

4

The Earth: Act Now for Tomorrow



Learning Outcomes

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

- ask and answer questions of personal relevance, information and a variety of communicative purposes.
- link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect.
- comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.
- explain whether predictions about the content of a text are acceptable or should be modified and why?
- interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- analyze nuances in the meaning of words with similar denotations.
- acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.
- engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).



Pre-reading

- What do you already know about climate change?
- Have you ever experienced extreme weather events like floods, heatwaves, or heavy rains? If yes, how did it affect you or your community?
- Why do you think climate change is considered a global problem?
- Do you think students and young people can make a difference in the fight against climate change? How?
- What lifestyle habits or practices do you think are harmful to the environment?

1. Earth is the planet where human life exists. It is endangered due to abrupt climate changes. Saving earth is our utmost duty to save future generations. Therefore, it is high time to take climate action to protect the planet. Climate change is one of the most pressing challenges facing our world today. Rising global temperatures, melting ice caps, frequent natural **disasters**, and shifting weather patterns are all signs that the planet is in trouble. Climate action refers to the efforts taken by individuals, governments, and organizations to reduce greenhouse gas **emissions**, adapt to changing climates, and protect our environment. It is not just an environmental issue, but also a social, economic, and moral responsibility that demands urgent and collective action.



2. To understand the importance of climate action, it is essential to first know the causes of climate changes. The Earth's climate is naturally regulated by a balance of gases in the atmosphere. However, human activities, especially since the Industrial Revolution, have **disrupted** this balance. The burning of fossil fuels such as coal, oil, and gas for energy releases carbon dioxide (CO₂) into the air. Other harmful gases, like methane and nitrous oxide are produced through agriculture, deforestation, and industrial processes. These greenhouse gases trap heat in the atmosphere, causing the Earth's average temperature to rise; a phenomenon known as global warming.
3. The effects of climate change are already visible. Glaciers are melting at alarming rates, leading to rising sea levels that threaten coastal communities. Extreme weather events such as hurricanes, floods, heatwaves, and wildfires, are becoming more frequent and **intense**, endangering lives and destroying ecosystems. Farmers struggle with unpredictable rainfall and droughts, which impact food production and increase hunger in vulnerable regions.
4. Furthermore, climate change **disproportionately** affects poor and developing countries, even though they contribute the least to the problem.

These communities often lack the resources to recover from disasters or adapt to environmental changes. This makes climate action not only a scientific necessity but also a matter of justice and fairness.

5. Recognizing the seriousness of the issue, countries around the world have come together to tackle climate change through international agreements. The most notable of these is the Paris Agreement, signed in 2015. Under this agreement, almost every country committed to limiting global warming to well below 2°C, with efforts to keep it below 1.5°C. To achieve this goal, nations have pledged to reduce carbon emissions, invest in **renewable** energy, and improve energy efficiency.

What is the main goal of the Paris Agreement?

6. In addition to governments, many businesses and non-profit organizations are also taking climate action seriously. Companies are shifting to **sustainable** practices, investing in clean technologies, and reducing their carbon footprints. The different movements have mobilized millions of persons from different walks of life worldwide to demand urgent action from leaders.

7. While large-scale policy changes are **crucial**, individuals also play an important role in the fight against climate change. Everyday choices like reducing energy use, recycling, avoiding single-use plastics, and using public transport, can collectively make a significant difference. Choosing to eat less meat, supporting eco-friendly brands, and planting trees are also impactful steps.

8. Education and awareness are the keys. By learning more about environmental issues and spreading the message, individuals can influence their communities and encourage others to act accordingly. Supporting climate policies and holding companies accountable for their environmental **impact** are the ways to make the environment excellent for living beings.

How can individuals contribute to protecting the environment?

9. Despite growing awareness and some positive steps, the world is still far from solving the climate crisis. Emissions continue to rise, and many countries have not met their targets. Powerful industries sometimes resist change due to profit interests.

10. However, there is also a reason for hope. Technological innovations such as solar power, wind energy, electric vehicles, and carbon **capture**, are becoming more affordable and accessible. More and more young people are

getting involved, and climate action is becoming a global conversation rather than a fringe concern. With determination, cooperation, and **innovation**, it is still possible to change the course of our future.

11. Climate action is no longer optional, it is essential for the survival of our planet, "The Earth" and our future generations. Everyone has a role to play, from world leaders to laymen. By reducing emissions, protecting nature, and adapting to changes, we can build a more sustainable and just world. Time is running out, but the **opportunity** to act is still in our hands. The choices we make today will shape the world of tomorrow.



Theme

The urgent need for global cooperation and individual responsibility to combat climate change and protect the planet for future generations.



Glossary

Words	Meanings
crucial	take into one's possession or control of great importance
disaster	an event that results in great harm, damage, or death
disproportionately	in a way that is too large or too small in relation to something else.
disrupt	Interrupt an event, activity, or process by causing a disturbance
emission	the production and discharge of gas or radiation
impact	have a strong effect
innovation	a new method, idea, product, etc.
intense	of extreme force, degree, or strength
opportunity	a good chance for advancement or progress
renewable	capable of being replaced
sustainable	able to be maintained at a certain rate or level



Reading and Critical Thinking

A Answer the following questions:

- 1 What is climate action, according to the essay?
- 2 Mention at least two human activities that contribute to climate change.
- 3 Name the two negative effects of climate change mentioned in the essay.
- 4 What is the purpose of the Paris Agreement?
- 5 Give an example of how individuals can take part in climate action.
- 6 Why do you think that climate change is our moral responsibility?
- 7 Why are the poor countries more vulnerable to the effects of climate change, even though they pollute less?

B Choose the correct option.

- 1 What is the main purpose of climate action?
 - a. to reduce food waste
 - b. to lower energy bills
 - c. to reduce greenhouse gas emissions and protect the environment
 - d. to improve international trade
- 2 Which of the following is a major cause of climate change according to the essay?
 - a. overpopulation
 - b. natural disasters
 - c. human activities such as burning fossil fuels
 - d. use of solar panels
- 3 The Paris Agreement aims to:
 - a. stop using all forms of energy
 - b. end trade between countries
 - c. limit global warming to below 2°C
 - d. increase the production of oil and coal

- 4 What is a major consequence of rising global temperatures mentioned in the essay?
- a. increase in literacy rates
 - b. melting glaciers and rising sea levels
 - c. fewer rainy days
 - d. more employment opportunities
- 5 Why are the poor and developing countries more affected by climate change?
- a. They pollute the most.
 - b. They are more prepared for disasters.
 - c. They often lack resources to recover or adapt.
 - d. They benefit more from global warming.
- 6 Which of the following is an example of individual climate action?
- a. building highways
 - b. using public transport instead of personal vehicles
 - c. buying more packaged food
 - d. travelling by airplane frequently
- 7 The phrase "a global conversation rather than a fringe concern" suggests that:
- a. Climate change is only discussed in scientific circles.
 - b. Everyone around the world is now talking about climate change.
 - c. Only young people are concerned about climate change.
 - d. Climate action is not important anymore.



Vocabulary and Grammar

Figures of speech are words or phrases that are used in a creative or non-literal way to make writing more vivid, emotional, or powerful.

Euphemism is a polite or mild way of saying something unpleasant (e.g. "*passed away*" instead of "*died*").

Oxymoron is when two opposite words are put together to create an interesting or meaningful effect (e.g. "*deafening silence*").

Understanding these in context helps readers figure out the writer's tone, attitude, or meaning.

A

Now, read the following paragraph and answer the questions given in the end.

The climate crisis is a "silent killer." It sneaks up on us, slowly creeping into our everyday lives, while we remain blissfully unaware. Scientists often describe it as "a ticking time bomb," warning us that, though we hear the ticking, we have not fully realized the danger. When people talk about "climate action," they often use a euphemism to make the issue sound more manageable, as if there is a simple solution to a complex and urgent problem. But the truth is, the Earth is facing a "deafening silence" from those who are in power, unwilling to act until the worst happens to us. Time is running out, and the need for change is growing louder, yet it remains tragically ignored.

- 1 **Can you identify the euphemism in this paragraph? What does it imply about how the topic is being framed?**
- 2 **What is the oxymoron used in this paragraph? How does it create a contrast or emphasize a point?**
- 3 **Why do you think the writer uses figures of speech like "silent killer" and "ticking time bomb"? How do these expressions affect the tone of the text?**



Oral Communication Skills

A Dialogue: "Our Climate, Our Responsibility"

Ayaan: Assalam-o-Alaikum! I just read an essay called "*Climate Action: A Call for Global Responsibility*." It was really eye-opening. Have you read it?

Zara: Wa-Alaikumussalam! Yes, I loved how it explained both the global and personal sides of climate change. What part impressed you?

Ayaan: The part about the poor countries suffering more even though they pollute less. That seemed really unfair. Why do you think that happens?

For the teacher

- Help the students actively engage with texts by making logical predictions based on evidence, prior knowledge, and context clues.
- Help the students truly understand figures of speech, connect them to real-life experiences and encourage creativity.
- Post a "Figure of Speech of the Week" on the board and encourage students to use it in conversation or writing.

- Zara:** It's mostly because they don't have the money or infrastructure to protect themselves or recover after disasters like floods or droughts. That's why climate justice is so important.
- Ayaan:** True. By the way, do you think individual actions like recycling or using less plastic actually make a difference?
- Zara:** Definitely! One person alone can't fix it up, but if millions of us change small habits, it creates a huge impact. Also, our actions influence others.
- Ayaan:** I never thought of it that way. What's one thing you do in your daily life to fight climate change?
- Zara:** I use public transport as much as possible, and my family composts our kitchen waste. What about you?
- Ayaan:** I've started bringing my own water bottle and avoiding plastic bags. Still trying to do better though.
- Zara:** That's a great start! Have you heard about the Paris Agreement?
- Ayaan:** A little bit. Isn't it about the countries agreeing to lower emissions?
- Zara:** Yes! They all agreed to try and limit global warming to below 2 degrees Celsius. But it only works if everyone follows through.
- Ayaan:** Do you ever feel hopeless about the future of our planet?
- Zara:** Sometimes, but then I see young people taking the lead and it gives me some hope.
- Ayaan:** I'd like to join something like that too. Maybe we can start something in school?
- Zara:** Great idea! Every voice counts. Let's talk to our teacher about it.

A

Divide the students into pairs or small groups and ask them:

"What does climate change mean to you personally?"

Now, turn this question into a class debate or panel discussion.

B

Choose one student voluntarily, ask him to prepare a presentation on "Climate Talk: Speak Up for the Planet!" and present it before the class. Then in the end, all the students will ask him the related questions. You may repeat it with the other students.

For the teacher

- Show students that dialogue is more than just characters talking — it reveals personality, builds tension, and moves the story forward.



Writing Skills

Techniques to Sequence Events:

Read the following key point carefully:

- i. **Engage and orient the reader:** Capture the reader's attention and give them a clear sense of what's going on.
- ii. **Set out a problem, situation, or observation:** Introduce the central focus of the story or idea early.
- iii. **Show its significance:** Help the reader understand *why* it matters.
- iv. **Establish points of view:** Show whose perspective the story is being told from, this could be first-person, third-person, etc., or even multiple viewpoints.
- v. **Introduce narrator and/or characters:** Present the main voice telling the story and the people involved.
- vi. **Create a smooth progression:** Make sure events or ideas flow logically and naturally, without confusing jumps.

Example:

"I still remember the day the power went out across the city. It started with a flicker, then darkness swallowed everything. For me, that night wasn't just a blackout; it was the first time I realized how fragile our routines really are. My little sister, Aliya, clutched my hand tightly, and I knew I had to be brave for both of us."

A Write the first paragraph of a story that:

- Introduces a situation or problem,
- Hints at why it matters,
- Includes at least one character.

B

Identify a story or book you've read recently. How did the author introduce the problem or situation? Was it engaging?

C

Rewrite a basic story start like "I woke up and got ready for school" into something that clearly shows a problem or makes the reader want to keep reading.

D

Write a short scene using dialogue and description to show a character facing a challenge.

Now, read the following story, and note how the events are arranged, how curiosity is developed to grasp the interest of the reader, and how it is concluded:

Beginning: The letter arrived on a rainy Tuesday. It had no return address, just Amna's name written in neat block letters. She almost threw it away, but something about it felt... urgent.

Middle: Each day, a new letter arrived. Each one contained a clue about her past, things she'd never told anyone. Amna began to put things together, but someone was always one step ahead.

Ending: The final letter led her to the lake. There, buried under the dock, she found a tin box. Inside was a photo of her's and her mother's, and a confession. The truth had been hidden for 16 years.

E

Write a short story of your own where the mystery based events are built.

F

Think about your favourite story. What was the tone in the beginning, and how did the events lead to the final outcome?