



وزارة التربية

Ministry of Education

دولة الكويت | State of Kuwait

English Pearls of Kuwait

Workbook

حل الكتاب

MDARIS_KW

Grade

6B





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صفوة معلم الكويت

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First edition 2025-2026

Printed in Kuwait by: Pixel Printing Materials and Supplies LLC

The Ministry of Education acknowledges with appreciation the following authors for their role in the creation of the English Pearls of Kuwait series (2026 edition):

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أودع بمكتبة الوزارة تحت رقم 427 بتاريخ 2025/12/7 م

مكتبة الوزارة

شريعة الإسلام



صفوة معلمي الكويت

Vocabulary

Learning Unit 5

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 **Caring** person. Ali always speaks

...**K...in...dl...y** to his friends. He encourages them to **C...o...o...pe...**

group tasks. One day, a friend hurt Ali's feelings, but he chose to **...F...o...rg...**

him. This choice brought more **ha...p...pi...ne...s...s** and **...re...sp...**

their friendship. Ali's classmates are very **...Thankful** to have him in their life.

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2 Lesson Five: Reading

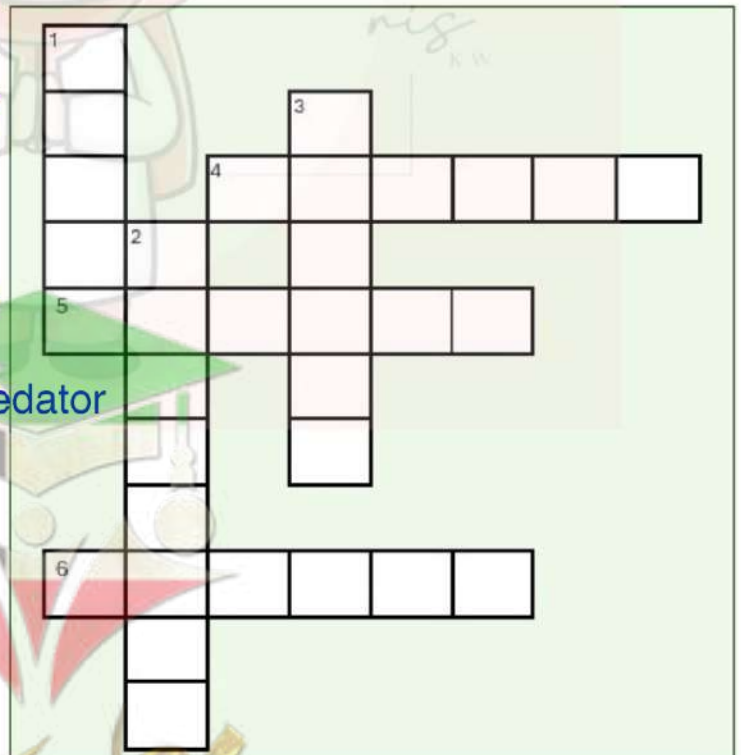
Work in groups. Fill in the crossword using the clues provided.

Down:

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

Across:

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



صفوة في الكويت

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 <u>an</u> new bag.</p> <p>She bought a new bag.</p> <p>.....</p> 	<p>2. Alisaw <u>a</u> eagle flying in the sky.</p> <p>Ali Saw an eagle flying in the sky</p> <p>.....</p> 	<p>3. We visited the Kuwait Towers.</p> <p>Correct 100</p> <p>.....</p> 
<p>4. He is reading <u>a</u> interesting story.</p> <p>he is reading an interesting story</p> <p>.....</p> 	<p>5. <u>The</u> Paris is a beautiful city.</p> <p>Paris is a beautiful city</p> <p>.....</p> 	<p>6. Jassim wants to buy <u>a</u> car.</p> <p>Jassim wants to buy a car</p> <p>.....</p> 
<p>7. The boys played football <u>on</u> the Friday.</p> <p>The boys played Football on Friday</p> <p>.....</p> 	<p>8. My sister is <u>a</u> doctor.</p> <p>M.y... s.i.s...t.e...r... is... the... p...r...o...j...e...c...t... doctor</p> <p>.....</p> 	<p>9. Hadi has <u>a</u> amazing idea for the project.</p> <p>Hadi has an amazing idea for the project</p> <p>.....</p> 

4 Tag Question (Present Simple)

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

 <p>isn't hungry 1</p>	 <p>go by car 2</p>	 <p>is happy 3</p>	 <p>ride bikes 4</p>
---	--	--	---

- 1- The boy isn't hungry, ... Is she ?
- 2- She doesn't go by car , does she ?
- 3- The player Is happy , isn't he ?
- 4- Ali and Ahmed ride bikes , don't they ?

Micro-Skill Practice

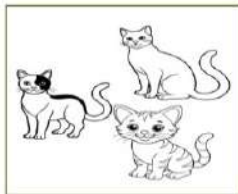
Learning Unit 5

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** → /s/, bags **s** → /z/, dishes **es** → /ɪz/

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



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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/
Cups	Pens	watches
maps	birds	buses

D. Word Lists by Sound

Write three plural words for each ending sound.

/s/	/z/	/ɪz/
dishes	dogs	Cats
Classes	apples	hats
Oranges	bags	snacks

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.

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- 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

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the task.

Student Performance Checklist

Learning Unit 5

Skill	Excellent and respond details	Good small gaps in details	OK repetition or help.	Needs Help	Not Yet
Listening	details, in English details, with only sometimes misses and needs clearly. The student can understand and respond to the task. The student can understand and respond to the task.	details, in English details, with only sometimes misses and needs clearly. The student can understand and respond to the task. The student can understand and respond to the task.	details, in English details, with only sometimes misses and needs clearly. The student can understand and respond to the task. The student can understand and respond to the task.	details, in English details, with only sometimes misses and needs clearly. The student can understand and respond to the task. The student can understand and respond to the task.	details, in English details, with only sometimes misses and needs clearly. The student can understand and respond to the task. The student can understand and respond to the task.
Speaking	English is easy to clear and relevant. clarity; answers to understand. The student can speak clearly and respond to the task. The student can speak clearly and respond to the task.	English is easy to clear and relevant. clarity; answers to understand. The student can speak clearly and respond to the task. The student can speak clearly and respond to the task.	English is easy to clear and relevant. clarity; answers to understand. The student can speak clearly and respond to the task. The student can speak clearly and respond to the task.	English is easy to clear and relevant. clarity; answers to understand. The student can speak clearly and respond to the task. The student can speak clearly and respond to the task.	English is easy to clear and relevant. clarity; answers to understand. The student can speak clearly and respond to the task. The student can speak clearly and respond to the task.
Reading	clear pronunciation clearly with small clearly enough but with many errors. The student can read clearly and respond to the task. The student can read clearly and respond to the task.	clear pronunciation clearly with small clearly enough but with many errors. The student can read clearly and respond to the task. The student can read clearly and respond to the task.	clear pronunciation clearly with small clearly enough but with many errors. The student can read clearly and respond to the task. The student can read clearly and respond to the task.	clear pronunciation clearly with small clearly enough but with many errors. The student can read clearly and respond to the task. The student can read clearly and respond to the task.	clear pronunciation clearly with small clearly enough but with many errors. The student can read clearly and respond to the task. The student can read clearly and respond to the task.
Writing	good writing clearly and respond to the task. The student can write clearly and respond to the task. The student can write clearly and respond to the task. The student can write clearly and respond to the task.	good writing clearly and respond to the task. The student can write clearly and respond to the task. The student can write clearly and respond to the task. The student can write clearly and respond to the task.	good writing clearly and respond to the task. The student can write clearly and respond to the task. The student can write clearly and respond to the task. The student can write clearly and respond to the task.	good writing clearly and respond to the task. The student can write clearly and respond to the task. The student can write clearly and respond to the task. The student can write clearly and respond to the task.	good writing clearly and respond to the task. The student can write clearly and respond to the task. The student can write clearly and respond to the task. The student can write clearly and respond to the task.

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