MODULE ONE:

The Sustainable Self

Grade 10

UNIT 2

Worksheets

Choices & Change

Think
Act
Build
a Better
Tomorrow



Prepared by:
Mr. Nabil Adam

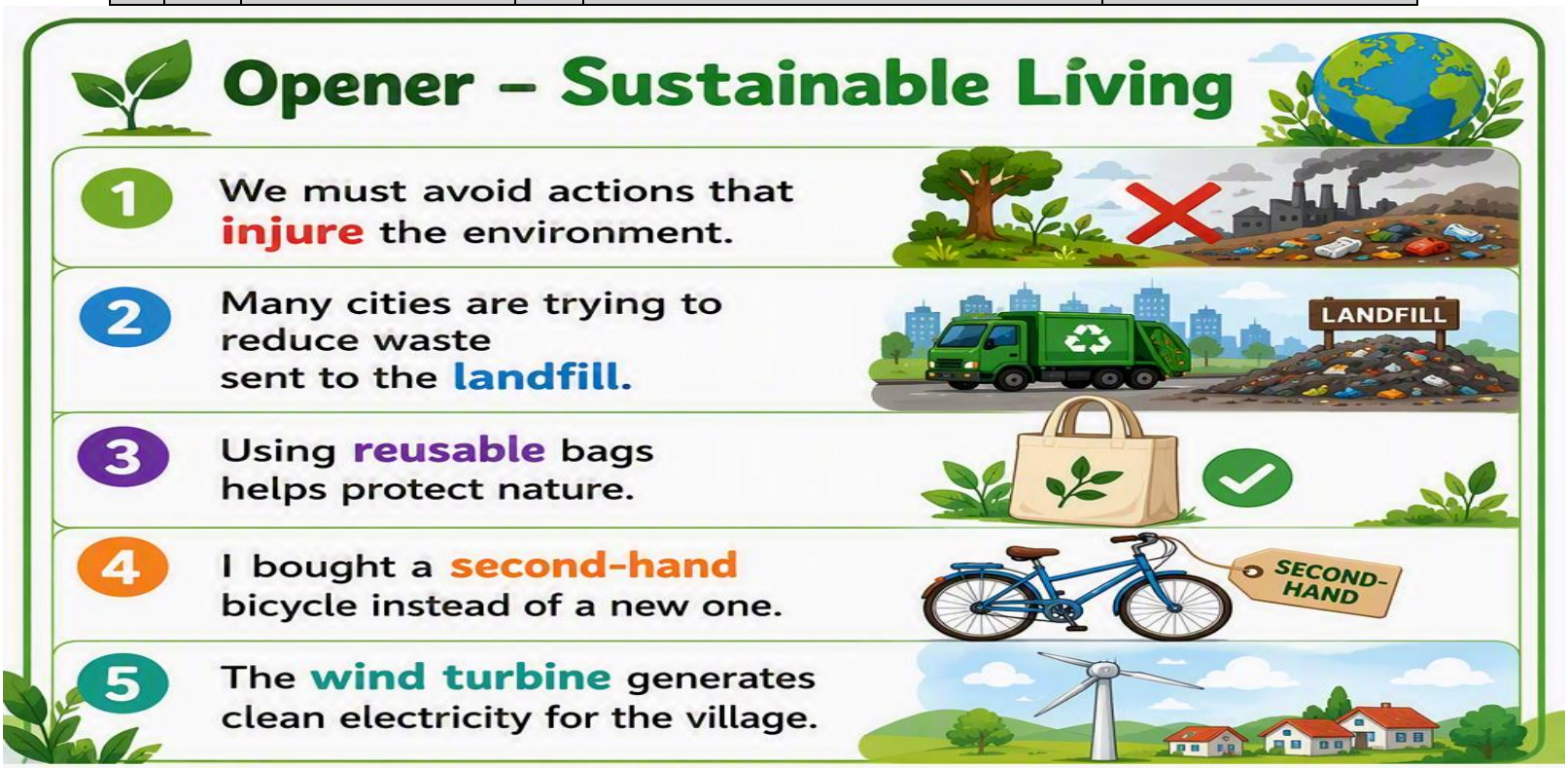
Unit Two

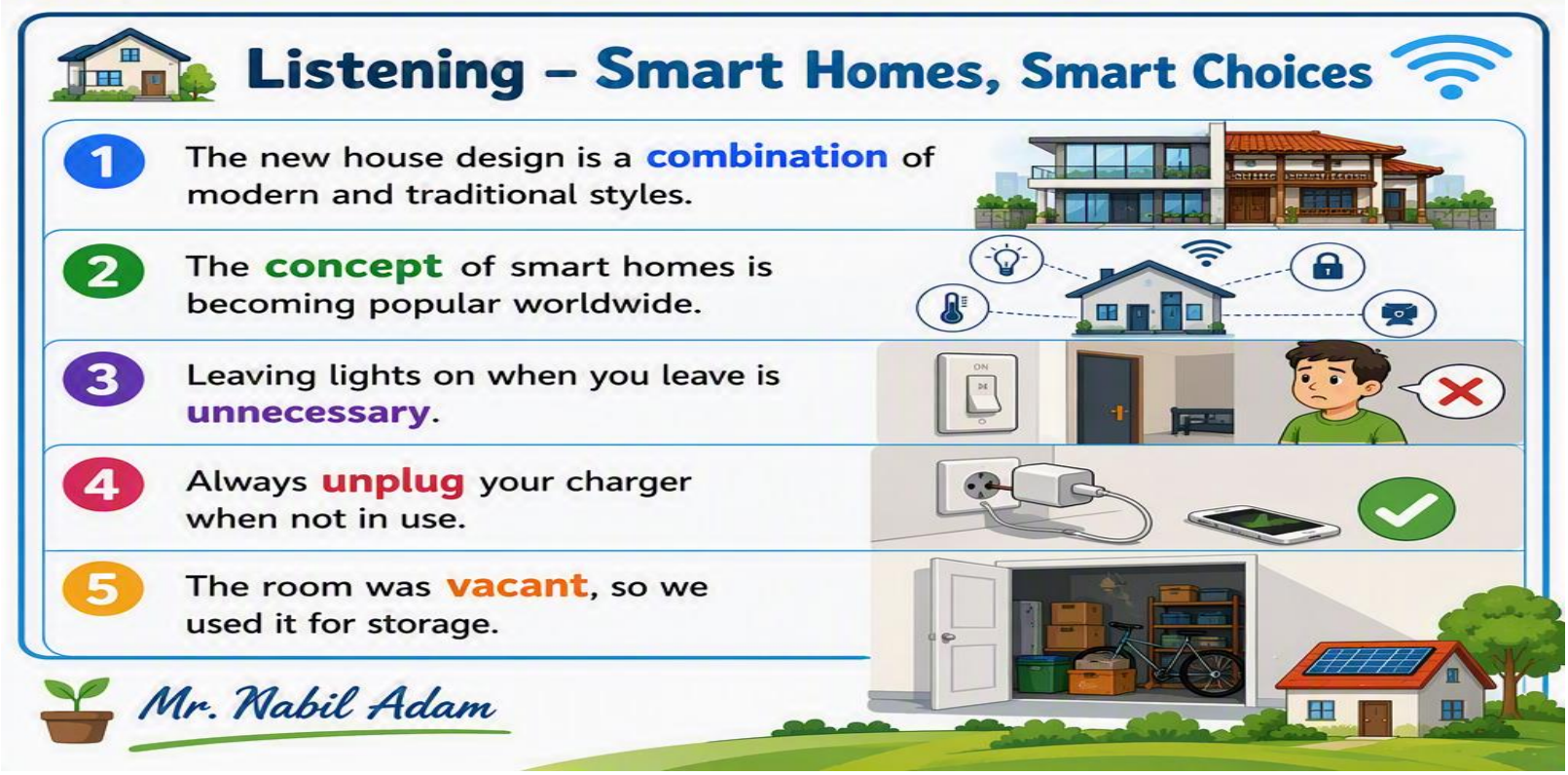
L1	N	word	P.S	Definition	Meaning
Lesson 1	1	**injure**	v	to hurt or cause physical harm to a person or animal	يؤذي / يصيب
	2	**landfill**	n	an area where large amounts of waste material are buried under earth	مردم نفايات
	3	**reusable**	adj	able to be used more than once	قابل لإعادة الاستخدام
	4	**second-hand**	adj	not new; owned by somebody else before	مستعمل
	5	**wind turbine**	compound noun	a tall structure with wind-driven blades producing electricity	توربين رياح لتوليد الكهرباء
L2	N	word	P.S	Definition	Meaning
Lesson 2	1	**alternative**	n	a thing you can choose to do or have out of two or more possibilities	بديل
	2	**awareness**	n	interest in and concern about a particular situation or area of interest	وعي / ادراك
	3	**convert**	v	to change from one form, purpose, or system to another	يحول
	4	**decisive**	adj	able to make decisions quickly and confidently	حاسم
	5	**ecosystem**	n	all living things in an area and how they affect each other and the environment	نظام بيئي
	6	**emission**	n	the production or sending out of light, heat, gas, etc.	انبعاث غاز / حراره
	7	**entirely**	adv	in every way possible; completely	بالكامل -كليا
	8	**expertise**	n	expert knowledge or skill in a particular subject or job	خبرة / تخصص

	9	**flowing**	adj	moving in one direction, especially continuously and easily	متدفق
	10	**run out**	ph.v	to use up or finish a supply of something	ينفد
L4	N	**word**	P.S	**Definition**	**Meaning**
Lesson 4	1	**combination**	n	the act of joining or mixing two or more things to form a single unit	مزيج / دمج
	2	**concept**	n	a principle or idea	مفهوم / فكرة
	3	**unnecessary**	adj	not needed or wanted, or more than is needed	غير ضروري
	4	**unplug**	v	to disconnect electrical equipment from the electricity supply	يفصل من الكهرباء
	5	**vacant**	adj	not filled or occupied; available to be used	شاغر / فارغ
L5	N	**word**	P.S	**Definition**	**Meaning**
lesson 5	1	**ambitious**	adj	needing a lot of effort, money or time to succeed	طموح
	2	**ideal**	adj	perfect, or the best possible	مثالي
	3	**power**	v	to supply a machine or vehicle with operating energy	يزود بالطاقة
	4	**power grid**	compound noun	a network system transmitting electricity across a large area	شبكة الكهرباء
	5	**tailor**	v	to make or adapt something for a particular purpose or person	يُخصص / يفصل لغرض معين
L7	N	**word**	P.S	**Definition**	**Meaning**
Lesson 7	1	**add up**	phv	to increase by small amounts until there is a large total	يتراكم / يضاف
	2	**antique**	n	an old and often valuable object such as furniture	تحفة / عتيق

	3	**directly**	adv	without stopping or changing direction	مباشرة
	4	**dispose of**	phv	to get rid of something, especially by throwing it away	يتخلص من
	5	**enormous**	adj	extremely large	هائل / ضخم جدًا
Lesson 7	6	**eventually**	adv	in the end, especially after a long time or much effort	في النهاية
	7	**make over**	phv	to improve something or someone by modifying parts	يجدد / يغير
	8	**regard**	v	to think about somebody or something in a particular way	يعتبر / ينظر إلى
	9	**tablet**	n	a portable touchscreen computer usually without physical keyboard	جهاز لوحي
	10	**upcycling**	n	making new objects or furniture out of old, used, or waste items	إعادة تدوير ابتكارية
L9	**N**	**word**	**P.S**	**Definition**	**Meaning**
Lesson 9	1	**bury**	v	to put something into a hole in the ground and cover it	يدفن / يطمر
	2	**composting**	n	storing plant material so it decays into soil-enriching matter	صناعة السماد العضوي
	3	**decompose**	v	to break down into smaller parts naturally	يتحلل
	4	**densely**	adv	in a way containing many people, things, or plants closely spaced	بكثافة
	5	**incineration**	n	burning waste material until it is completely destroyed	حرق / ترميد النفايات
L10	**N**	**word**	**P.S**	**Definition**	**Meaning**
lesson10	1	**brand-new**	adj	completely new, especially not yet used	جديد كليًا / غير مستعمل
	2	**manufacture**	v	to produce goods in large numbers in a factory with machines	يصنع / ينتج

	3	**outlive**	v	to live or exist longer than someone or something else	يعيش أطول من / يدوم أكثر
	4	**seldom**	adv	not often; rarely	نادرًا
	5	**strict**	adj	strongly limiting behavior or severely enforcing rules	صارم / متشدد





Listening – Rethinking Waste Worldwide



1. Some people **bury** their trash instead of recycling it.



2. **Composting** food waste creates natural fertilizer.



3. Plastic doesn't easily **decompose** in soil.



4. The city is **densely** populated, so waste management is difficult.



5. **Incineration** reduces waste volume but may cause pollution.



Reading – The Shagaya Renewable Energy Park



1. Solar power is a good **alternative** to fossil fuels.



2. Environmental **awareness** is essential for a sustainable future.



3. The plant **converts** sunlight into electricity.

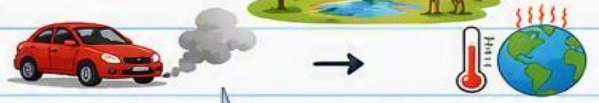


4. Making a **decisive** choice to go green is vital.



5. Protecting the **ecosystem** keeps animals and plants safe.

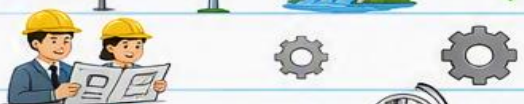
6. Car **emissions** contribute to global warming.



7. The project is **entirely** powered by renewable energy.



8. Engineers with great **expertise** designed the system.



9. The **flowing** water turns the turbines.



10. If we don't save energy, our resources will **run out.**



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Reading – Think Before You Throw!



1. Small actions **add up** to big environmental changes.
2. My grandmother collects **antiques** from old markets.
3. The message was sent **directly** to my phone.
4. We must **dispose of** waste properly.
5. The amount of plastic in the ocean is **enormous**.
6. **Eventually**, people will realize the importance of recycling.
7. She decided to **make over** her old clothes instead of buying new ones.
8. Many people **regard** recycling as a civic duty.
9. I use a **tablet** to read e-books.
10. **Upcycling** turns old materials into creative new products.







Speaking – Powering a Greener GCC

1. Kuwait has **ambitious** plans for renewable energy.
2. Solar power is an **ideal** solution for sunny countries.
3. The station **powers** thousands of homes.
4. The **power grid** connects all cities in the region.
5. Engineers **tailor** systems to meet local needs.



Speaking – Throw-away Culture

1. I bought a **brand-new** phone yesterday.
2. Factories **manufacture** millions of products every year.
3. A good battery can **outlive** a cheap one.
4. People **seldom** think about the waste they create.
5. The school has **strict** rules about recycling.



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Unit 2 Vocabulary Practice – Fill in the Blanks

Instructions: Complete each sentence with the correct word from the box. Each word is used once.

Word Bank:

landfill,	reusable,	second-hand,	turbine,	unplug,
composting,	decompose,	emissions,	ecosystem,	upcycling,
manufacture,	strict,	ambitious,	enormous,	dispose of

1. Factories **manufacture** thousands of electronic devices every month.



2. Always **unplug** your charger when you finish using it.



3. The city built a new **landfill** to manage household waste safely.



4. **composting** food waste helps create natural fertilizer for gardens.



5. Plastic bottles take years to **decompose** in the environment.



6. The government has **ambitious** plans to expand renewable energy.



7. The **turbine** produces electricity from wind power.



8. We must **dispose of** waste properly to keep our surroundings clean.



9. The company encourages customers to buy **second-hand** clothes to reduce waste.



10. The amount of plastic in the ocean is **enormous**



11. Using **reusable** bags helps protect the planet.



12. Car **emissions** contribute to air pollution.



13. The **ecosystem** supports all living things in balance.



14. The school has **strict** rules about recycling.



15. Artists practice **upcycling** by turning old materials into creative new items.



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Vocabulary Exercises

Exercise 1: Multiple Choice

Choose the correct answer from a, b, c, or d:

1. The _____ converts wind into electricity.
   - a) landfill
   - b) wind turbine
   - c) tablet
   - d) antique
2. We should use _____ bags instead of plastic ones.
   - a) disposable
   - b) reusable
   - c) harmful
   - d) expensive
3. Factories produce harmful _____ that damage the environment.
   - a) ecosystems
   - b) emissions
   - c) turbines
   - d) landfills
4. Solar panels _____ sunlight into electricity.
   - a) convert
   - b) dispose
   - c) bury
   - d) injure

Exercise 2: Fill in the Blanks

Complete the sentences using the words from the box:

(ecosystem, expertise, upcycling, landfill, antique)

1. **The old chair was a beautiful _____ from my grandmother's house.**
2. **_____ means turning old items into something new and useful.**
3. **Scientists have great _____ in renewable energy research.**
4. **Waste that is not recycled ends up in a _____.**
5. **Protecting the _____ is essential for future generations.**

Exercise 3: Matching

Match the word with its correct definition:

Word	Definition
1. Flowing	a) to change in form or character
2. Convert	b) to move continuously
3. Expertise	c) a high level of knowledge or skill
4. Decisive	d) making decisions quickly and firmly

Grade 10 /

Name:.....

GRAMMAR MCQs – UNIT 2

Present Perfect Simple

1 Kuwait ___ using renewable energy projects since 2010.

a) began
b) has begun
c) begins
d) will begin

2 Scientists ___ on this project for many years.

a) worked
b) have worked
c) are working
d) will work



3 My brother ___ installed solar panels on his roof.

a) just has
b) has just
c) has yet
d) yet has



4 The government ____ its support to renewable energy.

a) gives
b) gave
d) giving
c) do focused
d) not focus

7 The project _____ harmful emissions since it started.

a) reduces
b) reduced
c) has reduced
d) reducing



8 Researchers ____ energy alternatives for many years.

a) studied
b) have studied
c) are studying
d) will study



9 Kuwait _____ new environmental projects since 2010.

a) sets up
b) set up
c) has set up
d) setting up



10 The scientist _____ a report on wind power.

a) writes
b) wrote
c) has written
d) writing



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Name:.....

GRAMMAR MCQs –

First Conditional & Modal Verbs

1. If we recycle plastic bottles, we ___ reduce waste.
   a) may c) will b) can d) should

2. If she collects glass jars, she ___ turn them into vases.
   a) may c) will b) can d) should

3. If you have old newspapers, you ___ use them to wrap gifts.
   a) should c) may b) will d) can

4. If more people try thrifting, they ____ save money.
   a) will c) may b) can d) should

5. Emissions ____ increase if factories burn more fuel.
   a) will c) may b) can d) should

6. You ____ take a reusable bag if you go shopping.
   a) will c) may b) should d) can

7. I ____ save gallons of water if I turn off taps.
   a) will c) may b) can d) should

8. Parks ____ stay clean if people recycle.
   a) will c) may b) can d) should

9. If organisations invest in renewable energy, pollution ___ decrease.
   a) will b) can
   c) will c) may d) should

10. If students raise awareness, they ___ inspire their community.
    a) will b) can
    c) may d) should

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Grammar Revision – Unit 2

Present Perfect, First Conditional & Modal Verbs

Choose the correct answer: a, b, c or d.

Present Perfect Simple

1. Kuwait ____ many renewable energy projects since 2010.
   a) began b) has begun c) begins d) will begin

2. Scientists ____ on this project for years.
   a) worked b) have worked c) are working d) will work

3. My brother ____ installed solar panels on his roof.
   a) just has b) has just c) has yet d) yet has

4. The government ____ its support to renewable energy projects.
   a) gives b) gave c) has given d) giving

5. Few schools ____ on environmental awareness yet.
   a) have not focused
   c) did not focus.
   d) not focus

First Conditional & Modals

6. If we reduce waste, we ____ the planet.
   a) will help b) help
   c) would helped d) helping

7. She can ____ a new electric car next year.
   a) buys b) bought
   c) buging d) buy

8. You should ____ recycling more often.
   a) try c) to try

9. If they study hard, they ____ the exam.
   a) pass b) passed
   b) passed d) passnimm

10. We must ____ our energy consumption.
    a) reduce c) reducing
    b) reducing d) reduces

11. Ali might ____ to the meeting tomorrow.
    a) go b) goes

12. If it rains tomorrow, we ____ indors.
    a) will stay b) stated
    c) staying d) would stay

13. You have to ____ your homework on time.
    a) finish b) to finish
    c) tienning d) finished

14. She could ____ a new job soon.
    a) gets c) got

15. If you don't hurry, you ____ the maudds.
    c) will miss d) nest

20. You uight to ____ more water.
    a) ue b) conserving
    c) waaseree d) completes

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First Conditional & Modal Verbs

Worksheet

If we recycle plastic bottles, we ____ reduce waste.



____ Reduce Waste

If she collects glass jars, she ____ turn them into vases.



____ Turn into Vases



If you have old newspapers, you ____ use them to wrap gifts.



____ Wrap Gifts



If more people try thrifting, they ____ save money.



____ Save Money



Emissions ____ increase if factories burn more fuel.



____ Increase Emissions



You ____ take a reusable bag if you go shopping



____ Take a Reusable Bag



I ____ save gallons of water if I turn off taps.



____ Stay Clean



If organisations invest in renewable energy, pollution ____ decrease.



____ Decrease Pollution



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Grammar Practice – Unit 2

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A. Complete the sentence:

1. Kuwait has _____ started using renewable energy.
2. If people recycle more, pollution _____ decrease.
3. My family has _____ installed LED lights at home.
4. If organisations invest in clean energy, they _____ save resources.

B. Correct the verb in brackets:

1. The scientist _____ a report on solar energy. **(write)**
2. The government _____ its support to renewable projects. **(*give*)**
3. Families _____ responsible choices yet. **(*not – make*)**
4. Engineers _____ renewable systems for many years. **(*study*)**

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First Conditional & Modal Verbs

If we recycle plastic bottles, we _____ reduce waste.
a) may b) can c) will d) should

If she collects glass jars, she _____ turn them into vases.
a) may b) can c) will d) should

If you have old newspapers, you _____ use them to wrap gifts.
a) should b) will c) may d) can

If more people try thrifting, they _____ save money.
a) will b) can c) may d) should

Emissions _____ increase if factories burn more fuel.
a) will b) can c) may d) should

You _____ take a reusable bag if you go shopping.
a) will b) should c) may d) can

I _____ save gallons of water if I turn off taps.
a) will b) can c) may d) should

Parks _____ stay clean if people recycle.
a) will b) can c) may d) should



If organisations invest in renewable energy, pollution _____
a) will b) can c) may d) should



If students raise awareness, they ____ inspire their community.
a) will b) can c) may d) should

If students raise awareness, they ____ inspire their community.
a) will b) can c) may d) should

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Grade 10
Multiple Choice Questions
(Do as required)
UNIT 2

1- She has already done her homework. (Make negative)

a- She doesn't already do her homework.

b- She didn't do her homework yet.

c- She hasn't done her homework yet.

2- They have already finished writing the reports. (Negative)

a- They haven't already finished writing the reports yet.

b- They have never finished writing the reports yet.

c- They haven't finished writing the reports yet.

3- He has just arrived home from work. (Negate)

a- He hasn't arrived home from work yet.

b- He has never arrived home from work.

c- He hasn't never arrived home from work.

4- Mohaamed has just finished his homework. (Use: yet)

a- Mohammed has just finished his homework yet.

b- Mohammed hasn't just finished his homework yet.

c- Mohammed hasn't finished his homework yet.

5- They have lived in Kuwait for ten years. (Ask a question)

a- How long have they lived in Kuwait?

b- Where do they live for ten years?

c- When did they live in Kuwait?

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1- Nasser has stayed in Hilton for ten days. (Form a question)

a- When has Nasser stayed in Hilton?

b- How long has Nasser stayed in Hilton?

c- What time has Nasser stayed in Hilton?

2- Yes, I've visited the Scientific Centre. (Ask a question)

a- Do you visit the Scientific Centre?

b- Have you ever visited the Scientific Centre?

c- Did you visit the Scientific Centre?

3- No, I have never seen the Pyramids. (Ask a question)

a- Did you see the Pyramids?

b- Have you ever seen the Pyramids?

c- Would you like to see the Pyramids?

4- They haven't been in London since 2010. (Use: for)

a- They haven't been in London for 2010.

b- They haven't been in London for 11 years.

c- They haven't been for London since 2010.

5- Sara.....just..... her graduation project. (Choose the correct verb)

a- will – complete

b- has – completed

c- can - complete

6- Can you..... me where to find the manager's office? (Choose the correct verb)

a- speak

b- tell

c- say

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Gramm ar Exercises

Exercise 1: Choose the Correct Answer

1. Kuwait has built renewable projects (since / for / yet) 2010.
2. Researchers have (just / yet / since) discovered new energy solutions.
3. The government hasn't banned plastic bags (already / yet / for).
4. We have studied environmental issues (for / since / just) three years.

Exercise 2: Error Correction

Find and correct the mistake in each sentence:

1. Kuwait have reduced harmful emissions since 2020.
   _____
2. If we will recycle, we can help the environment.
   _____
3. She has finish her project about solar energy.
   _____

Exercise 3: Sentence Completion

Complete the sentences using the first conditional:

1. If factories reduce emissions,
   _____
2. You should use public transport if
   _____
3. If people install solar panels, they
   _____
4. Parks may stay clean if _____

C. Ask a question

1. Kuwait has begun using renewable energy. → (Make a question)

.....

2. Students have already joined environmental clubs. → (Make a question)

.....

3. The project has reduced harmful emissions. → (Make a question)

.....

4. Researchers have just published their findings. → (Make a question)

.....

D. Make negative

1. Kuwait has produced 15% of its energy from renewables. → (Negative)

.....

2. My brother has installed solar panels. → (Negative)

.....

3. The team has chosen sustainable materials. → (Negative)

.....

4. Families have started making responsible choices. → (Negative)

.....

E. Join the two sentences

1. The park produces clean energy. It reduces harmful emissions.

.....

2. People recycle plastic bottles. They save money.

.....

3. Engineers study renewable systems. They improve them over time.

.....

4. Students raise awareness. They inspire their community.

.....

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.....

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Grammar & Language Functions Worksheet

Name: _____

Grammar Practice

Present Perfect Simple.

1. Kuwait.....(begin) using renewable energy projects.....

2. Scientists .....(study) alternatives for many years.....

First Conditional & Modals

1. If we recycle paper, we..... (save) trees.....

2. If she installs solar panels, she .....(reduce) electricty bills.....

Language Functions

Situations – What would you say?

1. Your friend throws plastic bottles in the trash. Advise him.

.....

.....

2. Your teacher asks about the importance of renewable energy.

.....

.....

3. You see a new invention for smart homes. Express your opinion.

.....

.....

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Language Functions

A. Giving Advice

Useful Expressions:

- **I would advise you to...**
- **We should...**
- **We can...**
- **This will help because...**
- **The best option would be to...**

B. Situational Dialogues

Situation 1: Advising a Friend About Recycling

Complete the dialogue:

You: Hi Ahmed! I noticed you throw plastic bottles in the regular bin.

Ahmed: Yes, I don't think recycling makes a difference.

You: _____

Ahmed: Really? How does that help?

You: _____

Ahmed: You're right! I will start recycling today.

Situation 2: Giving Opinions on Renewable Energy

Write a short response:

Your friend says solar panels are useless in Kuwait. Give your opinion using appropriate expressions.

Your response:

_____

Situation 3: Commenting on Smart Homes

Complete the sentences:

1. **We have decided to**

   _____

2. **The most realistic change is**

   _____

3. **After careful thinking, I have decided to**

   _____

4. LANGUAGE FUNCTIONS & SPEAKING 💬🏠

A) Situational Dialogues (Write what you would say in each situation):

1. Your friend leaves household electronics on standby overnight.

👉 *"If you unplug your electronic devices at night, you can save electricity and reduce energy waste."*

2. A classmate asks for your opinion on relying on solar and wind power in Kuwait.

👉 *"In my opinion, investing in solar energy at Shagaya is a brilliant step toward sustainable clean power."*

3. Your teacher asks how smart homes contribute to environmental protection.

👉 *"Smart homes use automated sensors to regulate lighting and cooling, which prevents unnecessary energy consumption."*

5. SET BOOK QUESTIONS

A) Comprehension Questions (Shagaya Park & Think Before You Throw!):

1. What is the main objective of the Shagaya Renewable Energy Park in Kuwait?

The Shagaya project aims to produce clean, renewable energy using solar panels and wind turbines, reducing Kuwait's dependence on traditional fossil fuels and lowering carbon emissions.

2. According to *Think Before You Throw!*, how does upcycling benefit local communities?

Upcycling reduces landfill waste, conserves natural resources, saves money, and inspires creative home design choices.

Set Book Questions

A. The Shagaya Renewable Energy Park

Short Answer Questions:

1. What source of energy does Kuwait rely on?

2. Where is the Shagaya Renewable Energy Park located?

3. What is Kuwait's national goal for renewable energy by 2030?

B.Think Before You Throw!

Comprehension Questions:

4. What is the life cycle of a product?

5. What is the difference between thrifting and upcycling?

6. Where do most products end up at the end of their life cycle?

Grade 10 Unit 2 Setbook Questions

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"The Shagaya Renewable Energy Park"

What are the main sources of energy used in Kuwait today?

Why is oil considered harmful to the environment?

What is the purpose of the Shagaya Renewable Energy Park?

How does the park help Kuwait achieve its national energy goals?

What types of renewable energy are used in the Shagaya Renewable Energy Park?

How does the project (Shagaya Renewable Energy Park) contribute to education and research in Kuwait?

What actions show that Kuwait is moving towards a sustainable future?



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Grade 10 Unit 2 Setbook Questions

"The Shagaya Renewable Energy Park"

What are the main sources of energy used in Kuwait today?

- Kuwait mostly uses oil and natural gas.

Why is oil considered harmful to the environment?

- Oil causes pollution and leads to climate change.

What is the purpose of the Shagaya Renewable Energy Park?

- Its purpose is to produce clean and renewable energy.

How does the park help Kuwait achieve its national energy goals?

- The park helps by generating 15% of energy from renewable sources by 2030.

What types of renewable energy are used in the Shagaya Renewable Energy Park?

- The park uses solar energy and wind energy to produce electricity

How does the project (Shagaya Renewable Energy Park) contribute to education and research in Kuwait?

- It helps train engineers, researchers, and students in renewable energy.

What actions show that Kuwait is moving towards a sustainable future?

- Kuwait is using clean energy like solar and wind power, reducing pollution, protecting natural resources, and planning for a better future for the next generations.



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Critical Thinking Questions

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Do you think Kuwait can rely entirely on renewable energy in the future? Why or why not?

How can students contribute to protecting the environment in their daily lives?

What are the advantages of using solar and wind energy compared to fossil fuels?

In your opinion, what challenges might Kuwait face in developing renewable energy projects?

How does the Shagaya Renewable Energy Park reflect Kuwait's commitment to innovation?



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Grade 10 Unit 2 Setbook
Questions with Answers

Do you think Kuwait can rely entirely on renewable energy in the future? Why or why not?

No, because Kuwait has a lot of oil and rewable energy sources like solar and wind are limited due to the climate.

How can students contribute to protecting the environment in their daily lives?

They can save electricity and water, recycle, and reduce waste to help protect the environment.

What are the advantages of using solar and wind energy compared to fossil fuels?

Solar and wind energy do not pollute the air and they do not run out, unlike fossil fuels which are limited.

In your opinion, what challenges might Kuwait face in developing renewable energy projects?

Kuwait might face challenges related to the cost of setting up renewable energy projects and limited resources like sunlight or wind.

How does the Shagaya Renewable Energy Park reflect Kuwait's commitment to innovation?

It shows that Kuwait is trying new technology to reduce its dependence on oil and be more environmentally friendly.



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Grade 10
Unit 2 Sebook Questions

Comprehension Questions

1. What is meant by the life cycle of a product?

2. Why do scientists think that buying new products puts pressure on the planet's ecosystems?

3. How do thrifting and upcycling help reduce environmental damage?

4. Mention some examples of upcycling.

5. What does this quote mean "every small action adds up"?

6. Why might upcycling be considered more creative than thrifting?

7. How can schools encourage students to "think before they throw"?

8. What other ways can people reduce waste apart from thrifting and upcycling?

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Unit 2 Setbook Answers

1. What is meant by the life cycle of a product?

It is all the stages a product goes through, from creation to disposal.

2. Why do scientists think that buying new products puts pressure on the planet's ecosystems?

Because making new things uses up resources and harms nature.

3. How do thrifting and upcycling help reduce environmental damage?

They reuse old items instead of making new ones.

4. Mention some examples of upcycling.

Turning old jeans into a bag or a jar into a Lamp.

5. What does this quote mean "every small action adds up"?

Even little things can make a big difference.

6. Why might upcycling be considered more creative than thrifting?

It involves transforming items into something new.

7. How can schools encourage students to "think before they throw"?

By teaching them to consider if something can be reused.

8. What other ways can people reduce waste apart from thrifting and upcycling?

People can recycle, compost, and use less plastic.

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Writing Task Report

Report:

Write a report (120–140 words) about responsible choices at home and suggest smart technology to install.

Introductory Sentence

Supporting Ideas

(Responsible habits + Smart devices)

Concluding Sentence

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Write your topic here...

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Passage

In the heart of a bustling city, a small park stood quietly between tall buildings. Every morning, children played on the swings while elderly people walked slowly along the paths. The park was more than just a patch of green; it was a place where people from different walks of life came together. Despite the noise of traffic outside, inside the park there was a sense of peace and belonging.



One day, a group of volunteers decided to clean and improve the park. They planted colorful flowers, painted the benches, and repaired the playground equipment. Their efforts transformed the park into a brighter, more welcoming space. Soon, more families began to visit, and the park became a lively center of community activity.



The park also became a symbol of cooperation. People realized that when they worked together, they could make their environment better. Neighbors who had never spoken before started greeting each other, and children from different schools played side by side. The park was no longer just a place to relax—it became a reminder of the power of teamwork.



Over time, the park inspired other neighborhoods to take similar action. Communities across the city began planting trees, organizing clean-up days, and creating safe spaces for everyone. What started as a small effort in one park grew into a movement that changed the city. The story of the park showed that even small actions can lead to big changes when people care and cooperate.



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Read the passage carefully and choose the best answer from a, b, c and d:

1. The best title for the passage is:

A) The Importance of Playgrounds

B) How a Park Changed a City

C) The History of Urban Parks

D) Volunteers in the City

2. The main idea of paragraph (2) is:

A) The park was noisy and crowded.

B) Volunteers worked hard to improve the park.

C) Families stopped visiting the park.

D) The playground equipment was destroyed.

3. The underlined pronoun *"their"* in paragraph (2) refers to:

A) The children

B) The elderly people

C) The volunteers

D) The families

4. The underlined word *"co-operation"* in paragraph (3) is closest in meaning to:

A) Competition

B) Teamwork

C) Celebration

D) Friendship

5. According to the passage, all the following statements are TRUE except:

A) The park was located in the middle of the city.

B) Volunteers planted flowers and painted benches.

C) The park inspired other neighborhoods to take action.

D) The park was always empty and unused.

6. The purpose of writing this passage is to:

A) Entertain readers with a funny story.

B) Explain how teamwork can improve communities.

C) Describe the history of city parks.

D) Persuade people to stop visiting parks.

7. What lesson did the community learn from the park's transformation?

A) Parks should remain untouched. B) Cooperation leads to positive change.

C) Only children benefit from parks. D) Cities cannot be improved.

8. What effect did the park's transformation have on other neighborhoods?

A) It discouraged them from making changes.

B) It inspired them to organize clean-up days.

C) It caused them to close their parks.

D) It made them ignore teamwork.

Read the previous passage again and answer the following questions:

1. What role did the park play in the lives of the people in the city?

. . . . . .

. . . . . .

2. How did the volunteers improve the park?

. . . . . .

. . . . . .

3. What lesson did the community learn from working together?

. . . . . .

. . . . . .

4. How did the park's transformation affect other neighborhoods?

. . . . . .

. . . . . .

5. In your opinion, why is teamwork important in building a better community?

. . . . . .

. . . . . .

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Summary Making

Summarise the article **Think Before You Throw!** in 3~4 sentences, focusing on:

- The life cycle of products
- The role of thrifting and upcycling

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Grade 10 – Unit 2 Translation

1. تعتمد الكويت منذ سنوات طويلة على النفط والغاز الطبيعي لتوليد الكهرباء.
2. أدركت الكويت أهمية البحث عن بدائل أنظف لحماية البيئة والموارد الطبيعية.
3. يقع مشروع شقايا للطاقة المتجددة في منطقة صحراوية غرب مدينة الكويت.
4. يستخدم المشروع الطاقة الشمسية وطاقة الرياح لتوليد الكهرباء.
5. يهدف المشروع إلى تقليل التلوث وتحقيق مستقبل مستدام للبلاد.
6. تساعد الطاقة النظيفة على خفض الانبعاثات الضارة في الهواء.
7. يسهم المشروع في تطوير خبرة المهندسين والباحثين والطلاب في مجال الطاقة المتجددة.
8. تتخذ الكويت خطوات حاسمة نحو مستقبل أكثر استدامة.
9. من خلال الجمع بين الطاقة النظيفة والعمل المسؤول، يمكن للكويت حماية مواردها الطبيعية.
10. يوضح مشروع شقايا كيف يمكن للطاقة المتجددة أن تحسن حياة الأجيال القادمة.



Mr. Nabil Adam

Grade 10 – Unit 2 Translation

1. تعتمدَ الكويت منذ سنوات طويلة عَلى النفط والغاز الطبيعي لتوليد الكهرباء.
Kuwait has relied for many years on oil and natural gas to generate electricity.

2. أدَركت الكويت أهَمية البحثَ عَن بدائل أنظف لحِماية البيئة والموارد الطبيعية.
Kuwait recognized the importance of searching for cleaner alternatives to protect the environment and natural resources.

3. يقع مشرَوعَ شقايا للطاقة المتجددة في منطقة صحراوية غرب مدينة الكويت.
The Shagaya renewable energy project is located in a desert area west of Kuwait City.

4. يستخدمَ المشروعَ الطاقة الشمسية وطاقة الرياحَ لتوليدَ الكهرباء.
The project uses solar energy and wind energy to generate electricity.

5. يهدَف المشروعَ إلى تقليل التلوث وتحقيق مستقبل مستدامَ للبلاد.
The project aims to reduce pollution and achieve a sustainable future for the country.

6. تساعَدَ الطاقة النظَيفة عَلى خفض الانبعَاثات الضَارَة في الهواء.
Clean energy helps reduce harmful emissions in the air.

7. يسهمَ المشروعَ في تطوير خبرَة المهندَسينَ وَالباحثينَ والطلاب في مجال الطاقة المتجددة.
The project contributes to developing the experience of engineers, researchers, and students in the field of renewable energy.

8. تتخذ الكويت خطوات حاسمة نحو مسَتقبل أكَثر استدامة.
Kuwait is taking decisive steps towards a more sustainable future.

9. منَ خلال الجمع بين الطاقة النظيفة والعمل المسَؤول، يمكنَ للكويت حماية موَاردها الطبيعية.
By combining clean energy and responsible action, Kuwait can protect its natural resources.

10. يوضحَ مشروعَ شقايا كيَف يمكنَ للطاقة المتجددة أنَ تحسن حياة الأجيال القادمة.
The Shagaya project shows how renewable energy can improve the lives of future generations.



Mr. Nabil Adam

Grade 10 – Unit 2 Translation

1. كل منتج نستخدمه يمر بدورة حياة تبدأ من استخراج المواد الخام من الأرض.
2. يؤدي التخلص من معظم الأشياء إلى تراكم النفايات في مكبات القمامة.
3. يضع هذا الضغط الكبير على النظم البيئية في كوكبنا.
4. أصبح الناس أكثر وعيًا بأهمية إعادة الاستخدام والتدوير.
5. التسوق من المتاجر المستعملة يساعد على تقليل الحاجة إلى إنتاج جديد.
6. عند شراء الأشياء القديمة، تقلل مباشرة من استخدام المواد الخام.
7. إعادة التدوير تعني تحويل الشيء القديم إلى شيء جديد وجميل.
8. يمكن تحويل البطانيات القديمة إلى سترات دافئة.
9. تساعد إعادة الاستخدام والتدوير على تقليل النفايات وحماية البيئة.
10. فهم دورة حياة المنتجات هو الخطوة الأولى نحو اتخاذ قرارات أكثر استدامة.



Mr. Nabil Adam

Grade 10 – Unit 2 Translation

1. كل منتج نستخدمه يمر بدورة حياة تبدأ من استخراج المواد الخام من الأرض.
Every product we use goes through a life cycle that begins with extracting raw materials from the earth.



2. يؤدي التخلص من معظم الأشياء إلى تراكم النفايات في مكبات القمامة.
Getting rid of most things leads to waste accumulating in landfills.



3. يضع هذا الضغط الكبير على النظم البيئية في كوكبنا.
This great pressure is put on the ecosystems of our planet.



4. أصبح الناس أكثر وعيًا بأهمية إعادة الاستخدام والتدوير.
People have become more aware of the importance of reuse and recycling.



5. التسوق من المتاجر المستعملة يساعد على تقليل الحاجة إلى إنتاج جديد.
Shopping at second-hand stores helps reduce the need for new production.



6. عند شراء الأشياء القديمة، نقلل مباشرة من استخدام المواد الخام.
When we buy used items, we directly reduce the use of raw materials.



7. إعادة التدوير تعني تحويل الشيء القديم إلى شيء جديد وجميل.
Recycling means turning an old item into something new and beautiful.



8. يمكن تحويل البطانيات القديمة إلى سترات دافئة.
Old blankets can be turned into warm jackets.



9. تساعد إعادة الاستخدام والتدوير على تقليل النفايات وحماية البيئة.
Reuse and recycling help reduce waste and protect the environment.



10. فهم دورة حياة المنتجات هو الخطوة الأولى نحو اتخاذ قرارات أكثر استدامة.
Understanding the life cycle of products is the first step toward making more sustainable choices.



Mr. Nabil Adam