



ENGLISH

NCERT - NCERT ENGLISH(HINGLISH)

WE ARE NOT AFRAID TO DIE ... IF WE CAN ALL BE TOGETHER

Questions

1. Notice these expressions in the text. Infer their meaning from the context.

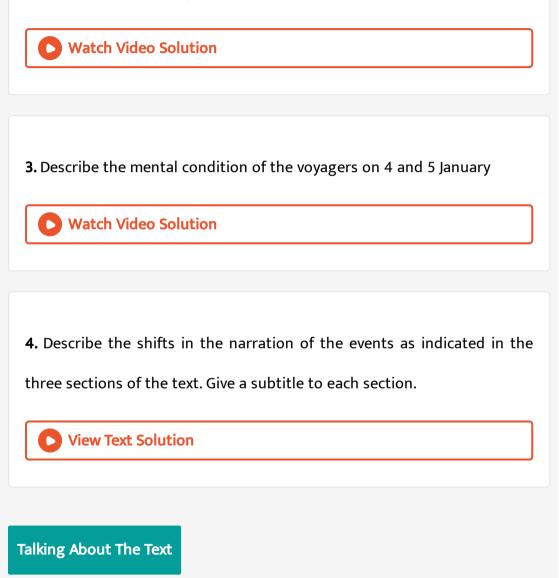
- i) honing our seafaring skills
- ii) ominous silence
- iii) Mayday calls
- iv) pinpricks in the vast ocean v)a tousled head

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(i) to protect the ship when rough weather began.

(ii) to check the flooding of the water in the ship.



1. What difference did you notice between the reaction of the adults and

the children when faced with danger?

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2. How does the story suggest that optimism helps to endure "the direst

stress"?

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3. What lessons do we learn from such hazardous experiences when we

are face-to-face with death?



4. Why do you think people undertake such adventurous expeditions in

spite of the risk involved?



Thinking About Language

1. We have come across words like $ga \leq$ " and storm" in the account.

Herearetwomorewordsfor $s \rightarrow rm$ ": $typh \infty n, cyclo \neq$. Howmanyw or $dsdoesyourlangua \geq have$ storm"?

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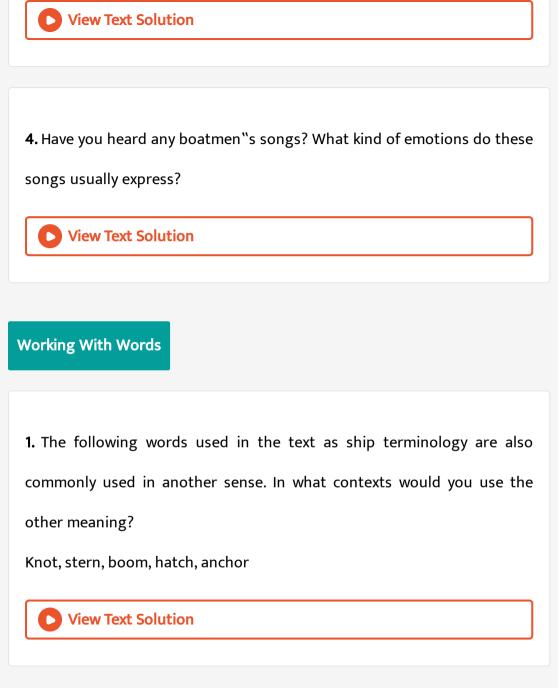
2. Here are the terms of different kinds of vessels: yacht, boat, canoe, ship,

steamer, schooner. Think of similar terms in your language.



3. "Catamaran" is a kind of a boat. Do you know which Indian language

this word is derived from? Check the dictionary.



2. The following three compound words end in-ship. What does each of them mean? airship, flagship, lightship

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3. The following are the meaning listed in the dictionary against the phrase

takeon". Inwhichmean \in gisitused \in thethirdparagraphoftheaount: {:("Take on sth:",, "to begin to have a particular quality or appearance, to assume sth"),("take sb on:",,"to employ sb, to engage sb " "to accept sb as one"s opponent in a game,contest or conflict"),("Take sb/sth on:",,"to decide to do sth, to allow sth/sb to enter e.g. a bus, plane or ship, to take sth/sb on board"):}`

