



وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

English Pearls of Kuwait

Workbook



Grade

6A



وزارة التربية

Ministry of Education

دولة الكويت | State of Kuwait

English Pearls of Kuwait

Workbook

Grade

6A

© Ministry of Education - State of Kuwait. 2025

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publishers.

First edition 2025-2026

Second edition 2026-2027

Printed in Kuwait by:

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):

Acting ELT Director

Ms Hadeel Hassan Al Kandari

Authors

ELT Superintendent (Team Leader)

Ms Hanan Ghaleb Aburezq

ELT Supervisor
Ms Huda Hussein Ibrahim

ELT Supervisor
Ms Hebah Saad Alabhoul

ELT Supervisor
Ms Sarah Taha Aljaser

Head of English Department
Ms Fatmah Bandar Albathali

Head of English Department
Ms Hanan Saad Alsaqabi

Teacher
Ms Taiba Hamad Alzeyadi

ELT Supervisor
Mr Omar Abdullah
Alkhudhari

ELT Supervisor
Ms Sarah Saleh Naser

أودع في مكتبة الكويت الوطنية ISBN: 978-9921-33-025-0

أودع بمكتبة وزارة التربية تحت رقم (24) بتاريخ 2025/8/17 م

مطبوعة حكومة دولة الكويت
Government Press - State of Kuwait





حضرة صاحب السمو الشيخ مشعل الأحمد الجابر الصباح
أمير دولة الكويت

H.H. Sheikh Meshal Al-Ahmad Al-Jaber Al-Sabah
Amir of the State of Kuwait



سَمُو الشَّيْخِ صَبَّاحٍ كَهْدٍ الْحَمَادِ الصَّبَّاحِ
وَلِيِّ مَعْهُدِ دَوْلَةِ الْكُوَيْتِ

H. H. Sheikh Sabah Khaled Al-Hamad Al-Sabah
Crown Prince of the State of Kuwait

Table of Contents

Page

Learning Unit 1

15

Assessment 1

18

Learning Unit 2

23

Writing

26

Assessment 2

27

Learning Unit 3

33

Assessment 3

36

Learning Unit 4

41

Writing

44

Assessment 4

45

Learner's Performance Follow-up



	Date	Performance	Teacher's Feedback	Parent's Signature
Unit 1		☐ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement		
Unit 2		☐ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement		
Unit 3		☐ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement		
Unit 4		☐ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement		

Formative Assessment

Type	Reading Comprehension	Vocabulary/ Dictation	Grammar	Writing	Homework	Project
Grade						

Learning Unit One

Art and Expression



Lesson One Reading:

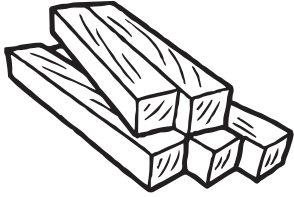
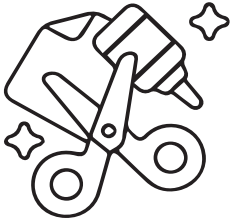
1 Vocabulary Mystery Game – Who Am I?

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 am an adjective for things made from wood.	
2	I am used to make fans and baskets. I come from trees.	
3	I am a type of writing that expresses ideas and emotions.	
4	I am an activity involving a skill made by hands.	
		
		
		
		

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. The weekly TV (series / goods) teaches students about history.

Answer: Meaning:

2. Kuwait television started (broadcasting / poetry) on November 5th, 1961.

Answer: Meaning:

3. I like watching (traders / documentaries) to learn about animals.

Answer: Meaning:

4. We saw a/an (official / cheerful) video made by the Ministry of Education.

Answer: Meaning:

Learning Unit 1

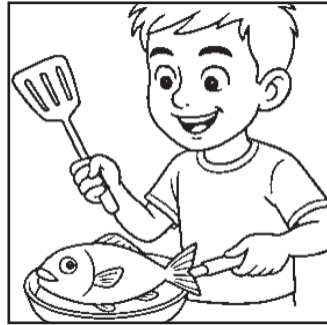
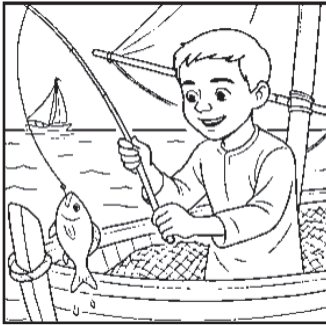
Past Simple:

3

Past Tense Mystery: Write What Happened!

- With your partner, look at the pictures below and discuss what happened.
- Then, write one sentence for each picture using a past-tense verb.

go – catch – cook – make – eat – cry

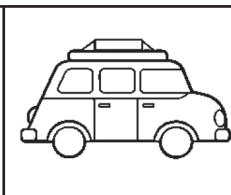
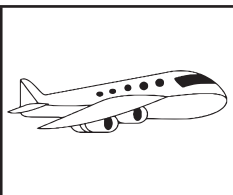


- Now, use your imagination: write and draw a different ending to the story in your notebook.

Past Tense (Used To):

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!

- We used to travel by now we
-

5

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	walk → walked jump → jumped
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)	hop → hopped stop → stopped

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 form of the verbs in brackets.

1. Yesterday, Salma the table near the window. (move)
2. She her pencil on the floor. (drop)
3. On Sunday, we watching the movie. (enjoy)
4. Last week, I about my lost notebook. (worry)

6 Vocabulary: Fill in the spaces with suitable words from the list below:

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.

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

5. Yesterday, I football with my friends.
a. will play b. am playing c. played d. play
6. In the past, men used to for pearls.
a. dive b. dives c. diving d. dived
7. My grandmother didn't use to colour TV in 1950.
a. watches b. watching c. watch d. watched

8 Read the passage to answer the following questions:

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.

8. Why is art still important?
-

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

Student Performance Checklist

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

Learning Unit Two

Landmarks and Tourism



Lesson One Reading:

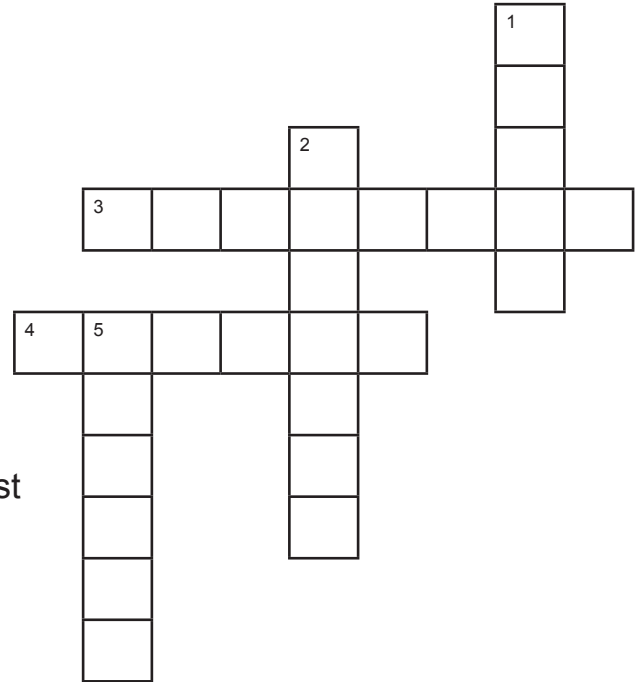
1 Work in groups. Fill in the crossword puzzle using the clues provided.

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:

2 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?	Yes – No	
	Is the sentence easy to understand?	Yes – No	

Learning Unit 2

Preference Verbs:

- 3** 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
	He	He

First Conditional:

- 4** 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

5

Let's Use the Dictionary

A. Arrange the following words in alphabetical order.

1- cruise

2- tour

3- contrast

4- gallery

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 alphabetical order as they would appear in a dictionary.

(event- attract- design- incredible- recommend- exhibition)

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____



Tip
When words begin with the same letter, check the second and third letters to know which comes first.

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

Word	Part of speech	Meaning	Sentence
attend	verb	to be present	I will attend the meeting.
chance			
stunning			
uniquely			

6

Topic sentence

.....

.....

.....

.....

.....

.....

[illegible]

- Did I write a clear topic sentence?
- Did I include at least three details?
- Did I use descriptive adjectives like exciting, beautiful, and famous?
- Did I check my punctuation and capital letters?
- Did I use AI tools to proofread my writing?

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

1. We went on a/an which lasted for five days. We saw three different cities.
a. event b. exhibition c. design d. cruise
2. My friend this story; she said it is 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 Hajj.
a. chance b. design c. cruise d. exhibition

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

5. She likes TV after finishing her homework.
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 evening.
a. play b. played c. playing d. plays
8. If there is a dust storm tomorrow, we inside.
a. stayed b. are staying c. will stay d. stays

9 Read the passage to answer the following questions:

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 Towers?

.....

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

.....

Student Performance Checklist

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

Learning Unit Three

Our Environment, Our Choice



Lesson One Reading:

Vocabulary: Replace the word:

- 1 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 bottles.
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.

1. A material made from oil and is used to make many things. **plastic**
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

V	A	G	M	M	C	V	Q	Z	U
C	K	A	T	E	S	K	B	G	N
A	O	P	Y	C	T	Z	S	P	Y
Y	F	N	L	R	P	A	C	L	B
W	K	R	T	A	E	D	L	R	Y
E	R	K	V	A	S	D	E	L	U
L	M	E	M	H	I	T	U	Y	H
D	X	V	U	Z	R	N	I	C	P
H	D	T	W	S	T	K	E	C	E
Z	B	W	C	I	E	M	V	R	Y

Learning Unit 3

Present Continuous:

- 3** Look at the pictures below. Talk about what is happening.
Write one sentence for each picture using present 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	I will	I will not / won't
		
		

5

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	help → helpless use → useless
ly–	Adjective	Adverb	How something is done	Just add –ly <i>If word ends in y → change y to i + ly</i>	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.

- She closed the door (care/ careful/ carefully).
- This idea is great. It is very (use / useful / usefully) for our class project.
- Throwing rubbish on the ground is a (thought / thoughtful / thoughtless) thing to do.
- 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 are thankful when others offer help during difficult times. However, a _____ action, like damaging someone's belongings, can _____ upset others. That's why it's important to act and speak _____ in every situation. In our class, we often experience _____ moments when we support one another and work as a team. Our teacher always plans activities _____ to help us succeed and enjoy learning. Even if you sometimes feel _____, remember that asking for support can lead to a positive change.

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

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 us to write our homework in our notebooks.
a. surely b. carelessly c. gently d. neatly
4. The Earth's is changing because of pollution and global warming.
a. climate b. forest c. routine d. plastic

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

5. I my homework, at the moment.
a. do b. am doing c. did d. will do
6. If it tomorrow, we will not go to the park.
a. rain b. rains c. raining d. will rain
7. They TV in the living room right now.
a. were watching b. watched c. will watch d. are watching
8. Tomorrow, we the museum with our class.
a. were visiting b. visited c. will visit d. visiting

Student Performance Checklist

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

Learning Unit Four

What Stories Teach Us



Lesson One Reading:

- 1 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 listenedto our grandmother as she told us aabout a brave girl who helped ain trouble. I always.....how my grandma makes every story exciting. She can easilythe lesson behind the story. Her stories help uswith each other and learn how to be kind and

Lesson Five Reading:

- 2 In pairs, match the words to their meaning, write a sentence using one word, 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 they use the word from the list?		Yes - No
	Is the sentence easy to understand?		Yes - No

Learning Unit 4

Relative Pronouns:

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

 boy 	 cat 	 place 	 birthday
--	--	---	---

b. Fill in the missing relative pronouns.

- I read a bookhad an exciting story.
- I remember the daywe had a picnic.
- She is the teacherteaches science.
- This is the zooyou can see giraffes.

4 Past Continuous:

a. Choose the correct verb.

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

b. Write your corrected sentences.

1	
2	
3	

5

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 prefix "un-" to each adjective and use each one in a meaningful sentence of your own.

1. fair → _____
2. caring → _____
3. happy → _____
4. lucky → _____



6

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

.....

Supporting details

.....
.....
.....
.....

Concluding sentence

.....

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

☒ **Paragraph Writing Checklist:**

- ☐ Did I write a clear topic sentence?
- ☐ Did I include at least three details?
- ☐ Did I check my punctuation and capital letters?
- ☐ Did I use AI tools to proofread my writing?

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. I my parents because they help others.
a. earn b. reuse c. admire d. harm
3. The fireman ran into the burning building to save the child, he was very.....
a. honest b. deep c. fair d. heroic
4. He listened to the story, smiling at every word.
a. surely b. attentively c. nervously d. uniquely

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

5. That is the man helped the lost boy.
a. which b. when c. who d. where
6. While Ali was watching TV, his friend him.
a. call b. calls c. calling d. called
7. This is the park we play after school.
a. when b. where c. who d. which
8. When I , my phone rang.
a. eating b. is eating c. was eating d. eat

Student Performance Checklist

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

References

Images:

Canva. (n.d.). *Visual communication platform*. Retrieved July 20, 2025, from <https://www.canva.com>

OpenAI. (2025). *ChatGPT with DALL-E model*. Retrieved July 20, 2025, from <https://www.openai.com>

Audio Recordings:

ElevenLabs. (n.d.). *AI voice synthesis for education*. Retrieved July 20, 2025, from <https://www.elevenlabs.io>

Glossary:

Oxford University Press. (n.d.). *Oxford Learner's Dictionaries*.

Retrieved July 20, 2025, from <https://www.oxfordlearnersdictionaries.com>

Cambridge University Press & Assessment. (n.d.). *Cambridge English*

Dictionary. Retrieved July 20, 2025, from <https://dictionary.cambridge.org>

Listening “People Who Made a Difference”:

Kuwait News Agency (KUNA). (2013, November 15). الموت يغيب الفنان التشكيلي والمربي والمؤرخ أيوب حسين الأيوب *[The death of a visual artist, educator, and historian Ayoub Hussein Al-Ayoubi]*. Retrieved July 20, 2025, from

<https://www.kuna.net.kw/ArticleDetails.aspx?id=2344469&language=ar>

Kuwait News Agency (KUNA). (2000, March 8). تقرير عن اسهام المرأة الكويتية في كافة ميادين العمل *[Report on the Contribution of Kuwaiti Women in all Sectors of Employment]*.

Retrieved July 20, 2025, from Kuwait News Agency.

<https://www.kuna.net.kw/ArticlePrintPage.aspx?id=1066092>

Grade 6A



Share on evaluation



PDF Book