



Climate Action: Impact of Global Warming on Pakistan

Learning Outcomes:

By the end of this unit, the students will be able to:

- perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech preferably on sdgs.
- interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams).
- read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: expositions (e.g., reviews, arguments)
- identify and use adjectival, prepositional, and adverbial phrases in reading and writing tasks.
- examine and interpret the use of conjunctions and transitional devices in speech and writing for effective communication.
- recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s, e.g., he could not attend the meeting because he was sick.
- recognize and use correlative conjunctions including pairs such as both/and, either/or, neither/nor, not/but and not only/but also, etc.
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- provide a concluding statement or section that follows from and supports the argument presented.

Pre-reading:

K-W-L Chart

Before Reading

K Column (Know): Before you read the text, take a moment to consider what you already know about the impact of global warming on Pakistan. Think about:

- **Prior Knowledge:** What do you already understand about climate change and its effects, particularly in Pakistan?
- **Biases and Opinions:** Do you have any preconceived notions or opinions about global warming and its impact on Pakistan? Are there common biases or opinions in media that might shape your understanding?
- **Critical Terms:** Are there any key terms or concepts related to global warming that you are already familiar with?

Write down your existing knowledge in the K Column. This will help you to activate your prior understanding and prepare you for new information.

W Column (Want to Know): Now, consider what you want to learn from the text. What questions do you have about how global warming specifically affects Pakistan? Use the following prompts to guide your questions:

- **Layered Meanings:** What deeper layers of meaning are you curious about? For example, how might the text address the implicit consequences of climate change beyond the obvious effects?
- **Inference and Deduction:** What are you hoping to infer from the text? Are there particular details you plan to look for that might indicate biases, opinions, or the writer's viewpoint?
- **Word Choice and Effect:** Are you interested in how the writer uses language to convey the seriousness of global warming? What specific words or phrases might be chosen for effect?
- **Specific Risks:** Are there particular risks that global warming poses to Pakistan's diverse geography?
- **Impact on Cities:** How might rapid urbanization in cities like Karachi and Lahore be influencing the effects of global warming?
- **Mitigation Efforts:** What actions is Pakistan taking under SDG 13 to combat these effects?

List your questions in the W Column. This will help you focus on the key areas of interest as you read.

After Reading

L Column (Learned): After reading the text, revisit the W Column to see how your questions were addressed. Consider the following as you fill out the L Column:

- **New Connections:** What new facts, terms, or concepts did you learn, and how do they connect to your prior knowledge?
- **Implied Meaning:** What implicit meanings or biases did you detect in the text? How

did the writer's word choices influence your understanding of the issues?

- **Writer's Viewpoint:** What can you infer about the writer's viewpoint on global warming and its impact on Pakistan? Did the text present any biases or opinions, and how did these shape the overall message?
- **Critical Reflection:** Reflect on how your understanding has evolved. Did the text challenge your preconceived notions, or did it reinforce them? How will this new understanding impact your view of global warming in the future?
- **New Insights:** What new information did you discover about the specific effects of global warming on Pakistan's glaciers, agriculture, and urban areas?
- **Answers to Questions:** Were your questions answered? How did the text address the issues related to Pakistan's vulnerability and the measures being taken to mitigate these challenges?
- **Comparisons:** Did the text confirm or challenge what you already knew? How has your understanding of the situation evolved?

K (Know)	W (Want to Know)	L (Learned)

1. The Sustainable Development Goals (SDGs), established by the United Nations in 2015, include 17 global objectives aimed at fostering a better and more sustainable future. Among these, **SDG 13: Climate Action** is particularly relevant for Pakistan, a country that is highly susceptible to the impacts of global warming. Pakistan's **vulnerability** is largely due to its diverse geography, which includes high mountain



For the Teacher:

- Explain to students that a K-W-L chart helps you organise what you know (K), what you want to know (W), and what you have learned (L) about a topic.
- Explain to complete the first two columns of the chart before reading the text. After reading, fill in the last column.
- Facilitate a class discussion where students can share new facts they have learned and how these relate to what they already knew. Encourage them to based on new concepts and their prior knowledge.
- **Acceptable Predictions:** Explain that predictions are acceptable if they are based on logical reasoning and prior knowledge. Confirmed predictions demonstrate that students are effectively using their background knowledge to anticipate content.
- **Modified Predictions:** Explain that predictions might need to be modified if new information does not align with initial assumptions. This is a valuable part of the learning process, as it shows that students are actively engaging with the text and adjusting their understanding based on new information.

ranges, vast plains, and an extensive coastline. This geographic diversity makes the country particularly prone to a wide range of climate-related risks, including **glacial** melt, extreme heat, and sea-level rise. Moreover, Pakistan's heavy dependence on agriculture, a sector highly sensitive to changes in temperature and precipitation, exacerbates the country's vulnerability to climate change. The rapid urbanization of cities like Karachi and Lahore, coupled with inadequate **infrastructure**, further increases the risk of climate-induced disasters such as heatwaves and flooding. Compounding these challenges is the country's limited financial and technical resources, which hinder its ability to effectively mitigate and adapt to climate change. Finally, with a population exceeding 220 million, Pakistan faces immense pressure on its resources and infrastructure, particularly in the face of ongoing climate changes. These factors collectively intensify the effects of global warming in Pakistan, which are explored in detail below.

While-reading

Why is Pakistan particularly vulnerable to the impacts of global warming?

2. Rising Temperatures and Heatwaves – Given Pakistan's geographical diversity and rapid urbanization, the country has seen a significant rise in average temperatures over the past few decades. This trend is primarily due to increased global greenhouse gas emissions, which trap heat in the Earth's atmosphere. As a result, Pakistan is experiencing more frequent and intense heatwaves, particularly in urban areas like Karachi, where rapid growth has outpaced infrastructure development. These rising temperatures are not just a product of global patterns but are **exacerbated** by local factors such as urban heat islands, where densely built-up areas retain more heat.

Table 1: Average Temperature Increase in Pakistan (1901-2020)

Year	Average Temperature Increase (°C)
1901-1950	+0.2
1951-2000	+0.3
2001-2020	+0.6

Data Source: Asian Development Bank, 2021

In 2022, Jacobabad recorded a temperature of 51°C (124°F), among the highest in the world (Dawn, 2022). Such extreme heat poses severe health risks, as evidenced by the heatwave in Karachi in 2015, which resulted in over 1,200 deaths (BBC News, 2015). The primary cause of these heatwaves is the enhanced greenhouse effect due to increased concentrations of greenhouse gases.

To combat these challenges, Pakistan has introduced the Heatwave Management Plan,

including early warning systems and public awareness campaigns, as part of its efforts to align with SDG 13.

3. Melting Glaciers and Water Scarcity – The effects of global warming extend beyond urban heatwaves to the melting of glaciers in Pakistan, particularly those in the Himalayas and Karakoram ranges. These glaciers, crucial for feeding the Indus River, are melting at an accelerated rate due to rising temperatures. The melting of these glaciers initially increases water flow, leading to floods, but over time, it results in reduced water availability, threatening agriculture and drinking water supplies. This problem is particularly acute in Pakistan, where agriculture is heavily dependent on the Indus River, making the country vulnerable to shifts in water availability.

While-reading

What long term impact does the accelerated melting of glaciers have on water availability in Pakistan?

Table 2: Glacier Melting and Its Impact on the Indus River Flow

Glacier Status	Percentage Melted (%)	Impact on Water Flow
1980s	10%	Slight impact
2000s	20%	Noticeable reduction
2020s	30%	Significant reduction

Data Source: Pakistan Meteorological Department, 2022

Over 30% of the ice in Pakistan's glaciers has already melted, leading to reduced river flows (The Express Tribune, 2020). The primary reason for this rapid melting is global warming, which increases temperatures, causing glaciers to shrink faster than they can regenerate.

To address these challenges, Pakistan has implemented the **Glacial Lake Outburst Flood (GLOF)** project under SDG 13, focusing on building early warning systems and constructing protective infrastructure to mitigate the risks associated with glacial melt.

4. Increased Frequency of Extreme Weather Events – As the effects of global warming intensify, Pakistan is also witnessing an increase in the frequency and severity of extreme weather events, such as floods, droughts, and cyclones. The geographical diversity of Pakistan, combined with the pressures of rapid urbanization and population growth, makes the country particularly susceptible to these climate-induced disasters. The changing climate has disrupted weather patterns globally, leading to more intense

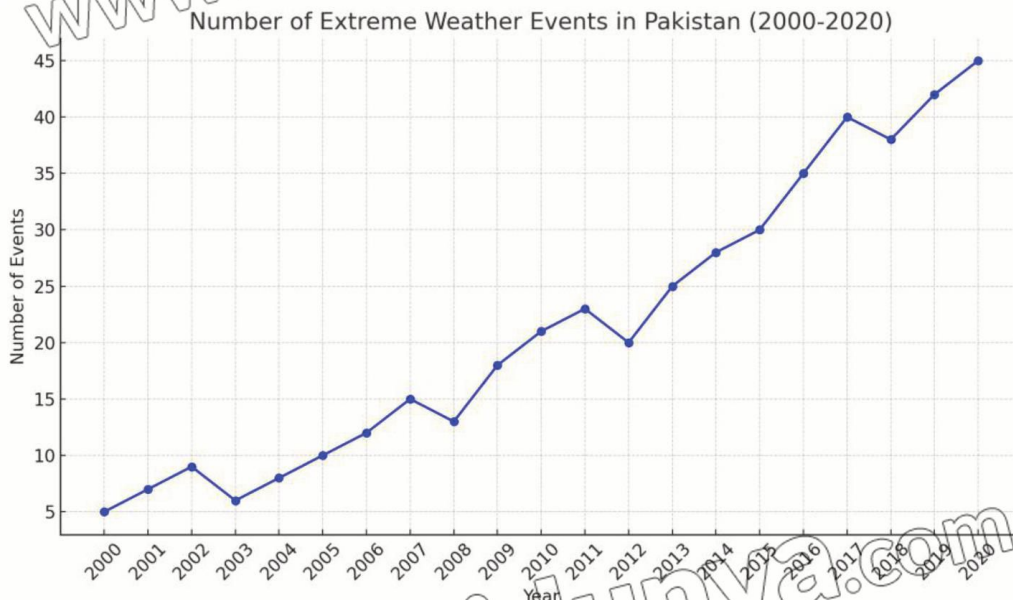


For the Teacher:

- Explain the importance of correct pronunciation, pitch, and voice variation for reading both fictional and non-fictional texts.
- Have students read aloud in pairs or small groups, focusing on pronunciation, pitch, and voice variation.

rainfall and prolonged dry periods in Pakistan.

Chart 1: Number of Extreme Weather Events in Pakistan (2000-2020)



Data Source: World Bank, 2010

For instance, the 2010 floods affected over 20 million people and caused economic losses estimated at \$10 billion (World Bank, 2010). Resultantly, regions like Tharparkar have been experiencing more frequent droughts, which have exacerbated water shortages and food insecurity. The increased frequency of these extreme weather events is largely due to changes in atmospheric conditions caused by global warming.

In response, Pakistan has developed the **National Disaster Risk Management Framework** as part of its commitment to SDG 13. This framework enhances disaster preparedness and response mechanisms, aiming to build resilience in vulnerable communities.

5. Impact on Agriculture and Food Security: The effects of global warming on Pakistan's agriculture sector are particularly troubling because of the country's heavy reliance on this sector for both food security and employment. Changes in temperature, precipitation, and the increased frequency of extreme weather events have made agriculture more unpredictable and less productive. With agriculture being highly sensitive to these climate variations, the sector is facing significant challenges.

Table 3: Projected Decline in Wheat Yield Due to Climate Change

Year	Projected Wheat Yield Decline (%)
2020	0%
2030	3%
2050	6-8%

Data Source: IFPRI, 2021

Wheat yields, for example, are estimated to decline by 6-8% by 2050 due to changing climate conditions (IFPRI, 2021). Furthermore, the 2020 locust attack, driven by unusual weather patterns, caused crop losses worth \$2.2 billion, highlighting the vulnerability of Pakistan's food security to climate change (FAO, 2020). The reason for these agricultural challenges lies in the direct impact of higher temperatures and unpredictable rainfall on crop growth and productivity.

To mitigate these risks, Pakistan is promoting **Climate-Smart Agriculture** practices as part of its SDG 13 initiatives. These practices include developing drought-resistant crops, optimizing water use, and improving soil management techniques.

6. Coastal Erosion and Sea-Level Rise – Global warming's impact on Pakistan is not limited to inland areas; it also significantly affects the country's coastal regions. Rising sea levels and coastal erosion, driven by global temperature increases, are major threats to the coastline of Sindh and Balochistan. These changes threaten to displace coastal communities, damage infrastructure, and inundate agricultural lands.

Table 4: Sea-Level Rise Projections for Pakistan's Coastline

Year	Sea-Level Rise (meters)	Population Displacement (millions)
2020	0.1	0.2
2050	0.3	2.0
2100	0.6	5.0

Data Source: World Bank, 2021

By 2100, sea levels along Pakistan's coast could rise by 0.6 meters, potentially displacing up to 5 million people (IUCN, 2022). The primary reason for this sea-level rise is the thermal expansion of seawater and the melting of polar ice caps, both of which are direct consequences of rising global temperatures.

In response, Pakistan has launched the **Mangrove Rehabilitation Project** under SDG 13, which aims to restore mangrove forests that act as natural barriers against coastal erosion and sea-level rise.

7. Threats to Biodiversity and Ecosystems – Pakistan's rich biodiversity and ecosystems are under significant threat from global warming. Changes in temperature and **precipitation** patterns are disrupting natural habitats, leading to the decline of species and the degradation of ecosystems. This is particularly concerning for a country like Pakistan, which relies heavily on its natural resources for livelihood and economic activities.

Table 5: Forest Cover Loss in Pakistan (2000-2020)

Year	Forest Cover Loss (hectares)
2000	20,000
2010	30,000
2020	43,000

Data Source: Global Forest Watch, 2022

For example, key species such as the snow leopard and the Indus River dolphin are losing their habitats due to changing climate conditions (WWF Pakistan, 2021). Furthermore, Pakistan is losing approximately 43,000 hectares of forest annually, which contributes to

Theme

The theme of the unit is **climate change and its multifaceted effects on a vulnerable nation**. Specifically, it explores how global warming, driven by human activities, impacts Pakistan's environment, economy, and society, emphasizing the urgent need for climate action as outlined in SDG 13 (Climate Action). The unit addresses various challenges such as rising temperatures, glacier melting, extreme weather events, agricultural decline, coastal erosion, and threats to biodiversity, highlighting the complex and interconnected nature of these issues.



For the Teacher:

- Ask students to read selected chapters or sections from **"The Uninhabitable Earth: Life After Warming"** by David Wallace-Wells.
- Have students watch the documentary **"Before the Flood"** directed by Fisher Stevens.
- Lead a brief discussion on the key themes related to climate change that are presented in both the book and the documentary. Focus on the urgency of climate action and the different ways the crisis is depicted.
- Instruct students to compare the approaches taken by the book and the documentary. Encourage them to consider how each source presents the climate crisis and which aspects are emphasized in each.

Glossary:

Words

Meanings

biodiversity	the existence of a large number of different kinds of animals and plants which make a balanced environment
diversity	a range of many people or things that are very different from each other
ecosystem	all the plants and living creatures in a particular area considered in relation to their physical environment
glacial	caused or made by a slow-moving mass or river of ice, formed from snow on mountains or near the North Pole or South Pole
habitat	the place where a particular type of animal or plant is normally found
infrastructure	the basic systems and services that are necessary for a country or an organization to run smoothly, for example buildings, transport and water and power supplies
mitigate	to make something less harmful, serious, etc.
precipitation	rain, snow, etc. that falls; the amount of this that falls
projections	an estimate or a statement of what figures, amounts, or events will be in the future, or what they were in the past, based on what is happening now
scarcity	there is not enough of it and it is difficult to obtain it
susceptible	very likely to be influenced, harmed or affected by something
sustainable	involving the use of natural products and energy in a way that does not harm the environment
urbanization	the process in which towns, streets, factories, etc. are built where there was once countryside
vulnerability	the fact of being weak and easily hurt physically or emotionally

Reading and Critical Thinking

A. Answer the following questions:

1. What makes Pakistan particularly vulnerable to the impacts of global warming?
2. How does rising temperature affect urban areas like Karachi?
3. What is the connection between glacial melting and water scarcity in Pakistan?

4. Why are extreme weather events becoming more frequent in Pakistan?
5. How does global warming impact Pakistan's agriculture sector?
6. Why is it important for Pakistan to implement the Heatwave Management Plan under SDG 13?
7. What might happen to Pakistan's coastal regions if the sea-level rise projections come true?
8. How do the various impacts of global warming on Pakistan interconnect and compound each other?
9. What role does Pakistan's reliance on agriculture play in its vulnerability to climate change?
10. How might limited financial and technical resources hinder Pakistan's ability to adapt to climate change?

B. Choose the correct option for each question.

1. Which of the following is a primary reason for Pakistan's vulnerability to climate change?

- a. Lack of technology
- b. Geographic diversity
- c. High literacy rate
- d. Industrial growth

2. What is one major effect of glacier melting in Pakistan as mentioned in the text?

- a. Increased agricultural productivity
- b. Decreased sea levels
- c. Reduced water availability
- d. More frequent earthquakes

3. Which city in Pakistan is particularly affected by rising temperatures and heatwaves?

- a. Islamabad
- b. Karachi
- c. Lahore
- d. Peshawar

4. What initiative has Pakistan implemented to address the risks of glacial melting?

- a. Renewable Energy Development Program
- b. Urban Heat Island Reduction Plan
- c. Glacial Lake Outburst Flood (GLOF) Project
- d. Coastal Erosion Prevention Program

5. Which areas are being threatened by the rising sea-levels in Pakistan?

- a. Desert regions
- b. Mountainous regions
- c. Coastal regions
- d. Urban centers

C. Create a mind map that visually represents the key points and their relationships. Start with the central idea "Impact of Global Warming on Pakistan" and branch out to subtopics such as "Rising Temperatures," "Glacier Melting," "Extreme Weather Events," "Agricultural Impact," and

"Coastal Erosion." Include key details and examples from the text in your mind map.

- D. Write a concise, objective summary of the text. Your summary should capture the main ideas and key points, focusing on how global warming impacts different sectors in Pakistan. Limit your summary to 150-200 words.**
- E. Use the information from your summary to fill in the table below. The table will help you organize the key aspects, describe their impacts, provide specific data or examples, and link each aspect to the relevant SDG 13 initiatives.**

Key Aspect	Description of Impact	Specific Example	SDG 13 Initiative
Rising Temperatures			
Glacier Melting			
Extreme Weather Events			
Impact on Agriculture			
Coastal Erosion and sea-level rise			
Threats to Biodiversity			

- F. Answer the following questions based on the figures and the chart.**

Table 1: Average Temperature Increase in Pakistan (1901-2020):

- What trend do you observe in the temperature increase over the years?
- How might this trend affect urban areas like Karachi?

Table 2: Glacier Melting and Its Impact on the Indus River Flow:

- How does the melting percentage of glaciers correlate with the changes in the Indus River flow?
- What are the potential consequences of the reduced water availability for agriculture?

Chart: Number of Extreme Weather Events in Pakistan (2000-2020):

- What does the trend in the extreme weather events over the years suggest about the climate in Pakistan?
- How might the increase in the extreme weather events affect the country's infrastructure and economy?

Table 4: Sea-Level Rise Projections for Pakistan's Coastline:

- What do the projections for the sea-level rise indicate about the future of Pakistan's coastal areas?
- How many people are estimated to be displaced by 2100, and what are the implications for the coastal communities?

Vocabulary and Grammar

A. Read the following passage:

Pakistan's vulnerability to climate change is exacerbated by its geographic diversity. This susceptibility is further compounded by its dependence on agriculture, which is highly sensitive to fluctuations in temperature and precipitation.

Use context clues to infer the meaning of each word. Write down what you think each word means based on its usage in the sentence.

Word	Context Clue	Inferred Meaning
exacerbated		
susceptibility		
fluctuations		

C. Use a dictionary to find the following information for each word.

Word	Dictionary meaning	Pronunciation	Part of Speech	Etymology
exacerbated				
susceptibility				
fluctuations				



For the Teacher:

- Explain that the meaning of a word or a phrase that is derived or concluded based on the context clues and co-text rather than direct definition. It involves using logical reasoning and existing knowledge to understand the word within its context.
- Explain that context clues are hints found in the surrounding text that help deduce the meaning of an unknown word.
- Use pair and group work to allow students to share and refine their inferences.

D. Compare your inferred meanings with the dictionary definitions. Were your guesses correct? Write down the dictionary definitions next to your inferred meanings.

E. Use a dictionary to find and write the different word patterns for the word "climate". Complete the chart below by identifying the correct forms of the word "climate" and its related forms.

Base Word	Noun Form	Adjective form	Adverb Form
Climate			

F. Write sentences using each form of the word "climate".

Idioms and Proverbs

A. Match each idiom or proverb with its correct meaning.

Idiom/Proverb	Meaning
a. Hit the nail on the head	1. To express precisely what the situation is
b. Bite the bullet	2. Something that seems bad at first but ends up being beneficial
c. The ball is in your court	3. To take on a difficult or unpleasant task
d. A blessing in disguise	4. What you do is more significant than what you say
e. Actions speak louder than words	5. It's your responsibility to make the next decision or take action



For the Teacher:

- Incorporate a dictionary use into daily lessons to build students' skills gradually.
- Provide students with access to both print and digital dictionaries.
- Explain that pronunciation refers to the way in which a word is spoken. Dictionaries provide phonetic transcriptions to guide correct pronunciation.
- Teach the students how to read the phonetic transcription and practice pronouncing the word correctly. Demonstrate how to read phonetic transcriptions. Show how stress marks (e.g., ') indicate which syllable is emphasized.
- Explain that etymology is the study of the origin of words and how their meanings and structures have evolved.
- Show how dictionaries provide etymological information, often in brackets or a separate section. Demonstrate how to read and interpret this information.
- Explain that understanding word patterns helps expand vocabulary and use words accurately in various contexts.

B. Fill in the blanks with the correct idiom or proverb.

1. You've analyzed the data perfectly; you really _____.
2. When faced with a tough decision, sometimes you just have to _____.
3. At first, failing the test was disappointing, but it turned out to be _____.

C. Use each of the following idioms or proverbs in sentences of your own.

1. The ball is in your court
2. Actions speak louder than words
3. Hit the nail on the head

D. Read the following passage. List the idioms and proverbs used in the passage and explain their meanings in the context provided.

After weeks of planning, the team realized that they had to bite the bullet and make the final call on the project. It wasn't easy, but as the saying goes, actions speak louder than words. Their decision led to a successful outcome, a true blessing in disguise given the initial challenges.

E. Identify the type of phrase (adjectival, prepositional, or adverbial) in each sentence. Underline the phrase and label it.

1. The book on the shelf is mine.
2. She arrived late because of the traffic.
3. The boy with the blue jacket is my brother.
4. He ran quickly to the store.
5. The cake in the oven smells delicious.

F. Add an adjectival, prepositional, or adverbial phrase to complete each sentence

1. The cat _____ is very playful.
2. She walked _____ to the park.
3. The flowers _____ are blooming beautifully.
4. They studied _____ for the test.
5. The car _____ belongs to my neighbor.

G. Underline the phrasal prepositions in the following sentences.

1. The meeting was postponed due to the weather.
2. He completed the task in spite of the challenges.
3. She was late because of the traffic jam.
4. They won the game in addition to playing very well.
5. According to the report, the project was successful.

H. Use the phrasal prepositions provided below to complete each sentence.

in front of, along with, in case of, instead of, because of

1. Please place the books _____ the bookshelf.

2. She brought a jacket _____ cold weather.
3. He ordered a salad _____ a sandwich.
4. They attended the meeting _____ their colleagues.
5. The picnic was cancelled _____ the rain.

I. Examine the following passage and underline the conjunctions and the transitional devices used.

She studied hard because she wanted to pass the exam. Although it was difficult, she managed to get a good grade. Moreover, she was able to help her friends who were struggling. Not only did she excel in her studies, but also she participated in various extracurricular activities. As a result, she became one of the top students in her class.

H. For each conjunction and transitional device you underlined, identify its function in the sentence. Write your answers in the table below.

Conjunction/Transitional Device	Function

J. Use the subordinating conjunctions to combine the following pairs of sentences. Write each pair into a new sentence.

1. He was tired. He stayed up late to finish his project.
2. She will go to the party. She has to finish her homework first.
3. I missed the bus. I woke up late.

K. Write two sentences using each of the following subordinating conjunctions: *although, since, because, unless, when*.

Oral Communication

A. Respond to the text through oral discussion.

- i. Make small groups. Each group will focus on a specific section of the text assigned to you.
- ii. Discuss the assigned section within your group and answer the following:
 - What is the main idea?
 - What supporting details are provided?
 - How does this section connect to the overall theme of the text?
- iii. Present your group's findings to the class, focusing on the key insights and how they contribute to understanding of the text.
- iv. Participate in a class-wide discussion, where groups share their insights and debate differing interpretations. Use complex questions to probe deeper into the text and challenge or support others' viewpoints.

B. Respond to the text by telling short stories.

- i. Research on the Paris Agreement on climate change or the development of renewable energy technologies. Focus on how this event has impacted global efforts toward achieving SDG goals. Narrate a short story highlighting key moments from this event, explaining its contributions and significance.

C. Role Play.

- i. Role-play key moments discussions and agreements made during the Paris Climate Conference. For instance, you could reenact a scene where world leaders debate the terms of the agreement, focusing on their dialogue and decisions. Highlight how these moments contribute to global efforts in combating climate change and their connection to SDG 13 (Climate Action).

D. Debate on "The Role of Youth in Achieving the Sustainable Development Goals."

- i. Prepare arguments that reflect different viewpoints and be ready to listen to and respond to others' perspectives.
- ii. During the debate, focus on clear communication, correct pronunciation, and effective use of intonation to convey your points convincingly.
- iii. Engage in extended discussions, considering others' viewpoints and presenting your own with clarity and evidence.

Writing Skills

A. Write a clear, well-organized, and persuasive essay that is appropriate for the task, purpose, and audience. Use correct writing mechanics, support your claims with evidence, and maintain a formal style.

Essay Topic: "The Importance of Climate Action in Addressing Global Warming"

Essay Structure:

Plan Your Essay:

- Think about your audience and the purpose of your essay. Your goal is to



For the Teacher:

- Foster a supportive classroom atmosphere where students feel safe to express their thoughts without judgment.
- Demonstrate clear pronunciation, appropriate intonation, and expressiveness in your speech.
- Give specific, positive feedback on clarity, volume, pacing, and expression.
- Teach the students how to provide and receive respectful, constructive feedback from peers.
- Allow time for the students to practice and rehearse their speaking parts, using gestures and eye contact.

persuade readers of the urgent need for climate action to combat global warming.

- Outline your main claim or argument, and plan how you will structure your essay to support it.

Write Your Essay:

1. Introduction:

- Introduce the topic of climate action and state your main claim clearly. Explain why addressing global warming is crucial for the future of the planet.

2. Body Paragraphs:

- Present your claims in support of climate action, using relevant evidence and examples.
- Include a counterclaim that opposes your argument, and refute it with valid reasoning and evidence.
- Use transitional phrases to link your ideas and create a logical flow between paragraphs.

3. Conclusion:

- Summarize your main points and reinforce the importance of taking immediate action against global warming. End with a strong concluding statement that leaves a lasting impact on the reader.

Review Your Work:

- After writing your essay, review it for clarity, coherence, and formal style.
- Check that your essay is well-organized and that your arguments are supported by sufficient evidence.
- Make sure your writing is free of grammatical errors and that you have used correct punctuation and spelling.