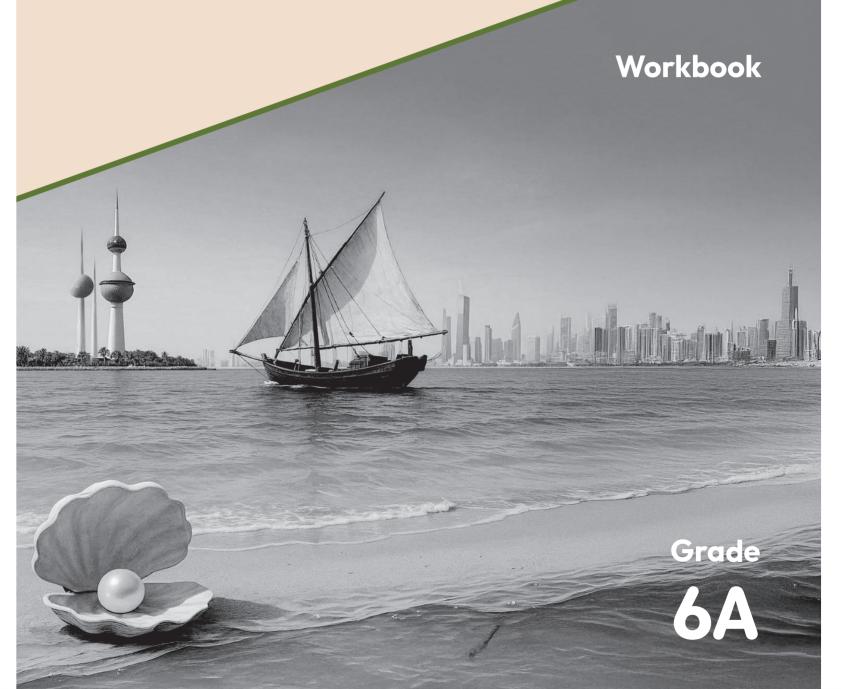


English Pearls of Kuwait





English Pearls of Kuwait

Workbook



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Crown Prince of the State of Kuwait



Table of Contents

| | Page |
|-----------------|------|
| Learning Unit 1 | 13 |
| Assessment 1 | 16 |
| Learning Unit 2 | 19 |
| Writing | 22 |
| Assessment 2 | 23 |
| Learning Unit 3 | 27 |
| Assessment 3 | 30 |
| Learning Unit 4 | 33 |
| Writing | 36 |
| Assessment 4 | 37 |
| Answer Key | 39 |



Learning Unit One

Art and Expression





Lesson One Reading:

1 Vocabulary Mystery Game – Who Am I?

Read each clue carefully, then do the following:

- a. Write the correct word on the line.
- b. Then, write the number of the clue under the matching picture.

(poetry – palm leaf – moment – wooden – craft)

| 1 | I describe someth | | | | | |
|---------------------------|---------------------|------------------|--|--------|--|--|
| 2 | I am used to make | | | | | |
| 3 | I am a type of writ | as and emotions. | | | | |
| 4 | I am an activity in | hands. | | | | |
| 4 Talli all activity illy | | | | ****** | | |
| | | | | | | |

2 Lesson Five Reading:

This or That? Vocabulary Choices:

- a. Read each sentence and circle the word that best completes it.
- b. Then, find the word's meaning in the glossary and write it below.

| 1. | I. The weekly TV (series / goods) teaches students about I | nistory. |
|----|---|-------------------------------|
| | Answer: Meaning: | |
| 2. | 2. Kuwait television started (broadcasting / poetry) on Nove | ember 5 th , 1961. |
| | Answer: Meaning: | |
| 3. | 3. I like watching (traders / documentaries) to learn about a | nimals. |
| | Answer: Meaning: | |
| 4. | 4. We saw a/an (official / cheerful) video made by the Minis | stry of Education. |
| | Answer: Meaning: | |

- 3 Past Tense Mystery: Write What Happened!
- a. With your partner, look at the pictures below and discuss what happened.
- b. Then, write one sentence for each picture using a past-tense verb.









c. Now, use your imagination: write and draw a different ending to the story in your notebook.

4

Past vs. Present: Travel Then & Now









Use "used to" and "didn't use to"

Look at the two pictures above. Imagine you are talking to a time-travelling visitor from the past. They are surprised by how people travel today!

| 1. We used to travel by | now we | |
|-------------------------|--------|--|
|-------------------------|--------|--|

Micro-Skill Practice

Learning Unit 1



Spell It Right: The -ed Past Tense Trick

- A. Read the sentences below and underline the past tense verbs.
- 1. I played with my friend.
- 2. Mona baked a cake.
- 3. Jassim hopped on one foot.
- 4. The baby cried loudly.

How Do We Spell Past Tense Verbs?

| Rule | When to Use It | Example |
|------------------------------------|--|---|
| Just add -ed | Most verbs | $\begin{array}{l} \text{walk} \rightarrow \text{walked} \\ \text{jump} \rightarrow \text{jumped} \end{array}$ |
| Add -d | If the verb already ends in e | bake → baked smile → smiled |
| Change y to i and add -ed | If the verb ends in a consonant + y | cry → cried carry → carried |
| Keep the y and add -ed | If the verb ends in a vowel + y | play → played enjoy → enjoyed |
| Double the last letter and add -ed | If the verb ends in 1 vowel + 1 consonant (short word) | $\begin{array}{c} hop \to hopped \\ stop \to stopped \end{array}$ |

Sort the Verbs by Their Spelling Rule

B. Sort the regular past-tense verbs into the correct column based on how they are spelt in the past tense.

(visit, carry, plan, smile, clap, open, live, hurry)

| + ed | + d | + ied | double consonant + ed |
|---------|-----|---------|-----------------------|
| visited | | | |
| | | hurried | |

A vowel is: a, e, i, o, u
A consonant is: all
other letters
(b, c, d, f, etc)

- C. Complete the sentences using the correct past-tense forms of the verbs in brackets.
- 1. Yesterday, Salma the table near the window. (**move**)
- 2. Sheher pencil on the floor. (**drop**)
- 3. On Sunday, wewatching the movie. (**enjoy**)
- 4. Last week, I about my lost notebook. (worry)

Assessment 1

| | 6 | Vocabulary: Fill in the spaces with suitable words from the list below |
|-----|---|--|
| . 1 | | |

allow – content – support – documentary – express 1. The _____ of the book is easy to understand. 2. People work very hard to _____ their families. 3. We watched a cooking _____ about famous Kuwaiti chefs. 4. The art teacher told us to use our drawings to _____ our feelings. Grammar: Choose the correct answer from a, b, c, or d: 5. Yesterday, I _____ football with my friends. c. played a. will play b. am playing d. play 6. In the past, men used to _____ for pearls. b. dives a. dive c. diving d. dived 7. My grandmother didn't use to _____ colour TV in 1950. a. watches b. watching d. watched c. watch Read the passage to answer the following question: Art is a way people express their feelings and ideas. In the past, people used drawing, music, and poetry to tell stories. Today, art is still important because it helps us to understand different cultures and emotions.

9. What does the underlined word 'it' refer to?

8. Why is art still important?

Learning Unit Two

Landmarks and Tourism





Lesson One Reading:

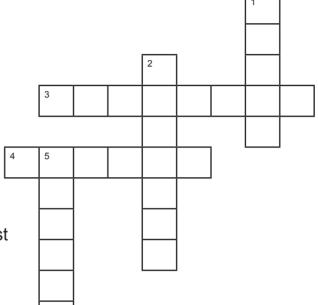
1 Work in groups. Fill in the crossword puzzle using the clues provided.

Down:

- 1. Something that happens, especially something important.
- 2. A place where art is shown.
- 5. Being the only one of its kind.

Across:

- 3. Nice or enjoyable.
- 4. To express that you are certain or almost certain about something.



Lesson Five Reading:

In pairs, match the words to their meanings, write a sentence using one of the words, and let your partner check your sentence.

| Number | Word | Match | Meaning | |
|--------|--|-------|---|--|
| 1 | cruise | | Extremely attractive or impressive. | |
| 2 | stunning | | Connected with or involving two or more countries. | |
| 3 | international | | A journey by ship or boat, visiting different places. | |
| You | | | | |
| Check | Did you use the word from the list? Is the sentence easy to understand? Yes – No Yes – No | | | |

Preference Verbs:

Look at each activity below. Write a sentence using a preference verb (like, love, enjoy, prefer). Then, write a second sentence in the negative form.

| | | × |
|---|---------------------------|----------------------------------|
| | I love painting pictures. | I don't enjoy painting pictures. |
| | They | They |
| 九 | He | He |

4

First Conditional:

Look at each picture carefully and write a sentence.

| walk - rain - wet | carry - book - fall | go - zoo - fun |
|-------------------|---------------------|----------------|
| If, | If, | If, |
| she will | he will | we will |

Micro-Skill Practice | Learning Unit 2

| F | h |
|---|---|
| J | |

Let's Use the Dictionary

| A. Arrange | the | following | words | in | alphabetical | order. |
|------------|-----|-----------|-------|----|--------------|--------|
|------------|-----|-----------|-------|----|--------------|--------|

1- cruise 4- gallery 2- tour 3- contrast

B. Which word comes first in the dictionary: contrast or cruise? Why? **Ways to Use a Dictionary**

| Skill | Why We Use It | Example |
|--|--|--|
| Look up words using alphabetical order | To find words easily based on their spelling. | cruise comes before design |
| Identify the part of speech | To know if a word is a noun, verb, adjective, or adverb. | attract (v), pleasant (adj) |
| Understand word meaning and usage | To use the word correctly in context. | event = something that happens |
| Find synonyms and antonyms | To use words with similar or opposite meanings. | happy → joyful (synonym), happy → sad (antonym) |

| C. Write the words in alphal | betical order as they w | ould appear in a dictionary. |
|------------------------------|-------------------------|------------------------------|
|------------------------------|-------------------------|------------------------------|

| (event- attract- design- incredible- recommend- exhibition) | | | | | |
|---|---|---|--|--|--|
| 1 | 2 | 3 | | | |
| 4 | 5 | 6 | | | |

D. Complete the table for each word. Write the part of speech, meaning, and a sentence of your own.

| meaning | y, and a sentenc | comes first. | |
|----------|------------------|---------------|----------------------------|
| Word | Part of speech | Meaning | Sentence |
| attend | verb | to be present | I will attend the meeting. |
| chance | | | |
| stunning | | | |
| uniquely | | | |

When words begin with the same letter, check the second and third letters to

know which



Holidays are a special time to relax and explore new places. Plan and write a paragraph about your holiday describing where you went and the activities you did there.

| Topic Sentence | My Holiday | Detail 1 |
|---|---------------|---------------------|
| | | |
| Detail 2 | Detail 3 | Concluding Sentence |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| ☑ Paragraph Writ | | |
| ✓ Paragraph Writ ○ Did I write a clear top ○ Did I include at least | pic sentence? | |

O Did I use AI tools to proofread my writing?

Assessment 2 | Learning Unit 2

| 7 | Vocabulary: Choose the correct answer from a, b, c, or d: |
|---|---|
|---|---|

| 1. | We went on a/an | which lasted for f | ive days. We saw t | hree different cities. |
|----|--------------------------|-----------------------------|---------------------|------------------------|
| | a. event | b. exhibition | c. design | d. cruise |
| 2. | My friend | this story; she said it i | s very good. | |
| | a. recommended | b. attended | c. expressed | d. attracted |
| 3. | The holiday was fun, | the boat | ride to the island. | |
| | a. surely | b. clearly | c. uniquely | d. especially |
| 4. | Muslims hope for the | to go to I | Најј. | |
| | a. chance | b. design | c. cruise | d. exhibition |
| 8 | Grammar: Choo | ose the correct answe | r from a, b, c, or | d: |
| 5. | She likes | . TV after finishing her ho | mework. | |
| | a. is watching | b. watches | c. watching | d. watched |
| 6. | If he studies hard, he | will the test. | | |
| | a. pass | b. passed | c. passes | d. passing |
| 7. | Sara and Laila enjoy | games in the | e evening. | |
| | a. play | b. played | c. playing | d. plays |
| 8. | If there is a dust storn | n tomorrow, we | inside. | |
| | a. staved | b. are staving | c. will stay | d. stavs |

Read the passage to answer the following question:

Kuwait Towers are one of the most famous landmarks in Kuwait. They are located in Kuwait City near the Arabian Gulf. People visit the towers to enjoy the view and learn about the country's history. At night, the towers light up and look beautiful from far away.

| 9. | Why do people enjoy | visiting Kuwait | lowers? | |
|----|---------------------|-----------------|---------|--|
| | | | | |

10. What is the synonym of the underlined word 'landmarks'?



Learning Unit Three

Our Environment, Our Choice





Lesson One Reading:

Vocabulary: Replace the word:

Read the sentences and replace the words between brackets with their synonyms.

pollution - climate - reminds - crowded - harm

| 1. | The teacher always | (tells again) | us to recycle our bot | ttles. |
|----|--------------------|---------------|-----------------------|--------|
|----|--------------------|---------------|-----------------------|--------|

- 2. The beach was very (full), and we couldn't find a place to sit.
- 3. Factory smoke causes a lot of (dirty air).
- 4. We should not do things that (hurt) animals.
- 5. The (weather) is getting hotter every year

Lesson Five Reading:

2 Read the meanings of the words. Find them in the word search.
Then, write the words below.

- 2. An object used to hold or store things.
- 3. To use something again.
- 4. Made of a hard shiny material like iron.
- 5. To make something smaller or less.

Word Search

VAGMMCVQZUCKATESKBGNAOPYCTZSPYYFNLRPACLBWKRTAEDLRYERKVASDELULMEMHITUYHDXVUZRNICPHDTWSTKECEZBWCIEMVRY

Present Continuous:

3 Look at the pictures below. Talk about what is happening. Write one sentence for each picture using past continuous.

write - read - help - eat









- 1. She is reading a book.
- 2. I am _____ a sandwich at the moment.
- 3. They are
- 4. We _____

Future Promises: Will / Won't

4 Look at the pictures. Write one sentence using "will" and another one using "won't".

Example: I will plant a tree. / I won't cut down trees.

| Picture | l will | I will not / won't |
|---------|--------|--------------------|
| | | |
| | | |

Micro-Skill Practice

Learning Unit 3



Suffixes that Add Meaning (-ful, -less, -ly)

A. Look at the words below and discuss the questions that follow.

(hopeful – hopeless – helpful – helpless – careful – careless – wisely – happily)

- Which words seem positive? 😊
- Which seems negative? 😔
- Which words describe how something is done?

What do the endings -ful, -less, and -ly tell us? Let's find out.

| Suffix | Added to | Becomes | Meaning | Spelling Rule | Examples |
|--------|-----------|-----------|----------------------------|---|---|
| ful- | Noun | Adjective | Full of something | Just add –ful | care → careful hope → hopeful |
| less- | Noun | Adjective | Without something | Just add –less | $\begin{array}{c} \text{help} \rightarrow \text{helpless} \\ \text{use} \rightarrow \text{useless} \end{array}$ |
| ly– | Adjective | Adverb | How some- thing is done | Just add –ly If word ends in $y \rightarrow$ change y to $i + ly$ | careful → carefully happy → happily |

- A suffix is a group of letters added to the end of a word to change its **meaning** or **word type**.
- Use -ful and -less to describe people or things (e.g., helpful friends)
- Use -ly to describe actions or how something is done. (e.g., speak loudly)

B. Choose the correct word to complete each sentence.

- 1. She closed the door (care/ careful/ carefully).
- 2. This idea is great. It is very (use / useful / usefully) for our class project.
- 3. Throwing rubbish on the ground is a (thought / thoughtful / thoughtless) thing to do.
- 4. He waited (hope / hopeful / hopefully) for the test results.

C. Complete the passage with the most suitable words from the list. Use each word only once.

(easily – joyful – politely – thankful – wisely- helpless- careless)

| Many people ar | e thankful w | hen others offer h | elp during | difficult times. | However, |
|--------------------|----------------------|---------------------|------------|------------------|-------------|
| a a | iction, like dama | ging someone's b | elongings, | can | upset |
| others. That's wh | ny it's important to | act and speak | | in every situat | ion. In our |
| class, we often e | experience | moments | when we s | support one an | other and |
| work as a team. | Our teacher alw | ays plans activitie | es | to help us | s succeed |
| and enjoy learning | ng. Even if you so | metimes feel | , r | emember that | asking for |
| support can lead | to a positive cha | nge. | | | |
| | | | | | |

Learning Unit 3 Assessment 3

| U | Vocabulary. One | Jose the correct | answer from a, b, c | ,, or a. |
|---|--------------------------------|----------------------|---------------------------|------------------------|
| 1. | We should always | try to | the amount of | waste we make. |
| | a. allow | b. reduce | c. impress | d. remind |
| 2. | He packed his lunch in a small | | to take to | school. |
| | a. value | b. campaign | c. container | d. climate |
| 3. | The teacher asked | d us to write our ho | mework | in our notebooks. |
| | a. surely | b. carelessly | c. gently | d. neatly |
| 4. | The Earth's | is chanç | ging because of pollution | on and global warming. |
| | a) climate | b) forest | c) routine | d) plastic |
| 7 | Grammar: Choo | se the correct a | nswer from a, b, c, | or d: |
| 5. | 1 | my homework, a | at the moment. | |
| | a. do | b. am doing | c. did | d. will do |
| 6. If ittomorrow, we will not go to the park. | | | | |
| | a. rain | b. rains | c. raining | d. will rain |
| 7. | They | TV in the liv | ing room right now. | |
| | a. were watching | b. watched | c. will watch | d. are watching |
| 8. | Tomorrow, we | the | museum with our clas | SS. |
| | a. were visiting | b. visited | c) will visit | d) visitina |

Learning Unit Four

What Stories Teach Us





Lesson One Reading:

Fill in the blanks with words from the list. Choose the best word to make the story interesting and correct.

(admire - tale - fair - explain - stranger - attentively - connect)

| One evening, we lis | stenedto our grandmother as she told |
|---------------------|--|
| us a | about a brave girl who helped ain trouble. |
| l always | how my grandma makes every story exciting. |
| She can easily | the lesson behind the story. Her stories help us |
| | with each other and learn how to be kind and |

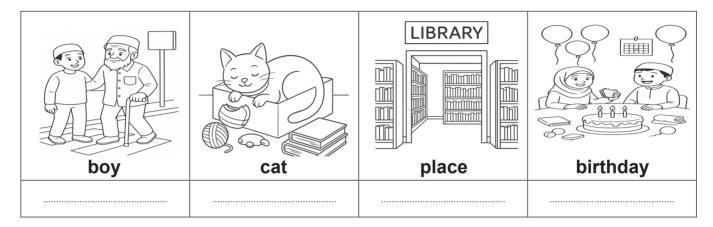
Lesson Five Reading:

In pairs, match the words to their meanings, write a sentence using one of the words, and let your partner check your sentence.

| Number | Word | Match | Meaning | |
|--------|---|-------|--|--|
| 1 | woodcutter | | A tool with a sharp blade used for cutting wood. | |
| 2 | reward | | In a worried or scared way. | |
| 3 | nervously | | A gift or prize for doing something good. | |
| 4 | axe | | A person who cuts down trees. | |
| You | | | | |
| Check | Did you use the word from the list? Yes - No Is the sentence easy to understand? Yes - No | | | |

Relative Pronouns:

a. Label each picture using who, where, when, or which. Then form suitable sentences with the correct words.



b. Fill in the missing relative pronouns.

- 1. I read a book _____had an exciting story.
- 2. I remember the day _____we had a picnic.
- 3. She is the teacher _____teaches science.
- 4. This is the zoo ______you can see giraffes.

4 Past Continuous:

a. Choose the correct verb.

- 1. I (was watching / watched) television when someone (knocked / was knocking) on the door.
- 2. Noor (was doing / did) her homework when it (started / was starting) to rain.
- 3. While they (were playing / played) outside, the lights (went / were going) out.

| b. | b. Write your corrected sentences. | | | |
|----|------------------------------------|--|--|--|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

Micro-Skill Practice

Learning Unit 4



Using 'un-' with Adjectives

A. Read the story, then discuss the questions that follow.

Laila saw a boy crying near the gate. Everyone passed by, but she couldn't be **uncaring**. She gave him water and waited with him. Her act was **unselfish** and brave. Others thought it was **unfair** that he was left alone.

- 1. What does "un-" do to the meaning of an adjective?
- 2. Does the new word mean the same or the opposite of the original word?
- Use "un-" to show the opposite meaning of an adjective.
- It means "not" or "the opposite of".

| Prefix | Added to | Meaning | Examples |
|--------|-----------|------------------|---|
| un– | adjective | not/ opposite of | kind → unkind caring → uncaring selfish → unselfish |

B. Read each situation and choose the most suitable "un-" adjective from the list. (unkind - unhelpful - unsafe - unfair)

| Situation | Adjective |
|--|-----------|
| A student shouted at her friend during the game. | |
| One team got two turns, but the other only got one. | |
| A boy refused to explain the activity when someone asked for help. | |

| C. Add the prefi | x "un–" to | each | adjective | and use | each | one in a | a meanin | gful |
|------------------|------------|------|-----------|---------|------|----------|----------|------|
| sentence of y | your own. | | | | | | | |

| 1. | fair → |
|----|----------|
| | caring → |
| 3. | happy → |
| 4. | lucky → |



Stories are powerful tools that teach us lessons, help us feel emotions, and connect us with others. Plan and write a paragraph describing why stories are important and how they make you feel.

| Topic Sentence | Why Stories are Important | Detail 1 |
|----------------|---|---------------------|
| Dotail 0 | | |
| Detail 2 | Detail 3 | Concluding Sentence |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| □ Por | o avendo Muitina Chaeldiete | |
| | ragraph Writing Checklist: | |
| | write a clear topic sentence? include at least three details? | |
| | check my punctuation and capital let | tters? |
| O Did I | use AI tools to proofread my writing? | |

Assessment 4 Learning Unit 4

| 7 | Vocabulary: Choose the correct answer from a, b, c, or d: | | | | | |
|----|---|----------------------------|-----------------------------|-------------|--|--|
| 1. | My grandfather told | us a funny | about a talking bird. | | | |
| | a. generation | b. tale | c. stranger | d. reward | | |
| 2. | Imy | parents because they hel | p others. | | | |
| | a. earn | b. reuse | c. admire | d. harm | | |
| 3. | The fireman ran into | the burning building to sa | ave the child, he was very. | | | |
| | a. honest | b. deep | c. fair | d. brave | | |
| 4. | He listened | to the story, smil | ng at every word. | | | |
| | a. surely | b. attentively | c. nervously | d. uniquely | | |
| 0 | | | | | | |
| 8 | Grammar: Choo | se the correct answe | r from a, b, c, or d: | | | |
| 5. | 5. That is the manhelped the lost boy. | | | | | |
| | a. which | b. when | c. who | d. where | | |
| 6. | While Ali was watching TV, his friendhim. | | | | | |
| | a. call | b. calls | c. calling | d. called | | |
| 7. | This is the park | we play after so | chool. | | | |
| | a. when | b. where | c. who | d. which | | |
| 8. | When I | , my phone rang. | | | | |
| | a. eating | b. is eating | c. was eating | d. eat | | |



Answer Key

Assessment 1

(6)

- 1. content
- 2. support
- 3. documentary
- 4. express

(7)

- 5. c
- 6. a
- 7. c

(8)

- 8. It helps us understand different cultures and express our feelings.
- 9. The word (it) refers to art.

Assessment 2

(7)

- 1. d
- 2. a
- 3. d
- 4. a
- (8)
- 5. c
- 6. a
- 7. c
- 8. c

(9)

- 9. To enjoy the view and learn about the country's history.
- 10. A famous place.

Assessment 3

(6)

- 1. b
- 2. c
- 3. d
- 4. a

(7)

- 5. a
- 6. b
- 7. a
- 8. c

Assessment 4

(7)

- 1. b
- 2. c
- 3. d
- 4. b
- (8)
- 5. c
- 6. d
- 7. b
- 8. c

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Grade

6A



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