



UNIQUE STUDY POINT

Class 7 English Chapter 9 A Bicycle in Good Repair

Comprehension Check

Question 1: "I got up early, for me." It implies that

- (i) he was an early riser.
- (ii) he was a late riser.
- (iii) he got up late that morning.

Mark the correct answer.

Answer: (ii) he was a late riser.

Question 2: The bicycle "goes easily enough in the morning and a little stiffly after lunch." The remark is.

- (i) humorous.
- (ii) inaccurate.
- (iii) sarcastic.
- (iv) enjoyable.
- (v) meaningless.

Mark your choice(s).

Answer: (i) humorous, (iii) sarcastic and (iv) enjoyable.

Question 3: The friend shook the bicycle violently. Find two or three sentences in the text which express the author's disapproval of it.

Answer: The sentences in the text which express the author's disapproval of his friend shaking the bicycle violently are as follows:

(i) I said, "Don't do that; you'll hurt it."

(ii) I did not see why he should shake it; it had not done anything to him.

(iii) Besides, if it wanted shaking, I was the proper person to shake it. I felt much as I should had he started whacking my dog.

Question 4: "...if not, it would make a serious difference to the machine." What does 'it' refer to?

Answer: 'It' refers to the little balls bearing of the wheel that rolled all over the path.

Working with the Text

Answer the following questions.

Question 1: Did the front wheel really wobble? What is your opinion? Give a reason for your answer.

Answer: No, the front wheel really didn't wobble. As author himself said that "It doesn't if you don't wobble it. It didn't wobble, as a matter of fact nothing worth calling a wobble." So, my opinion is wheel really didn't wobble at all. It all started after the treatment by that man.

Question 2: In what condition did the author find the bicycle when he returned from the tool shed?

Answer: When the author returned from the tool shed, he saw his friend sitting on the ground with the front wheel between his legs. He was playing with it, twiddling it round between his fingers, and the remnant of the machine was lying on the gravel path beside him.

Question 3: "Nothing is easier than taking off the gear-case." Comment on or continue this sentence in the light of what actually happens.

Answer: The author's friend wanted to check the chain of the bicycle. For this, he began taking off the gear-case. The author tried to dissuade him from doing that by telling him that if anything does go wrong with the gear-case of a bicycle, then it is cheaper to sell the bicycle than set about

repairing the damaged gear-case. However, his friend disagreed and said that nothing was easier than taking off a gear-case. The author notes with sarcasm that his friend was indeed right. In less than five minutes, he had the gear-case in two pieces, lying on the path.

Question 4: What special treatment did the chain receive?

Answer: The lunatic man tightened the chain till it did not move and after that he loosened it until it was twice as loose as it was before.

Question 5: The friend has two qualities — he knows what he is doing and is absolutely sure it is good. Find the two phrases in the text which mean the same.

Answer: “Cheery confidence” and “inexplicable hopefulness” are the two phrases which respectively show that the author’s friend knew what he was doing and was absolutely sure that it was good.

Question 6: Describe ‘the fight’ between the man and the machine. Find the relevant sentences in the text and write them.

Answer: One moment the bicycle would be on the gravel path, and he on top of it. Next moment, the position would be reversed, he on the gravel path, the bicycle on him. Now he would be standing flushed with victory, the bicycle firmly fixed between his legs. But his triumph would be short-lived. After being dirty and disheveled, cut and bleeding ‘the fight between the man and the machine was over. The bicycle looked as if it also had had enough of it.

Working with Language

Question 1: Read the following sentences.

- We should go for a long bicycle ride.
- I ought to have been firm.
- We mustn’t lose any of them.
- I suggested that he should hold the fork and that I should handle the wheel.

The words in italics are modal auxiliaries. Modal auxiliaries are used with verbs to express notions such as possibility, permission, willingness, obligation, necessity etc. 'Should,' 'must' and 'ought to' generally express moral obligation, necessity and desirability.

Look at the following.

- We should go on a holiday, (suggestion: It is a good idea for us to go on a holiday.)
- He is not too well these days. He must see a doctor before he becomes worse, (compulsion or necessity: It is absolutely essential or necessary for him to see a doctor.)
- You ought to listen to me. I am well over a decade older than you. (more emphatic than 'should': Since I am older than you, it is advisable that you listen to me.)

Note: 'Should' and 'ought to' are often used interchangeably.

Rewrite each of the following sentences using should / ought to / must in place of the italicised words. Make other changes wherever necessary.

- (i) You are obliged to do your duty irrespective of consequences.
- (ii) You will do well to study at least for an hour every day.
- (iii) The doctor says it is necessary for her to sleep eight hours every night.
- (iv) It is right that you show respect towards elders and affection towards youngsters.
- (v) If you want to stay healthy, exercise regularly.
- (vi) It is good for you to take a walk every morning.
- (vii) It is strongly advised that you don't stand on your head.
- (viii) As he has a cold, it is better for him to go to bed.

Answer: (i) You **must** do your duty irrespective of consequences.

(ii) You **should** study at least for an hour every day.

- (iii) The doctor says it is **a must** for her to sleep eight hours every night.
- (iv) You **ought to** show respect towards elders and affection towards youngsters.
- (v) If you want to stay healthy, you **must** exercise regularly.
- (vi) You **should** to take a walk every morning.
- (vii) It is **a must not** stand on your head.
- (viii) As he has a cold, he **should** go to bed.

Question 2: Use should/must/ought to appropriately in the following sentences.

- (i) People who live in glass houses _____ not throw stones.
- (ii) You _____ wipe your feet before coming into the house, especially during the rains.
- (iii) You _____ do what the teacher tells you.
- (iv) The pupils were told that they _____ write more neatly.
- (v) Sign in front of a park: You _____ not walk on the grass.
- (vi) You _____ be ashamed of yourself having made such a remark.
- (vii) He left home at 9 o'clock. He _____ be here any minute.
- (viii) "Whatever happened to the chocolate cake?"
"How _____ I know? I have just arrived."

Answer: (i) People who live in glass houses **should** not throw stones.

(ii) You **must** wipe your feet before coming into the house, especially during the rains.

(iii) You **must** do what the teacher tells you.

(iv) The pupils were told that they **should** write more neatly.

(v) Sign in front of a park: You **must** not walk on the grass.

(vi) You **ought to** be ashamed of yourself having made such a remark.

(vii) He left home at 9 o'clock. He **should** be here any minute.

(viii) "Whatever happened to the chocolate cake?"

"How **should** I know? I have just arrived.

Question 3: Two or more single sentences can be combined to form a single sentence.

Read the following.

I made an effort and was pleased with myself. This sentence is in fact a combination of two sentences.

- I made an effort.
- I was pleased with myself.
- Now read this sentence.
- I did not see why he should shake it.
- This is also a combination of two sentences.
- I did not see (it).
- Why should he shake it?

Divide each of the following sentences into its parts. Write meaningful parts. If necessary, supply a word or two to make each part meaningful.

(i) I went to the tool shed to see what I could find. (3 parts)

(ii) When I came back he was sitting on the ground. (2 parts)

(iii) We may as well see what's the matter with it, now it is out. (3 parts)

(iv) He said he hoped we had got them all. (3 parts)

(v) I had to confess he was right. (2 parts)

Answer:

(i) I went to the tool shed.

I went (there) to see.

What I could find?

(ii) I came back.

He was sitting on the ground.

(iii) We may as well see (it).

What (is) the matter with it?

It is out now.

(iv) He said.

He hoped.

We had got them all.

(v) I had to confess.

He was right.

Question 4: 'en' acts as a prefix (put at the beginning) or as a suffix (put at the end) to form new words.

en + courage = encourage

weak + en = weaken

'en' at the beginning or at the end of a word is not always a prefix or a suffix.

It is then an integral part of the word.

ending
barren

(i) Now arrange the words given in the box under the three headings – prefix, suffix and part of the word.

encourage	fasten	barren
endanger	dampen	even
enclose	soften	listen
enable	weaken	enclave

(ii) Find new words in your textbook and put them under the same headings.

Answer: (i)

en (prefix)	en (suffix)	en (part of word)
encourage	fasten	barren
endanger	dampen	even
enclose	soften	listen
enable	weaken	enclave

(ii) Do it yourself.

FOR MORE STUDY MATERIALS VISIT: WWW.UNIQUESTUDYONLINE.COM

JOIN US ON:

