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;
• complete a paragraph using appropriate sensual images;
• 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.

My leisure time preferences
✓ ✓ books film magazines, women’s magazines, novels like
✓ eating out Chinese or Mughlai food
watching television ........................................................................................................
listening to music ........................................................................................................
going to films ..........................................................................................................
........................................................................................................................................
........................................................................................................................................


Culture and Entertainment

<table>
<thead>
<tr>
<th>going to the gym</th>
<th>Playing outdoor games</th>
<th>chatting with people on Whatsapp</th>
<th>surfing the internet</th>
</tr>
</thead>
</table>

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 showcase 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 agricultural – 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 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 ‘Showcase 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 | Microcosm
   Diversity | Unity
   Primeval | modern
   Indigenous | migrant
   Reviving | destroying
   Eulogized | criticized
   Joy | sorrow
   Bravery | cowardice
   Delicious | tasteless

8. Fill in the blanks with the appropriate words from the box. You may change the form of the words.

<table>
<thead>
<tr>
<th>Melting pot exudes</th>
<th>cuisine</th>
<th>mélange</th>
<th>took flight</th>
</tr>
</thead>
<tbody>
<tr>
<td>unique</td>
<td>quintessential</td>
<td>extravaganza</td>
<td>stature</td>
</tr>
</tbody>
</table>
Culture and Entertainment

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 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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The thematic vocabulary relates to leisure activities.

Activity 2

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

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

i) ……………………
…………………
…………………
…………………… bird watching
……………………
……………………
…………………

ii) ……………………
…………………
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…………………
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…………………
…………………… Surfing the net
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…………………
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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
…………………………………………………..
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.

If 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 more 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:

Kalpana Chawla was born in the small town of Karnal, Haryana to a traditional middle class family. The youngest of the four children, Kalpana studied at the Tagore School, but was different from her other siblings and other children. Her 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. While 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. Once 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.

After 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 Overset 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.

On 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.

Kalpana 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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   ......................................................................................................................
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   ......................................................................................................................

Leisure
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

1. Pick out words/phrases which refer to the following senses.
   Sound.................................................................
   Sight .................................................................
   Touch............................................................... 
   Smell................................................................

2. Complete the description using appropriate words from the cloud given below. You may use words of your own if you wish.

   high pitched  
   sweet 
   deep 
   sensuous 
   shadows 

   hard 
   orange 
   blinding 
   drone 
   green 
   elevations 

   whooping 
   intoxicating 
   monstrous 
   golden 
   spiky
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 a balloon over the western horizon. The jackfruit was ripening with its dark skin appearing less and resistant to touch. Its smell mixed with the fragrance of the flowering jasmine at night. The mosquitoes kept up their flights at night, and Nami could feel the tiny on his skin caused by their umpteen bites. Once in a while, a coyote would let out a howl sharply breaking the stillness of the night. Bats in every possible size flew about like dark against the dark summer sky. Sometimes silently and sometimes letting out a sound.

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Are you a student at the university Suniti?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>2)</td>
<td>What course are you pursuing?</td>
<td>Post graduation in Economics/ Doctorate in Linguistics/ Bachelor in Education/ Science</td>
</tr>
<tr>
<td>3)</td>
<td>That’s good. Then you must have a hectic schedule.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4) Do you get any free time after your studies?</td>
<td>Yes, lots/Yes, a bit/ No, not much</td>
<td></td>
</tr>
<tr>
<td>5) How do you spend your leisure time?</td>
<td>Watching TV/ chatting with friends on the Internet/shopping/ fabric painting/ computer drawing</td>
<td></td>
</tr>
<tr>
<td>6) Do you draw well?</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>7) Have you ever visited an art exhibition?</td>
<td>Often/once or twice/just once /never</td>
<td></td>
</tr>
<tr>
<td>8) Were the paintings water-colour or oil?</td>
<td>Oil/water colour</td>
<td></td>
</tr>
<tr>
<td>9) Were these paintings figures or landscapes?</td>
<td>Figures/landscapes/ neither</td>
<td></td>
</tr>
<tr>
<td>10) Were these paintings modern art?</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>11) Who was the painter?</td>
<td>.............................................................................</td>
<td></td>
</tr>
<tr>
<td>12) Did you enjoy looking at the paintings?</td>
<td>Very much/a little/not really</td>
<td></td>
</tr>
<tr>
<td>13) What kind of paintings do you like to look at, or have?</td>
<td>by classical masters  water colours  modern art  sketches  computer graphics  drawing on the computer</td>
<td></td>
</tr>
<tr>
<td>14) What kind of paintings do you make?</td>
<td>Free hand using the paint brush program/ playing around with animation/ mixing photographs with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sketches/cartoons</td>
<td></td>
</tr>
</tbody>
</table>

### 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
- racy dialogues
- very true to life
- famous director
- good time of day
- great satire
- original
- pure fun
- relaxing
- side-splitting
- brilliant script
- leaves me refreshed
- good acting
- pretty actress
You may like playing games, example

<table>
<thead>
<tr>
<th>Playing games</th>
</tr>
</thead>
<tbody>
<tr>
<td>• physical exercise</td>
</tr>
<tr>
<td>• help to keep fit</td>
</tr>
<tr>
<td>• meet college friends at the club</td>
</tr>
<tr>
<td>• tire out enough for a good night’s sleep</td>
</tr>
<tr>
<td>• also an occasion to socialize</td>
</tr>
<tr>
<td>• always loved the game</td>
</tr>
<tr>
<td>• be with younger members of the family</td>
</tr>
</tbody>
</table>

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 locked.

Making Comparisons
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.

<table>
<thead>
<tr>
<th>Hobby</th>
<th>Whether you share it or not</th>
<th>Frequency</th>
<th>Intensity of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charu</td>
<td>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.</td>
<td>Yes/No</td>
<td>once a year/in six months/every two months/on weekends/all festival/holidays</td>
</tr>
<tr>
<td>Gaurav</td>
<td>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. And this may not be everyday. Does listen to other kinds of music too.</td>
<td>Yes/No</td>
<td>sometimes when you are free/occasionally/on weekends/every evening/everyday morning and evening</td>
</tr>
</tbody>
</table>
Activity 6

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 that is a great way to spend one’s leisure time ........
I am a real avid pursuer of this hobby..........................
I try to ............... whenever 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.

1.10 ANSWERS

Activity 1

Do it yourself.
Check Your Progress 1

7. Match the words:
   - macrocosm
   - modern
   - diversity
   - destroying
   - primeval
   - microcosm
   - indigenous
   - sorrow
   - reviving
   - unity
   - eulogized
   - cowardice
   - joy
   - migrant
   - bravery
   - tasteless
   - delicious
   - criticized

9. Leave you floored: astonishes you
   Have the floor: have the right to speak in a debate
   Hold the floor: to speak to a group of people, often for a long time, without allowing anyone else to speak.
   Take the floor: start dancing/start speaking in a debate or discussion.
   Wipe the floor with: defeat someone completely in a verbal debate.
   Floor someone: hit someone so hard that s/he falls over

Activity 2

1. i) binoculars
   video filming
   nesting sites
   Book ‘Birds of India’
   migration
   bird watching
   camera
   plumage
   habitat
   still photography

ii) computer
   cable connection
   Book ‘Internet for You’
   e-mail id
   web camera
   surfing the net
   password
   websites
   e-copy
   download
   visiting sites
   printout
   Indian sites
   attachment

2. You can have a bold dress (which is not in keeping with ones culture) or a bold novel (that deals with controversial issues) but you cannot have a bold dish. Similarly you can have heavenly music but not a heavenly photograph. You can have an exquisite dress (delicate with embroidery or laces) but not an exquisite trek (however pretty the place may be).

Here are the possible adjectives we can use with the words given below.

i) view from a hill station - wonderful, heavenly, breath-taking, picturesque

ii) a novel- interesting, delightful, satirical, bold, stirring, bulky, boring
Culture and Entertainment

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 more 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 - *magic tunes of the shehnai, mantras*
   Sight - *smoke of the incense, flame of the sacred fire, columns of banana trees, heaps of flowers, beautiful ornaments, attractive garments, gay faces*
   Touch - *heaps of flowers (soft to the touch), precious carpets (soft)*
   Smell - *smoke of the incense, heaps of flowers (fragrance of the flowers)*

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)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Are you a student at the university Suniti?</td>
</tr>
<tr>
<td></td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>2)</td>
<td>What course are you pursuing?</td>
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<tr>
<td></td>
<td>I am doing Bachelor’s Degree in Education</td>
</tr>
<tr>
<td>3)</td>
<td>That’s good. Then you must have a hectic schedule.</td>
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<tr>
<td></td>
<td>Oh, yes. I do. I get home quite late everyday.</td>
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<tr>
<td>4)</td>
<td>Do you get any free time after your studies?</td>
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<td></td>
<td>Yes, a bit on certain days.</td>
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<tr>
<td>5)</td>
<td>How do you spend your leisure time?</td>
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<tr>
<td></td>
<td>I love to draw pictures on the computer.</td>
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<tr>
<td>6)</td>
<td>Do you draw well?</td>
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<tr>
<td></td>
<td>Well, just about.</td>
</tr>
<tr>
<td>7)</td>
<td>Have you ever visited an art exhibition?</td>
</tr>
<tr>
<td></td>
<td>Just once or twice.</td>
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<tr>
<td>8)</td>
<td>Were the paintings water-colour or oil?</td>
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<td></td>
<td>Once it was oil and the second time water colour.</td>
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<tr>
<td>9)</td>
<td>Were these paintings figures or landscapes?</td>
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<tr>
<td></td>
<td>I can’t say exactly. Maybe neither.</td>
</tr>
<tr>
<td>10)</td>
<td>Were these paintings modern art?</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>11)</td>
<td>Who was the painter?</td>
</tr>
<tr>
<td></td>
<td>I think it was Kuki Pinto.</td>
</tr>
<tr>
<td>12)</td>
<td>Did you enjoy looking at the paintings?</td>
</tr>
<tr>
<td></td>
<td>Not really. I like defined shapes.</td>
</tr>
<tr>
<td>13)</td>
<td>What kind of paintings do you like to look at, or have?</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>14)</td>
<td>What kind of paintings do you make?</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

**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**

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.
<table>
<thead>
<tr>
<th>Hobby</th>
<th>Whether you share it or not</th>
<th>Frequency</th>
<th>Intensity of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Yes/No</td>
<td>once a year/in six months/every two months/on weekends/all festival/holidays</td>
<td>passionate/avid/pragmatic/not so passionate/tolerable</td>
</tr>
<tr>
<td>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.</td>
<td>Yes/No</td>
<td>sometimes when you are free/occasionally/on weekends/every evening/everyday morning and evening</td>
<td>passionate/avid/not so crazy/not the sole preference/to the exclusion of everything else</td>
</tr>
</tbody>
</table>

Activity 6

Do it yourself.