



وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

English Pearls of Kuwait

Workbook



Grade

6B



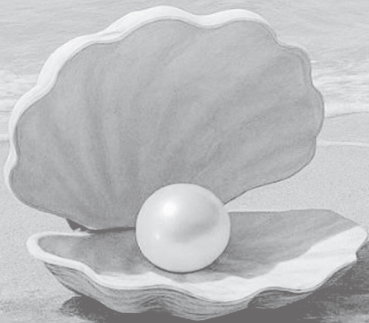
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Learner's Performance Follow up



	Date	Performance	Teacher's Feedback	Parent's Signature
Unit 5		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		
Unit 6		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		
Unit 7		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		
Unit 8		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		

Accumulative Assessment

Type	Reading Comprehension	Vocabulary	Grammar	Writing	Homework	Project
Grade						



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Writing

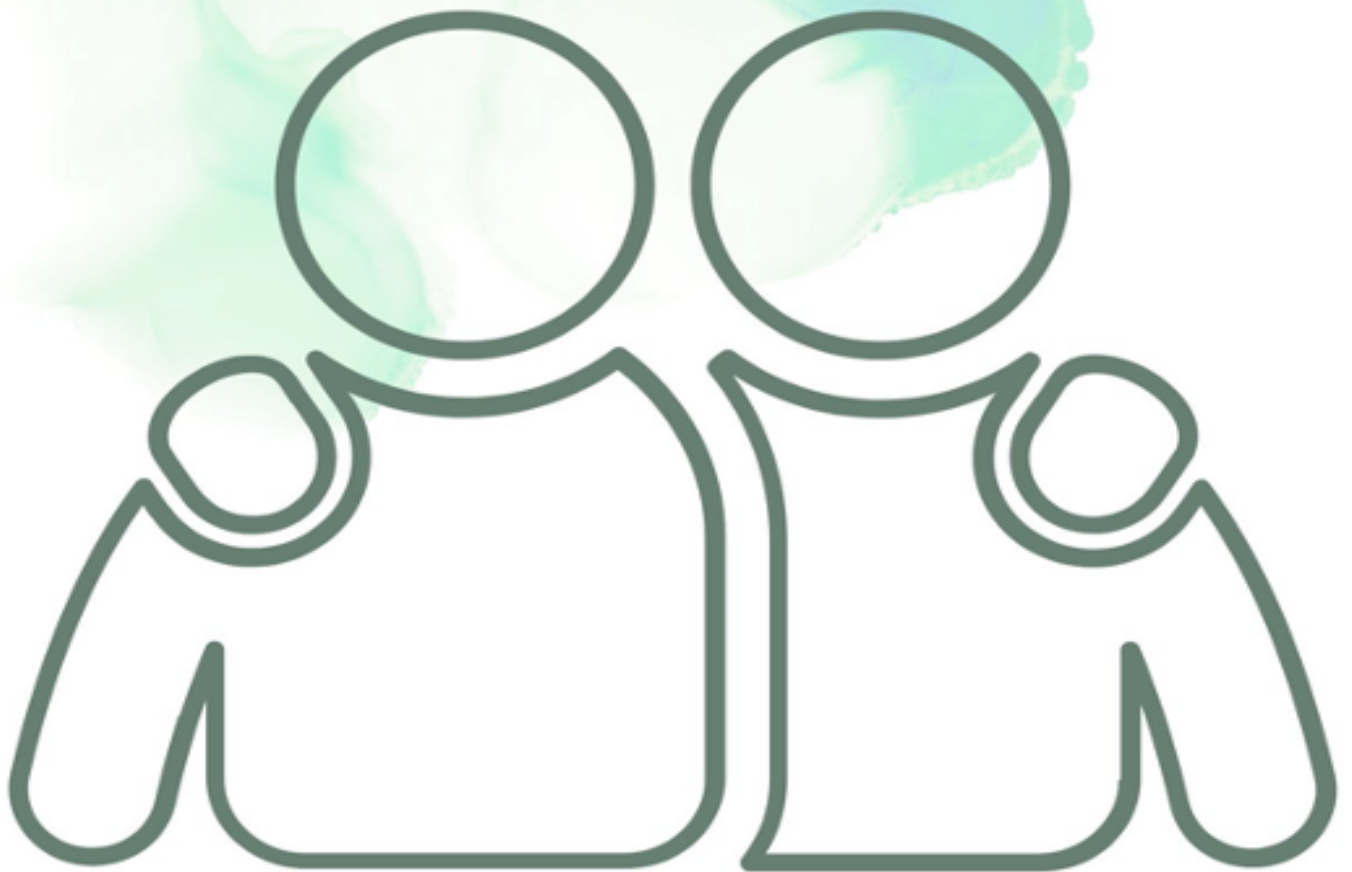
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Learning Unit Five

The Roots of Friendship





1 Lesson One: Reading

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

happiness – forgive – kindly – thankful – cooperate – respect – caring

Ali is a good friend. He is a loving and person. Ali always speaks to his friends. He encourages them to during group tasks. One day, a friend hurt Ali's feelings, but he chose to him. This choice brought more and into their friendship. Ali's classmates are very to have him in their life.

2 Lesson Five: Reading

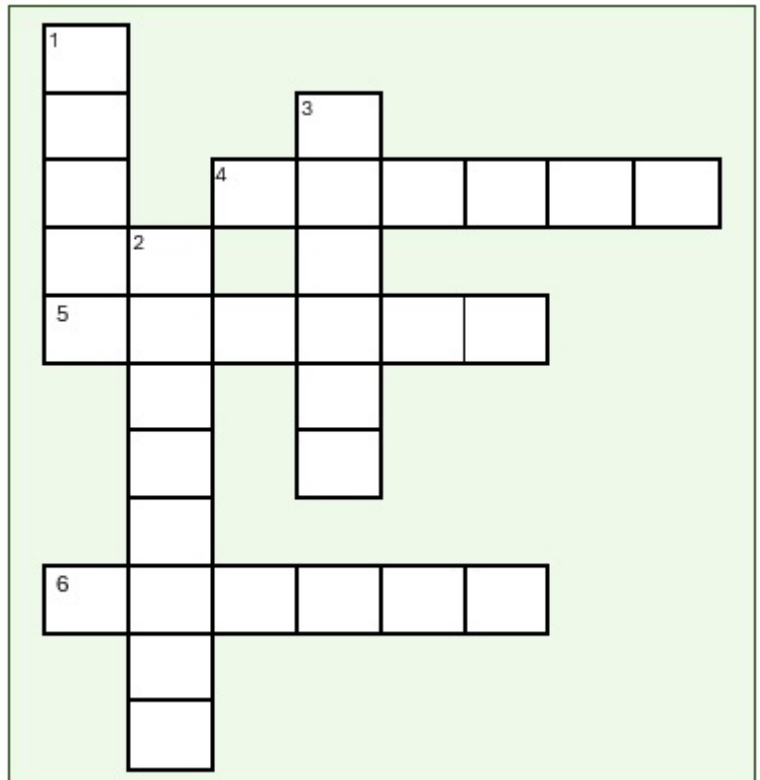
Work in groups. Fill in the crossword using the clues provided.

Down:

1. The quality of being true.
2. Quickly and unexpectedly.
3. In a quiet or gentle way.



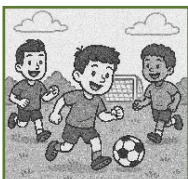


Across:

4. To move behind someone or something and go where they go.
5. A person or an animal that hunts animals for food or sport.
6. Doing things in a secret and unfair way.



3 Articles (a, an, the, no article)

Look at the pictures. Circle the incorrect article in each sentence and write the correct one using a, an, the, or no article.

<p>1. She bought an new bag.</p> <p>.....</p> 	<p>2. Ali saw a eagle flying in the sky.</p> <p>.....</p> 	<p>3. We visited the Kuwait Towers.</p> <p>.....</p> 
<p>4. He is reading a interesting story.</p> <p>.....</p> 	<p>5. The Paris is a beautiful city.</p> <p>.....</p> 	<p>6. Jassim wants to buy an car.</p> <p>.....</p> 
<p>7. The boys played football on the Friday.</p> <p>.....</p> 	<p>8. My sister is an doctor.</p> <p>.....</p> 	<p>9. Hadi has a amazing idea for the project.</p> <p>.....</p> 

4 Tag Question (Present Simple)

Look at the pictures and the given phrases. Complete each sentence and write the correct tag question.




isn't hungry **1**



go by car **2**



is happy **3**



ride bikes **4**

- 1- The boy isn't hungry, ?
- 2- She doesn't ?
- 3- The player ?
- 4- ?

Micro-Skill Practice

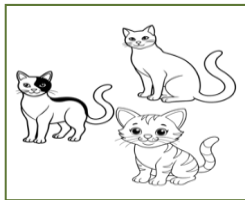
Learning Unit 5

5 The Sound of Plurals: Plural Ending Sounds (/s/, /z/, /ɪz/)

A plural ending sound is the sound we hear at the end of a plural noun spelled with -s or -es.

Examples: maps → /s/, bags → /z/, dishes → /ɪz/

A. In groups, look at the pictures and say the plural words



B. Listen and Notice: Ending Sounds:

Tick (✓) the box that shows the correct ending sound for each word.



Word	/s/	/z/	/ɪz/
chairs			
boxes			
books			

C. Find It, Say It, Check It

In pairs, match the plural words with their correct ending sounds (/s/, /z/, /ɪz/). Say the words aloud, then check together.

(watches – cups – pens – maps – buses – birds)

/s/	/z/	/ɪz/

D. Word Lists by Sound

Write three plural words for each ending sound.

/s/	/z/	/ɪz/

E. Mini Dialogue

In pairs, write a short dialogue (4–6 lines) about friendship. Use at least four plural nouns in your dialogue. Then, act it out.

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

- 1 – Yusuf was the first to the finish line before anyone else.
 a) belong b) reach c) shine d) forgive
- 2 – The fox waited silently before jumping toward the chickens.
 a) sweet b) thankful c) caring d) sneaky
- 3 – Aisha learned from her and will try to do better the next time.
 a) mistake b) comfort c) edge d) field
- 4 – Fatma reads her favourite book before bedtime.
 a) suddenly b) softly c) often d) falsely

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

- 5 – Do you know boy who helped the teacher?
 a) a b) an c) the d) Ø
- 6 – Amal lives near the school, ?
 a) is she b) doesn't she c) isn't she d) does she
- 7 – We bought umbrella because it was raining.
 a) a b) an c) the d) Ø
- 8 – Your father doesn't work at the university,?
 a) does he b) doesn't he c) isn't he d) is he

8 Read the passage to answer the following question:

Many people enjoy travelling to learn about new places and cultures. When we travel, we meet different people and see exciting things that we don't see at home. Travelling also helps us relax and have fun with our families. Sometimes, travelling teaches us important life lessons and helps us become more confident.

9. What is the **writer's purpose** in writing this paragraph?
 a) To warn about the dangers of travelling b) To explain how to book a trip
 c) To tell a personal story d) To show the benefits of travelling

Student Performance Checklist

Skill	Excellent	Good	OK	Needs Help	Not Yet
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Note: This checklist reflects overall unit performance using both the Student's Book and the Workbook.

Learning Unit Six

Play, Practise, Enjoy





1 Lesson One: Reading

Complete the following sentences with the correct words from the list.

photography – enjoyable – unwind – carefully – skill

1. The student cut the paper to make a neat shape.
2. is my hobby because I like taking pictures of nature.
3. The school trip was very Everyone had a great time.
4. After a long day of studying, I like to by playing my favourite sport.

2 Write the correct word for each definition.

- a. All the events that happened in the past.
 Correct word:
- b. Having bright colours or a lot of different colours.
 Correct word:

Lesson Five: Reading

3 Unscramble the letters to form the correct words.

1. f i n e t s s :
2. c o i b n m e :
3. p o r a l p u :
4. a c v t i i y :
5. t e w a m o r k :
6. d c e i d e :
7. e l p a f e u c :
8. c r s a o s :

4 Use three words from exercise 3 to write one meaningful sentence for each word.

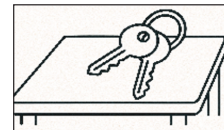
1.
.....
2.
.....
3.
.....

5 Prepositions of Time and Place

Match each sentence to the correct preposition: in, on, to, or at.

- 1- My birthday is December.
- 2- The keys are the table.
- 3- He always wakes up 6:30 am.
- 4- We must go our class now.
- 5- They live London.
- 6- The cat is sleeping the sofa.
- 7- We travelled Spain in 2022.
- 8- He's waiting the bus stop.

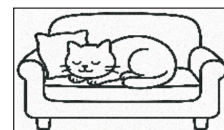
in



on



at



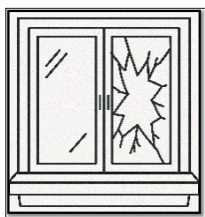
to



6 Passive Voice (Past Simple)

Picture detective. Look at the pictures. Use one verb from the list to write a complete sentence in the past simple passive form (was/were + past participle).

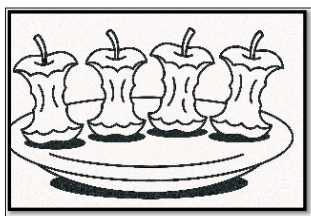
(eat – write – bake – break)



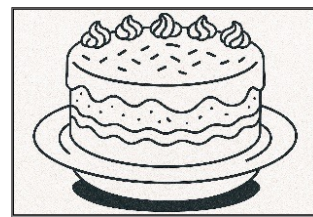
1- The window was.....



2- Three letters



3-



4-

7 One Word, Many Forms: Word Families

Word family: a group of words that come from the same base word and share a related meaning.

Example: help → help, helpful, helpless

Base word: the main word before adding endings.

Example: play → player, playing

Word type: the role of a word in a sentence:

noun = thing (teacher) - **verb** = action (teach) - **adjective** = description (helpful)

A. Focus on Words: Family Groups

In groups, look at the word groups. How are these words related to each other?

(care – careful – careless)

(act – action – active)

(write – writer – writing)

B. Find It, Say It, Check It!

Underline the part of each word that stays the same in the family.

(help – helpful – helpless)

(teach – teacher – teaching)

(use – useful – using)

C. Focus on Word Types

Choose the correct form in each sentence. Circle the correct word. Then read the sentences aloud.

1. The teacher gave us very (use / useful) advice.
2. I always like (work / working) with my classmates.
3. This book is very good. It has a lot of (inform / information) .
4. The class is very (hope / hopeful) that they did well on the test.

D. Let's Use Word Families

Write your own sentences using different word forms from the same family.

Use any family you like. Write 1–2 sentences for each form.

Example: care (I am careful when I cross the street./ Don't be careless with your homework).

.....
.....

E. My Life, My Word Families

In pairs, choose two base words. Write three family words for each.

Then, share one example with the class.

Assessment 6

Learning Unit 6

9 Vocabulary: Choose the most suitable answer from a, b, c or d.

- 1- Abeer used her to draw a beautiful picture of a future city.
a) imagination b) fitness c) pattern d) history
- 2- Having a hobby is important; it helps you after a long day.
a) repeat b) unwind c) practise d) concentrate
- 3- The last question on the test was, but I tried my best to answer it.
a) colourful b) peaceful c) tricky d) popular
- 4- The moon shines above the sea.
a) falsely b) across c) carefully d) beautifully

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

- 5- The lost wallet under the table yesterday.
a) is found b) are found c) was found d) were found
- 6- We play football the park every Saturday.
a) in b) on c) at d) to
- 7- These chairs by my uncle last year.
a) are making b) are made c) was making d) were made
- 8- The clock is the wall.
a) in b) on c) at d) to

11 Vocabulary: Choose the most suitable answer from a, b, c or d.

- 9- We eat dinner in night. **(Correct the preposition)**

.....

- 10- The teacher wrote a story last month. **(Change into passive)**

.....

Student Performance Checklist

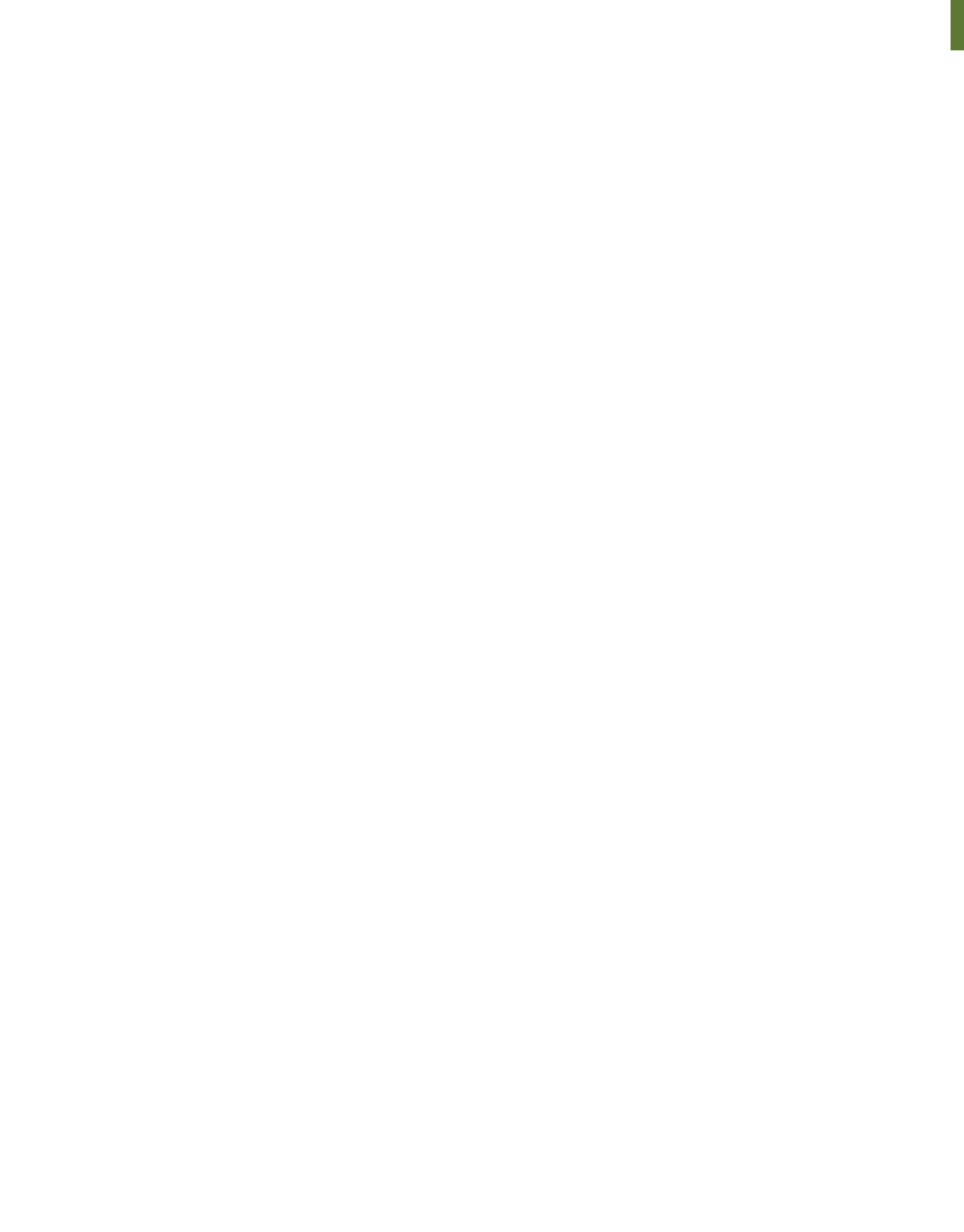
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Note: This checklist reflects overall unit performance using both the Student's Book and the Workbook.

Learning Unit Seven

Healthy Lifestyles





Vocabulary

Learning Unit 7

1 Lesson One: Reading

Find the words in the list.

a	i	e	n	e	r	g	y	j	x	p	s	x
w	y	h	v	q	i	f	b	k	t	i	l	n
r	k	r	i	c	a	o	t	f	e	v	o	m
e	m	b	w	o	r	s	h	i	p	f	w	k
c	d	i	f	h	x	j	k	d	b	a	l	g
i	f	p	m	s	a	s	f	c	r	n	y	t
t	g	t	o	h	v	n	m	c	q	r	w	d
e	a	n	o	a	u	e	l	w	b	v	n	a
x	q	f	d	j	p	e	r	s	o	n	a	l
b	v	a	n	t	j	y	m	o	w	j	f	s
u	t	h	o	r	o	u	g	h	l	y	z	p
l	o	y	m	v	l	x	c	q	r	w	d	g
a	w	r	c	o	n	s	i	d	e	r	u	o

consider – energy – worship – recite – personal – slowly – mood – thoroughly

2 Use three words from the list. Write one meaningful sentence for each word.

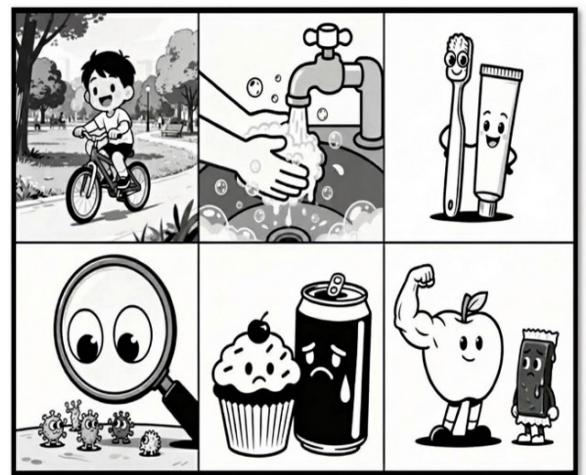
-
.....
-
.....
-
.....

3 Lesson Five: Reading

Complete the following passage with the correct words from the list.

sugary – germ – hygiene – lifestyle – over time – hurt

A healthy helps us stay strong. Good, like washing our hands, is good for us. It keeps us safe from any that may cause sickness or our bodies. Eating too many foods is not good for our bodies., they can increase health problems. Making good choices every day helps us stay healthy.



4 Comparative and Superlative Adjectives:

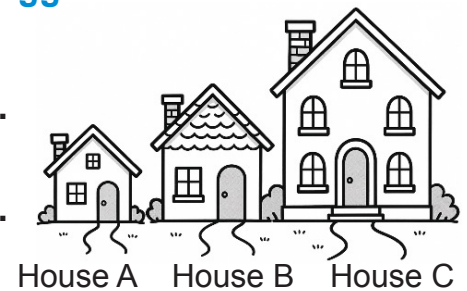
Write the comparative and superlative forms of each adjective in the table.

Adjective	Comparative	Superlative
slow		
smart		
happy		
funny		
good		

5 Look at the picture.

Write one sentence using bigger and one using biggest.

- 1-
- 2-



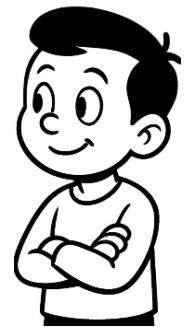
6 Too / Enough

Match sentence beginnings with the correct endings.



- 1- This shirt is too small
- 2- She spoke loudly enough
- 3- It's too dark
- 4- The bag is too heavy
- 5- The teacher was kind enough
- 6- The coffee is too bitter

- a. to see anything.
- b. to carry.
- c. to help us after class.
- d. to wear.
- e. to drink.
- f. for everyone to hear.



7 Endings That Change Words: Suffixes (-er, -est, -ness, -ment)

Suffix: letters added to the end of a word to change its meaning or grammar.

Examples:

- tall → taller / tallest
- kind → kindness
- enjoy → enjoyment

A. Focus on Words: Comparing with Suffixes

In pairs, say the words aloud. Talk about how the ending changes the meaning.

Word 1	Word 2	What changes?
tall	taller	
dark	darkness	
move	movement	

Sentence Starters:

“This ending shows...”

“This word means...”

B. Listen and Notice: Suffix Meaning

Listen carefully. Write the suffix you hear at the end of each word.

- | | |
|----------------|---------------|
| 1. big | 3. move |
| 2. happy | 4. fast |

Tip: Listen to the **ending sound**, not only the spelling.



C. Find It, Say It, Check It!

In pairs, complete the table with the correct new words. Then, read them aloud.

Base Word	New Word	Suffix
sad		-ness
develop		-ment
kind		-er

D. Let's Use Our Suffixes!

Write three sentences. Use three different suffixes (-er, -est, -ness, -ment).

.....

.....

.....

E. My Life, My Suffix Words

Describe a place (your school, a room or a park). Use two comparison words with -er or -est.

8 Vocabulary: Choose the most suitable answer from a, b, c or d.

1- It is important to keep your information safe when using the internet.

- a) sugary b) sticky c) personal d) bright

2- The teacher asked us to the cards on the table.

- a) spread b) hurt c) cause d) recite

3- You should check the of your bag so it doesn't hurt your shoulders.

- a) energy b) weight c) fuel d) mind

4- Noor read the test paper before answering.

- a) beautifully b) over time c) thoroughly d) slowly

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

5- Today is day of the year.

- a) cold b) colder c) coldest d) the coldest

6- For me, maths is than English.

- a) easy b) easier c) easiest d) the easiest

10 Do as shown between brackets:

7. The street is very noisy. We can't sleep. **(Join using: too ...to)**

.....

8. The question is easy. Everyone can answer it. **(Join using: enough)**

.....

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Learning Unit Eight

Technology





1 Lesson One: Reading

Sort the words under their correct parts of speech.

technology - organise - smooth - relaxation - particularly - mental - solve

Nouns	Verbs	Adjectives	Adverbs

2 Match the words with their definitions.

- a. staff () especially, or more than usual
- b. continue () to find an answer to a problem
- c. particularly () the group of people who work for an organisation
- () to keep doing something without stopping

3 Lesson Five : Reading

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

interesting - alter - animation - together - artist

- 1- The (painter) used bright colours to make the picture beautiful.
- 2- We worked (with each other) to finish the class project.
- 3- I had to (change) my plan because it started to rain.
- 4- My little brother loves watching (cartoons) with me every day.
- 5- It was (exciting) to see the fireworks light up the sky.

4 Write the missing letters in the following words.

1- di _ c _ ss	2- in _ tru _ tion
3- op _ ni _ n	4- el _ ctro _ ic

Present Perfect Simple

5 Write questions using the present perfect and answer them.

you / do / your homework
 Example: Question: Have you done your homework?
 Answer: Yes, I have. / No, I haven't.

1- you / eat / breakfast

Question:

Answer:

2- she / play / the toys

Question:

Answer:

3- he / finish / his project

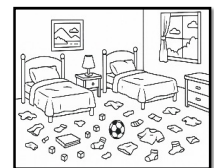
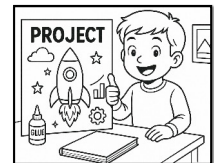
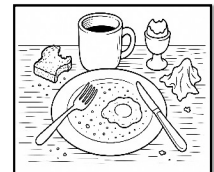
Question:

Answer:

4- they / clean / their room

Question:

Answer:



6 Wh-Questions (Present Simple)

Look at the answers and write a correct WH-question.

1- ?

Dana reads books in the library.

2- ?

We have English on Monday.

3- ?

The children like to eat pizza.

4- ?

Dr. Jassim is my doctor.

7 Meaning at the Start: Prefixes (re-, pre-, dis-, mis-)

Prefix: letters added to the beginning of a word to change its meaning.

Examples:

- redo = do again
- preview = see before
- disagree = not agree
- misread = read wrongly

A. Focus on Words: Prefix Meaning

In pairs, say the words. What happens when we add re-, pre-, dis-, or mis-?

Word 1	Word 2	What changes?
read	reread	
pay	prepay	
agree	disagree	
understand	misunderstand	

Sentence Starters:

“This ending shows...”

“This word means...”

B. Listen and Notice: Prefix Meaning

In pairs, complete the words with the correct prefix, then read them aloud.

- 1) ___heat 2) ___appear, 3) ___heat 4) ___spell



C. Find It, Say It, Check It!

Circle the correct word in each sentence.

1. Please (**revisit** / **previsit**) the museum before writing your report.
2. Ali (**miswrote** / **rewrote**) his notes because they were messy.
3. Visitors need to (**prepay** / **mispay**) for entry tickets.
4. The phone did not charge because the wire was (**disconnected** / **misconnected**).

D. Let's Use Our Prefixes!

One Base, Four Prefixes. In pairs, choose one base word (like view, behave, use) and make four different prefix words. Read them to each other.

.....

.....

.....

.....

E. My Life, My Prefix Words

Write 3–4 sentences. Use at least two prefix words that describe your day.

.....

.....

.....

.....

9 Vocabulary: Choose the most suitable answer from a, b, c or d.

- 1- We must the puzzle to open the next level in the game.
a) discuss b) alter c) solve d) organise
- 2- Everyone has a different about which sport is the most fun.
a) code b) cost c) staff d) opinion
- 3- Hamad enjoys playing games on his tablet.
a) mental b) electronic c) smooth d) technical
- 4- I enjoyed the science experiment, the part about the cell.
a) particularly b) together c) across d) slowly

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

- 5- Who football with you? My friends play football with me.
a) play b) plays c) playing d) played
- 6- Have we met before? No, we met before.
a) did b) haven't c) didn't d) have
- 7- does she eat for lunch? She eats rice and chicken.
a) Where b) When c) What d) Who
- 8- Has he the story yet? Yes, he has.
a) write b) writes c) wrote d) written

11 Read the passage to answer the following questions:

Watching TV is a delightful way to learn new things and enjoy free time. There are many programmes about animals, science, and history that can teach us useful information. However, watching too much TV is not good for our eyes or our health.

- 9- What is the synonym of the underlined word “**delightful**” in the 1st line?
.....
- 10- Why is watching too much TV not good for us?
.....

Student Performance Checklist

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	<input type="checkbox"/> The student can understand almost everything, even details, in English and respond quickly and correctly.	<input type="checkbox"/> The student can understand most ideas and details, with only small gaps in understanding.	<input type="checkbox"/> The student can understand the main points but sometimes misses details.	<input type="checkbox"/> The student often misunderstands and needs repetition or help.	<input type="checkbox"/> The student cannot understand spoken English clearly.
Speaking	<input type="checkbox"/> The student can speak clearly, confidently, and naturally. Their English is easy to understand and fits the task.	<input type="checkbox"/> The student can speak with only a few mistakes; their ideas are mostly clear and relevant.	<input type="checkbox"/> The student can speak but makes mistakes that sometimes affect clarity; answers are partly relevant.	<input type="checkbox"/> The student makes many mistakes, pauses often, and is hard to understand.	<input type="checkbox"/> The student cannot speak clearly or give relevant answers.
Reading	<input type="checkbox"/> The student can fully understand texts and read aloud fluently with clear pronunciation and expression.	<input type="checkbox"/> The student can understand most ideas and read aloud mostly clearly with small errors.	<input type="checkbox"/> The student can understand the main points and read aloud clearly enough but with mistakes or pauses.	<input type="checkbox"/> The student struggles to understand texts and reads aloud with many errors.	<input type="checkbox"/> The student cannot understand texts or read aloud clearly.
Writing	<input type="checkbox"/> The student can write clearly and correctly, with good organisation, linking words, and relevant ideas.	<input type="checkbox"/> The student can write with a few mistakes; ideas are mostly clear and organised.	<input type="checkbox"/> The student can write but makes mistakes; meaning is usually clear but ideas are partly organised.	<input type="checkbox"/> The student makes many mistakes; writing is unclear and poorly organised.	<input type="checkbox"/> The student cannot write clearly or answer the task with relevant ideas.

Note: This checklist reflects overall unit performance using both the Student's Book and the Workbook.



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Grade

6B



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