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70 words of Indian origin
Resource pack for teachers

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Introduction to the 70 Words project

About these materials

To celebrate 70 years of the British Council's work in India, we identified and explored 70 words that originated in India and are now commonly used in English around the world.

The project has its own microsite, www.britishcouncil.org.in/70words, which provides some further information and activities to bring this fascinating topic to life.

This school resource pack has been developed for teachers to share with pupils aged 11-14. Clear instructions are provided about how you can bring the activities to life within your classes and the school as a whole.

Criteria for inclusion

Given the hundreds of years of English language usage in India, there was a huge number of potential words which could have been chosen. Several criteria were used to make the difficult final selection. The words should:

● be in the Oxford English Dictionary
● have interesting origins and histories
● show the diverse ways in which the words were adopted into English
● illustrate the diversity of other Indian languages, in terms of the words' original source.

Contents

Ten facts about languages in India

20

The estimated number of speakers of Gorum (in Orissa), an Indian language which is near extinction.[3]

191

Number of 'endangered' languages in India, at risk of falling out of use because of the declining number of native speakers. UNESCO divides these languages into those which are 'vulnerable', 'definitely endangered', 'severely endangered' and 'critically endangered'. India contains 10 per cent of the world's endangered languages.[3]

97

Percentage of Indians who speak a scheduled language as their mother tongue.[1]

121

Number of 'major' languages in India which have more than 10,000 native speakers.[1]

0

Number of 'national' languages in India, according to the constitution, although Hindi and English have 'co-official' status.[1]

22

Number of 'scheduled' languages in India (according to the eighth schedule of the Constitution). This gives them a special status and means that the government is obliged to support their development. These 22 languages are Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Odia, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu and Urdu. English is a 'co-official' language. All 22 scheduled languages appear on Indian bank notes.[4]

314,900,000

The estimated number of bilingual Indians – around a quarter of the population.[2]

780

Number of languages spoken in India, according to the People's Linguistic Survey of India, along with 68 scripts. Ethnologue puts the number at 448, of which 421 of these languages are indigenous (= native to the country) and 27 are non-indigenous (= come from outside India). The different numbers highlight the political, social and cultural challenges of agreeing what constitutes a 'language' rather than an 'dialect'.[5,6]

0.02

Percentage of the Indian population who identified English as their mother tongue in the 2011 census – approximately 259,678 people.[2]

528,230,193

The number of native Hindi (and related mother tongue) speakers in India, according to the 2011 census. 322,230,097 of these identify Hindi itself as their mother tongue. The remaining 200 million are on the Hindustani dialect continuum, being speakers of Bhojpuri, Chhattisgarhi and Rajasthani and many other tongues.[2]

Sources
1 The Constitution of India (www.legislative.gov.in/sites/default/files/COI-updated-as-31072018.pdf)
2 2011 Census of India (censusindia.gov.in/2011Census/C-16_25062018_NEW.pdf)
3 UNESCO Atlas of the World's Languages in Danger (www.unesco.org/languages-atlas/en/atlasmap/language-id-1206.html)
4 Eighth Schedule to the Constitution of India (https://mha.gov.in/sites/default/files/EighthSchedule_19052017.pdf)
5 News report (http://blogs.reuters.com/india/2013/09/07/india-speaks-780-languages-220-lost-in-last-50-years-survey/)
6 Ethnologue (www.ethnologue.com/country/IN)

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Introducing the 70 words

After much debate and discussion,
the 70 words chosen for the project are:

Choky   Cashmere   Curry   Jodhpurs

Dharma   Cheetah   Bangle   Khaki

Polo   Purdah   Palanquin   Pundit

Dinghy   Mongoose   Jungle   Swami   Calico   Loot   Avatar   Chutney

Dal   Mantra   Gymkhana   Nirvana

Pyjamas   Dungarees   Thug   Bungalow   Jute   Atoll   Coir   Bhelpuri

Raita   Guru   Kedgeree   Yoga   Myna   Veranda   Punch   Mogul   Lilac

Patchouli   Doolally   Cot   Bandana   Blighty   Cushy   Teak   Tank

Cowrie   Karma   Shampoo   Roti   Pashmina   Mandarin

Chit   Churidar   Yaar

Cheroot   Chintz   Mulligatawny   Tiffin   Godown   Pukka

Gunny   Shawl   Catamaran   Cummerbund

4

India's influence on English

Background information

English has a long history of usage in India, predating the British colonial power and now firmly established as a link language across the length and breadth of the country. The influence of other Indian languages on English is not always widely known and yet there are many words which have been adopted into English directly from the many languages and dialects spoken across the sub-continent.

Learning objectives: To introduce the main theme of the 70 Words project, and to give an overview of key ideas such as etymology, language change, language policy and the relationship between English and Indian languages.

Curriculum links: English; History; Languages

Core and transferable skills: Citizenship; Communication and collaboration, Critical thinking and problem solving

Preparation and resources: Video at www.nam.ac.uk/explore/15-words-indian-origins; the statistics and information on pages 2-3.

Activity: Introducing the thinking behind the 70 Words project

Begin by telling the students that you are going to read them a list of words. When they think they know the connection between these words, they should put up their hand. Keep on reading the list of words until someone gets the right answer, or you have to tell them. At first, say words that are less obviously from Indian languages, and which they will be familiar with (e.g. bungalow or pyjamas), before moving on to words which they are more likely to associate with India (e.g. curry or yoga).

After this, get the students to watch (or show them in class) this short (5.5 mins), informative film from the National Army Museum about the Indian origins of 15 words:
www.nam.ac.uk/explore/15-words-indian-origins

This film is a good general way into the 70 Words project. From this, you could lead a class discussion (with younger students) or let them discuss in pairs / groups (with older students) some of these questions:

- How many languages do you think are spoken in India?
- Can you name any of them?
- Why do you think English is so widely spoken in India?
- Do you know (or can you guess) any other words which came into English from Indian languages?

You could also give students a photocopy of the statistics on pages 2-3 to talk through and think about.

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What does it mean?

Activity:
Find a word which ...

This is a version of the classroom activity 'find someone who'. Photocopy the table and the worksheet (as many times as you need for your class). Cut out and give each student one word, its definition and a copy of the grid. They should read the information and keep it hidden. Ask them to move around the classroom, talk to their classmates and see if they can find the answers to complete their grid.

Words and definitions

Loot is recorded as being an English word in 1788. 'Loot' or 'looting' refers to goods (especially valuable goods) which are taken from an enemy or city in times of war. The word derives from the Hindi *lūt*, which itself appears to come from either the Sanskrit *lōtra* or *lōptra*, meaning 'booty', or *lunt*, meaning 'to rob'. In wider usage, it is used in slang form as a synonym for money.

Pukka, a borrowing from Punjabi, has passed through many spelling variations over time, including pucka, puckah, pucker, pucca and pukkah. Its original meaning to describe something which was cooked, mature, substantial or permanent, saw it commonly used in the field of weights, measures and money. Over time, this meaning expanded to refer to things which were certain, reliable, genuine, correct or bona fide.

Bandana has a strong linguistic relationship with the word *bāndhnū*, meaning 'a mode of dyeing in which the cloth is tied in different places, to prevent the parts from receiving the dye.' Its Sanskrit roots lie in *badhnati*, meaning 'binds'. Its modern English meaning does not refer to the process but rather the object created, namely a richly coloured silk or cotton handkerchief.

The English word **curry** derives from the Tamil *kari*, a sauce commonly eaten with rice. Its modern usage refers more widely to the preparation of meat, fish, fruit or vegetables cooked with spices which is eaten as a meal. The word also seems to have a relationship with the Kannadan *karil*.

Chintz fabric is generally fast-printed with designs of flowers, in several colours, and glazed. Chintz derives from the same Sanskrit root as cheetah (from *chitra*, meaning 'spotted' or 'distinctively marked'), but the original word was, in fact, the singular noun *chint*. However, given the frequency of its use in the plural form (i.e. chints) in a commercial setting, over time the word evolved as chince, chinse and then ultimately to chintz.

Doolally is a negative word used to describe an unbalanced state of mind. Its origins are in reference to Deolali, a large military camp close to Mumbai. British soldiers who had finished their terms of service would wait in the large barracks for their transport home. This often took much longer than anticipated, leading to intense boredom. As a result, some of the camp inhabitants went 'Doolally'.

Cummerbund entered English more than 400 years ago, coming from the Urdu and Persian *kamar-band* (=waist-band). Originally, the sash was worn by domestic workers and low-status office workers. It was then adopted by British military officers, as a cooler alternative than a waistcoat when dining. The modern use of the cummerbund is as part of formal evening wear.

Deriving originally from the Persian *shāl*, **shawl** entered English via Urdu and other Indian languages, and from here also into other European languages such as Spanish *(chal)*, Italian *(scialle)* and even Icelandic *(sjal)*. 'Shawl' originally referred specifically to the oblong piece of material made in Kashmir from the hair of a goat. Its meaning gradually widened to refer to an article of clothing generally worn by women to cover the shoulders or the head.

Worksheet
Find a word to complete the beginning of each of the sentences below.

_____ **is derived from Hindi.**

_____ **is derived from a European language.**

_____ **was first used in English before the 19th century.**

_____ **has seen its meaning change significantly since entering English.**

_____ **is related to at least two Indian languages.**

_____ **is a toponym (i.e. is named after a place).**

_____ **has seen its plural form change considerably over time.**

_____ **has had multiple spellings through history.**

Words and images

Background information

As part of the 70 Words project, the British Council commissioned one Indian and one British artist to produce illustrations of 14 of the words. Some of these illustrations are shown on this spread.

More details about these illustrations can be found here:
https://www.britishcouncil.org.in /70words/

Activity:
Guess the word

Can your students guess which words the images are representing? For younger classes, give them a short list of the words (including some 'red herrings') to make it slightly easier. You then get your students to either (a) create their own illustration of the same words and/or (b) get them to choose another of the 70 words they find interesting, research it, and then create an illustration which shows their interpretation. When you have created these words, students can display them in a digital gallery or physically in your classroom. To make this even more fun, you could challenge students to do an illustration combining two words, for example 'yoga atoll', 'shampoo gymkhana' or 'mongoose curry'.

Learning objectives: To understand how different people visualise and interpret words.

Curriculum links: Art and design; Design and technology; English; Language; Media arts

Core and transferable skills: Communication and collaboration; Critical thinking and problem solving; Digital Literacy; Student leadership
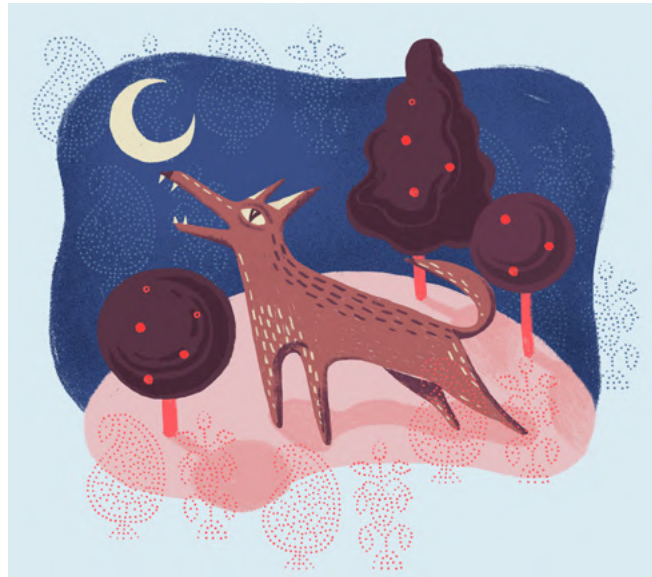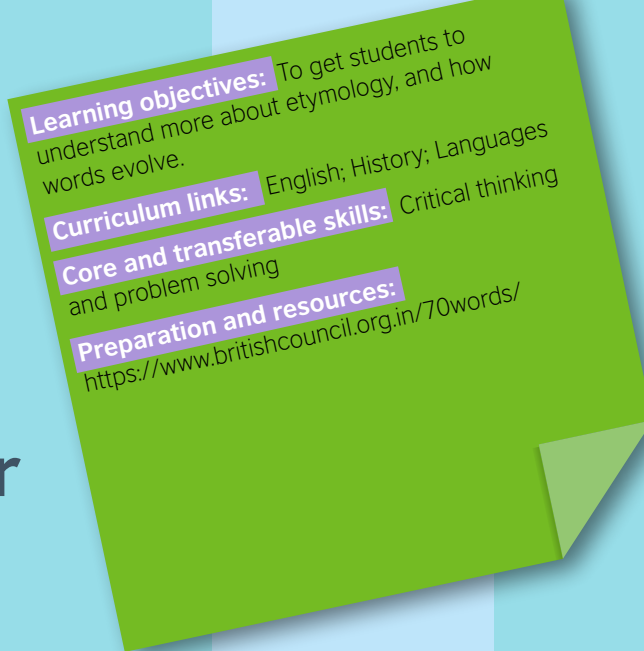
Preparation and resources:
https://www.britishcouncil.org.in/70words/

1
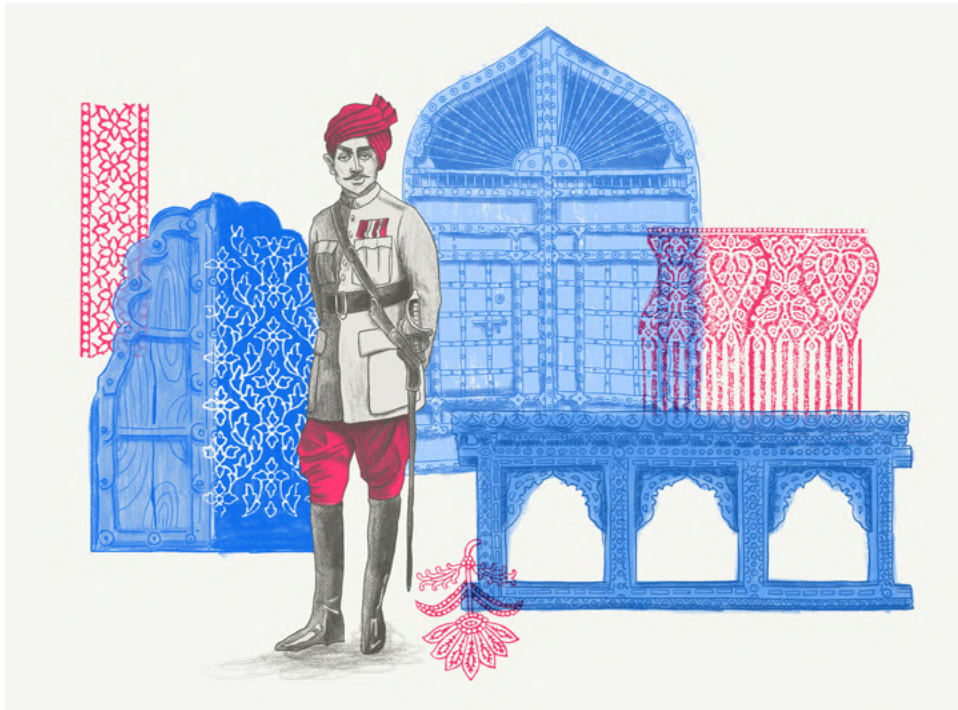
2

3

4

5

Answer key
1 Cheetah
2 Jodhpurs
3 Palanquin
4 Jackal
5 Bamboo

How words enter a language

Background information

Etymology is the study of where words come from, and how their meanings have changed throughout history. One of the most common ways in which words enter a language is through a process known as borrowing, where one language simply absorbs words from other languages. Unlike in some languages, such as French, English has very low barriers to entry, meaning that there is no formal process for words to be adopted into a language.

Although at first words often enter a language in their original form, generally speaking they change, and conform to the norms of the language which is absorbing them. Take the word pyjamas, for example. The original Persian/Urdu word was *pay-jama,* which went through a whole range of variations (including pai jamahs, piejamahs, peijammahs and many others) before the current English spelling of pyjamas was settled upon (but note that the standard American English spelling is pajamas).
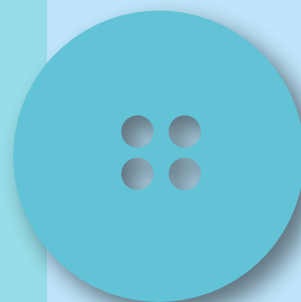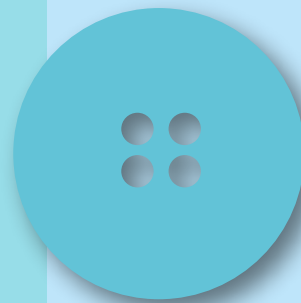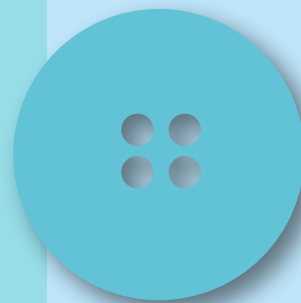
Activity: **where do these words come from?**

Write the list of words from this page on the board. All of these words originally come from an Indian language, shown in brackets. Ask your students to decide which English word derives from each one. If they get stuck, look back at the full list of 70 words on pages 4-5 to help you.

1 bangri (Hindi)
2 katta-maram (Tamil)
3 mangus (Marathi)
4 jhuto (Bengali)
5 mugal (Urdu / Persian)
6 gend-khāna (Hindustani)
7 dengi (Hindi)
8 nila (Sanskrit)
9 maina (Hindi)
10 tekka (Malayalam)

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How words change meaning

Background information

Words, like your students, do not sit still. They are constantly changing in meaning as well as form. This process is known as semantic change or semantic shift. Sometimes this change might be small, and the word develops another sense or connotation; at other times, the word's meaning might change beyond all recognition. Silly, for example, used to mean something was 'worthy' or 'blessed', very different to its modern meaning.

Learning objectives: To learn why and how words can change meaning over time, especially when they are borrowed by one language from another.

Curriculum links: English; Languages.

Core and transferable skills: Critical thinking and problem solving; Communication and collaboration.

Activity: **new and old meanings**

Present the students with a word pool of the ten words opposite. Ask the students to explain to you what these words mean. If there are any words which the class don't know, they can look them up on the 70 Words microsite, or you can show them.

After this, show them the original meanings of these ten words (i.e. what they meant in the original Indian language when they were borrowed by English). Working in pairs, challenge students to match them up. When taking feedback, ask them to explain why they made the choices they did.

Answer key
1   avatar (the digital representation of a person or character) – **G**: descent (from above)
2   bandana (a richly coloured silk or cotton handkerchief) – **B**: to bind / join
3   curry (meat, fish, fruit or vegetables which is cooked with spices and eaten as a meal) – **D**: a sauce commonly eaten with rice
4   guru (spiritual teacher) – **F**: expert or mentor
5   gymkhana (a meeting at which horses and their riders take part in games and contests) – **A**: ball house
6   mogul (important or influential person) – **J**: head of the Muslim dynasty which historically ruled much of South Asia
7   nirvana (extinction) – **E**: perfect happiness, ideal place
8   pashmina (cloth or shawl) – **C**: wool
9   purdah (pre-election period in UK where civil servants are restricted in what they can do) – **I**: curtain
10 yaar (friend) – **H**: to help or assist

① **avatar**
② **bandana**
③ **curry**
④ **guru**
⑤ **gymkhana**
⑥ **mogul**
⑦ **nirvana**
⑧ **pashmina**
⑨ **purdah**
⑩ **yaar**

Ⓐ **ball house**
Ⓑ **to bind/join**
Ⓒ **wool**
Ⓓ **a sauce commonly eaten with rice**
Ⓔ **perfect happiness, ideal place**
Ⓕ **expert or mentor**
Ⓖ **descent (from above)**
Ⓗ **to help/assist**
Ⓘ **curtain**
Ⓙ **head of the Muslim dynasty which historically ruled much of South Asia**

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How words change in popularity

Activity: words over time

Give students a copy of the graphs on the right. Tell them that the graphs show the popularity of four words over time (from 1815 to 2009), namely avata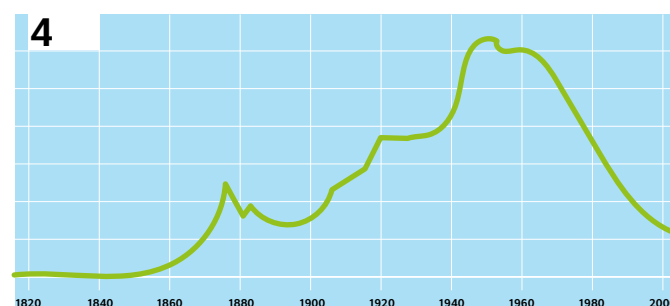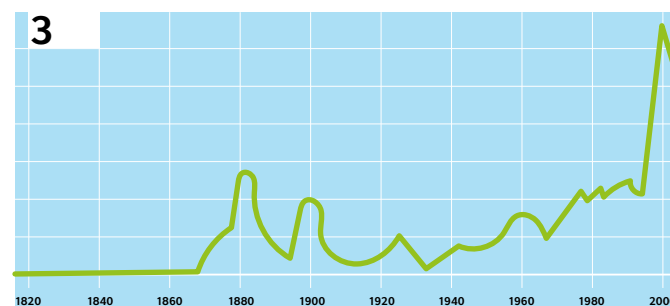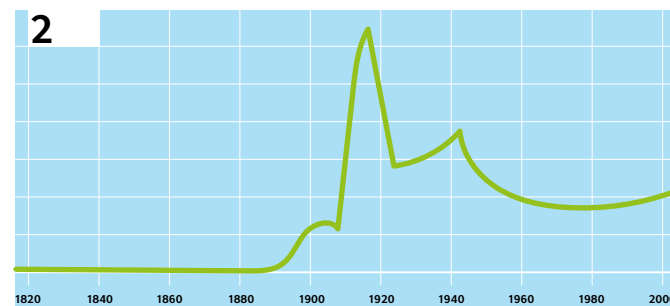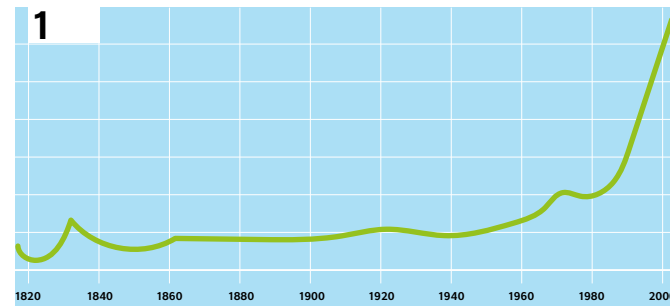r, jute, khaki and pashmina. They have to match these words with the graph and explain why they think this is the correct graph. If you think your students will find this too easy, add in 3-4 other 'red herring' words.

Answer key
1 – avatar (recent increases in popularity due to its new usage in the field of technology and computing)
2 – khaki (peaks during World War 1 and 2)
3 – pashmina (following the trends of fashion – especially around the millennium)
4 – jute (becoming much common due to the fact its production and use is in terminal decline)

If students find this activity interesting, they can look up more of the 70 Words themselves at https://books.google.com/ngrams, and test each other (and you). They could also do specific research to try and explain the overall trend of the graph.
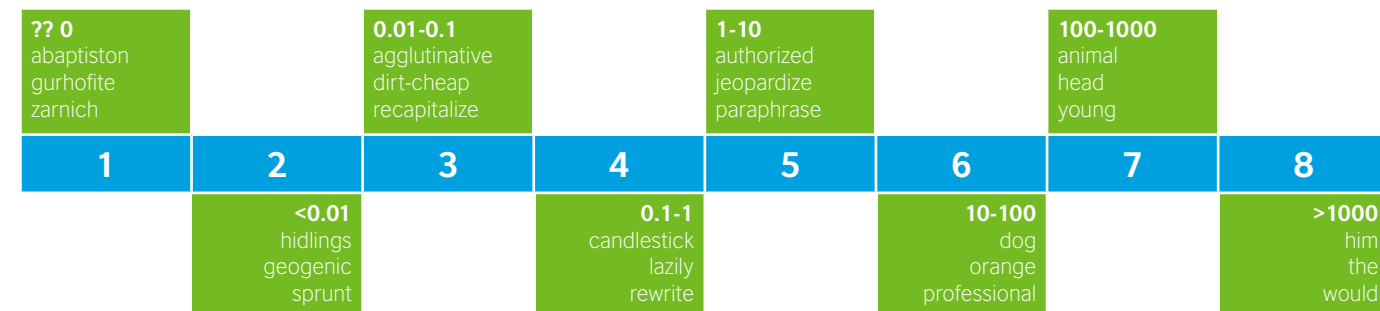
?? 0		0.01-0.1		1-10		100-1000		
abaptiston		agglutinative		authorized		animal		
gurhofite		dirt-cheap		jeopardize		head		
zarnich		recapitalize		paraphrase		young		
1	2	3	4	5	6	7	8	Really frequent!
	<0.01		0.1-1		10-100		>1000	
	hidlings		candlestick		dog		him	
	geogenic		lazily		orange		the	
	sprunt		rewrite		professional		would	

Activity: making predictions

Ask your students to make predictions about where they think other pairs of words from the 70 Words list will be placed on the diagram. Do an example with them for 'pyjamas' and 'bandana' – get them to speculate, argue and ultimately vote in class about which band they think these words are in.

_____ Catamaran vs Dinghy _____

_____ Nirvana vs Yoga _____

_____ Pundit vs Yaar _____

_____ Jodhpurs vs Dungarees _____

_____ Lilac vs Patchouli _____

_____ Thug vs Loot _____

_____ Dal vs Curry _____

_____ Pashmina vs Shawl _____

Answer key
Catamaran 4 Dinghy 4 (draw); Nirvana 4 Yoga 5; Pundit 4 Yaar 3; Jodhpurs 3 Dungarees 4; Lilac 5 Patchouli 3; Thug 5 Loot 4; Dal 3 Curry 5; Pashmina 3 Shawl 5

As a follow up to this activity, ask students to speculate on whether they think the frequency of these words is increasing or decreasing.

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Further afield

Background information

The focus of this project was only 70 words. There are hundreds of other words which could have been covered, for example bandicoot, crimson, ghee, juggernaut, and tickety-boo. An interesting extension project is to ask students to research online to find other words which could have been included.

Useful sites they can use include **www.oed.com** or **www.etymonline.com**

English has also borrowed words from many other continents and countries. The origins of these words are not always clear. Below are some interesting examples:

Australian Aboriginal languages: boomerang; kangaroo; koala; kookaburra; wombat
Bantu languages (spoken across sub-Saharan Africa): banjo; chimpanzee; macaque
Chinese: dim sum; ketchup
Dutch (spoken mainly in the Netherlands): boss; bluff; filibuster; iceberg; rucksack; snoop
France: ballet; faux-pas; quarantine
Italian: cartoon; opera
Japanese: anime; karaoke
Kikongo (spoken mainly in Congo): zombie
Norwegian: krill; slalom
Scottish Gaelic: pet; pillion; slogan; trousers
Spanish: patio; stampede; tornado
Swahili (spoken across eastern and south-eastern Africa): jenga; jumbo; mamba; safari
Welsh: flannel; penguin
Wolof (spoken in Senegal, the Gambia and Mauritania): banana; jive

Activity: **word map**

Put up a world map in your classroom. Ask your students to research English words that originated in other countries and write them on the map (either directly or using pins/post-it notes). They could write short definitions (and even make presentations in class about them). This could also be done at a whole school level, which might be of particular interest in highly multilingual schools. Students could also draw the words and link them to the map to make it more visual. A useful resource to find out the origins of words is the Oxford English Dictionary (**www.oed.com**).

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How we visualise words

Background information

The way in which different people interpret words comes not only in how they define them, but also in how they visualise them. A word can be seen and used in one way in one country, and in a different way somewhere else.

Learning objectives: To show how words can be interpreted in different ways around the world.

Curriculum links: Art and design; English; Languages; Media arts.

Core and transferable skills: Critical thinking and problem solving; Citizenship; Digital literacy; Student leadership

Preparation and resources: The pictures on this page and free-to-use image websites such as www.pexels.com, www.photosforclass.com and www.unsplash.com.

Activity: Illustrations

Show the students the illustrations on this page and ask them which word they think is being demonstrated (i.e. bangle). Ask students to discuss, in pairs, what they see in these illustrations and how the word is understood differently in different contexts. There is much rich discussion which could come out of this.

After this, you can ask students to work individually or with others to identify several photos about other interesting words which may be interpreted quite differently in different countries and different situations, e.g. bangle, bungalow, jungle, nirvana, pyjamas and shampoo. They can look these up on some of the websites suggested earlier, or elsewhere, and then display them digitally or in the classroom.

An alternative to this is that you set individuals/the class/the school the task of choosing one photo for each word – but they have to take the photos themselves.

Answer key

1. Tiffin / 2. Chutney / 3. Dinghy / 4. Bangle / 5. Bungalow
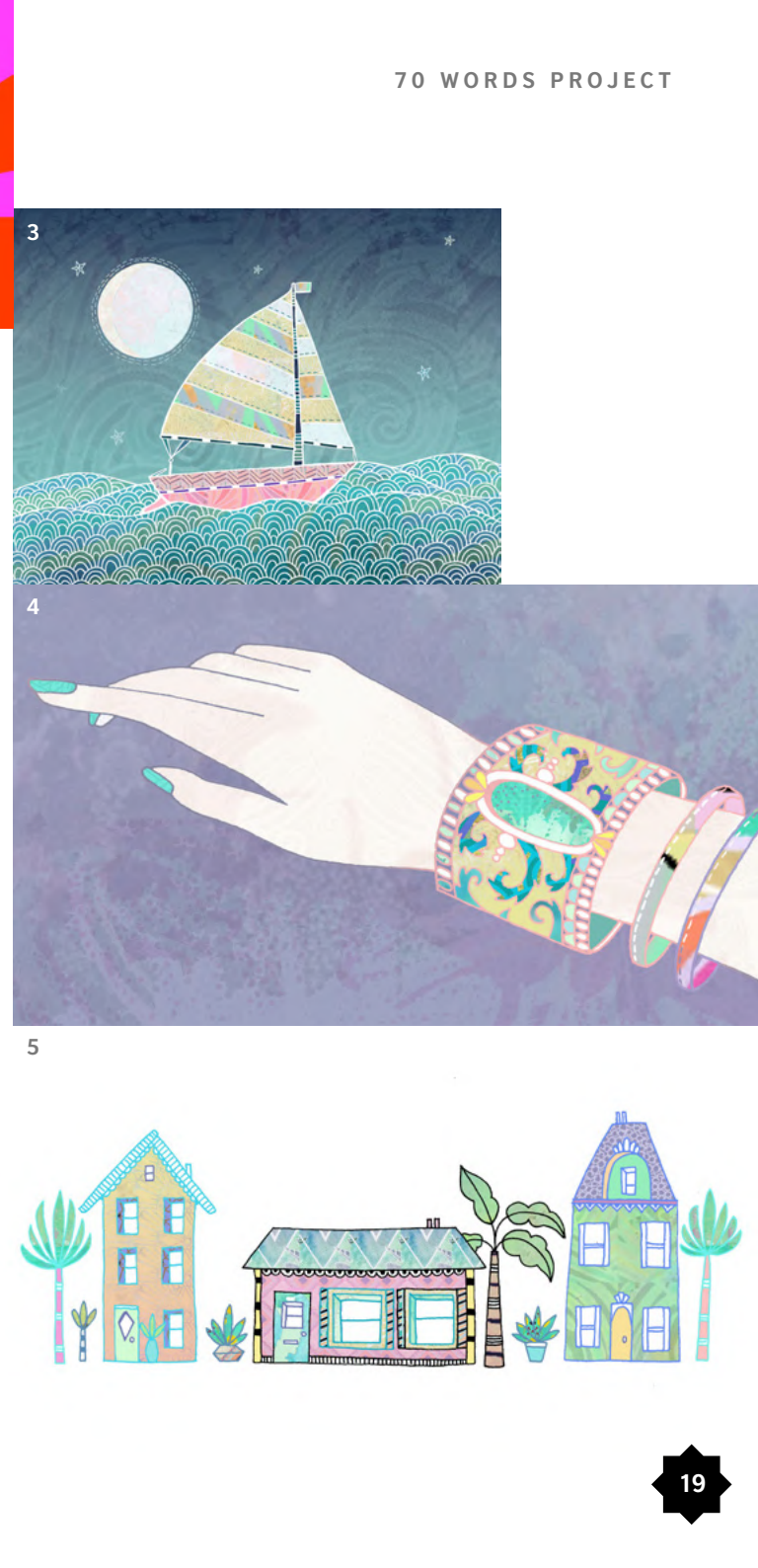
Using words creatively

Activity:
Story creation

Ask the students to write a story using a certain number of the 70 words. A ratio of around approximately 1:20 works well (e.g. for a 500-word story, they should use 25 of the words). Try and encourage students to be as creative as possible in how they do this. You could organise a class, or even school competition.

This could also be done more simply as a fun oral activity in the class. You can say the first sentence of a story, using one (or more) of the 70 words. A student then has to carry the story on, using one (or more) of the 70 words, and so on and so on. This can be done in the class as a whole or in smaller groups.

Learning objectives: To encourage students to develop their understanding of the words by using them in creative writing.

Curriculum links: Creative Writing; English; Languages

Core and transferable skills: Creativity; Critical thinking and problem solving; Citizenship; Digital literacy

Preparation and resources: https://www.britishcouncil.org.in/70words

Activity:
Story bingo

Ask the students to choose nine words from the list, and write them in a 3 x 3 table like the one below.

You should then read out the story opposite, which contains 35 of the 70 words. Students must listen carefully. Every time they hear one of their words, they can tick it off the list. The first student to tick off all nine of their words is the winner. If no student can tick off all nine, the one who has done the most is the winner.

BINGO

dinghy	guru	jute
lilac	mogul	polo
palanquin	punch	yoga

Rani's dreams

Once upon a time there was a young woman called Rani, who lived in a bungalow, on an atoll in the middle of the Indian ocean. Rani was bored. She spent all day cooking and rarely left her house, except to fetch water from the tank. Some days she would make curry and dal, some days mulligatawny soup, while other days it would be roti.

Some days, when she had finished her work, she would sit on the veranda and daydream. In one of her daydreams she had crept out at night, as quiet as she could be walking on the cowrie shells and took a dinghy from the port. She unhooked the heavy jute rope and sailed across the water to the mainland. When she arrived, she was put into a palanquin, dressed in red, shiny bangles, and taken to a gymkhana. As the guest of honour, she was given the most beautiful calico shawl you could ever imagine. She had also dreamt of horses the following day, but this time she was the one wearing jodhpurs, scoring the winning goal in a polo match. As the captain of the winning team she had patchouli thrown over her head and a chintz pashmina wrapped around her neck. She had felt amazing.

Today was a very hot day, in the middle of summer, and she felt especially tired. She was supposed to do her yoga, but had eaten too much bhelpuri for lunch. Instead, she lay down, her daughter Maya dressed in pyjamas and safely lying in her cot next to her and began dreaming. This was her most vivid dream yet. She imagined she was in the middle of a jungle, huge teak trees every-where, and there were strange noises all around. She was dressed head-to-foot in khaki. "Squawk", was that a myna bird? "Thud-DUM", was that a cheetah? "Eeee-EEEH", was that a langur? But it was not the animals she needed to fear, but the gang of bandana-wearing, cheroot-smoking thugs hiding in the bushes. But somehow, she was stronger than all of them, and managed to tie them all up and dump them in some gunny sacks.

In the background, Maya started to gently cry. She was hungry and would need feeding. Rani sighed. She would find out what happened to the thugs in her next dream …

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Word search

All 70 words can be found in the grid opposite. Try and find them all!

Atoll
Avatar
Bandana
Bangle
Bhelpuri
Blighty
Bungalow
Calico
Cashmere
Catamaran
Cheetah
Cheroot
Chintz
Chit
Choky
Churidar
Chutney
Coir
Cot
Cowrie
Cummerbund
Curry
Cushy
Dal
Dharma

Dinghy
Doolally
Dungarees
Godown
Gunny
Guru
Gymkhana
Jodhpurs
Jungle
Jute
Karma
Kedgeree
Khaki
Lacquer
Langur
Lilac
Loot
Mandarin
Mantra
Mogul
Mongoose
Mulligatawny
Myna
Nirvana
Palanquin

Pashmina
Patchouli
Polo
Pukka
Punch
Pundit
Purdah
Pyjamas
Raita
Roti
Shampoo
Shawl
Swami
Tank
Teak
Thug
Tiffin
Veranda
Yaar
Yoga

Answer key
See back cover

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I H I L T Z D V F A A J D K R B J B L H
E H A T E E H C N U P A P E N L T Y W L
G I D D W E H B U N G A L O W A T I A R
U M N S R U P H D O J G M N E C T N H J
Y A A E T U J E Y N N U G A Y Q G C S C
Y W R N N M P L C U M M E R B U N D X N
Y S E M D W B P J D U N G A R E E S J W
E Y V K Y A U U D L U G O M E R S I L J
F H P M E N R R L D A S H A M P O O O F
D G Y Y D D A I L U O H C T A P O L O O
O N N I J T G A N I M H S A P U G L T L
O I T R A A Y E B J U I B C S G N O R R
L D R V T T M L R R E A X M U H O T E E
A D A A H V K A I E N U D H A R M A N A
L K W G P B H D S D E U T C E N R E I T
L N I U Q N A L A P R G K H I A T Y R Q
Y L K Y W R N N C U T O C I L A C R V E
B K A R M A A J G O D O W N A O T E A K
A Y H S U C A L I L I R O T I F F I N Y
L Y K O H C O W R I E R Z Z P M H M A C
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Crossword

The answers to the clues are all found in the list of 70 words on page 22 or 4-5.

Across

2. A type of mixed drink which derives from the Sanskrit for 'five'.
3. A coral island formed in the shape of a ring.
7. Originally used to describe a dull brown colour from the Urdu for 'dusty'.
8. An item of clothing associated with Western counter-culture in the 1960s, deriving from the Sanskrit 'badhnati'.
11. A type of fabric which derives from a corruption of Calicut, a port city in Kerala.
12. Derives from the Hindi *khat*, meaning 'couch' or 'hammock'.
14. A type of bird highly skilled in mimicking the human voice.
15. A person of considerable power or importance.

Down

1. This item of clothing word is *chal* in Spanish *scialle* in Italian and *sjal* in Icelandic.
2. Clothing – historical spellings include 'paunjammahs' 'paijamahs' and 'peijammahs'.
4. An animal which has the same root form as 'chintz' and 'chit'.
5. In Buddhism, the state of being released from samsara, the endless cycle of death and rebirth.
6. A type of wool which was originally found in the Western Himalayas.
9. The fibre taken from the outside of a coconut and used for making ropes and mats.
10. A type of bread commonly eaten with cooked vegetables or curries.
13. A type of wood which has origins in several Indian languages, including Malayalam *(tekka)*, Tamil *(tekku)* and Kannada *(tegu)*.
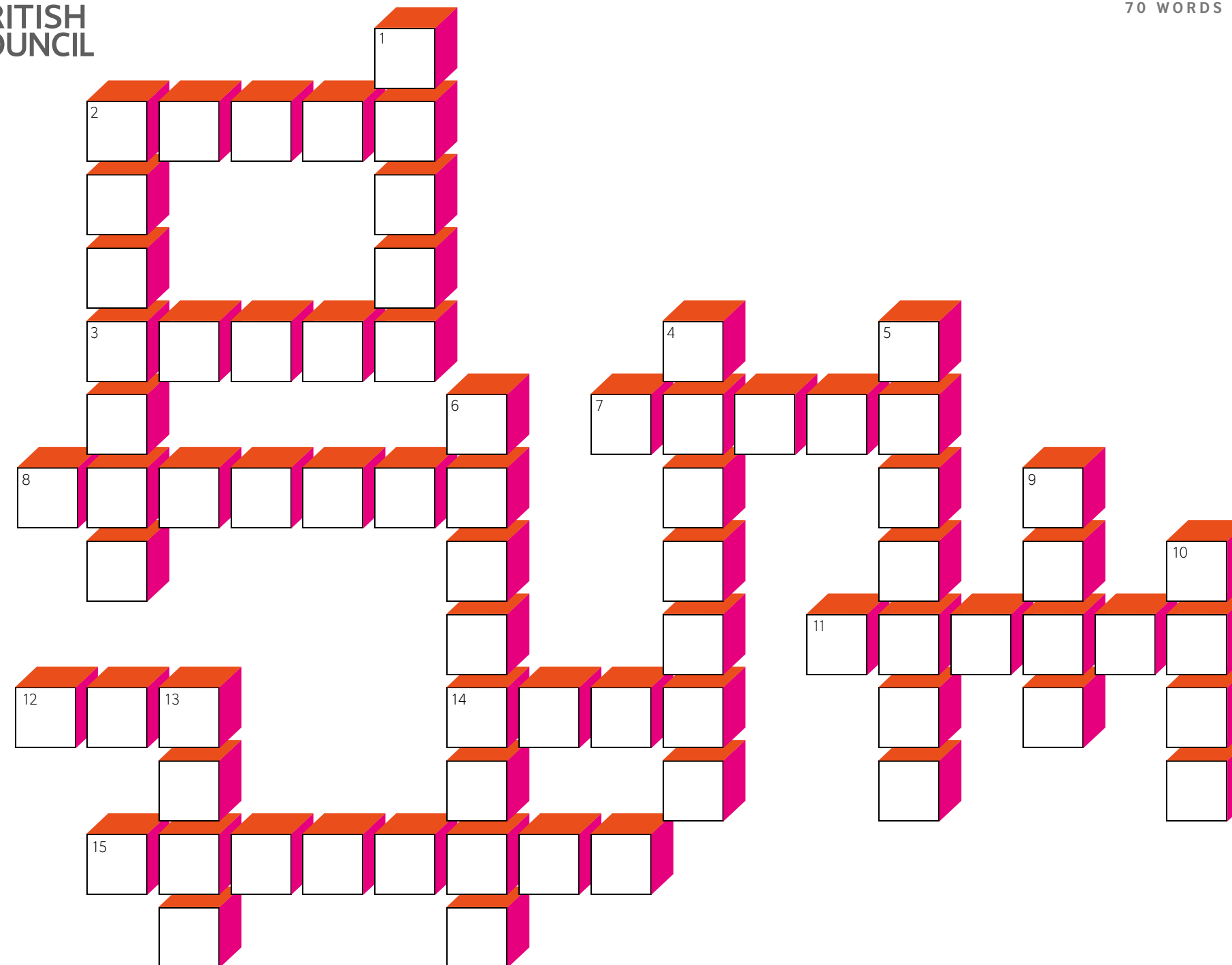
Answer key
Across
2. punch / 3. atoll / 7. khaki / 8. bandana / 11. calico / 12. cot / 14. myna / 15. mandarin
Down
1. shawl / 2. pyjamas / 4. cheetah / 5. nirvana / 6. pashmina / 9. coir / 10. roti / 13. teak

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