UNIT 4  ASSAMESE ENCHANTMENT

Structure

4.0  Objectives
4.1  Reading Comprehension: Assamese Enchantment
4.2  Vocabulary
4.3  Grammar: Use of Tenses
4.4  Writing: Report Writing and Composition Writing
4.5  Listening and Speaking: A Poem – Downhill on a Bicycle
4.6  Let Us Sum Up
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4.8  Answers

4.0  OBJECTIVES

Our aim in this unit is to help you to:

- read and appreciate travel features;
- add to your understanding of words, adjective formation and use;
- understand better the use of some commonly used tenses especially when writing about travel;
- learn the use of the passive voice in report writing;
- write a short composition;
- learn to skim and scan advertisements and other similar material;
- listen appreciatively to the reading of a short simple poem and imitate the reading in terms of pronunciation and expression; and
- listen to and learn, with additional practice, to converse using appropriate fluency strategies.

4.1  READING COMPREHENSION: ASSAMESE ENCHANTMENT

Here is an adapted article by Rajen Makharia from an airlines magazine. Read it carefully before you answer briefly the questions that follow.

It was not very long ago that we had embarked on a motor safari to the Northeast of India. We had planned to visit Assam, one of the ‘seven sister’ states. As there were only three of us we had no trouble accommodating our large amount of luggage. From Guwahati we set out towards the tea growing areas of Upper Assam. After crossing the Brahmaputra, we headed towards Jorhat, which is the gateway to Upper Assam. The first thing we did was to go to the Tourist Office in the town to enquire about the ferry timings and make reservations in the Circuit House in Majuli.

Ferried to Majuli

Majuli is the largest riverine island in the world (886sq. km.). It has been proposed as the 21st UNESCO World Heritage Site. In the north, River Subansiri (a tributary of the Brahmaputra) and in the south, River Brahmaputra separate the island from the mainland. In order to reach the island one has to take a ferry from the ghat on the mainland. Besides passengers and small vehicles such as bicycles and scooters,
Travel and Tourism

big to medium-sized cars are also hauled over by the motorized barges. Majuli is blessed by the beauty and serenity of country life. Its biodiversity creates an ideal breeding ground for birds. Various species of migratory birds are found here, such as the pelican, the Siberian Crane, and the Adjutant Stork.

In order to take the late afternoon ferry, we drove 15 km. to Nimatighat along a narrow road. The last stretch was over soft and wet river sand. Finally, we hauled the car onto a barge over two narrow, strategically placed planks. It required expert maneuvering to keep the car from plunging into the river. No more than one or two vehicles are loaded onto each barge. The cruise to Majuli takes about 45 minutes, give or take 15 minutes, depending on the wind force. We had the local people, mostly fishermen, farm workers and shopkeepers, to keep us company.

**Majuli and its Monasteries and Museums**

Majuli is famous for its 22 ancient Vaishnavaite Hindu monasteries or satras, which also serve as centers for preservation of priceless relics and Assamese art. There are nearly 600 satras in Assam, of which 65 had been in Majuli. Today, only 22 remain – the others shifted to safer places, due to devastation caused by floods and erosion by the Brahmaputra. Notable among the 22 are the Auniati Satra, Dakhinpat Satra, Garamur Satra, Kamalabari Satra and Bhogpur Satra. In the middle of each satra is a namghara or temple.

The Shamaguri Satra is famous for its masks. We were fortunate to meet the master mask-maker himself. The masks that we saw, made from straw and painted in prominent colours, mostly represented demons. They are enough to scare the wits out of anyone, if seen in a different context and place. Most masks are used during dance performances.

During the monsoons, Majuli transforms into a vast sheet of watery wasteland. The locals are virtually trapped on the island, as the ferries stop operating. They have to depend on bamboo rafts for transport.

**Visit to Sibsagar**

The next day we took the first ferry out of Majuli and after crossing Jorhat, an hour’s drive along the highway brought us to Sibsagar (earlier known as Rangpur). Sibsagar, a leading tea and oil producing district, is 369 km from Guwahati, the erstwhile capital of the Ahom dynasty, which ruled Assam for over 600 years. The kings earned the name Ahom meaning ‘unequalled’ due to their valour.

A visit to Sibsagar is not complete without a visit to Shivadol, the Shiva temple, which is said to have the highest dome (dole) amongst Shiva temples in India. The temple was built in 1734 by Madambika, wife of King Siva Singha of the Ahoms. There are two other temples – Vishnudol and Devidol within the same temple complex, constructed by the same king. These temples stand next to the Sibsagar tank, which is considered to be an engineering feat, as the water level in the tank is higher than the level of the town around it.

Another noteworthy monument in Sibsagar is a seven-storied castle with three stories below the ground that are connected to the Dikhow river and the Gargaon Palace by way of tunnels. The floors above are known as Kareng Ghar and those
underground as Talatal Ghar. It is Assam’s *bhulbhulaiya* – a maze like the one found in the Bara Imambara in Lucknow. The Talatal Ghar has helped many a royal escape from trouble to the Dikhow.

Rudra Singh, the greatest of the Ahom kings, got a tank dug, which was about twice the size of the one at Sibsagar, at a place called Rangpur, five km from Sibsagar. Known as the Joysagar tank, it spreads over 318 acres and is said to be the biggest man-made lake in the country. Historical records reveal that the tank was constructed in 45 days. Another interesting fact about this tank is that the Siberian migratory ducks come all the way here during the winter months. On the banks of this tank four temples, dedicated to various gods and goddesses, stand. These temples are architectural marvels and could withstand the devastating earthquake of 1988 in spite of being 400 years old.

Near the Joysagar tank is the two storied oval-shaped Rang Ghar pavilion said to be the oldest amphitheatre in Asia. The Ahom kings were entertained here during the Bihu festival, when they witnessed traditional Bihu dances and watched elephant fights. These fights are still an annual event. Several other interesting ruins of temples and stone and brick bridges surround this pavilion. In this earthquake-prone area, these buildings prove the excellence of 18th-century mortar. Most of the roads and bridges in Upper Assam are said to have been built by the Ahom kings.

After our worthwhile albeit short trip-stop at Sibsagar, we headed towards Dibrugarh, which lies on the southern bank of the Brahmaputra. Memories of Majuli and Sibsagar, however, would stay with us, long after we left Assam.

*Extracted and adapted from JETWINGS (May 2005), a monthly magazine of Jet Airways, published printed & edited by Nandini Verma at Spenta Multimedia, 4 Laxmi Industrial Estate, Hanuman Lane, Lower Parel, Mumbai.*

**Check Your Progress 1**

1. The article specifically describes a visit to
   
i) The ‘seven sister’ states
   ii) Assam
   iii) Northeast India
   iv) Majuli and Sibsagar

2. Which of the following are included among the ‘seven sister’ states:
   
i) Assam
   ii) Andamans
   iii) Meghalaya
   iv) Arunachal Pradesh
   v) Orissa
   vi) Manipur
   vii) Tripura
   viii) Daman
   ix) Nagaland
   x) Mizoram
3. Match each name in Column 1 with its appropriate feature/description in Column 2.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
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<tbody>
<tr>
<td>i) Jorhat</td>
<td>A. a destination for migratory birds.</td>
</tr>
<tr>
<td>ii) Satras</td>
<td>B. location of the capital of the Ahom dynasty.</td>
</tr>
<tr>
<td>iii) Shamaguri Satra</td>
<td>C. built by a queen of ancient Assam.</td>
</tr>
<tr>
<td>iv) Sibsagar Tank</td>
<td>D. an escape route for a king in distress.</td>
</tr>
<tr>
<td>v) Majuli</td>
<td>E. gateway to Upper Assam.</td>
</tr>
<tr>
<td>vi) Shivadol</td>
<td>F. famous for its masks.</td>
</tr>
<tr>
<td>vii) Talatal Ghar</td>
<td>G. prove the excellence of 18th century mortar.</td>
</tr>
<tr>
<td>viii) Guwahati</td>
<td>H. centers of priceless relics and Assamese art.</td>
</tr>
<tr>
<td>ix) Bihu Festival</td>
<td>I. the oldest amphitheatre in Asia.</td>
</tr>
<tr>
<td>x) Rang Ghar</td>
<td>J. biggest man made lake in the country.</td>
</tr>
<tr>
<td>xi) Ruins of temples and bridges</td>
<td>K. entertainment for the Ahom kings.</td>
</tr>
<tr>
<td>xii) Joysagar Tank</td>
<td>L. considered an engineering feat.</td>
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4. Why is Majuli described as a riverine island?

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5. What were the motorized barges used for?

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6. Why are only 22 of the 65 satras of Majuli remaining?

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7. Which three temples are situated near the Sibsagar Tank? Mention two features in which they differ from other temples of their kind in the country.

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8. What is compared to the ‘bhubhulaiya’ of Bara Imambara in Lucknow? Why?

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9. Which temples are called architectural marvels and why?

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4.2 VOCABULARY

Check Your Progress 2

Indicate the appropriate meanings of the underlined words in the following phrases/sentences from the text by choosing from the alternatives that follow:

1. Loading the cars required expert maneuvering
   i) patient handling  
   ii) careful driving  
   iii) skilful moving  
   iv) planned management

2. It was not very long ago that we had embarked on a motor safari
   i) enter into  
   ii) set out on  
   iii) come across  
   iv) move into

3. The locals were virtually trapped on the island
   i) actually  
   ii) almost  
   iii) finally  
   iv) temporarily

4. The biodiversity of Majuli refers to
   i) beautiful serene countryside  
   ii) natural healthy forest area  
   iii) wide variety of plant and animal species  
   iv) calm and cool climatic conditions

5. The temples proved the excellence of 18th century mortar
   i) architecture of earlier times  
   ii) buildings built with motors and machines  
   iii) bricks of earlier times  
   iv) a mixture of sand, cement and water used
Formation of Adjectives/Participles

You will note that some verb-adjectives or participles are formed by adding ‘-ing’ or ‘-ed’ to verbs, as in ‘dancing dolls’ or ‘tired horse’. Other adjectives, formed from nouns, have specific endings (called ‘suffixes’ like –al, –ized, –ine, –clad, etc.) added to nouns.

For example:

1. ‘strategy’ can be turned into an adjective by adding ‘-al’ i.e., strategical meaning ‘involving strategy’.
2. ‘handed down culturally from ancient times’ refers to ‘tradition’ and an adjective is formed by adding the suffix ‘-al’ i.e., ‘traditional’

Check Your Progress 3

1. Find adjectives in the text conveying the following meanings. To help you, the relevant suffix is indicated in brackets. The first example is done for you.
   i) handed down culturally from ancient times (–al) = ‘traditional’
   ii) surrounded by the water of rivers (–ine)
   iii) which cannot be valued or priced (–ess)
   iv) moving from one (climatic) zone/area to another (–ory)
   v) famous or worth noting (–worthy)
   vi) worked by a motor (–ized)
   vii) wearing dhotis (–clad)
   viii) in earlier times (–while)

2. You will note that the adjectives that convey the above ideas have specific endings (called ‘suffixes’ like –ized, –ine, –clad etc.) added to nouns used in the given phrases or other nouns conveying the same meaning.

Can you think of other adjectives with the same suffixes (in the same order as provided in the earlier exercise)? The following words are provided as clues:

Move – can be moved = mobilized
Vocation (work) – related to vocation = vocational

i) Iodine .................................................................
ii) Cow .................................................................
iii) Motion ..............................................................
iv) Sea .................................................................
v) Emotion .............................................................
vi) Sari .................................................................
vii) Worth ..............................................................

3. Use a suitable adjective from your answers to 1 and 2 to complete the following sentences:
   i) A ............... man tucked up his lungi and swiftly climbed up the tall coconut tree.
   ii) The gypsies lead a ............... life according to the availability of food or earnings.
   iii) Today ............... salt is available to make up the iodine deficiency in a large section of the Indian population.
iv) He was the…………….. managing director of a company but is now
……………..

v) The ship could not sail out today as it was found not ……………....

vi) The dog show was interesting with a large number of ………………..
exhibits and the tricks of the Alsatian received loud applause.

vii) This vocation is very common and …………….. Why don’t you choose
something different?

viii) Your service to the community is …………….. and there are no words
to acknowledge it.

ix) My expense on a plane journey was ……………….. as my visit to my
parents could be ……………….. with my sister’s.

x) He stood ……………….. in the field in fear as he saw the ……………..herd
coming towards him, but the cows were only in a playful mood.

4.3 GRAMMAR: USE OF TENSES

You are already aware of the different tenses commonly used in the English
language. You generally find different forms of (mainly) the past tense used in
expository/ informative passages and different forms of (largely) the present tense
used in conversations and commentaries. However, in the reading passage, you
may have noted the use of different forms of both past and present tenses. Their
use may be briefly summed up as follows:

A. The Past Indefinite (or Simple Past) and the Past Perfect tenses have
been used for describing actions of the past i.e., how the people in the story
and their things were transported on their journey in Assam and what they
saw. Examples:

We had planned to visit Assam
We had no trouble accommodating our luggage.
We visited the namghara.

Sometimes, both tenses are used in the same sentence. Example:

It was not long ago that we had embarked on a motor safari.

The Past Perfect is used for a completed action that occurs before another
past action and the Past Indefinite or Simple Past refers to past action.
The Simple Past in this passage is used for giving historical information.
Example:

Rudra Singh got a tank dug.

B. The Present Indefinite (or Simple Present) tense is used for habitual actions
or statements of perennial truth (statements which are always true). It is used
in the reading passage to describe the sites visited in Assam and their
characteristic features. Examples:

Jorhat is the gateway to Upper Assam.

As a rule, the Past and Present tenses should not get used in the same sentence
but the Present Indefinite may be combined with the Past Indefinite in the
same sentence to indicate both the kinds of information stated above (i.e., a
past action and a perennial or permanent truth). Examples:

An hour’s drive brought us to Sibsagar, which is a leading tea and
oil producing district.
C. **The Present Perfect tense** has a double function:

1) **It is used to indicate an action covering a period of time which may or may not be specifically indicated in the sentence.** Example:  
   She has been a good friend of mine (for the last ten years)

2) **It may also be used to indicate an action (even of the past) but which has relevance to the present.** Examples:  
   She has not read the newspaper.
   Ram has promised to do the job.

The Present Perfect Tense can also be combined with the Present Indefinite or the Past Indefinite when necessary. Examples from the reading text are:

   The Talatal Ghar was connected by a maze of tunnels to Dikhow and has helped many a king to escape.
   The 400 years old temples have withstood the devastating earthquake of 1988.

**Check Your Progress 4**

In the following summary of the reading passage use the correct tense forms of the verbs (numbered for convenience) given in brackets:

We ………………. (1. take) the ferry to Majuli from the mainland and ………………. (2. be) there in about 45 minutes. A scenic and biodiverse Majuli, they ………………. (3. say), ………………. (4. be) visited by migratory birds in winter. Majuli ………………. (5. be) also famous for its monasteries or ‘satras’.

Today only 22 of these satras ………………. (6. remain) as several ………………. (7. be) shifted to safer places to prevent devastation from floods. Each satra ………………. (8. have) a temple, which ………………. (9. echo) with the singing and clashing cymbals of the devotees. The masks of Shamaguri Satra ………………. (10. be) used during dance performances. The monsoons ………………. (11. transform) Majuli into a watery wasteland.

Sibsagar, about 369 km. from Guwahati, ………………. (12. be) once the capital of the Ahom dynasty which ………………. (13. rule) Assam for 600 years. Among its famous temples ………………. (14. be) the Shivadol temple which ………………. (15. boast) of the highest dome amongst Shiva temples in India. The maze-like tunnels from Talatal Ghar to Dikhow ………………. (16. help) the escape of many a king in distress. The site for the Joysagar tank ………………. (17. be) chosen by a method that ………………. (18. locate) a hidden spring. History ………………. (19. tell) us that it ………………. (20. be) constructed in 45 days. Miraculous for a time when there ………………. (21. be) neither sophisticated machines nor electricity. Here too the Siberian cranes ………………. (22. come) all the way during the winter months. The ancient temples on its banks ………………. (23. be) architectural marvels for they ………………. (24. survive) the devastating floods and earthquakes. Nearby, also, ………………. (25. stand) the oldest amphitheatre in Asia, the Rang Ghar, where traditional Bihu dances and elephant fights ………………. (26. entertain) the Ahom kings. The festival still ………………. (27. continue) as an annual event. The ruins of temples and bridges around this pavilion ………………. (28. bear) proof of the excellence of 18th century mortar. Memories of Majuli and Sibsagar ………………. (29. stay) with us long after we ………………. (30. leave) Assam.
4.4 WRITING: REPORT WRITING AND COMPOSITION WRITING

4.4.1 Report Writing

Different kinds of writing have different kinds of tone and formality. For example, a report or an official letter should have a more formal tone than, say, a story, essay or a letter to a friend. There are some ways in which language achieves this tone of formality. One of these is the appropriate use of the active and passive voice. You have learnt before about the mutual conversion of Active and Passive Voice. Let us look at the Voice from a slightly different perspective.

As you might be aware, the Active[v] Voice makes us focus our attention on the ‘actor’ or ‘doer’ of an action as shown in the underlined portions in the examples below:

1. Ram ate an apple
2. I posted the letter on 14th February.

Such a focus is useful particularly in narratives and conversation where heroes and heroines are important. When, however, you change the sentences to the passive form, the attention focuses not on the ‘actor’ or ‘doer’ but on the ‘action’ or the person or thing ‘done to’ as in the passive form of the above examples:

1. The apple was eaten by Ram
2. The letter was posted by me on 14th February.

Because of this change of focus, the Passive voice becomes useful in formal writing. Thus, when you complain to the Courier Company about a lost letter, it is important to focus on the object/action of complaint (the loss of the letter) and to give them details of Reference number/Docket number (e.g., when and to whom, etc.). It is also more polite to say that ‘The letter was lost in transit’ and not an accusing, ‘You have lost the letter’. The Courier Company Executive would not have even seen the letter because the loss may have occurred in transit where it is handled by several other people.

Now, let us try a piece of formal writing based on your reading of the passage given below. It is interesting to see how the travel story ‘Assamese Enchantment’ makes predominant use of the Active Voice in the first three paragraphs, where the author describes his personal experiences. However, in the paragraphs giving us details of Majuli and Sibsagar, the Passive Voice is often used.

Check Your Progress 5

Imagine you had travelled to Assam and had to write an educational report for your teacher describing the features and highlights of Majuli and Sibsagar.

1. Complete the following sentences in your report of Majuli by providing the completed forms of the verbs in brackets (numbered for convenience) using the Passive voice and other suitable tense.

Majuli is an island washed by the two rivers, the Subansiri and the Brahmaputra. It is ....................... (i- bless) with scenic beauty and migratory birds like the pelican and Siberian Crane ...................... (ii- attract) by its biodiversity. Majuli is famous for its monasteries or ‘satras’ where priceless ancient relics and Assamese art ..................... (iii- preserve). Forty-three of the original 65 satras ...................... (iv- shift) to safer places because the area ..................... (v- devastate) by frequent
floods and earthquakes. In the temples within the satras, hymns invoking Lord Krishna \( \text{vi- sing} \) everyday at prayer-time. Masks \( \text{vii- make} \) and \( \text{viii- use} \) for dance performances at the Shamaguri Satra. During the monsoons, people \( \text{ix- trap} \) on the island as Majuli \( \text{x- transform} \) into a watery wasteland.

2. Write a similar report of not more than 12 –15 sentences about Sibsagar using the suitable tense and the Passive voice wherever possible. You may use the clues given below:

- Location of Sibsagar
- Oil and tea production
- Situation of the 3 temples
- Their construction by kings and queens
- Architectural marvels
- Sibsagar Tank – an engineering feat
- Talatal Ghar – maze of tunnels – an escape route
- Joysagar Tank – Rudra Singh – largest manmade lake – constructed in 45 days
- Migratory ducks
- Bihu Festival
- Excellence of 18th century mortar

4.4.2 Composition Writing

Now write a short composition of 2-3 paragraphs on your own, about a memorable trip you have made to a historical place. Take care to use the appropriate voice and tense. You may use the following points to guide you:

- Interesting experiences in the travel and transportation
Important aspects of the place visited, including sites/features of historical, cultural or natural (scenic) significance and any personally exciting experiences.

4.5 LISTENING AND SPEAKING: A POEM – DOWNHILL ON A BICYCLE

Pre-listening Task:
Before going to the listening task try to answer these very general questions:

1. Can you ride a bicycle or have you seen someone ride it? How do you/they ride it?

2. Have you ridden or seen people ride it on flat land? Uphill? Downhill? Which is easy? Which difficult? Why?

3. What happens when you ride downhill?

4. You are going to listen to a poem called ‘Downhill on a Bicycle’. What do you expect the poem to tell you about?
   a) The story of a man and his bicycle
   b) The story of a boy throwing his bicycle down the hill
   c) The thrill of riding a bicycle downhill.
   d) The dangers of riding a bicycle downhill.
Check Your Progress 6
1. Look at the following questions before you listen to the poem and answer them after you have listened to it.
   i) Who is speaking in the poem? What was s/he doing?
      .............................................................................................................
      .............................................................................................................
   ii) Do you remember some words which describe her/his ride or her/his feelings?
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      .............................................................................................................
   iii) Do you remember some of the rhyming words used?
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      .............................................................................................................

Sound and Meaning Match Comprehension:
Now look at the poem transcribed below for you (with lines numbered for convenience) and without using a dictionary, answer the questions that follow

**Downhill on a Bicycle**

With lifted feet, hands still, 1
I am poised, and down the hill 2
Part, with heedful mind 3
The air goes by in a wind. 4
Swifter and yet more swift 5
Till the heart with a mighty lift 6
Makes the lungs laugh, the throat cry… 7
‘O bird, see, see, bird, I fly!’ 8
Is this, is this your joy? 9
O bird, then I, though a boy, 10
For a golden moment share 11
Your feathery life in air. 12

*(by H C Beeching - From a C.B.S.E. textbook)*

Now repeat the poem line by line in the time allowed to you after each line, taking care to imitate the pronunciation, pauses, expression and intonation, as closely as possible. (Do this a couple of times).

Check Your Progress 7
1. Do you think the boy is afraid he might fall off the bicycle? Yes/ No/ Slightly?
   .............................................................................................................
   .............................................................................................................
2. What does ‘poised’ mean? (Choose from the alternatives below):
   i) Scared
   ii) Lifted
   iii) Slipping
   iv) Balanced
3. ‘Part, with heedful mind’ suggests a mind which is:
   i) Careful
   ii) Fearful
   iii) Hopeful
   iv) Restless

4. What is the difference between air and wind? (L. 4)

5. Who/what is moving swiftly: the wind or the cyclist?

6. Which words suggest the speed is increasing?

7. To interpret the meaning of lines 6 and 7 indicate:
   the multiple (more than one) meanings of the underlined words:
   till the heart with a mighty lift
   Makes the lungs laugh, the throat cry

8. Can you put the various meanings together to bring out a blend of meanings?

9. What indicates the thrill, the pride and happiness of the little boy?

10. Why does the boy feel this special sense of pride?

11. Whose is a feathery life?

12. What two meanings of ‘feather’ are indicated?

13. Why is the word ‘feathery’ preferred to ‘flying’ or winged’ or ‘happy’ to describe the bird’s life?
4.6 LET US SUM UP

In this unit we have given you practice in:

- reading and understanding a passage about travel,
- using tenses appropriately in a passage,
- guessing word meanings and forming and using adjectives with some specific suffixes,
- using the passive voice for certain types of composition,
- writing a short composition parallel to the reading passage,
- learning to skim and scan for reading and everyday purposes,
- listening to and saying and practicing the sounds of spoken English in poetry; and
- matching sound and meaning in poetry.

4.7 SUGGESTED READING

Travel books and travel articles in newspapers and travel and airline magazines.

4.8 ANSWERS

Check Your Progress 1

1. Majuli and Sibsagar
2. Assam, Manipur, Tripura, Meghalaya, Nagaland, Arunachal Pradesh, Mizoram
4. Majuli is described as a riverine island because it is separated from the mainland in the north by the River Subansiri and in the south by the River Brahmaputra.
5. For hauling/ lifting/ transporting small vehicles like bicycles, scooters and big and medium-sized cars and people from the mainland to the island of Majuli.
6. Only 22 of the 65 satras of Majuli are remaining because other satras were shifted to safer places from the devastation of floods and erosion caused by the River Brahmaputra.
7. The Shivadol, the Vishnudol and the Devidol temples.
   i) These temples stand next to the Sibsagar tank, which is considered to be an engineering feat, as the water level in the tank is higher than the level of the town around it.
   ii) The Shivadol has the highest dome among the Shiva temples in India
8. The tunnels connecting the Talatal Ghar to the Dikhow River and the Gargaon Palace; because they are like the maze of Bara Imambara of Lucknow.
9. The four temples built on the bank of Joysagar tank, dedicated to various gods and goddesses are architectural marvels as they could withstand the devastating earthquake of 1988 in spite of being 400 years old.

Check Your Progress 2

1. iii) skilful moving
2. ii) set out on
3. ii) almost
4. iii) wide variety of plant and animal species
5. iv) a mixture of sand, cement and water used

Check Your Progress 3

1. i) traditional
   ii) riverine
   iii) priceless
   iv) migratory
   v) noteworthy
   vi) motorized
   vii) dhoti-clad
   viii) erstwhile
2. i) iodized, synchronized
   ii) canine, bovine
   iii) motionless, jobless
   iv) seaworthy, praiseworthy
   v) vocational, emotional
   vi) sari-clad, lungi-clad
   vii) worthwhile, worthless
3. i) lungi-clad
   ii) migratory
   iii) iodized
   iv) erstwhile, jobless
   v) seaworthy
   vi) canine
   vii) traditional
   viii) priceless
   ix) worthwhile, synchronized.
   x) motionless, bovine
Check Your Progress 4
1-took, 2-were, 3-said, 4-is, 5-is, 6-remain/have remained, 7-were shifted/have been shifted, 8-has, 9-echo, 10-are, 11-transform, 12-was, 13-ruled, 14-is, 15-boasts, 16-(have) helped, 17-was, 18-locates, 19-tells, 20-was, 21-were, 22-come, 23-are, 24-have survived, 25-stands, 26-entertained, 27-continues, 28-bear, 29-will stay, 30-leave/have left.

Check Your Progress 5
1. i - blessed, ii - are attracted, iii – has been/is preserved, iv - were shifted, v - was devastated, vi - were sung, vii - are made, viii – used, ix - are trapped, x -transforms
2. Do it yourself

Text for Listening: Downhill on a Bicycle
by H C Beeching

With lifted feet, hands still,
I am poised, and down the hill
Part, with heedful mind:
The air goes by in a wind.
Swifter and yet more swift
Till the heart with a mighty lift
Makes the lungs laugh, the throat cry…
‘O bird, see, see, bird, I fly!’
Is this, is this your joy?
O bird, then I, though a boy,
For a golden moment share
Your feathery life in air.

Check Your Progress 6
2. His ride: swift, fly, and his feelings: heedful, laugh, joy, cry.
3. Still – hill, swift-lift, cry-fly, joy-boy, share-air, etc.

Check Your Progress 7
1. No
2. balanced
3. careful
4. The air is more or less still, the wind is moving air.
5. The cyclist

6. ‘and yet more swift’

7. mighty = strong, heavy, glorious
   lift = raise a weight (as of fear), a feeling of lightness i.e., the thrill of going up (as in a lift).
   cry = scream from excitement, cry out of fear

8. [The heart makes a strong, brave effort to cope with the weight or tension of fear. It also brings a glorious feeling of lightness and thrill as of flying. The lungs simultaneously exhale in an effort to laugh with excitement and scream with fear.]

9. Lines 6, 7 to reflect the fear, thrill and excitement the boy feels.

   The talking to the bird (inverted commas), the excited breaking pauses (at commas), the repetitions, and the exclamation mark and the defiant questioning (‘Is this, is this your joy?’) convey the thrill, the pride, and the happiness of the little boy. ‘See’, ‘bird’, and ‘is this?’ reflects the childish excitement of the boy created by the feeling that he too could fly like the bird.

10. Because even without wings he can fly.

11. The bird’s.

12. The feathers in the wings of the bird; the lightness of the feathers which help the bird to fly.]

13. Because it suggests a feeling of lightness which gives the thrill of flying to the bicycle rider.