
SUMMARY OF THE LESSON**I**

The narrator, one evening, accepted his friend's proposal to go for a long bicycle ride on the following day. He got up early and started waiting for his friend. His friend came half an hour late. He examined the narrator's bicycle. He shook the front wheel with force. He didn't heed the narrator's request not to hurt the machine.

The friend declared that the front wheel was unsteady and it could prove dangerous. He asked for a hammer. He took the front wheel off the fork and held it between his legs. He found fault with the bearings. He set about repairing the machine. He unscrewed it, and the little iron balls rolled away. They collected some sixteen of them. The narrator put them for safety in his hat.

II

Next, the friend handled the chain. He took off the gear case. He claimed to know all about a bicycle. He removed the gear box but lost the screws.

The narrator was too weak to check the friend from doing further mischief. The friend went ahead. He tightened the chain till it would not move. Then he made it very loose. He finally decided to fix the front wheel in place. The narrator then changed places with him, and put the wheel in tight position. He laughed and admitted that he was an ass. The reason was that they had forgotten to put the iron balls in place.

The narrator looked for his hat in which he had put the balls safely. But the hat lay upturned and the balls were scattered.

They could find only eleven. They fixed six on one side and five on the other, and half an hour later the wheel was put in its place again. But it wobbled even then.

The narrator was impressed not so much by his friend's skill at repairing the bicycle as by his confidence in himself and his hopeful attitude.

The friend got encouraged. He then set to refix the gear-box. He put the bicycle in different places and positions for the job. He lost his balance and hurt himself on the head. Then he lost his temper and tried to punish the bicycle. It was a sort of fight between man and machine. The tough bicycle showed spirit. It freed itself from his hold and hit him over the head with its handle.

At a quarter to one, the man thought that the work was done. He himself was dirty and bleeding. He cleaned himself and the narrator then sent him home. It was difficult to decide who had suffered more—the friend or the bicycle.

TEXTBOOK QUESTIONS SOLVED

COMPREHENSION CHECK

(Page 128)

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. (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. (i) humorous
(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) It doesn't if you don't wobble it.
(iii) Don't you trouble about it any more, you will make yourself tired.

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

Ans. 'It' refers to the ball bearing.

WORKING WITH THE TEXT

(Page 132)

Answer the following questions:

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

Ans. The front wheel did wobble but very little. It didn't need immediate repair. The writer had no trouble with his bicycle.

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

Ans. When the author returned from the tool shed, his friend had already taken off the front wheel. The remaining part of the machine was lying on the stony path.

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 friend had over-confidence in his skill to set the bicycle right. He had certainly no problem in taking off the gear box. But, as he realised later, it was very difficult to refix it.

4. What special treatment did the chain receive?

Ans. The chain was a little loose. The friend tightened it so hard that it would not move at all. He then made it loose again. But this time the chain became twice as loose as 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. (i) Cheery confidence in yourself

(ii) your inexplicable hopefulness.

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

Ans. The author's friend was rash and overconfident of his skill. He started setting the bicycle right. It was, so to say, a fight between him and the cycle. He first took off the front wheel and then the gear-box. He faced a lot of problems in fixing them again. He grappled with the machine and hurt himself badly.

WORKING WITH LANGUAGE

(Page 133)

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.

- Ans. (i) You must do your duty irrespective of consequences.
(ii) You should study at least for an hour every day.
(iii) The doctor says she must 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 not take.
(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.

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.
- (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."

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. I wanted a tool. I wanted to see what I could find.
- (ii) I came back. He was sitting on the ground.
- (iii) We may as well see. What is the matter with it? Now it is out.
- (iv) He said. He hoped. We had got them all.
- (v) I had to confess it. He was right.

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 |

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

Ans. (i)

| <i>en (prefix)</i> | <i>en (suffix)</i> | <i>en (part of word)</i> |
|--------------------|--------------------|--------------------------|
| encourage | soften | listen |
| enable | dampen | barren |
| enclose | fasten | even |
| endanger | weaken | enclave |

(ii)

| <i>en (prefix)</i> | <i>en (suffix)</i> | <i>en (Part of the word)</i> |
|--------------------|--------------------|------------------------------|
| endangered | forgotten | then |
| entrap | tighten | listen |
| enact | deepen | sudden |
| | kitchen | |
| | happen | |

□□□

★ Garden Snake

Marie L. Sonne

SUMMARY OF THE POEM

The poet saw a snake in his garden. He got terrified and ran away. He had heard people say that some snakes were very dangerous or poisonous. But his mother told him that the garden snakes were harmless. They ate up insects. She advised him to stand aside and make way for the garden snakes to pass. There was no need to tremble with fear or run away.

TEXTBOOK QUESTIONS SOLVED

WORKING WITH THE POEM

(Page 137)

1. 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?

Ans. (i) "I saw a snake and ran away".

(ii) "It's just a harmless garden snake!".

(iii) The mother is referring to the kind of garden snake that the child had seen.

2. Find the word that refers to the snake's movements in the grass.

Ans. Wiggles

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

Ans. away-say,
grass-pass,

good-food,
mistake-snake.

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

Ans. The snake does not walk on legs; it only crawls. It twists its body like a spring in order to move fast.

5. **Can you recall the word used for a cobra's long sharp teeth? Where did you come across this word first?**

Ans. A cobra's long sharp teeth are called fangs. I came across this word in the poem 'Snake'.

