals- these tell us about the history, religion and ancient literature
 - iv) Religion- tells us about the beliefs that people have as well as some of the rituals that people follow
 - v) Traditions and customs- tell us about the way of life of a place
 - vi) Language- their history, their ideas and way of thinking
 - vii) Cottage industries- their handicrafts and their traditional skills
 - viii) Universities- the courses that are taught in a university sometimes tells us about the history, life-style and ideology of a place
 - ix) Literature- literature is culture summed up in poetry, stories, novels, drama etc.
 - x) Art forms- dances, theatre and other art forms depict the way of life and sometimes their history
 - xi) Movies may tell about the culture as they give a peep into life style, ideologies, thinking or literature of a community
2.
 - i) Through its art forms
 - ii) By discussing themes from their culture in the textbooks for children or the young
 - iii) Government encouraging projects that deal with and are concerned with culture and cultural issues
 - iv) Making movies that depict some aspect of the culture

Check Your Progress 1

1. It tells us the theme of the text ‘Yakshagana, which is a classical folk art form of Southern India’. The text would be a description of this art form.
2. The actors and costumes: **Paragraphs 3 and 8**
 Origin of Yakshagana: **Paragraph 5 and 7**
 Similarity with other art forms: **Paragraph 6**
 Relationship with religion or ‘Bhakti’: **Paragraph 5**
 The meaning of the word Yakshagana: **Paragraph 2**
 The stage of Yakshagana: **Paragraph 10**
3. opera, costumes, roles, performances, actors, painted faces, narrator, musician, dance, tune, action, portray, dialogue, classical, folk, traditional theatre, troupe, artiste, character, comedians, audience, lights, seating arrangements, furniture, themes, folk epics, stage, dramas and stories.

4. i) Yakshagana (pronounced as *yaksha-gaana*) is a classical folk art form of the state of Karnataka in India, mostly popular in the coastal and Malnad areas of Karnataka and in adjacent areas and Kerala.
- ii) The actors of Yakshagana wear costumes and enact various roles in plays that would, traditionally, go on all night.
A Yakshagana performance begins at the twilight hours with the beating of drums for up to a couple of hours before the ‘actors’ get on the stage.
- iii) The actors wear resplendent costumes, head-dresses, and painted faces which they paint themselves.
A Yakshagana artiste wears a *pagaDe*, a kind of *head-wear*. Among the head-wears *pagaDe* and *kireeTa* are worn by male characters and only small *pagaDe* by female ones. Exceptionally different *head-wears* are also used by comedians and some side roles.
- iv) A performance usually depicts a story from the Hindu epics and puranas.
- v) It consists of a narrator who narrates the story in a song-like fashion, backed by musicians playing on traditional musical instruments while the actors dance to the tune. Their actions portray the story as it is being narrated. The actors have limited dialogue during the course of the performance.
- vi) Yakshagana, like many other forms, defies neat classification into categories like folk, classical, rural. It can be included into each of these, or all of them together, depending upon our line of approach. Being a theatre form, unlike a dance form, it is more plural and dynamic. And hence it exhibits many types and varieties itself.
- vii) It took religion to the common man, to the lower strata of society, those classes to whom the highly formalized and Vedic religion was beyond reach.
- viii) It underwent a slow evolution drawing its elements from ritual theatre, temple arts, secular arts like Bahurupi, royal courts of the time and artists’ imagination – all interwoven over a period of time.
5. Resplendent costumes
Elaborate head gear, which differs for different characters
Jewellery made of stones (colourful) and
Painted faces
6. Appearance of tent troupes
Concept of audience
Tent theatres and furniture for seating
Use of electrical lights in place of petromax lamps
Change in themes
Inclusion of Sanskrit texts, imaginary stories
Tulu included as the language, Kannada no longer the only language of use
7. Began as an offshoot of the Bhakti movement
Underwent slow change and included elements from ritual theatre, temple art and secular art called Bahurupi.
In 1930’s change in compositions, organization and presentation
Development of dance and spoken word
Use of modern clothing and ornaments
Development of the stage and its accompanying seating arrangements, lights etc.
Incorporating other languages so that it could spread.

Modernization according to the times

All these have ensured that this art form lives on.

Check Your Progress 2

1.
 - i) a musical play of the West (Para 1) **opera**
 - ii) referring to sound (Para 1) **acoustically**
 - iii) a person who has the responsibility of taking care of something (Para 2) **custodian**
 - iv) bright and colourful in an impressive way (Para 3) **resplendent**
 - v) with great care or taking great pains (Para 3) **painstakingly**
 - vi) characterized by continuous change, activity, or progress (Para 4) **dynamic**
 - vii) related to the traditional style of a country (Para 6) **classical**
 - viii) connected to literature or having language or style typical of literature (Para 6) **literary**
 - ix) change (Para 8) **transformation**
 - x) a group of actors or singers who work together (Para 10) **troupe**

2. Jatra is a **traditional** theatre **form** of Bengal. The **troupe** comprises **artistes** like actors, **musicians**, a **narrator** and perhaps a **comedian**.

The stories which are narrated in the form of songs are very much like the **opera** of the western world. Jatra is similar to Yakshagana in much of its **form and style**.

The **costumes** are bright and decorative. There is however a difference. In many jatras the **audience** sits around the stage so that all can see the **performers**.

Check Your Progress 3

Hachiko was born in 1923 in Akita in **the** north of Japan. Akita dogs are famous in Japan. It was fortunate for Hachiko when **a** professor of Tokyo University found him. **The** professor took him to his house not far from Shibuya station, and there he showed himself **a** good and kind master. **The** dog loved him. He left **the** house every morning with **the** professor and walked along with him as far as Shibuya station. He watched him buy his ticket and disappear towards **the** train. Then Hachiko used to sit down in **the** small square and wait for his master's return from work in **the** late afternoon. This happened every day. **The** professor and his dog became a familiar sight, and **the** story of **the** faithful animal spread around Shibuya.

Then, one afternoon in 1925, there was tragedy. For some time **the** professor's health had not been good, and he had **a** sudden heart-attack at **the** university. He died before he could be taken home. Back in Shibuya, **the** dog waited in front of **the** station.

The next morning Hachiko was seen in front of **the** station, waiting for his master. **The** following day he was there again. And **the** next day. And **the** next. **The** days became weeks, **the** weeks month, **the** months years. He was **a** young dog, ten months old, when his master died; he grew old; but **the** daily wait continued. He became **a** public hero – **the** best-loved figure in Shibuya. Travelers returning to Shibuya after **a** long absence always asked about him.

Activity 2

1. You may use the points to talk about the art of Madhubani paintings. Points give in para I will form the first and introductory paragraph and so on. You could conclude the description with a sentence saying how Madhubani art has survived the test of time and has adapted itself to modern times.
2. The tense form would be largely present tense but at times while referring to the past it would be in the past tense.
3. Appropriate connectors and discourse markers would be used like: however, nevertheless, in addition, in spite of, in order to, also, in short etc.

Listening text for Desert Festival of Jaisalmer - Experience Rajasthan - Fun Amidst Sands

Come to Rajasthan in winter and see how it comes to life with colours, music, dance and fun. If you visit Rajasthan in months of January or February remember not to miss the great Desert Festival. For three days, the city of Jaisalmer bounces to life and becomes a confluence of brilliant colours, music and laughter. It is during these days that Jaisalmer gets a chance to parade its exuberant charisma to the world.

It is here that men with majestic turbans and imposing mustaches ride their camels amidst the wind caressed sand dunes. Just as the men are imposing, the women here are vibrant. You will be overwhelmed by the cheerfulness of the veiled beauties in their gaily coloured clothes and their heavy jewellery. Take a romantic journey on a camel through the golden sands and see how this desert is really not as arid as it seems. Let the romance of Jaisalmer enliven your spirit.

The Desert Fair will leave you with a hundreds of memories

The Desert Fair is something you should not miss. It is a grand carnival which presents some chosen and cherished moments of the glorious past and affluent traditional culture of Rajasthan. Rajasthani men and tall beautiful women dressed in their brightly coloured and embroidered dresses dance and sing lingering ballads of chivalry, romance and tragedy. They move round and round, sometimes anti-clock-wise and sometimes clockwise. They whirl in unison, or at times, individually. Watch them hold hands, take measured steps and perform various balletic gestures of the body. They beat their palms or snap fingers at the rhythms and move in a circle with the resonance of a kettledrum.

As the tempo of the drum rises and the accompanying high pitched music reaches its climax, participants separate themselves into pairs and swirl swiftly about their own axis. Watch and be mesmerized by this harmony between the music, rhythm and body balance.

Another fascinating activity is the turban-tying competition. Popularly known as a safa or pagri, the turban is an indispensable part of a Rajput man's attire. A saffron coloured turban is very important for it was often worn by warriors and signifies chivalry. The exchange of turbans symbolizes a bond of friendship and honour. Well, did you know that an average turban is about 9 metres long! One can tell which part of Rajasthan a man comes from and what his social class is according to the way he ties his turban.

The turban is not merely decorative. It also serves as protection from the scorching desert sun.

Enjoy the Desert, Your Way



Decorated Camel at Desert Festival, Rajasthan

The grand finale of the festival is marked by a trip to the sand dunes where you can enjoy the pleasures of a camel ride amidst the golden sands. Try to catch the silhouette of the Bedouin way of life and survival, and discover where and how to find water, how to protect yourself against the heat during the day or the cold windy nights in winter. Enjoy the lifetime experience of sitting on the dunes, under the solitary moonlit sky and listening to stories about the more dangerous desert species: snakes and scorpions. You really don't need your watch; the sun will wake you up. No concrete boundaries limit your sight, just incredibly magnificent sand dunes always changing colors and shapes.

Get Going

And this is how you can reach there. There are convenient and comfortable road connections to Jaisalmer from Jodhpur and Jaipur. RSTC offers a diverse array of luxurious buses and tourist coaches that ply regularly on these routes. Once in Jaisalmer, you can hire an auto-rickshaw or a private cab to reach the fair. But if you want to squeeze every moment of enjoyment from your holiday trip, then go for a camel cart ride.

Check Your Progress 4

1. Lively, cheerful in spite of the hardships they face, like vibrant colour, lot of music and dance to keep themselves happy, know how to celebrate life.
2. The importance of turban in Rajasthan: (important part of man's daily dress, makes them look majestic and complements their imposing moustaches, the colour and the style of tying indicates social position and where one hails from, exchange of turbans is an act of friendship etc. Practical value as it protects them from the harsh sun).
3. Bright gaily coloured skirts that fan out as they dance, keeps them cool and protects them from the scorching sun, veil to cover the face and to protect it from the harsh sun too, silver jewellery, their zest for life.
4. Major features of their dance forms: swirling and moving, doing balletic gestures, beat of drums and music, vibrant and active.
5. The life of a Bedouin is a difficult one: everyday is a struggle for water, to escape the desert sun during the day and protect themselves from the cold in the night.
6. Ways one can reach Jaisalmer: convenient and comfortable road connections to Jaisalmer from Jodhpur and Jaipur. RSTC offers a diverse array of luxurious buses and tourist coaches that ply regularly on these routes.

UNIT 4 COMMUNICATING ACROSS CULTURES

Structure

- 4.0 Objectives
- 4.1 Warm Up
- 4.2 Reading
- 4.3 Listening
- 4.4 Writing
- 4.5 Speaking
- 4.6 Vocabulary: Phrasal Verbs
- 4.7 Grammar: The Passive Voice
- 4.8 Pronunciation: Pace of Delivery
- 4.9 Let Us Sum Up
- 4.10 Answers

4.0 OBJECTIVES

In this Unit you will learn:

- What is culture;
- The importance of culture in business communication;
- The impact of culture on business functions such as greetings, introductions, negotiations etc.;
- Approach to business in the US;
- Cultural aspects of behavior at meetings in the US;
- To write a cultural profile of India; and
- Phrasal verbs.

4.1 WARM UP

Activity 1

Read these two famous quotes on culture:

- 1) *'No culture can live, if it attempts to be exclusive.'*
Mahatma Gandhi
- 2) *'Culture is the widening of the mind and of the spirit.'*
Jawaharlal Nehru

Now read these two statements and match them with the quotes above.

- i) Culture helps us to develop and grow as human beings and as communities.
- ii) Cultures benefit a lot through interaction with other cultures.

Activity 2

Look at these pictures. What comes to your mind about cultural diversity and richness? Make a list of these and later compare them with what you have learnt about culture after you have completed your study of this unit.





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4.2 READING

Read the text given below and answer the questions that follow.

- a. To be able to communicate across cultures it is important to know and understand the cultural background of the person you need to communicate with. Intercultural communication principles guide the process of exchanging meaningful information across cultural boundaries, in a way that preserves mutual respect and minimizes ill feeling or misunderstanding.
- b. Globalization has brought the world closer together and helped to reduce cultural diversity. Yet globalization also makes it necessary for us to study and understand cultures that are different from ours.

In a country like India, which has 18 major languages, over 200 dialects, 4 major religions, 29 states and 7 union territories, weather ranging from -35°C to +45°C, there is an unusual diversity of culture which impacts the way we express ourselves and reach out to people who are different from us in many ways.

To begin with, one needs to understand what constitutes culture. Culture is a complex concept, with many different definitions. Hofstede has called it ‘collective mental programming’ or ‘software of the mind’.

- c. Culture is not just about our food, clothing and behaviour; it has a great deal to do with our beliefs, attitudes and values. It is about those aspects of us which are outwardly visible, such as food, language, clothing and behaviour. But it is also about those aspects of us which are not outwardly visible such as attitudes, values and perceptions. Various models have been used to illustrate this concept. It is often likened to an iceberg where only the tangible aspects of our culture are above the surface of water. In fact what is seen outwardly is a result of what we are and what we believe in.

But, simply put, ‘culture’ refers to a group or community with whom we share common experiences that shape the way we understand the world and relate to it.

- d. It includes groups that we are born into, such as gender, race, religion or national origin. It also includes groups we join or become part of. For example,

we can acquire a new culture by moving to a new region, by a change in our economic status or the society in which we move.

Learning about different cultures and ways that people communicate can enrich our lives infinitely.

Check Your Progress 1

To ensure that you have understood the above mentioned ideas on culture and cross cultural communication, it will be worthwhile to consider the questions that the text answers on this topic.

- 1 Read the underlined sentences in the above reading passage carefully and formulate suitable questions to which these sentences could serve as answers. The first one has been done for you.
 - i) Why is it important to know the cultural background of the person you communicate with? (para a)
 - ii) ?
 - iii) ?
 - iv) ?
2. Now complete these sentences that have been begun for you, based on the information given in the text. Do not copy the text. Use your own words.
 - i) We can make meaningful conversation with people from other cultures by
 - ii) Globalization has helped cross cultural communication by
 - iii) In India culture impacts the way we communicate because
 - iv) Culture is likened to an iceberg because
 - v) Culture can also be indicated through a tree because
 - vi) We can acquire a new culture by
3. What do these numbers denote in paragraph (C) of the text?
 - i) 18
 - ii) 200
 - iii) 4
 - iv) 29
 - v) 45
4. The reading passage here has several word partnerships. Can you make eight word partnerships without looking back at the text? The first one is done for you.
 - i) cultural background
 - ii) intercultural _____
 - iii) _____ information
 - iv) cultural _____

- v) _____ respect
- vi) cultural _____
- vii) mental _____
- viii) _____ experiences
- ix) national _____
- x) economic _____

Activity 3

Here are some important communication functions that we perform in business or at work. Match them with the statements given in the following boxes. Additionally these functions also provide valuable inputs on some do's and don'ts about cultural aspects of India that would be helpful for foreigners who wish to do business with India/Indians.

- i) **Negotiation**
- ii) **Appointments**
- iii) **Greetings**
- iv) **Entertaining**
- v) **Introductions**

1.	<ul style="list-style-type: none"> ▪ Men and Westernized Indian women will offer to shake hands with foreign men. ▪ Western men should not initiate handshakes with Indian women. If Indian women initiate a handshake, then respond with handshake; otherwise perform the traditional Indian greeting, a <i>namaste</i>. ▪ To perform the traditional Indian greeting, <i>namaste</i>, hold the palms of your hands together below the chin, and nod or bow slightly.
2.	<ul style="list-style-type: none"> ▪ Titles are highly valued. Advanced degrees (Ph.D.) are listed on business cards and mentioned in introductions. ▪ Status is determined by age, university degrees and profession. ▪ There are numerous ethnic/linguistic/religious groups in India. Hindus, Muslims and Sikhs generally use different traditional naming conventions.
3.	<ul style="list-style-type: none"> ▪ Late mornings and early afternoons are preferred. ▪ Meetings are not scheduled during India's numerous religious holidays.
4.	<ul style="list-style-type: none"> ▪ Business is highly personal, and conducted at a leisurely pace. ▪ The word "no" has harsh implications. Evasive refusals, like "I'll try" are acceptable. Sometimes, 'yes' means 'no'. Make sure to have an expert lawyer trained in Indian and Western legal systems during negotiations.
5.	<ul style="list-style-type: none"> ▪ Many Indians are vegetarians ▪ Hindus do not eat beef and Muslims do not eat pork. ▪ Never offer another person food from your plate. ▪ Eat with your right hand.

Activity 4

Take a close look at these observations on cultural traits and state whether they are more common amongst Indians or Westerners. Remember that there are always exceptions.

1. Individual opinions are extremely important.
2. There are large power distances in workplaces. The powerful have more privileges in business organizations as well as social groups. The source of this power is money as well as status or positions of authority.
3. People are often encouraged to deal directly with conflicts that arise.
4. A written exchange might be the favoured means to address a conflict.
5. Decisions are frequently delegated — that is, an official assigns responsibility for a particular matter to a subordinate.
6. Quick decision making is favoured.
7. There are tight rules for what is dirty and taboo. Most of the time the elders tutor the young on what is proper and correct and what is not.
8. Children learn to think in terms of “we” rather than “I”.
9. Communication style is direct, factual, informal and at times confrontational.
10. There is a tendency to avoid direct confrontation in order to maintain harmony.
11. Men still continue to dominate in most places although we see some changes in the metropolitan and smaller cities.
12. Risk taking is high.
13. People pride themselves on their traditions.
14. Quick results are expected and so there isn't much long term planning.
15. What people and society says also matters a great deal.

4.3 LISTENING

Check Your Progress 2

The United States is an important business partner of India.

Listen to a speaker sharing information with you about the US (tape script A) and state whether these statements are true or false:

- i) Our exports to US are more than our imports.
- ii) Most business decisions in US are made on scientific analysis.
- iii) People often change jobs and therefore don't give their best to any company or place of work.

Check Your Progress 3

Now listen to another speaker tell you about meetings in America (tape script B) and answer the given questions:

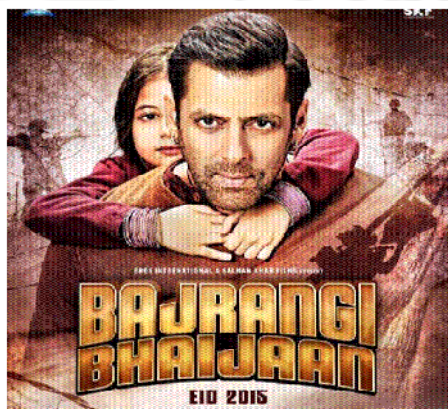
- 1) Meetings in US aggressive and confrontational because
 - i) people are not as polite as in other cultures
 - ii) people don't value personal relationships
 - iii) people like to debate issues in a frank and forthright manner
2. People often include presentations in meetings
 - i) to show their ability to perform and deliver

- ii) to save time
- iii) to make things clear
- 3. Coded speech is discouraged because it is
 - i) misleading
 - ii) a waste of time
 - iii) difficult to understand
- 4. In an impasse
 - i) people prefer to argue things out frankly
 - ii) abandon the discussion temporarily
 - iii) call off the meeting to restore harmony

4.4 WRITING

Activity 5

Write down a cultural profile of India based on the pictures that you see below. Now compare your profile with the one given in the ‘Answers’ section. Note how similar or different your profile is to the given sample.





4.5 SPEAKING

Activity 6

Here are some culturally significant traits of business behavior. Look at these points and discuss with your partner / friend, how these may vary amongst people from different cultural backgrounds. Give examples from your own experiences to explain the characteristics of your culture.

- i) Using first names
- ii) How you dress at work
- iii) Punctuality
- iv) Humour
- v) Socializing with business colleagues outside work
- vi) Topics for small talk
- vii) Giving gifts
- viii) Showing emotion at work
- ix) Working extra hours
- x) Degrees of formality / informality for different levels of authority

Use the following expressions in your conversation:

I think it's a good idea tobecause.....

People tend to / tend not to.....because.....

On the whole most people like to.....because.....

A lot of people.....but I don't because.....

.....is just not done.....because.....

It is generally appreciated if you avoid.....because.....

One thing you should never do is.....because.....

It is considered bad to.....because.....

4.6 VOCABULARY: PHRASAL VERBS

A phrasal verb is a verb plus a preposition or adverb which creates a meaning different from the original verb.

For example:

I **ran into** my old college mate at the conference.

In the next phase of our expansion we will be **looking at** the European market.

Activity 7

1. Replace the phrasal verbs with the words given below:
 - i) You often **come across** people who think and behave differently from you.
 - ii) Americans may sometimes **come across** as rude when they are actually being direct and confrontational.
 - iii) You may need to **tone down** your language when you talk to people from the east.
 - iv) A **break down** in communication happens more easily if you have no understanding of the culture of the person you are talking to.
 - v) It becomes difficult **to bring around** someone you have annoyed unknowingly.
 - vi) During small talk you must avoid **bringing up** controversial topics with strangers.
 - a) persuade
 - b) meet
 - c) make less aggressive
 - d) appear to be
 - e) to raise
 - f) lapse
2. Now complete these sentences with appropriate phrasal verbs from the box:

get along	come up	look up	break down
call on	go along	run into	get into

- i) You must take steps to avoidtrouble while doing business with foreigners.
- ii) A lack of understanding can lead to a in business interaction.
- iii) In a global environment you need to with people of diverse cultures.
- iv) You have to learn to with people who behave differently from you.
- v) It's a good idea to some useful and relevant information about your new foreign clients.
- vi) In spite of your best preparation you may still problems while dealing with people from other countries.

- vii) The important thing is to with solutions.
- viii) Before you someone in a new place it might help if you found out about social protocol.

4.7 GRAMMAR: THE PASSIVE VOICE

The passive voice is formed by using the verb **be** and the past participle. (e.g. bought, used, etc.)

Examples:

Advanced degrees (Ph.D.) **are listed** on business cards...

Status **is determined** by age, university degrees and profession.

We use the passive in the following situations:

- We often use the passive to focus on something that happens to someone, when we do not want to focus on the person who does the action:

Example:

Over 30% of Indians **are employed** in the agricultural sector.

- The passive is often used to talk about systems and processes.

Example:

The US **is characterized** by a 'scientific' approach to business. Every aspect of commercial life **is studied** and analyzed.

- The passive is often used in business correspondence because it is less personal than the active voice:

Example:

Thank you for your letter which **was received** at this branch today.

- The present perfect passive is often used when we are describing changes that have taken place.

Example:

Globalization **has brought** the world closer together and helped to reduce cultural diversity.

How to form the passive with other tenses:

- **Present Continuous Passive**

Example:

I **am being asked** to work every weekend.

- **Past Continuous Passive**

Example:

We only noticed the mistakes when the book **was being published**.

- **Present Perfect Passive**

Example:

Various models **have been used** to explain this concept.

- **Past Perfect Passive:**

Example:

They emailed us to say that the shipment **has been delayed**.

4.8 PRONUNCIATION: PACE OF DELIVERY

In order to be intelligible to the listener the speaker has to pay attention to the speed of his delivery. If we convey our message at a rapid speed, the listener may miss its essence or some important links in the sequence. This is likely to result in a breakdown of communication and a concomitant loss of interest in what is being said. Very slow speech, on the other hand, could make the talk / speech/ presentation boring. Thus the two extremes would defeat the very purpose of oral communication i.e., transmitting information and interacting.

When we speak to an audience (present or absent) we need to adjust the speed depending on the subject matter, the estimated level of the audience, and the time allotted for the talk / speech / report etc.

If the subject matter the speaker is to talk about is difficult and entirely new to the audience they cannot afford to speak too fast. They would, for instance, need to speak slower when talking about a technical subject than they would if they were talking about a sports event. However, if the audience comprises highly qualified people, we could speak faster.

Another factor that can be important in determining speed is the listener's proficiency in the language used by the speaker. If the level of proficiency is low the speaker would need to reduce his speed.

Familiarity with our audience can influence the speed of our speech. If we address an assembly of friends we can speak faster than we would while addressing strangers. Also, if we have been talking to an audience quite frequently, we need not speak slowly.

Sometimes the time allotted for a talk/speech/report/presentation necessitates an adjustment in the speed of delivery. What we want to say must be said within the allotted time, so we have to speak fast or slow as the case may be. We would be able to speak at normal speed if the content were to be just enough for the time allotted.

Three examples:

- Fast
- Too slow
- Normal

Said at a fast pace

It is often said in high places that engineers exploit the discoveries of scientists and use them for making profit. It is even implied sometimes that this is all they do. Perhaps the simplest counter to this is that the pure sciences, as we now understand them, have a history that stretches back perhaps 200 years (in any concentrated form). Engineering, on the other hand, can be traced back some 30,000 years when primitive men tied logs together with reed ropes to make rafts, and soon learned to harness the wind by putting masts and sails on them.

Said very slowly

Engineering is much more than that. It is concerned with everyday living, often with survival, especially in its more ancient beginnings. Engineering is therefore concerned with common sense as well as ingenuity. When it finally brought affluence, at least to a minority, it was on the first rung of a ladder that it has been climbing ever since-improving the quality of life for all mankind. This involves not only harnessing, but controlling, the natural forces and resources.

Normal speed

For thousands of years the primitive folk we now see as engineering pioneers never thought of themselves in such terms. There were seamen, farmers, soldiers and men of a few other occupations who could clearly be identified as leading quite different kinds of lives. But not until the Industrial Revolution did entirely new 'species' emerge, the men who made machines. They could be seen to be neither soldiers nor sailors, nor had they anything to do with the earth itself. They did not build roads, nor bridge rivers, and yet they had skills in common with those who did.

4.9 LET US SUM UP

In this unit we have seen how understanding various cultures is essential for working in today's multicultural workplace. Be it negotiations, greetings or introductions, knowledge of diverse cultures will enhance these business functions. We have seen how meaningful communication across cultures can bring about successful business relationships. We have also explicated the use of phrasal verbs, the passive voice and the importance of the pace of delivery when we speak.

4.10 ANSWERS

Activity 1

1 – ii

2 – i

Check Your Progress 1

1.
 - i) Answer given in text
 - ii) What has globalization done? OR What has happened due to globalization? (para b)
 - iii) What is culture? (para c)
 - iv) What does culture include? (para d)
2. Completed sentences:
 - i) We can make meaningful conversation with people from other cultures by *learning and understanding intercultural communication principles*.
 - ii) Globalization has helped cross cultural communication by *reducing the distance between countries, people and cultures*.
 - iii) In India culture impacts the way we communicate because *of our cultural diversity*.
 - iv) Culture is likened to an iceberg because *only a part of it is outwardly seen*.
 - v) Culture can also be indicated through a tree because *just like a tree its roots are not visible from the outside*.
 - vi) We can acquire a new culture by *changing our physical or social environment*.
3.
 - i) 18 – major languages of India
 - ii) 200 – major dialects spoken in India
 - iii) 4 – major religions followed in India
 - iv) 29 – states of India
 - v) 45 – degrees Celsius, the highest temperature in many parts of India

4. Word partnerships:
 - i) Answer given in text
 - ii) intercultural communication
 - iii) meaningful information
 - iv) cultural boundaries
 - v) mutual respect
 - vi) cultural diversity
 - vii) mental programming
 - viii) common experiences
 - ix) national origin
 - x) economic status

Activity 3

- 1) Greetings
- 2) Introductions
- 3) Appointments
- 4) Negotiations
- 5) Entertaining

Activity 4

Indians: 2, 4, 7, 8, 10, 11, 13, 14, 15
 Westerners: 1, 3, 5, 6, 9, 12

4.5 Listening

Tape script A

The United States accounts for 20% exports and 7% imports of India. It would therefore be useful for us to improve our cultural awareness of USA to ensure that we are competent and successful in doing business with them.

The US is characterized by a ‘scientific’ approach to business. Every aspect of commercial life is studied and analyzed. The results of all analysis done are taken very seriously and business decisions are often made on the basis of these findings.

Consequently nothing remains constant. Companies are forever making changes for the better and hence the work force is in a state of constant flux. People leave, are fired or made redundant and then reappear in another organization. In spite of this people are loyal to their companies and totally committed.

Check Your Progress 2

- i) TRUE ii) TRUE iii) FALSE

Tape script B

Meetings in the USA are usually ‘aggressive, where people are often ‘confrontational’, openly and directly debating all the relevant issues even at the expense of personal relationships, which is very different to those cultures where diplomacy and harmony govern the approach to meetings.

Meetings often include formal presentations by one or more of the participants and these presentations are a vital element in the demonstration of professional competence. Thus, presentations should not only be relevant and well researched

but also delivered in a positive, enthusiastic and committed manner. The meeting and especially one in which a presentation has to be made, is seen as an opportunity to impress — if personal success is to be achieved.

The desire to debate issues directly and openly leads Americans to be seen by some cultures as aggressive and even rude. Coded speech and verbosity is often seen as time wasting and in time pressured corporate USA, that is a crime.

Thus, when an impasse is reached in meeting situations, the reaction is often to address it directly and ‘with feeling.’ This direct, robust debate can often be viewed by more harmony seeking cultures as signaling the breakdown of meaningful discussions and as the signal to try to abandon the interaction — whereas in the States it is seen positively and as a sign of definite progress.

Check Your Progress 3

- 1) iii
- 2) i
- 3) ii
- 4) i

Activity 5

Sample Answer (A Cultural Profile of India)

India is a land of many religions and cultures. It is known for the richness of its cultural diversity. Yet there are some common interests that can be found all over India. Two of these are cricket and films. Most Indians enjoy watching cricket as well as Indian films, which are popularly called Bollywood films. However, regional films are also very popular in some of the states of India.

Dance is another performing art which is cherished by many Indians. Some of the dance forms that are popular are – Katak, Bharatnatyam, Kuchipudi, Odissi as well as Kathakali. Besides India is a land of folk culture and the folk dances of Punjab, Gujarat and North East States are very popular.

A cultural profile of India would be incomplete without a mention of festivals. The number of festivals celebrated in India probably outnumber the number of days in the year! Diwali, Holi, Rakhi and Dussehra are some of the popular festivals celebrated by Hindus, Eid and Moharram by Muslims, Baisakhi and Lohri by Sikhs.

India also has a wide variety of cuisines which vary from the Mughlai food of U.P., the rice, lentil and coconut based specialties of the South. The daily meals of most Indians include chapatti, dal, vegetables, curd and salad.

Activity 6

Sample conversation:

S: Hi there! I am Shalini. Welcome to NIIP.

A: Hello. I am Anu Agarwal. I am from Uttar Pradesh. This is my first visit to the South. What is your full name?

S: I’m Shalini Thomas. You can call me Shalini. People here tend to use the first names only. It’s more of an informal environment here.

A: Oh I see... Back home people tend to call you ma’am or madam if you are senior to them.

S: In our company, we call everyone by their first name, no matter how senior they are.

Activity 7

1. Replacement of phrasal verbs:

- i) – b
- ii) – d
- iii) – c
- iv) – f
- v) – a
- vi) – e

2. Completed sentences:

- i) You must take steps to avoid **getting into** trouble while doing business with foreigners.
- ii) A lack of understanding can lead to a **break down** in business interaction.
- iii) In a global environment you need to **get along** with people of diverse cultures.
- iv) You have to learn to **go along** with people who behave differently from you.
- v) It's a good idea to **look up** some useful and relevant information about your new foreign clients.
- vi) In spite of your best preparation you may still **run into** problems while dealing with people from other countries.
- vii) The important thing is to **come up** with solutions.
- viii) Before you **call on** someone in a new place it might help if you found out about social protocol.