The excerpt from Roald Dahl’s autobiography ‘Boy: Tales of Childhood’ recounts an amusing episode from the author’s childhood. When he was nine, Dahl was sent to a boarding school called St peter’s. He feels so homesick there that he thinks of a desperate plan to go back home. Some time ago, one of his sisters had an appendicitis operation at their home; Dahl had the opportunity to observe her symptoms closely. He paints an entertaining picture of that event – how he and his other sisters lurked outside the nursery, where the operation was taking place. When they were allowed to see the appendix, the boy asked curious questions about it to his Nanny. Nanny said that loose toothbrush – bristles, when swallowed could stick in the appendix and make it go bad, thus installing in him a fear of loose toothbrush bristles.

In the school, the boy, confident of his plan, goes up to the Matron’s room and complains of being unwell. He also groans and yells and lies about being sick. His act is so convincing that the Matron calls in the school doctor. Eventually, it is decided that the boy will be sent home.
Needless to, this news delights him, though he has to hide his happiness in order to pretend to be ill. Back home in Cardiff, however, when he is examined by Dr Dunbar, who knew him and his family, Dahl is less successful. Doctor Dunbar seize through his act and also understands why he had pretended to be ill. However, like a good sport, he decides to help the boy stay at home for a few days by telling the school that he has a stomach infection. At the same time, he explains to the child why he had convinced his mother to send him to boarding school and why the boy needs to be brave and more patient. Relieved and grateful, the boy promises he will never try any similar trick again.

**Key terms:**

1. appendicitis- a condition in which the appendix – a small organ attached to the intestine – becomes infected and has to be removed through operation.
2. spellbound- fascinated
3. Solomon- an ancient king known for his wisdom
4. staggering- walking with difficulty
5. pathetically- in a way that would make people pity him
6. prodding- poking or pushing with a pointed object
7. ruptured- broken or burst
8. inflammation- a painful swelling caused by an infection
A. Understanding the text

Q1. Why did the speaker think that he may sound silly? How did he argue that he was not silly?

ANS- The speaker thought that he might sound silly for thinking that as a nine-year old he could make a number of grown-ups believe that he had appendicitis when he did not and thus get sent home from school. He argued that he was, in fact, not silly, by explaining that not long before one of his sisters had actually had appendicitis, and he had observed closely how she behaved – how she hurt on the lower right side of her tummy, kept being sick and ran a temperature. So he knew exactly how to pretend to be ill so that he would be believed.

Q2. How did the speaker and his sisters react to the event of an operation in side their home?

ANS- The speaker and his sisters were very excited about the event of an operation inside their home. They lurked in the corridor outside the nursery while the operation was going on. They stood fascinated outside the nursery door, listening to the soft murmurs that could be heard from inside. They could smell the ether through the crack under the door and imagined what the patient might be looking like.
Q3. Who are the adults in the story? How did the speaker, as a child, feel towards them? why do you think he felt that way?

ANS- The adults in this story are the speaker’s Nanny, the school doctor, the speaker’s mother and Dr Dunbar. The speaker, as a child, admired Nanny as being very wise, and believed everything she told him. This could be because she had a ready reply for every question. He was rather afraid of the school Matron. It could be because she was rather stern with him. He loved his mother and wanted to go home to her. He also admired Dr Dunbar greatly because Dr Dunbar was a skilful doctor as well as a wise and kind person. He listened to his advice and was grateful to Dr Dunbar for helping him.

Q4. Dr Dunbar taught the speaker a lesson but he also helped him. How did he do that?

ANS- Dr Dunbar taught the speaker a lesson by pointing out that life is tough and the sooner he learned to cope with it, the better it would be for him. He explained why the speaker needed to face his homesickness. At the same time, he was kind, understanding and sympathetic. He told the school that the speaker had to stay at home for few days so that the speaker’s plan was not a complete failure and he did get to spend some time with his family.
B. Read these lines and answer the questions.

1. “For years after that, I used to get nervous whenever I found a toothbrush bristle on my tongue”
   (a) Why did the speaker get nervous finding a toothbrush bristle on his tongue?
       ANS- The speaker had asked his Nanny what causes an attack of appendicitis and she had said that if loose toothbrush bristles were swallowed, then they get stuck in the appendix and turn it rotten. That is why he would get nervous if he found a loose toothbrush bristle on his tongue.
   (b) What can you understand about the speaker’s attitude to his Nanny from this statement, which are other words support your answer?
       ANS- From this statement it is clear that the speaker had great faith in his Nanny’s wisdom. He believed whatever she told him. The other words that show his attitude towards his Nanny are ‘Nanny, who in my eyes was filled with more wisdom than Solomon…’

2. I entered the room clutching my stomach on the right—hand side and staggering pathetically.
   (a) Which room is being referred to?
       ANS- The Matron’s room in the speaker’s school is being referred to here.
(b) Why was the speaker clutching his stomach on the right-hand side?
  ANS- The speaker was pretending to have an attack of appendicitis.
(c) Why was he ‘staggering pathetically’?
  ANS- The speaker was staggering pathetically because he was pretending to be in great pain. He was putting on an act of being very ill-so ill that he could not eat or walk properly.

3. “Then I slipped in the clincher”

(a) What was the clincher?
  ANS- The clincher was the speaker’s (false) report to the Matron that he had been sick all morning.
(b) What do you think the word ‘clincher’ means here?
  ANS- Here, the word ‘clincher’ means the final argument or statement that would decide the case. It is because the speaker said that he had been sick that the Matron finally began to believe him.

4. “life is tough and the sooner you learn how to cope it the better for you’. Why did Dr Dunbar say this to the speaker? Do you think that after this incident he would face a similar situation differently?
  ANS- Dr Dunbar said this because he had understood that the speaker had lied and pretended to be sick in order to come back home. He knew that the speaker may be homesick again. Or face other problems at school, but he had to be strong and face them bravely.
विषय – हिंदी कक्षा - सात (पाठ - 4 शब्द - विचार) कार्य पत्रक - 1
* दिए गए सभी प्रश्नों के उत्तर एक पेपर पर लिखिए और फ़ाइल में लगाइए—
प्रश्न 1. निम्नलिखित प्रश्नों के उत्तर दीजिए।
1 शब्द किसे कहते हैं?
2 उत्पति के आधार पर शब्द के कितने भेद हैं? उनके नाम लिखिए
3 रचना के आधार पर शब्द के कितने भेद हैं? उनके नाम लिखिए
4 यौगिक शब्द से आप क्या समझते हैं?
प्रश्न 2. निम्नलिखित तत्सम शब्दों के तद्वर् रूप लिखिए।
क अश्रु ख सूर्य ग दंत घ मुख ड गृह छ चंद्र ज नासिका झ दधि
प्रश्न 3 निम्नलिखित शब्दों को तत्सम, तद्वर, देशज और विदेशी शब्दों के शीर्षक के नीचे लिखिए।
अग्नि, अंधेरा, डॉक्टर, पगड़ी, नौका, खाट, अफ़सर, दही
प्रश्न 4 रूढ़, यौगिक, योगरूढ़ शब्दों के दो-दो उदाहरण दीजिए।
https://youtu.be/mIj9LpMLcg0
Laws of Exponents:

1. $a^m \times a^n = a^{m+n}$
   
   For example: $5^5 \times 5^3 = 5^{5+3} = 5^8$

2. $a^m \div a^n = a^{m-n}$
   
   For example: $5^5 \div 5^3 = 5^{5-3} = 5^2$

3. $(a^m)^n = a^{m \times n}$
   
   For example: $(5^3)^2 = 5^{3 \times 2} = 5^6$

4. $a^m \times b^n = (a \times b)^m$
   
   For example: $2^4 \times 3^4 = (2 \times 3)^4 = 6^4$

5. $a^0 = 1$
   
   For example: $8^0 = 1$

6. $a^{-m} = \frac{1}{a^m}$
   
   For example: $5^{-3} = \frac{1}{5^3}$

### WORKSHEET - 2

1. Simplify each expression. Write the answer in index (power notation) form:
   
   (i) $11^3 \times 11^6$
   (ii) $12^{14} \div 12^6$
   (iii) $5^3 \div 5^4$
   (iv) $8^5 \times 8^2 \times 8^3$

2. Simplify each expression:
   
   (i) $4^3 \times 3^3$
   (ii) $(3^4)^2$
   (iii) $6^{12} \div 6^8$
   (iv) $5^3 \times 5^2$

3. Write each number as a power of 3:
   
   (i) 81
   (ii) 729
   (iii) 1/27
   (iv) 1/243

4. Write the following numbers in ascending order:

   $$1^{12} 2^6 3^4 4^3 6^2 12^1$$

5. Write each expression as a single number:

   (i) $4^{-1} + 8^{-1}$
   (ii) $3^2 + 3^1 + 3^0 + 3^{-1}$
Q 1. Differentiate between woollen system and worsted system.
Q 2. Draw a well labelled diagram of life cycle of silk moth.
Q 3. Explain the steps involved in the production of silk (sericulture).
Q 4. Describe the steps involved in the processing of fleece into fabric.
Q 5. Write different types of fibres along with examples.
Q1. Distinguish between-
   (i) Intrusive and Extrusive igneous rocks (with examples)
   (ii) Sial and Sima
   (iii) Rocks and Minerals (with examples)

Q2. What are the main characteristics of sedimentary rocks?

Q3. Draw the table given in slide -9 showing difference between Igneous and sedimentary rocks.

Q4. What is rock cycle and explain its process with the help of the diagram.