



THE VILLAGE
INTERNATIONAL SCHOOL
"We Nurture Dreams"

Grade 12

THE JOURNEY TO THE END OF THE EARTH SUMMARY AND QUESTIONS

Synopsis of Journey to the End of the Earth

Journey to the End of the Earth, written by Tishani Doshi, talks about her experience on the Antarctic continent during a research programme that takes high school students to the icy continent to study and understand climate change. She takes off from Madras in a Russian research vessel named Akademik Shokalskiy. Reaching the world's coldest, windiest and driest continent of the world – Antarctica – involved crossing nine time zones, six checkpoints, three bodies of water, and many ecospheres. Her first reaction on reaching the continent after travelling for 100 hours was relief. She was wonderstruck by its immensity and isolation. The idea of India being a part of Antarctica long back in the past seemed a bizarre thought.

Journey to the End of the Earth - Summary

Part of history

The author talks about Gondwana – a giant amalgamated southern supercontinent that existed six hundred and fifty million years ago. It was centred roughly around present-day Antarctica. Humans had not arrived for quite a long time, and the climate was warmer. Gondwana thrived for 500 million years with a variety of flora and fauna. By the time of the advent of mammals, the landmass was forced to separate into smaller parts or countries.

This journey to Antarctica was an attempt to understand the formation of countries and find out about our origins. India had pushed northwards into Asia to form the Himalayas. South America had drifted towards North America to form the Drake passage, which created a cold circumpolar current to keep Antarctica frigid at the bottom of the world.

The author belonged to the Southern part of India – a sunny place where cold temperatures are rare occurrences. Spending two weeks in Antarctica was overall a chilling prospect for her. It contains ninety per cent of Earth's ice volume and has no human markers like trees or billboards throughout the continent. One lost a sense of perspective or time here. Visible things ranged from the microscopic to the mighty, e.g., from midges and mites to whales. Days were of a duration of twenty-four hours and immersed in complete silence, disturbed occasionally by avalanches or calving ice sheets.

Human impact

The author says that humans have been on this planet for only 12,000 years and have managed to create havoc with their ambitious dreams of development. Rapid human population growth has made survival difficult for other species. Limitless burning of fossil fuels has increased the levels of carbon dioxide in the atmosphere. Climate change is an important part of the environmental debate, and Antarctica is a crucial part of it because it holds half-million-year-old carbon records in its layers of ice.

The author was working on a programme named Students on Ice on the Shokalskiy. High school students were taken to Antarctica for educational purposes that would help them understand and respect the planet. The programme, headed by Geoff Green, had been operating for six years. He was tired of taking celebrities and rich curiosity-seekers to Antarctica who gave back to the world in a limited way. With Students on Ice, Geoff offered the future policy-makers a life-changing experience at an age when they were ready to absorb, learn and act.

The reason why the programme was so successful was that being near the South Pole always affected people in some way. We cannot observe environmental changes from the comfort of our homes. But when we see the glaciers retreat and the ice shelves collapse, we realise how serious the threat of global warming is. The simple ecosystem and lack of biodiversity in Antarctica make it easy for us to study how minor changes in environments can have big repercussions. For example, further depletion of the ozone layer could disturb the activities of phytoplankton, which can, in turn, affect the birds and marine animals of the region – finally affecting the global carbon cycle.

Walk on the ocean

While the author had a number of epiphanies during her Antarctic experience, the best one was when they were asked to walk on the ocean. The Shokalskiy was wedged into a thick white sheet of ice that prevented them from going further south. The captain decided to turn around and go back to the north. Before going, the participants of the programme were asked to climb down the gangplank and walk on the ocean. All 52 members spread out on the one-metre-thick ice pack. Crabeater seals were stretching and sunning themselves on ice floes nearby, just like stray dogs do under the shade of a banyan tree. The author found it to be a new revelation – everything connected.

The author reflected upon how our planet has been balanced beautifully. She wondered what would happen if Antarctica became a warm place. She wondered if we would meet the same fate as that of dinosaurs, mammoths and woolly rhinos. After meeting the optimistic teenagers on the programme, the author felt that a lot could happen in a million years, but a single day was capable of making drastic changes to the environment.

Conclusion of Journey to the End of the Earth

Summary of Journey to the End of the Earth depicts the gravity of climate change and its effects on our lives. Our comfortable lifestyles and easy accessibility of resources do not allow us to reflect upon the damage we are causing to our environment through our actions. The change in global climate is a cumulative effect, and we become blind to the changes owing to our commitment to rapid economic development. Because of the biodiversity around us in the habitable continents, the minute changes that lead to climate change are not easily noticeable as long as we are able to live comfortably. Antarctica, on the other hand, does not have a complex ecosystem, and a small change can trigger a major change in its landscape. This makes the continent a perfect place to learn about the catastrophic effects of climate change.

Multiple Choice Questions

Q. No. 1) Multiple Choice Questions based on an extract:

You lose all earthly sense of perspective and time here. The visual scale ranges from the microscopic to the mighty: midges and mites to blue whales and icebergs as big as countries (the largest recorded was the size of Belgium). Days go on and on and on in surreal 24-hour austral summer light, and a ubiquitous silence, interrupted only by the occasional avalanche or calving ice sheet, consecrates the place. It's an immersion that will force you to place yourself in the context of the earth's geological history. And for humans, the prognosis isn't good.

i. The 'visual scale' refers to

a. a measuring device

b. range of things one can see

c. visionary's belief

d. the magnitude of preparation

ii. Four people give a reason for the author's feeling while traveling.

Choose the option that correctly summarizes it based on your understanding of the extract.

Person 1	Person 2	Person 3	Person 4
I think the author is being paranoid about leaving her hometown.	According to me, she is bewildered by the travel duration.	As far as I can judge, Tishani is being hypocritical because she is comparing the two places.	In my opinion, she is amazed by the grandeur of the icy region.

a. Person 1

b. Person 2

c. Person 3

d. Person 4

iii. Select the option that correctly fits the category of 'microscopic to the mighty' out of the ones given below.

- 1. trace of a skin cell: trace of a bird's egg**
- 2. a grain of rice: field of wheat**
- 3. a scoop of ice cream: an ice cream cone**
- 4. a drop of water: Pacific Ocean**

a. 1, 2

b. 3, 4

c. 1, 3

d. 2, 4

iv. Choose the option listing the elements that influence one to think of earth's physicality.

- 1. breakage of an iceberg from a glacier**
- 2. midges and mites**
- 3. a regularly seen avalanche**
- 4. summer light in the Southern Hemisphere**

a. 1, 2

b. 3, 4

c. 1, 4

d. 2, 3

Q. No. 2) Read the given extract and answer the questions given:

Climate change is one of the most hotly contested environmental debates of our time. Will the West Antarctic ice sheet melt entirely? Will the Gulf Stream ocean current be disrupted? Will it be the end of the world as we know it? Maybe. Maybe not. Either way, Antarctica is a crucial element in this debate — not just because it's the only place in the world, which has never sustained a human population and therefore remains relatively 'pristine' in this respect; but more importantly, because it holds in its ice-cores half-million-year-old carbon records trapped in its layers of ice.

(Journey to the End of the Earth)

i. How does the absence of a human population in Antarctica make it significant in the climate change debate?

ii. Why is "climate change" described as a "hotly contested" issue in the extract provided?

This is so, because there _____.

a. is universal agreement on the causes and implications of climate change

b. is a planned path ahead about how to address climate change

c. are differing views on the causes and implications of climate change

d. are minimal reports of fresh threats to climate change

iii. The analogy of a time machine is an appropriate analogy for the role of carbon records in the study of climate change because _____.

iv. Give one reason why the writing style of the extract can be called factual and informative.

Q. No. 3) "Antarctica is a crucial element in this debate — not just because it's the only place in the world, which has never sustained a human population and therefore remains relatively 'pristine' in this respect..."

With respect to the given statement from the text, choose the option to replace the underlined set of words.

- a. stays as it is throughout the year.**
- b. becomes a perfect place to travel.**
- c. is left to be an uncorrupted area.**
- d. abides by the strict laws of nature.**

Q. No. 4) Students on Ice, the programme I was working with on the Shokalskiy, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With Students on Ice, he offers the future generation of policymakers a life-changing

experience at an age when they're ready to absorb, learn, and most importantly, act.

i. Students on Ice is headed by Geoff Green. Select the option to fill in the blank correctly.

a. a travelogue

b. an expedition

c. a globetrotting

d. a tour

ii. Choose the option that marks the ODD ONE OUT based on your reading of the above extract.

a. Sumit donates 10% of his monthly income to environment-friendly NGOs.

b. Manmeet and her twin plant a new plant on their birthday every year.

c. Vivek invests in eco-friendly cosmetics that are packaged in plastic containers.

d. Afsana plans to devise a machine that recycles biodegradable wastes from home.

iii. Pick the option that characterizes the celebrities based on your understanding of the extract.

- 1. overachiever**
- 2. zealous**
- 3. miserly**
- 4. impassive**

a. 1, 2

b. 3, 4

c. 1, 3

d. 2, 4

iv. Choose the option that lists the reasons for Green's program.

- 1. making youngsters realize the gory reality of the planet.**
- 2. provoking the youth to think about the future earnestly.**
- 3. giving a chance of exploring the north pole to the young generation.**
- 4. providing travel opportunities to students that were unfortunate.**

a. 1, 2

b. 3, 4

c. 1, 3

d. 2, 4

Q. No. 5) Students on Ice, the programme I was working with on the Shokalskiy, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With Students on Ice, he offers the future generation of policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.

(Journey to the End of the Earth)

i. Complete the sentence appropriately, with reference to the extract. The writer refers to educational opportunities as 'inspiring' because _____.

Ans. These educational opportunities would motivate them to work towards the good of the planet / allow them to observe first-hand that the planet needs to be respected/nurtured rather than abused.

ii. Which of the following would NOT be a life-changing experience?

a. Being given the lead role in a play.

b. Going on an adventure trip.

c. Playing a video game.

d. Meeting a great leader, you admire.

iii. Select the most suitable title for the given extract.

a. Adventure with a Mission

b. Adventure – The Spice of Life

c. The Wanderlust

d. Students of the Future

iv. Why does the writer refer to 'act' as more important than 'absorb' or 'learn'?

Q. No. 6) 'Take care of the small things and the big things will take care of themselves.'

Choose the option stating the significance of this statement depending on the textual context.

a. We should try to focus on smaller regions like Antarctica to improve the rest of the world.

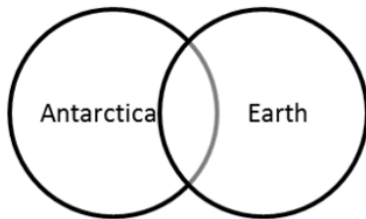
b. We should tend to smaller grasses which eventually become a part of the food chain in order to expect bigger things like animal and human lives to change.

c. We should give more opportunities to the younger generation than the older generation if we want to see a change in the world.

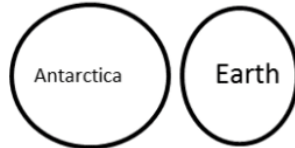
d. We should save a little every now and then in order to explore bigger opportunities in terms of travel and tourism.

Q. No. 7) Choose the option that correctly represents the Venn diagram based on the statement given below.

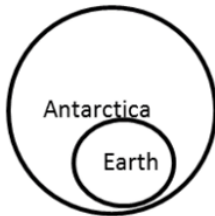
'Antarctica is the cosmic view of whatever is happening to our planet.'



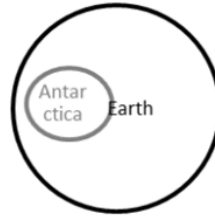
(1)



(2)



(3)



(4)

a. Option 1

b. Option 2

c. Option 3

d. Option 4

Q. No. 8) The central idea of the text is given below as told by four students. Choose the correct option of the ones given below.

Student 1	Student 2	Student 3	Student 4

<p>The author wants to invigorate a spirit in the readers to travel and explore.</p>	<p>The author is trying to delineate the beauty of Antarctica as compared to the rest of the world.</p>	<p>The author is keen on drawing a comparison between South India and Antarctica in terms of their weather.</p>	<p>The author throws light on the crucial issues of our planet through this narrative.</p>
--------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

a. Student 1

b. Student 2

c. Student 3

d. Student 4

Q. No. 9) Choose the correct option with respect to the statements given below.

- **Statement 1: Antarctica is a lesson in itself for the readers of the text.**
- **Statement 2: Antarctica gives an insight into the damage being done to Earth by humanity.**

a. Statement 1 can be inferred but Statement 2 cannot be inferred from the text.

b. Statement 1 cannot be inferred but Statement 2 can be inferred from the text.

c. Both Statement 1 and Statement 2 can be inferred from the text.

d. Both Statement 1 and Statement 2 cannot be inferred from the text.

Q. No. 10) Antarctica is a doorway to the past. Explain.

Q. No. 11) Why is Antarctica the place to go to, to understand the earth's present, past, and future?

Q. No. 12) For the narrator, spending two weeks in Antarctica is a challenge not only for the body but also for the mind. Elaborate.

Q. No. 13) Based on the chapter, elucidate any three consequences that global warming will have on Antarctica.

Q. No. 14) Antarctica is unlike any other place on Earth. Justify the statement.

Q. No. 15) What are Geoff Green's reasons for including high school students in the Students on Ice expedition?

Q. No. 16) Students on Ice is a programme that prepares global citizens. Discuss.

Q. No. 17) Identify Tishani Doshi's writing style in Journey to the End of the Earth and state two aspects that characterize it using examples from the text.

Q. No. 18) 'Take care of the small things and the big things will take care of themselves.' What is the relevance of this statement in the context of the Antarctic environment?

Q. No. 19) The author of 'Journey to the End of the Earth' is Tishani Doshi who is now a famous poet and dancer.

As the narrator, write a speech discussing the impact of the Students on Ice programme on your life and writing.

You may begin this way:

The Making of a Writer

Dear audience members, I did not simply take to writing. Many experiences of my life forced me to pick up the pen...

Q. No. 20) Imagine an interview where Green is asked to explain more about his work and why he decided to initiate programs for students.

Keeping both Green's and the interviewer's perspectives in mind, pen down this interview.

Q. No. 21) Imagine you are the narrator writing to your parents back home telling them about your experience in Antarctica and how it is similar to that back home in some ways.

Antarctica

02 August XX

Dear mom,

It is so different here. I can't post this letter but I write to capture these amazing moments I am spending here. Antarctica is...

With love

...

Frequently asked Questions on 'Journey to the End of the Earth'

Q. No. 22) What is the theme of the chapter 'Journey to the End of the Earth'?

Journey to the End of the Earth urges us to reconsider our actions on Earth and issues a word of caution to the future citizens of humanity so that they can work on preventive measures from now on. Taking students to Antarctica, where the effect of small changes on the environment can be studied easily, creates individuals for the future who will work relentlessly towards an environmentally safe and secure world.

Q. No. 23) Why did Geoff decide to include school students in Students on Ice?

Geoff decided to include high school students in the programme because they are at their best stages of life to learn, absorb and act. These students have sharp thinking, and an introduction to the dangers of climate change at a young age will make them responsible adults in the future.

Q. No. 24) How is Antarctica helpful in understanding climate change?

Antarctica has a simple ecosystem that shows the side effects of any minor change in the environment easily. Its isolated state of existence is crucial for spotting changes with accuracy and studying the reasons behind those.



THE VILLAGE
INTERNATIONAL SCHOOL
"We Nurture Dreams"

Grade 12
THE JOURNEY TO THE END OF THE EARTH
ANSWERS

Synopsis of Journey to the End of the Earth

Journey to the End of the Earth, written by Tishani Doshi, talks about her experience on the Antarctic continent during a research programme that takes high school students to the icy continent to study and understand climate change. She takes off from Madras in a Russian research vessel named Akademik Shokalskiy.

Reaching the world's coldest, windiest and driest continent of the world – Antarctica – involved crossing nine time zones, six checkpoints, three bodies of water, and many ecospheres. Her first reaction on reaching the continent after travelling for 100 hours was relief. She was wonderstruck by its immensity and isolation. The idea of India being a part of Antarctica long back in the past seemed a bizarre thought.

Journey to the End of the Earth - Summary

Part of history

The author talks about Gondwana – a giant amalgamated southern supercontinent that existed six hundred and fifty million years ago. It was centred roughly around present-day Antarctica. Humans had not arrived for quite a long time, and the climate was warmer. Gondwana thrived for 500 million years with a variety of flora and fauna. By the time of the advent of mammals, the landmass was forced to separate into smaller parts or countries.

This journey to Antarctica was an attempt to understand the formation of countries and find out about our origins. India had pushed northwards into Asia to form the Himalayas. South America had drifted towards North America to form the Drake passage, which created a cold circumpolar current to keep Antarctica frigid at the bottom of the world.

The author belonged to the Southern part of India – a sunny place where cold temperatures are rare occurrences. Spending two weeks in Antarctica was overall a chilling prospect for her. It contains ninety per cent of Earth’s ice volume and has no human markers like trees or billboards throughout the continent. One lost a sense of perspective or time here. Visible things ranged from the microscopic to the mighty, e.g., from midges and mites to whales. Days were of a duration of twenty-four hours and immersed in complete silence, disturbed occasionally by avalanches or calving ice sheets.

Human impact

The author says that humans have been on this planet for only 12,000 years and have managed to create havoc with their ambitious dreams of development. Rapid human population growth has made survival difficult for other species. Limitless burning of fossil fuels has increased the levels of carbon dioxide in the atmosphere. Climate change is an important part of the environmental debate, and Antarctica is a crucial part of it because it holds half-million-year-old carbon records in its layers of ice.

The author was working on a programme named Students on Ice on the Shokalskiy. High school students were taken to Antarctica for educational purposes that would help them understand and respect the planet. The programme, headed by Geoff Green, had

been operating for six years. He was tired of taking celebrities and rich curiosity-seekers to Antarctica who gave back to the world in a limited way. With *Students on Ice*, Geoff offered the future policy-makers a life-changing experience at an age when they were ready to absorb, learn and act.

The reason why the programme was so successful was that being near the South Pole always affected people in some way. We cannot observe environmental changes from the comfort of our homes. But when we see the glaciers retreat and the ice shelves collapse, we realise how serious the threat of global warming is. The simple ecosystem and lack of biodiversity in Antarctica make it easy for us to study how minor changes in environments can have big repercussions. For example, further depletion of the ozone layer could disturb the activities of phytoplankton, which can, in turn, affect the birds and marine animals of the region – finally affecting the global carbon cycle.

Walk on the ocean

While the author had a number of epiphanies during her Antarctic experience, the best one was when they were asked to walk on the ocean. The *Shokalskiy* was wedged into a thick white sheet of ice that prevented them from going further south. The captain decided to turn around and go back to the north. Before going, the participants of the programme were asked to climb down the gangplank and walk on the ocean. All 52 members spread out on the one-metre-thick ice pack. Crabeater seals were stretching and sunning themselves on ice floes nearby, just like stray dogs do under the shade of a banyan tree. The author found it to be a new revelation – everything connected.

The author reflected upon how our planet has been balanced beautifully. She wondered what would happen if Antarctica

became a warm place. She wondered if we would meet the same fate as that of dinosaurs, mammoths and woolly rhinos. After meeting the optimistic teenagers on the programme, the author felt that a lot could happen in a million years, but a single day was capable of making drastic changes to the environment.

Conclusion of Journey to the End of the Earth

Summary of Journey to the End of the Earth depicts the gravity of climate change and its effects on our lives. Our comfortable lifestyles and easy accessibility of resources do not allow us to reflect upon the damage we are causing to our environment through our actions. The change in global climate is a cumulative effect, and we become blind to the changes owing to our commitment to rapid economic development. Because of the biodiversity around us in the habitable continents, the minute changes that lead to climate change are not easily noticeable as long as we are able to live comfortably. Antarctica, on the other hand, does not have a complex ecosystem, and a small change can trigger a major change in its landscape. This makes the continent a perfect place to learn about the catastrophic effects of climate change.

Multiple Choice Questions

Q. No. 1) Multiple Choice Questions based on an extract:

You lose all earthly sense of perspective and time here. The visual scale ranges from the microscopic to the mighty: midges and mites to blue whales and icebergs as big as countries (the largest recorded was the size of Belgium). Days go on and on and on in

surreal 24-hour austral summer light, and a ubiquitous silence, interrupted only by the occasional avalanche or calving ice sheet, consecrates the place. It's an immersion that will force you to place yourself in the context of the earth's geological history. And for humans, the prognosis isn't good.

- i. The 'visual scale' refers to**
 - a. a measuring device**
 - b. range of things one can see**
 - c. visionary's belief**
 - d. the magnitude of preparation**

Ans. Option (b)

ii. Four people give a reason for the author's feeling while traveling.

Choose the option that correctly summarizes it based on your understanding of the extract.

Person 1	Person 2	Person 3	Person 4
I think the author is being paranoid about leaving	According to me, she is bewildered	As far as I can judge, Tishani is being hypocritical because she is	In my opinion, she is amazed by the grandeur of

her hometown.	by the travel duration.	comparing the two places.	the icy region.
----------------------	--------------------------------	----------------------------------	------------------------

a. Person 1

b. Person 2

c. Person 3

d. Person 4

Ans. Option (d)

iii. Select the option that correctly fits the category of 'microscopic to the mighty' out of the ones given below.

5. trace of a skin cell: trace of a bird's egg

6. a grain of rice: field of wheat

7. a scoop of ice cream: an ice cream cone

8. a drop of water: Pacific Ocean

a. 1, 2

b. 3, 4

c. 1, 3

d. 2, 4

Ans. Option (d)

iv. Choose the option listing the elements that influence one to think of earth's physicality.

5. breakage of an iceberg from a glacier
6. midges and mites
7. a regularly seen avalanche
8. summer light in the Southern Hemisphere

a. 1, 2

b. 3, 4

c. 1, 4

d. 2, 3

Ans. Option (c)

Q. No. 2) Read the given extract and answer the questions given:

Climate change is one of the most hotly contested environmental debates of our time. Will the West Antarctic ice sheet melt entirely? Will the Gulf Stream ocean current be disrupted? Will it be the end of the world as we know it? Maybe. Maybe not. Either way, Antarctica is a crucial element in this debate — not just because it's the only place in the world, which has never sustained a human population and therefore remains relatively 'pristine' in this respect; but more importantly, because it holds in its ice-cores half-million-year-old carbon records trapped in its layers of ice.

(Journey to the End of the Earth)

i. How does the absence of a human population in Antarctica make it significant in the climate change debate?

Ans. This makes it an important reference point for understanding the effects of human activities on the environment and the potential impacts of climate change.[The absence of a human population in Antarctica means that the region is relatively pristine and has not been subject to the same levels of human impact as other areas of the world.]

ii. Why is "climate change" described as a "hotly contested" issue in the extract provided?

This is so, because there _____.

- a. is universal agreement on the causes and implications of climate change**
- b. is a planned path ahead about how to address climate change**
- c. are differing views on the causes and implications of climate change**
- d. are minimal reports of fresh threats to climate change**

Ans. Option (c)

iii. The analogy of a time machine is an appropriate analogy for the role of carbon records in the study of climate change because _____.

Ans. ... just like a time machine would allow us to observe past events, carbon records allow us to observe past climate conditions. [Carbon records allow us to study past climates by analyzing the air bubbles trapped in ice cores. They provide a glimpse into the Earth's atmospheric conditions at the time the ice

was formed and can help scientists understand how the climate has changed over time.]

iv. Give one reason why the writing style of the extract can be called factual and informative.

Ans. (Anyone)

- ...because the writer presents information in a straightforward and objective manner
- ...because the writer applies a third-person point of view and avoids the use of personal opinion or emotional language
- ...because the writer uses a logical structure to present their argument (starting with the importance of Antarctica as a relatively pristine location, and then moving on to explain the significance of the ice cores and carbon records found there)

Q. No. 3) "Antarctica is a crucial element in this debate – not just because it's the only place in the world, which has never sustained a human population and therefore remains relatively 'pristine' in this respect..."

With respect to the given statement from the text, choose the option to replace the underlined set of words.

- a. stays as it is throughout the year.
- b. becomes a perfect place to travel.
- c. is left to be an uncorrupted area.

d. abides by the strict laws of nature.

Ans. Option (c)

Q. No. 4) Students on Ice, the programme I was working with on the Shokalskiy, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With Students on Ice, he offers the future generation of policymakers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.

i. Students on Ice is headed by Geoff Green. Select the option to fill in the blank correctly.

a. a travelogue

b. an expedition

c. a globetrotting

d. a tour

Ans. Option (b)

ii. Choose the option that marks the ODD ONE OUT based on your reading of the above extract.

a. Sumit donates 10% of his monthly income to environment-friendly NGOs.

b. Manmeet and her twin plant a new plant on their birthday every year.

c. Vivek invests in eco-friendly cosmetics that are packaged in plastic containers.

d. Afsana plans to devise a machine that recycles biodegradable wastes from home.

Ans. Option (c)

iii. Pick the option that characterizes the celebrities based on your understanding of the extract.

5. overachiever

6. zealous

7. miserly

8. impassive

a. 1, 2

b. 3, 4

c. 1, 3

d. 2, 4

Ans. Option (b)

iv. Choose the option that lists the reasons for Green's program.

5. making youngsters realize the gory reality of the planet.

6. provoking the youth to think about the future earnestly.

- 7. giving a chance of exploring the north pole to the young generation.**
- 8. providing travel opportunities to students that were unfortunate.**

a. 1, 2

b. 3, 4

c. 1, 3

d. 2, 4

Ans. Option (a)

Q. No. 5) Students on Ice, the programme I was working with on the Shokalskiy, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With Students on Ice, he offers the future generation of policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.

(Journey to the End of the Earth)

i. Complete the sentence appropriately, with reference to the extract. The writer refers to educational opportunities as 'inspiring' because _____.

Ans. These educational opportunities would motivate them to work towards the good of the planet / allow them to observe first-hand that the planet needs to be respected/nurtured rather than abused.

ii. Which of the following would NOT be a life-changing experience?

a. Being given the lead role in a play.

b. Going on an adventure trip.

c. Playing a video game.

d. Meeting a great leader, you admire.

Ans. Option (c)

iii. Select the most suitable title for the given extract.

a. Adventure with a Mission

b. Adventure – The Spice of Life

c. The Wanderlust

d. Students of the Future

Ans. Option (a)

iv. Why does the writer refer to 'act' as more important than 'absorb' or 'learn'?

Ans. Because having the right knowledge or inclination/ understanding is just half the job done. It fails to have an impact till it is applied/practiced/put to use in our actions.

Q. No. 6) 'Take care of the small things and the big things will take care of themselves.'

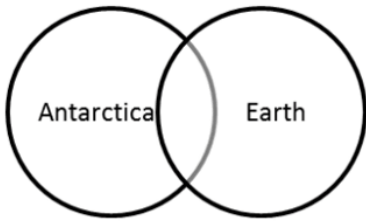
Choose the option stating the significance of this statement depending on the textual context.

- a. We should try to focus on smaller regions like Antarctica to improve the rest of the world.**
- b. We should tend to smaller grasses which eventually become a part of the food chain in order to expect bigger things like animal and human lives to change.**
- c. We should give more opportunities to the younger generation than the older generation if we want to see a change in the world.**
- d. We should save a little every now and then in order to explore bigger opportunities in terms of travel and tourism.**

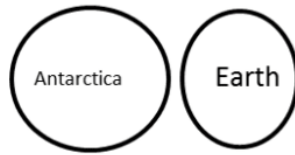
Ans. Option (b)

Q. No. 7) Choose the option that correctly represents the Venn diagram based on the statement given below.

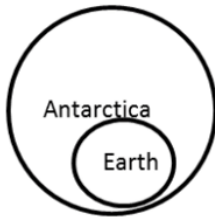
'Antarctica is the cosmic view of whatever is happening to our planet.'



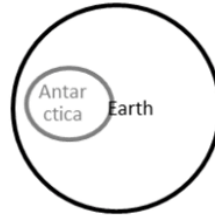
(1)



(2)



(3)



(4)

a. Option 1

b. Option 2

c. Option 3

d. Option 4

Ans. Option (c)

Q. No. 8) The central idea of the text is given below as told by four students. Choose the correct option of the ones given below.

Student 1	Student 2	Student 3	Student 4

<p>The author wants to invigorate a spirit in the readers to travel and explore.</p>	<p>The author is trying to delineate the beauty of Antarctica as compared to the rest of the world.</p>	<p>The author is keen on drawing a comparison between South India and Antarctica in terms of their weather.</p>	<p>The author throws light on the crucial issues of our planet through this narrative.</p>
--------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

a. Student 1

b. Student 2

c. Student 3

d. Student 4

Ans. Option (d)

Q. No. 9) Choose the correct option with respect to the statements given below.

- **Statement 1: Antarctica is a lesson in itself for the readers of the text.**
- **Statement 2: Antarctica gives an insight into the damage being done to Earth by humanity.**

a. Statement 1 can be inferred but Statement 2 cannot be inferred from the text.

b. Statement 1 cannot be inferred but Statement 2 can be inferred from the text.

c. Both Statement 1 and Statement 2 can be inferred from the text.

d. Both Statement 1 and Statement 2 cannot be inferred from the text.

Ans. Option (c)

Q. No. 10) Antarctica is a doorway to the past. Explain.

Ans. Antarctica is considered a doorway to the past because its ice sheets preserve historical records in the form of ice cores, which contain air bubbles and chemical traces, providing valuable information about Earth's climate and atmosphere from hundreds of thousands of years ago.

Q. No. 11) Why is Antarctica the place to go to, to understand the earth's present, past, and future?

Ans. Antarctica is the ideal destination to comprehend the Earth's present, past, and future due to its unique characteristics. The continent's pristine and isolated environment preserves records of past climate and geological events in ice cores and rock formations. By studying Antarctica, scientists can unravel the Earth's climate history, understand present changes, and predict future trends. Additionally, the region's extreme conditions provide insights into how ecosystems adapt and respond to environmental shifts, offering valuable knowledge for addressing global challenges such as climate change.

Q. No. 12) For the narrator, spending two weeks in Antarctica is a challenge not only for the body but also for the mind. Elaborate.

Ans. For the narrator, spending two weeks in Antarctica poses not only physical but also mental challenges. The extreme and isolated environment of Antarctica pushes the limits of the narrator's body, with freezing temperatures, harsh winds, and difficult terrain. However, the vast emptiness and desolation of the landscape also take a toll on the mind, evoking feelings of insignificance and introspection. The absence of familiar human activity and the overwhelming silence can lead to a sense of isolation and introspective contemplation, making it a mental challenge as well.

Q. No. 13) Based on the chapter, elucidate any three consequences that global warming will have on Antarctica.

Ans. Based on the chapter, three consequences of global warming in Antarctica are:

- 1. Melting Ice Sheets: Rising temperatures contribute to the melting of ice sheets and glaciers in Antarctica. This leads to increased sea levels globally, posing a threat to coastal areas and low-lying islands.**
- 2. Disruption of Ecosystems: Global warming affects the delicate balance of Antarctic ecosystems. Changing temperatures can impact the survival of various species, including penguins, seals, and krill, which are crucial components of the food chain.**
- 3. Shift in Ocean Currents: The melting of Antarctic ice can alter ocean currents, affecting global climate patterns. Changes in ocean circulation can lead to variations in weather patterns, such as altering rainfall distribution and intensifying storms in different parts of the world.**

Q. No. 14) Antarctica is unlike any other place on Earth. Justify the statement.

Ans. Antarctica is truly unlike any other place on Earth due to several distinct characteristics.

- **Firstly, it is the coldest, driest, and windiest continent, with average temperatures far below freezing and extremely low precipitation.**
- **Secondly, it is the most isolated and remote continent, with vast expanses of uninhabited land and no permanent human population.**
- **Lastly, Antarctica boasts unique wildlife, including penguins, seals, and seabirds, which have adapted to survive in this extreme environment.**

These exceptional features make Antarctica a truly unparalleled and remarkable place on our planet.

Q. No. 15) What are Geoff Green's reasons for including high school students in the Students on Ice expedition?

Ans. Geoff Green includes high school students in the Students on Ice expedition for several reasons. Firstly, he believes in the power of early exposure and education to shape young minds and create informed global citizens. By providing students with firsthand experiences in the polar regions, they gain a deeper understanding of environmental issues and the urgency of taking action. Secondly, Geoff Green recognizes that young people are the future leaders and decision-makers who will inherit the Earth. By involving them in the expedition, he aims to empower and inspire them to become advocates for environmental stewardship, driving positive change in their communities and beyond.

Q. No. 16) Students on Ice is a programme that prepares global citizens. Discuss.

Ans. Students on Ice is a program that prepares global citizens by providing educational expeditions to the polar regions. It offers students the opportunity to learn about the environment, climate change, and cultural understanding through firsthand experiences in these unique and fragile ecosystems. The program aims to inspire and empower young individuals to become informed and engaged global citizens, fostering a sense of responsibility towards the planet.

Q. No. 17) Identify Tishani Doshi's writing style in Journey to the End of the Earth and state two aspects that characterize it using examples from the text.

Ans. Descriptive style.

- **She uses precise factual details in her writing / she pays close attention to detail such as the name of the vessel, the number of hours that took her to reach Antarctica, the number of time zones / the number of checkpoints / geological/historical facts to build her narrative / she divides her writing into three coherent parts, each with its individual heading for clarity**
- **She uses her words to create vivid word pictures/she uses visual imagery to compare ice-clad Antarctica to an endless stretch of 'stark whiteness', giving the reader a mental image of the place / She uses similes to bring the experience to life, saying that going to Antarctica 'is like walking into a giant ping-pong ball'.**

Q. No. 18) 'Take care of the small things and the big things will take care of themselves.' What is the relevance of this statement in the context of the Antarctic environment?

Ans. The statement "Take care of the small things and the big things will take care of themselves" holds relevance in the context of the Antarctic environment, especially when considering the example of phytoplankton. Phytoplankton are microscopic plants that form the foundation of the Antarctic food chain. They play a crucial role in the ecosystem by converting sunlight and nutrients into energy, ultimately supporting the entire marine food web.

By taking care of the small things, such as preserving water quality and reducing pollution, we can ensure the well-being of phytoplankton populations. This, in turn, maintains the delicate balance of the Antarctic ecosystem, as phytoplankton serve as a vital food source for krill, which are then consumed by higher trophic levels such as penguins, seals, and whales.

Neglecting the small things, such as disregarding pollution or environmental degradation, can disrupt the intricate web of life in Antarctica. Therefore, by recognizing the importance of these microscopic organisms and prioritizing their protection, we contribute to the overall health and sustainability of the Antarctic environment.

Q. No. 19) The author of 'Journey to the End of the Earth' is Tishani Doshi who is now a famous poet and dancer.

As the narrator, write a speech discussing the impact of the Students on Ice programme on your life and writing.

You may begin this way:

The Making of a Writer

Dear audience members, I did not simply take to writing. Many experiences of my life forced me to pick up the pen...

Ans.

The Making of a Writer

Dear audience members,

I did not simply take to writing. Many experiences of my life forced me to pick up the pen, and among those experiences, one stands out—the transformative impact of the Students on Ice program. Allow me to share with you how this incredible journey shaped both my life and my writing.

When I embarked on the Students on Ice expedition to Antarctica, I had no idea what lay ahead. The vast expanse of icy landscapes, the ethereal beauty of the polar regions, and the profound silence awakened something within me. It was as if nature itself was whispering its stories, urging me to give them a voice.

The program not only deepened my understanding of climate change and the importance of preserving our planet but also introduced me to diverse cultures and perspectives. I interacted with scientists, explorers, and fellow students from around the world, each with their unique stories to tell. These encounters ignited a flame of curiosity within me, propelling me to explore and communicate the intricacies of our world through my writing.

The Students on Ice program instilled in me a profound sense of responsibility as a global citizen. It made me realize the power of

storytelling and the ability of words to effect change. The raw beauty of Antarctica and the urgent need to protect it became the driving force behind my words.

Through my writing, I now strive to capture the fragility and resilience of our environment, to convey the interconnectedness of all living beings, and to inspire others to take action. The Students on Ice program has been the catalyst for this transformation in my writing, shaping my perspective and igniting a passion within me to advocate for our planet.

In conclusion, the impact of the Students on Ice program on my life and writing has been immeasurable. It has opened my eyes to the urgency of environmental issues, broadened my horizons through cultural exchange, and given me a platform to raise awareness through my words. I am eternally grateful for this transformative journey, for it has not only made me a writer but also a voice for the Earth.

Thank you.

Q. No. 20) Imagine an interview where Green is asked to explain more about his work and why he decided to initiate programs for students.

Keeping both Green's and the interviewer's perspectives in mind, pen down this interview.

Ans.

Interviewer: Good morning, Mr. Green. Thank you for taking the time to speak with us today. As the founder of Students on Ice,

could you tell us more about your work and what inspired you to initiate programs for students?

Green: Good morning, and thank you for having me. Students on Ice is a program that aims to inspire and educate the next generation of global citizens about the importance of environmental stewardship. We organize educational expeditions to the polar regions, providing students with firsthand experiences in these fragile ecosystems.

Interviewer: That sounds fascinating. What led you to start this program?

Green: Well, throughout my career as a scientist and explorer, I witnessed firsthand the rapid changes occurring in the polar regions due to climate change. It deeply concerned me that the voices of young people, who will inherit the Earth, were not being heard. I wanted to create a platform where students could directly engage with these environments and learn about the urgent need for action.

Interviewer: That's commendable. How do you believe these expeditions benefit the students?

Green: The expeditions offer a unique opportunity for students to witness the beauty and vulnerability of these regions. They interact with leading scientists, researchers, and indigenous communities, gaining valuable knowledge and diverse perspectives. By immersing themselves in these environments, students develop a deeper understanding of the interconnectedness of our planet and the impact of human activities. We believe this firsthand experience empowers them to

become informed global citizens who can bring about positive change.

Interviewer: It's wonderful to hear how the program empowers students. Could you share any success stories or notable impacts resulting from the Students on Ice program?

Green: Absolutely. We've seen countless success stories over the years. Many of our alumni have gone on to pursue careers in environmental science, policy, and activism. They've become advocates for sustainability in their communities, driving change at both local and global levels. It's truly inspiring to witness the transformative impact our program has had on these young individuals, who are now leading voices for the protection of our planet.

Interviewer: That's remarkable to hear. Finally, what are your hopes for the future of Students on Ice?

Green: Our goal is to continue expanding our reach and providing opportunities to even more students from diverse backgrounds. We aim to foster a global network of passionate, environmentally conscious individuals who will lead the way in creating a sustainable future. By empowering young people through education and experience, we can make a significant impact on our planet's well-being.

Interviewer: Thank you, Mr. Green, for sharing your insights and the incredible work you're doing through Students on Ice. We wish you continued success in your mission.

Green: Thank you. It's been a pleasure. Together, we can inspire the next generation to protect and preserve our planet.

Q. No. 21) Imagine you are the narrator writing to your parents back home telling them about your experience in Antarctica and how it is similar to that back home in some ways.

Antarctica

02 August XX

Dear mom,

It is so different here. I can't post this letter but I write to capture these amazing moments I am spending here. Antarctica is...

With love

...

Ans.

Antarctica

02 August XX

Dear Mom,

It is so different here. I can't post this letter, but I write to capture these amazing moments I am experiencing in Antarctica. Antarctica is like another world altogether, a pristine and untouched wilderness that fills me with awe.

The vast expanses of ice and snow stretch as far as the eye can see, creating a sense of isolation and grandeur. It's as if time stands still here, and the silence is overwhelming yet comforting. In this remote place, I feel a connection to nature like never before.

Interestingly, amidst the icy landscapes, I have noticed some similarities to our home. The resilient wildlife that survives in

these extreme conditions reminds me of the tenacity of the animals back home. Just as we have adapted to our environment, so have the penguins and seals adapted to this harsh terrain, finding ways to thrive despite the challenges.

Moreover, the camaraderie among the fellow explorers and scientists on this expedition resembles the sense of community we have back home. Despite coming from different backgrounds and cultures, we are united by our shared love for our planet and our desire to understand and protect it.

While Antarctica is unlike anything I have ever experienced, it reminds me of the importance of preserving our own home and appreciating the beauty that surrounds us. I am grateful for this opportunity to witness the wonders of this icy continent and to be reminded of the similarities that bind us all together.

With love,

[Your Name]

Frequently asked Questions on 'Journey to the End of the Earth'

Q1. What is the theme of the chapter 'Journey to the End of the Earth'?

Journey to the End of the Earth urges us to reconsider our actions on Earth and issues a word of caution to the future citizens of humanity so that they can work on preventive measures from now on. Taking students to Antarctica, where the effect of small

changes on the environment can be studied easily, creates individuals for the future who will work relentlessly towards an environmentally safe and secure world.

Q2. Why did Geoff decide to include school students in Students on Ice?

Geoff decided to include high school students in the programme because they are at their best stages of life to learn, absorb and act. These students have sharp thinking, and an introduction to the dangers of climate change at a young age will make them responsible adults in the future.

Q3. How is Antarctica helpful in understanding climate change?

Antarctica has a simple ecosystem that shows the side effects of any minor change in the environment easily. Its isolated state of existence is crucial for spotting changes with accuracy and studying the reasons behind those.