

Chapter 09
A Bicycle in Good Repair

1

Page No: 128 Comprehension Check

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.

Ans: 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).

Ans: 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.

Ans: (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.

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

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

Ans: 'It' refers to the loss of the little balls bearing of the wheel that had rolled all over the path when the man had unscrewed something in the front wheel.

Answer the following questions.

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

Ans: No, the front wheel didn't really wobble. The author himself says that it didn't wobble. The man was just trying to prove that he knew about bicycles to create an impression.

Page No: 133

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

Ans: When author returned from the tool shed, he found that the man had removed the front wheel of his bicycle and was twiddling it round between his fingers. The rest of the machine lay 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.

Ans: The man was trying to show himself off as a knowledgeable person in terms of bicycle repair. This sentence was said by the man to show his confidence in himself in terms of bicycle repair. Though the narrator tried to tell him (the man) that his friend had suggested him never to try to repair a bike with problem in the gear-case as buying a new bike would be cheaper, but the man was adamant to do so, mocking the narrator's friend's abilities and understanding about bicycles. Ultimately, the man had split the gear-case into two and continued to mess with the narrator's bicycle.

4. What special treatment did the chain receive?

Ans: First, 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.

Ans: cheery confidence
inexplicable hopefulness

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

Ans: The man tried to put all the removed parts of the bicycle back to their normal position. For this he would sometimes climb up on the bike from any of possible directions and sometimes would lie under it, to mend it. This continuous replacement of the position of the bike and the man has been appropriately described as 'the fight'.

The sentences that describe 'the fight' are -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 dishevelled, 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.

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.

Ans: (i) You must 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 ought to exercise regularly to stay fit.

(vi) You should take a walk every morning.

(vii) You ought not stand on your head.

(viii) As he has a cold, he should go to bed.

Page No: 135

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."

Ans: (i) People who live in glass houses should not throw stones. (suggestion)

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

- (iii) You ought to do what the teacher tells you. (more emphatic advice)
 (iv) The pupils were told that they should write more neatly. (suggestion)
 (v) Sign in front of a park: You must not walk on the grass. (compulsion)
 (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."

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)

Ans: (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 (the tools).
 (c) What (tool) I could find?
 (ii) When I came back he was sitting on the ground. (2 parts)
 (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(these words).

(b) He hoped.

(c) We had got them all.

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

(a) I had to confess (it).

(b) He was right.

Page No: 136

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	dampen	listen
barren	endanger	soften
fasten	enclose	weaken
even	enable	enclave

Ans:

<u>en (prefix)</u>	<u>en (suffix)</u>	<u>en (part of word)</u>

encourage	Fasten	barren
endanger	Dampen	even
enclose	soften	listen
enable		enclave

7