

NCERT SOLUTIONS

CLASS - 7TH



aglasem.com

Class : 7th
Subject : English-1
Chapter : 9

Chapter Name : A Bicycle in Good Repair

Q1 "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. "I got up early, for me." It implies that he was a late riser.

Page : 128 , Block Name : Comprehension Check

Q2 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 bicycle "goes easily enough in the morning and a little stiffly after lunch". The remark is humorous, sarcastic and enjoyable.

Page : 128 , Block Name : Comprehension Check

Q3 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.

Page : 128 , Block Name : Comprehension Check

Q4 "...if not, it would make a serious difference to the machine." What does 'it' refer to?

Answer. When the little ball bearings of the bicycle fell off, the author's friend told him to catch

them. He said that if all the bearings of the bicycle were not present, it would make a serious difference to the bicycle. Hence, 'it' refers to the absence of even a single ball bearing of the bicycle.

Page : 128 , Block Name : Comprehension Check

Q1 Did the front wheel really wobble? What is your opinion? Give a reason for your answer.

Answer. No, the front wheel did not wobble. The author said that it did not wobble. There was nothing in it worth calling a wobble. However, after the author's friend was done with it, it definitely started to wobble.

Page : 132 , Block Name : Working With The Text

Q2 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.

Page : 133 , Block Name : Working With The Text

Q3 "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.

Page : 133 , Block Name : Working With The Text

Q4 What special treatment did the chain receive?

Answer. The author's friend tightened the chain till it did not move. Then he loosened it until it was twice as loose as it was before.

Page : 133 , Block Name : Working With The Text

Q5 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.

Page : 133 , Block Name : Working With The Text

Q6 Describe 'the fight' between the man and the machine. Find the relevant sentences in the text and write them.

Answer. When the author's friend doubled himself across the bicycle till he lost his balance and slid over on to his head, he lost his temper and tried bullying it. The bicycle showed spirit and there ensued a fight between him and the machine. One moment the bicycle was on the gravel path and he on top of it. The next moment the position was reversed. He became happy with his victory after the bicycle was firmly fixed between his legs. However, his triumph was short-lived. By a sudden, quick movement, the bicycle freed itself and hit him sharply over the head with one of its handles by turning upon him. After a while, he gave up, saying that. The bicycle looked as if it also had enough of it.

Page : 133 , Block Name : Working With The Text

Q1 Read the following sentences.

- (i) We should go for a long bicycle ride.
- (ii) I ought to have been firm.
- (iii) We mustn't lose any of them.
- (iv) 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.

- (i) We should go on a holiday. (suggestion: It is a good idea for us to go on a holiday.)
- (ii) 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.)
- (iii) You ought to listen to me. I am well over a decade older than you. (more empathic 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 are obliged to do your duty irrespective of consequences.

You ought to do your duty irrespective of consequences.

(ii) You will do well to study at least for an hour every day.

You should study at least for an hour everyday.

(iii) The doctor says it is necessary for her to sleep eight hours every night.

The doctor says she must sleep eight hours every night.

(iv) It is right that you show respect towards elders and affection towards youngsters.

You should show respect towards elders and affection towards youngsters.

(v) If you want to stay healthy, exercise regularly.

You must exercise regularly to stay fit.

(vi) It is good for you to take a walk every morning.

You should take a walk every morning

(vii) It is strongly advised that you don't stand on your head.

You must not stand on your head.

(viii) As he has a cold, it is better for him to go to bed.

As he has a cold, he should go to bed.

Page : 133 , Block Name : Working With Language

Q2 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 ought to wipe your feet before coming into the house, especially during the rains.
(iii) You should 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 should 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."

Page : 135 , Block Name : Working With Language

Q3 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) I made an effort.
- (ii) 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) I did not see (it).
- (ii) 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) (a) I went to the tool shed.

(b) I went (there) to see.

(c) What could I find?

(ii) (a) I came back.

(b) He was sitting on the ground.

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

(b) What (is) the matter with it?

(c) It is out now.

(iv) (a) He said.

(b) He hoped.

(c) We had got them all.

(v) (a) I had to confess.

(b) He was right.

Page : 135 , Block Name : Working With Language

Q4 ‘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

barren .en

fasten

even

dampen

endanger

enclose

enable

listen

soften

weaken

enclave

en (prefix)

en (suffix)

en (part of word)

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

Answer.

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

Page : 136 , Block Name : Working With Language

Q1 Answer the following questions.
(i) Pick out the line that suggests that the child is afraid of snakes.
(ii) Which line shows a complete change of the child’s attitude towards snakes? Read it aloud.
(iii) “But mother says that kind is good...” What is mother referring to?

Answer. (i) The line that suggests that the child is afraid of snake is ‘I saw a snake and ran away’.
(ii) The line that shows a little change in the child’s attitude is:
I’ll stand aside and watch him pass,

And tell myself,
“There’s no mistake,
It’s just a harmless garden snake!”

(iii) The mother is referring to the garden snake, saying it is the harmless kind of snake.

Page : 137 , Block Name : Working With The Poem

Q2 Find the word that refers to the snake’s movements in the grass.

Answer. “Wiggles” is the word that refers to the snake’s movement in the snake.

Page : 138 , Block Name : Working With The Poem

Q3 There are four pairs of rhyming words in the poem. Say them aloud.

Answer. The four pairs are :

- (i) away - say
- (ii) good - food
- (iii) grass - pass
- (iv) mistake - snake

Page : 138 , Block Name : Working With The Poem

Q4 A snake has no legs or feet, but it moves very fast. Can you guess how? Discuss in the group.

Answer. A snake has no feet or legs, but it moves very fast as it slithers over the grass. This is done by alternately contracting and relaxing its body’s muscle.

Page : 138 , Block Name : Working With The Poem

Q5 Can you recall the word used for a cobra’s long sharp teeth? Where did you come across this word first?

Answer. The word ‘fangs’ is used for cobra’s sharp teeth. They contain poison. So all poisonous snake have fangs. I first came across this word when my mother asked me to take care while playing in bushy areas, as I may get bitten by a poisonous snake.

Page : 138 , Block Name : Working With The Poem