

NCERT Solutions for 7th Class English: Chapter 9-A Bicycle in Good Repair



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NCERT Solutions for 7th Class English: Chapter 9-A Bicycle in Good Repair

Class 7: English Chapter 9 solutions. Complete Class 7 English Chapter 9 Notes.

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Comprehension Check

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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

It implies that (ii) he was a late riser.

**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

The remark is (i) humorous, (iii) sarcastic and (iv) enjoyable.

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

Answer

- (i) “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.**

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(iii) I felt much as I should had he started whacking my dog.

(iv) "It doesn't if you don't wobble it."

(v) "Don't you trouble about it any more; you will make yourself tired. Let us put it back and get off."

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.

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Working with the Text

Answer the following questions.

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.

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

Answer

When author returned from the tool shed, he that the front wheel of his bicycle was between his legs.

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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.

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

Answer

This sentence was said in the sense that taking off the gear case was an easy task. Actually, the author tried to dissuade him from taking off the gear-case by telling him that his one of the friend said that if anything went wrong with gear-case, he can sell the machine and buy a new one; it comes cheaper. But he said that nothing is easier than taking off a gear-case and author's friend didn't have knowledge about machine. In less than five minutes, he had the gear-case in two pieces lying

on the path, and was grovelling for screws.

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.

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

inexplicable hopefulness

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

Answer

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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

I. 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.

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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 ought to do your duty irrespective of consequences.
- (ii) You should study at least for an hour everyday.
- (iii) The doctor says she must sleep eight hours every night.
- (iv) You should show respect towards elders and affection towards youngsters.
- (v) You should exercise regularly to stay fit.
- (vi) You should take a walk every morning.
- (vii) You must not stand on your head.
- (viii) As he has a cold, he should go to bed.

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

- (i) People who live in glass houses not throw stones.

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(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 ought to wipe your feet before coming into the house, especially during the rains.

(iii) You should do what the teacher tells you.

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

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

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

Read the following.

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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 to see what I could find. (3 parts)**
 - (a) I went to the tool shed.**
 - (b) I went (there) to see.**
 - (c) What I could find?**
- (ii) When I came back he was sitting on the ground. (2 parts)**

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- (a) I came back.
- (b) He was sitting on the ground.
- (iii) We may as well see what's the matter with it, now it is out. (3 parts)
- (a) We may as well see (it).
- (b) What (is) the matter with it?
- (c) It is out now.
- (iv) He said he hoped we had got them all. (3 parts)
- (a) He said.
- (b) He hoped.
- (c) We had got them all.
- (v) I had to confess he was right. (2 parts)
- (a) I had to confess.
- (b) He was right.

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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

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

encourage

dampen

listen

barren

endanger

soften

fasten

enclose

weaken

even

enable

enclave

Answer

en (prefix)

en (suffix)

en (part of word)

encourage

fasten

barren

endanger

dampen

even

enclose

soften

listen

enable

weaken

enclave

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