

Section 1:

#1 (First paragraph) Strengths:

- Your opening line creates a unique time-travel perspective that grabs attention
- Your use of specific examples like "drowning cities" helps paint a vivid picture

Weaknesses: Issue: Lack of cohesion → Your ideas jump between different impacts without clear connections. You mention "changing landscapes," then "drowning cities," then "mountain ice caps" without showing how they relate. The sentence "It is devastating leaving millions without homes" stands alone without context.

Exemplar: ***In 2060, our cities are drowning as sea levels rise, our landscapes have transformed beyond recognition, and millions have lost their homes - all because we ignored the warning signs of climate change in the 1980s.***

#2 (Third paragraph) Strengths:

- Your suggestion about school clubs shows practical thinking
- Your focus on youth education demonstrates understanding of long-term solutions

Weaknesses: Issue: Underdeveloped ideas → Your suggestion about talking to the ministry of education needs more detail. You write "make one for every other school" without explaining what "one" refers to. The connection between recycling habits and educating future generations isn't clearly explained.

Exemplar: ***By creating recycling clubs in every school and working with the Ministry of Education, we can help young people develop lifelong recycling habits that they'll pass on to future generations.***

#3 (Fourth paragraph) Strengths:

- Your inclusion of alternative energy solutions shows awareness of solutions
- Your ending connects back to future generations

Weaknesses: Issue: Surface-level explanation → Your explanation of fossil fuels is brief and unclear. The sentence "there are other ways like solar panels" doesn't explain how these alternatives help. The conclusion about "recycling is fun" seems disconnected from the fossil fuel discussion.

Exemplar: *When we burn fossil fuels, we release harmful nitrogen oxides that have been trapped for millions of years, but by switching to clean energy like solar panels and wind turbines, we can power our world without harming it.*

■ Your speech needs more detailed examples to support your arguments. Try expanding each point with specific facts about how recycling and clean energy help combat climate change. You could strengthen your message by connecting your solutions more clearly to the problems you describe. Your time-traveller perspective is creative - use it more throughout the speech to show the direct impact of today's actions on the future.

Actionable task: Rewrite your first paragraph focusing on creating clear connections between the different climate change impacts you mention, making sure each effect leads logically to the next.

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Score: 37/50

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Section 2:

#1 ~~Students of the 1980's~~ [Students of the 1980s,] I come from the year 2060 to inform you about the devastating effects ~~by~~ [of] climate change. ~~I believe that you don't think it is a big problem but it will be changing landscapes to drowning cities.~~ [While you might not see it as a serious problem now, it will transform landscapes and drown entire cities.] It is devastating [,] leaving millions without homes. ~~It melted~~ [It has melted] all the mountain ice caps [;] you must help us keep ~~recourses~~ [resources] for generations to come. If you recycle [,] you can help us ~~from cutting~~ [avoid cutting] trees to make more books [;] you could recycle paper and help us not cut down all the world's forests.

#2 ~~To~~ [We must] reuse ~~recycle it is~~ [and recycle; it's] not hard. Find a plastic bottle that you're going to ~~through~~ [throw] away. Cut the bottom and connect a rope ~~on to~~ [onto] it and plant in it [,] or you can also cut the very bottom and put it in a plant pot. Put water in it and it can be a plant waterer. You can use old paper and make origami [,] fold paper and make cool shapes.

#3 You can make clubs in your ~~collage~~ [college] for recycling and talk to the ~~ministry~~ [Ministry] of ~~education~~ [Education]. ~~To~~ [We need to] make one for every other school and ~~collage~~ [college]: [;] if kids learn to recycle at a young age [,] it will be a habit. It will ~~with~~ [stay with] them for the ~~Rest~~ [rest] of their life [,] so they can help educate other generations about recycling. We should start at the beginning of a problem [,] so it is easier to stop it.

There is a problem with fossil fuels [;] when you burn ~~it~~ [them,] ~~release~~ [they release] nitrogen oxides into the atmosphere that ~~it~~ [were] held within ~~its-self~~ [themselves] for millions of years.

~~there~~ [There] are other ways like solar panels that turn sun rays into electricity and wind turbines. Also [,] ~~lets~~ [let's] all be Environmental Stewards and help the environment and earth. See [,] recycling is fun [,] and it will help keep the ~~word~~ [world] a better place [;] this is a way to make a bright future for the next generations.