



Macmillan English 5 Unit 1 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Read and match the adjectives to the definitions.

Many (Example) arid areas get their water from underground lakes. These (1) vast lakes were formed long ago when the climate was much wetter than today. Nowadays, the ground is baked (2) solid by the sun. When it does rain, the water doesn't have time to sink into the (3) parched soil. This means that the (4) subterranean lakes are drying up.

Recharge dams are one solution to this (5) grave problem. Recharge dams usually consist of a (6) low wall of earth covered in a (7) durable layer of cement. They are built across wadis or dry riverbeds. When it rains, water rushes down the wadi and gets trapped by the dam where a (8) shallow pool of water forms. The dam holds the water long enough for it to flow down into the ground and fill up the underground lake.

1 vast

2 solid

3 parched

4 subterranean

5 grave

6 low

7 durable

8 shallow

Example: arid

 i

a serious or important

b very big and wide

c not high

d hard and tough

e very dry

f under the ground

g not deep

h hard and tough

i ~~dry, with no water~~



2 Write sentences. Use the words in brackets.

Example: (playing) I think playing computer games is boring.

1 (raining) _____

2 (cleaning) _____

3 (walking) _____

4 (reading) _____

5 (washing) _____

6 (living) _____

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Macmillan English 5

Unit 1 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Vocabulary	adjectives
Activity 2	Grammar	present continuous

Follow-up activity

Challenge groups to make an *Adjective Alphabet*. Give each group a piece of paper and tell them to write the alphabet down the left side. Set a time limit and tell groups to write one adjective beginning with each letter of the alphabet. At the end of the activity, congratulate the group with the most adjectives. Use this opportunity to share adjectives and identify any letters that had no adjectives (e.g. z, u, x).

Answers

1 Read and match the adjectives to the definitions. 8 marks

- 1 b [1 mark]
- 2 d/h [1 mark]
- 3 e [1 mark]
- 4 f [1 mark]
- 5 a [1 mark]
- 6 c [1 mark]
- 7 h/d [1 mark]
- 8 g [1 mark]

2 Write sentences. Use the words in brackets. 12 marks

Example answers

- 1 It's raining.
- 2 I don't like cleaning my room.
- 3 My brother is walking to school.
- 4 I am reading a great book.
- 5 Dad is washing the car.
- 6 I like living in this town.

For each sentence, give 1 mark for correct use of the word and 1 mark for correct punctuation.



Macmillan English 5 Unit 2 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Complete the sentences.

Example: While I was swimming, I saw a shark. _____

1 While he was eating lunch, _____

2 When they were digging, _____

3 While you were shopping, _____

4 _____, we made some lemonade.

5 _____, I washed your car.

6 _____, they watered the garden.

2 Match the *tion* words in the box to the definitions.

population	station	subtraction	nation	action
question	pronunciation	pollution	conversation	

Example: Something you do. action

1 A country or large group of people. _____

2 Buses and trains stop here. _____

3 You ask it. _____

4 Dirt in the water and air. _____

5 The number of people in a country. _____

6 The opposite of addition. _____

7 People have this when they talk together. _____

8 The way you say words. _____



Macmillan English 5

Unit 2 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Grammar	past simple and past continuous
Activity 2	Spelling	tion words

Follow-up activity

Play the fluency activity *While I was...* with the class. Organise the children into groups of three or five (odd numbers work best). One child begins by saying: e.g. *While I was walking...* The next child completes the sentence: e.g. *While I was walking, I met a good friend.* The third child then says: *While I was...* again, and so on. Encourage students to be creative with their sentences.

Answers

1 Complete the sentences. 12 marks

Example answers:

- 1 While he was eating lunch, we talked to him.
- 2 When they were digging, they found a gold watch.
- 3 While you were shopping, we ate lunch.
- 4 While she was watching TV, we made some lemonade.
- 5 When you were sleeping, I went for a walk.
- 6 While I was cooking, they watered the garden.

For each sentence, give 1 mark for correct verb tense and 1 mark for correct punctuation.

2 Match the *tion* words in the box to the definitions. 8 marks

- 1 nation [1 mark]
- 2 station [1 mark]
- 3 question [1 mark]
- 4 pollution [1 mark]
- 5 population [1 mark]
- 6 subtraction [1 mark]
- 7 conversation [1 mark]
- 8 pronunciation [1 mark]



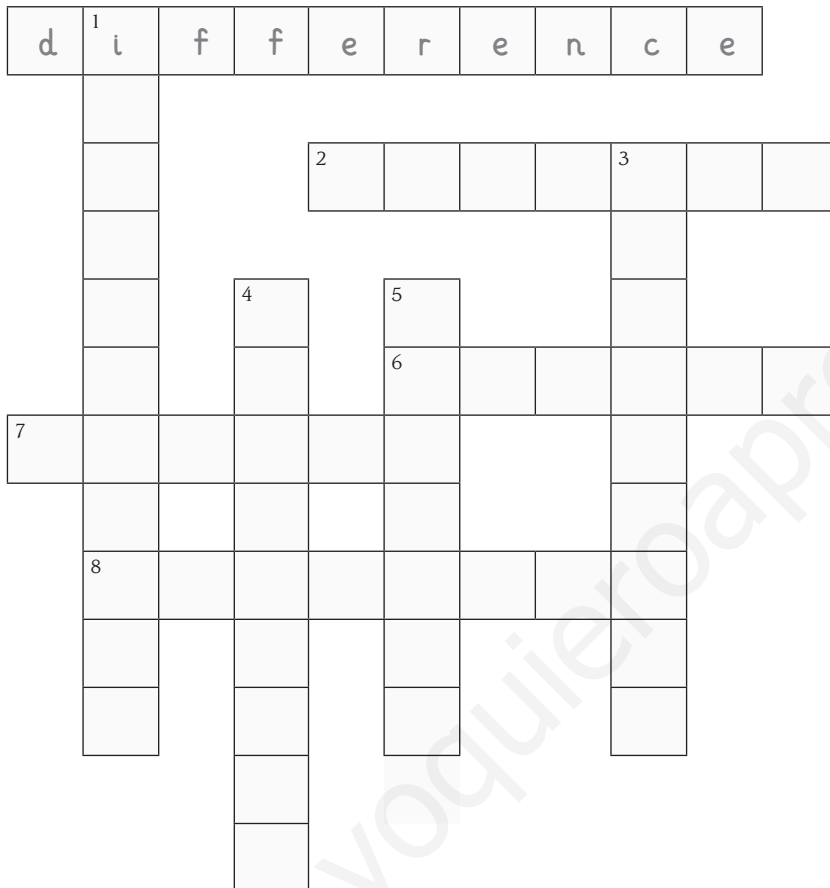
Macmillan English 5 Unit 3 worksheet

Student name: _____

Total mark: _____

Total _ /20

1 Complete the crossword.



Example: The difference between ten and six is four.

- 1 Are all scientists i_____ and clever?
- 2 I don't like films which are v_____ or scary!
- 3 Hmmm. That cake was e_____
- 4 I'm taking our dog for o_____ training, this afternoon.
- 5 He has been waiting for an hour! He's very p_____
- 6 I didn't go on the school trip because I was a_____ on that day.
- 7 It was a still and s_____ night.
- 8 'We need e_____ to solve this crime,' said Detective Brown.



- 2 Write a newspaper report about John's adventure. Use the notes. Remember to use the past tense.**

Red Sea Adventure.

1

John on holiday / Diving in Red Sea

2

Beautiful, blue sea / Lots of fish around coral reef

3

Gets his foot trapped in reef / Can't move. Air is running out

4

Dolphin swims towards him / John is frightened

5

Dolphin pushes rock off foot / Swims away.

6

John swims to surface, gets on boat / Tells friends about dolphin adventure.



Macmillan English 5

Unit 3 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Spelling	ent/ence words
Activity 2	Writing	writing own newspaper report

Follow-up activity

Get the children to recall an adventure. This could be getting lost somewhere, going camping, etc. You may want to let children imagine an adventure. When they have all chosen an adventure, organise the class into pairs. Tell them to take turns to describe their adventure.

Answers

1 Complete the crossword. 8 marks

- 1 intelligent [1 mark]
- 2 violent [1 mark]
- 3 excellent [1 mark]
- 4 obedience [1 mark]
- 5 patient [1 mark]
- 6 absent [1 mark]
- 7 silent [1 mark]
- 8 evidence [1 mark]

2 Write a newspaper report about John's adventure. 12 marks

Use the notes. Remember to use the past tense.

Example answer:

- 1 John was on holiday. He was diving in the Red Sea.
- 2 The blue sea was beautiful and there were lots of fish around the coral reef.
- 3 Suddenly he got his foot caught in the reef. He couldn't move and his air was running out.
- 4 Then, a huge dolphin swam quickly towards him. John was very frightened.
- 5 The dolphin pushed the rock off John's foot and swam away.
- 6 John swam to the surface. When he was on the boat, he told his friends about his adventure with the dolphin.

Give 2 marks for each part. Give 1 mark for the correct use of the past tense and 1 mark for correct punctuation.



Macmillan English 5
Unit 4 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Complete the sentences with adverbs. Use the adjectives in the box to make the adverbs.

lucky	angry	quick	safe	careful	slow
correct	quiet	hungry	gentle	happy	

Example: We slowly rowed up the river.

- 1 He _____ ran up stairs.
- 2 She _____ carried the eggs to the kitchen.
- 3 I answered all of the questions _____.
- 4 They _____ looked at the food.
- 5 We _____ skipped home.
- 6 Mum got home _____.
- 7 _____ the ice didn't break.
- 8 They _____ stroked the rabbit.
- 9 He shouted _____ at the children.
- 10 They whispered _____ to each other.



2 Complete the sentences.

Guide: Welcome to Sharm El-Sheikh. I am your guide and I will try to answer your questions.

Tourist 1: I'm an astronomer, where's the best place to see the stars?

Guide: You will see the stars, if you go to the desert.

Tourist 2: Can you tell me where I can find some local shops?

Guide: You (1) _____, if you go to Na'ama Bay.

Tourist 3: I want to learn more about Bedouin life.

Guide: If you visit the Heritage Museum, you (2) _____.

Tourist 4: Is it possible to see some birds and animals?

Guide: If you go to the nature reserve, you (3) _____.

Tourist 5: I want to see some sharks!

Guide: If you go diving, you (4) _____.

Tourist 6: Where's the best place to eat great seafood?

Guide: You (5) _____, if you go to Fawanees Restaurant.

All tourists: Thank you! I'm sure we'll have a wonderful time!



Macmillan English 5

Unit 4 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Vocabulary	adverbs from adjectives
Activity 2	Grammar	future will; first conditional

Follow-up activity

Play *Mime it* with the class. First, get children to make role-play cards. Give each pair a piece of A4 paper and get them to fold it in half three times. They should unfold the paper to find eight rectangles. In each rectangle, they should write a different action and adverb: e.g. *wash dishes/quickly*. Then they cut the paper into eight cards.

Pairs exchange their cards with another pair, and put their new set of cards face down in front of them. One child picks up a card and mimes the action and adverb. Their partner must guess the action and the adverb: e.g. *You are washing the dishes quickly*. They take it in turns to mime all the cards.

Answers

1 Complete the sentences with adverbs.

Use the adjectives in the box to make the adverbs. **10 marks**

Example answers

- | | | | | |
|-------------|-------------|-----------|-----------|------------|
| 1 quickly | 3 correctly | 5 happily | 7 luckily | 9 angrily |
| 2 carefully | 4 hungrily | 6 safely | 8 gently | 10 quietly |

For each word, give ½ mark for making an adverb correctly, and ½ mark if it makes sense in the context of the sentence.

2 Complete the sentences. **10 marks**

- will find some local shops [2 marks]
- will learn more about Bedouin life [2 marks]
- will see some birds and animals [2 marks]
- will see some sharks [2 marks]
- will eat great seafood [2 marks]

For each sentence, give 1 mark for the correct use of *will* + verb and 1 mark for correct punctuation.



Macmillan English 5 Unit 5 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Match the questions to the answers.

Example: Where are the tomatoes?

1 What's this mark on the table?

2 Why won't this start?

3 How can I stay awake?

4 How can I get this shirt clean?

5 Where's the remote control?

6 Does it have a lid?

7 Why can't I read that anymore?

8 How can I find out about Cairo?

9 How can I stop this plant dying?

10 Where shall I put this?

a You must water it.

b You should wash it in hot water.

c It must be coffee.

d You must plug it in first!

e It ought to have one.

f You ought to get some glasses.

g You should drink some coffee.

h It should go in the cupboard.

i You should look under the sofa.

j You ought to read this.

k You must have eaten them!



2 Write the *-ture* words.

Example	Plants, animals, mountains and rivers.							n	a	t	u	r	e
1	Time that hasn't happened yet.									t	u	r	e
2	A painting or drawing.									t	u	r	e
3	A substance made by mixing things.									t	u	r	e
4	A bird that eats dead animals.									t	u	r	e
5	A broken bone.									t	u	r	e
6	An animal.									t	u	r	e
7	An exciting experience or activity.									t	u	r	e
8	Table, chair, sofa, bed, bookcase, etc.									t	u	r	e
9	Books and pieces of writing.									t	u	r	e
10	How hot or cold something is.									t	u	r	e



Macmillan English 5

Unit 5 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Grammar	modal verbs – should/ought to/must
Activity 2	Spelling	ture words

Follow-up activity

Get the children to practise giving advice. Give them some time to plan a list of imagined problems. Then, in pairs, one student presents a problem: e.g. *I want to visit Morocco*. Their partner offers advice using *must*, *should* or *ought to*: e.g. *You ought to start saving your money*. The children then change roles and continue.

Answers

1 Match the questions to the answers. 10 marks

- | | | | |
|-----|----------|------|----------|
| 1 c | [1 mark] | 6 e | [1 mark] |
| 2 d | [1 mark] | 7 f | [1 mark] |
| 3 g | [1 mark] | 8 j | [1 mark] |
| 4 b | [1 mark] | 9 a | [1 mark] |
| 5 j | [1 mark] | 10 k | [1 mark] |

2 Write the *-ture* words. 10 marks

- future [1 mark]
- picture [1 mark]
- mixture [1 mark]
- vulture [1 mark]
- fracture [1 mark]
- creature [1 mark]
- adventure [1 mark]
- furniture [1 mark]
- literature [1 mark]
- temperature [1 mark]



Macmillan English 5
Unit 6 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Write the *gu* words in the correct group.

disguise	catalogue	vague	guest	guilty
guide	guinea pig	guitar	guess	

Example: conceal, cover, hide, disguise

- 1 help, assist, show, _____
- 2 visitor, caller, customer, _____
- 3 magazine, file, advertisement, _____
- 4 piano, drum, violin, _____
- 5 cat, dog, rabbit, _____
- 6 estimate, predict, suggest, _____
- 7 faulty, wrong, punishable, _____
- 8 unclear, hidden, cloudy, _____



2 Write sentences about Tutankhamen. Use the notes. Remember to use the past tense.

1323: Tutankhamen dies age 19

1968: Ronald Harrison x-ray body / find pieces of bone in skull / hit on head?

2005: Zahi Hawass does CT scan / finds broken left leg / died from infection?

2010: Scientists examine Tut's blood / find malaria / died from malaria?

Was Tutankhamen Murdered?

In 1922, Harold Carter broke into an ancient tomb and discovered the body of King Tutankhamen. Ever since, people have wanted to understand the mystery behind how he died.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



Macmillan English 5

Unit 6 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Spelling	gu words
Activity 2	Writing	informative text

Follow-up activity

Ask the class to suggest some topics they know about and write them on the board. This could include items from the national or local news, interests and hobbies of the children or topics from other subject areas. Put the children into groups and ask them to decide on a topic. Then they take turns to give a piece of information.

Child 1: *I've got lots of plants in my garden.*

Child 2: *They have stems and roots.*

Child 3: *We can eat some plants.*

Child 4: *Plants need light, soil and water.*

Answers

1 Write the *gu* words in the correct group. 8 marks

- | | | | |
|------------------|----------------------|-----------------------|-------------------|
| 1 guide [1 mark] | 3 catalogue [1 mark] | 5 guinea pig [1 mark] | 7 guilty [1 mark] |
| 2 guest [1 mark] | 4 guitar [1 mark] | 6 guess [1 mark] | 8 vague [1 mark] |

2 Write sentences about Tutankhamen. Use the notes. 12 marks

Remember to use the past tense.

Example answers:

- 1 In 1968, Harrison x-rayed Tutankhamen.
- 2 He thought Tutankhamen was hit on the head.
- 3 In 2005, Hawass did a CT scan on Tutankhamen.
- 4 He thought the king died from a broken leg.
- 5 In 2010 scientists looked at Tutankhamen's blood.
- 6 They think he died from malaria.

For each piece of information, give 1 mark for using the past tense correctly and 1 mark for general accuracy (e.g. meaning, word order, punctuation).



Macmillan English 5
Unit 7 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Join the words. Write compound sentences about the Egyptian vulture.

People call it a vulture.

It has got black feathers.

Pesticides kill vultures.

I call it the Pharaoh's chicken.

It is white.

and

It has got an orange face.

It eats dead animals.

but

It eats old vegetables.

It has excellent sight.

Power lines kill them.

It has an orange face.

It can't smell.

Example: _____ Pesticides kill vultures and power lines kill them too.

1 _____

2 _____

3 _____

4 _____

5 _____



2 Look at the responses. Tick [✓] or cross [x] them.

Example: I like flying.

Me neither.

1 I don't like heights.

So do I.

2 She doesn't want to go.

Me too.

3 I want to climb that mountain.

Me too.

4 They belong to the flying club.

Neither do I.

5 I don't want to get in that plane.

Me too.

6 Fatma climbed Mount Sinai last year.

So did I.

3 Now correct the incorrect responses in Activity 2. Write the statement and the response.

Example: I like flying. Me too. _____

1 _____

2 _____

3 _____

4 _____



Macmillan English 5

Unit 7 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Language building	simple and compound sentences
Activity 2 and 3	Grammar	conversational phrases – agreement

Follow-up activity

Get the children to practise agreeing. In pairs, one child gives a positive or negative statement: e.g. *I like chocolate*. Their partner then agrees or disagrees using the conversational phrases in Unit 7: e.g. *Me too*. Children take turns to give statements and responses. Encourage students to be creative and have fun with their statements.

Answers

1 Join the words. Write compound sentences about the Egyptian vulture.

Example sentences:

10 marks

- 1 People call it a vulture but I call it the Pharaoh's chicken.
- 2 It is white but it has got an orange face.
- 3 It eats dead animals and it eats old vegetables.
- 4 It has excellent sight but it can't smell.
- 5 It has an orange face and it is has got black feathers.

For each sentence, give 1 mark for an appropriate conjunction (and meaning) and 1 mark for correct punctuation.

2 Look at the responses. Tick [✓] or cross [✗] them. There are four more incorrect responses

6 marks

- | | | |
|------------------|------------------|------------------|
| 1 cross [1 mark] | 3 tick [1 mark] | 5 cross [1 mark] |
| 2 cross [1 mark] | 4 cross [1 mark] | 6 tick [1 mark] |

3 Now correct the incorrect responses in Activity 2. Write the statement and the response.

4 marks

- 1 I don't like heights. Neither do I. / Me neither. [1 mark]
- 2 She doesn't want to go. Neither do I. / Me neither. [1 mark]
- 3 They belong to a flying club. So do I. / Me too. [1 mark]
- 4 I don't want to get in that plane. Neither do I. / Me neither. [1 mark]



Macmillan English 5 Unit 8 worksheet

Student name: _____

Total mark: _____

Total ___ /20

- 1 Read the information about bus departures tomorrow. Write sentences. Use the present continuous form of the verbs in brackets.**

Bus number	Departure time	Destination	Terminal	arrival time
MS23	06:00	Luxor	3	07:00
BA54	07:00	Cairo	2	19:00
AF99	08:00	Alexandria	2	19:00
IA32	10:00	Giza	1	12:00
MS44	11:00	Port Said	3	12:00

Example: (leave from) Bus MS23 is leaving from Terminal 3.

1 (go to) _____

2 (leave at) _____

3 (arrive at) _____

4 (leave from) _____

5 (go to) _____



2 Colour the words with the same vowel sound as *date*.

air	come	out	she	easy	meat	guess	sky	two
how	pray	made	eight	shoe	care	slow	tail	baby
being	sail	hair	explain	gate	high	buy	like	say
month	day	cry	believe	always	chair	their	hear	read
fly	weight	find	body	hate	sea	way	down	place
date	play	donkey	blue	again	when	some	wear	why
light	field	yellow	where	game	cheese	fruit	coat	paper
said	face	pair	come	say	friend	they	great	came
key	hand	right	then	train	vein	plane	you	he



Macmillan English 5

Unit 8 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Grammar	present continuous with future meaning
Activity 2	Spelling	ei words

Follow-up activity

Challenge pairs to find as many words as they can with the **ay** sound in them. Allow them to include any spelling of the sound (e.g. *ay, ai, a...e, ey*). Give pairs a time limit for this activity. When the activity ends, congratulate the pair with the most words.

Answers

- 1 Read the information about bus departures tomorrow. Write sentences. Use the present continuous form of the verbs in brackets.**

10 marks

Example sentences:

- 1 Bus BA54 is going to Cairo. [2 marks]
- 2 Bus AF99 is leaving at 8 o'clock. [2 marks]
- 3 Bus IA32 is arriving at 12 o'clock. [2 marks]
- 4 Bus BA54 is leaving from Terminal 2. [2 marks]
- 5 Bus MS44 is going to Port Said. [2 marks]

For each sentence, give 1 mark for the correct use of the present continuous and 1 mark for correct punctuation.

- 2 Colour the words with the same vowel sound as date.** 10 marks

play	[½ mark]	made	[½ mark]	hate	[½ mark]	vein	[½ mark]
weight	[½ mark]	eight	[½ mark]	again	[½ mark]	they	[½ mark]
day	[½ mark]	explain	[½ mark]	game	[½ mark]	plane	[½ mark]
sail	[½ mark]	gate	[½ mark]	say	[½ mark]	great	[½ mark]
pray	[½ mark]	always	[½ mark]	train	[½ mark]	came	[½ mark]



Macmillan English 5 Unit 9 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Complete the sentences. Use the words in the box.

catch stretch hatch kitchen switch
match watch pitch patch

Example: I need to sew a patch onto my trousers.

- 1 Which teams are playing in the football _____?
- 2 I always _____ before I go running.
- 3 Open the _____ and let in some air.
- 4 Talal can _____, but he can't throw.
- 5 The teams are running onto the _____.
- 6 The food is in the _____.
- 7 Let's stay in and _____ television.
- 8 It's getting too hot, you should _____ it off.

2 Use the words to make sentences about how clouds are formed. Use the present tense.

Example: clouds, need, heat, dust

Clouds need heat and dust.

- | | |
|---|--|
| <p>1 sun, heat, air</p> <p>_____</p> | <p>4 water vapour, condenses</p> <p>_____</p> |
| <p>2 warm, air, rise</p> <p>_____</p> | <p>5 water droplets, form, dust particles</p> <p>_____</p> |
| <p>3 water vapour, cools</p> <p>_____</p> | <p>6 tiny, water droplets, make clouds</p> <p>_____</p> |



Macmillan English 5

Unit 9 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Spelling	tch words
Activity 2	Writing	sequencing a process

Follow-up activity

Practise describing processes with the class. Provide some processes on cards (e.g. *grow a plant, make a kite, make a sandwich*). In pairs, children take turns to choose a card and describe the process to their partner.

Answers

1 Complete the sentences. Use the words in the box. 8 marks

- 1 match [1 mark]
- 2 stretch [1 mark]
- 3 hatch [1 mark]
- 4 catch [1 mark]
- 5 pitch [1 mark]
- 6 kitchen [1 mark]
- 7 watch [1 mark]
- 8 switch [1 mark]

2 Use the words to make sentences about how clouds are formed. Use the present tense. 12 marks

- 1 The sun heats the air. [2 marks]
- 2 The warm air rises. [2 marks]
- 3 The water vapour cools. [2 marks]
- 4 The water vapour condenses. [2 marks]
- 5 Water droplets form around dust particles. [2 marks]
- 6 The tiny water droplets make clouds. [2 marks]

For each sentence, give 1 mark for using the present tense correctly and 1 mark for correct meaning and punctuation.



Macmillan English 5 Unit 10 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Read and match the words to the definitions.

In January 2010, Dr Shanas was visiting the Sands of Samar, (Example) adjacent to the Jordan border. While he was exploring, he discovered a new giant (1) arachnid. It is the largest known spider in the Middle East with a (2) span of 14 cm. The spider is (3) nocturnal and is most active during the (4) blazing summer heat. The spider lives in an underground (5) den with tiny doors. The doors are difficult to see because the spider (6) camouflages them by gluing sand (7) particles onto them. The spider has a special (8) strategy for catching its prey. It waits until an insect steps into the den and then jumps out and attacks its (9) prey. The spider has been named *Cerbalus aravensis*. Unfortunately, this area of desert is (10) shrinking due to farming and quarrying and the spider's habitat and future is uncertain.

- | | | |
|-------------------|----------------------------|---|
| Example: adjacent | <input type="checkbox"/> k | a the house of a wild animal |
| 1 arachnid | <input type="checkbox"/> | b to make the same appearance as the surroundings |
| 2 span | <input type="checkbox"/> | c a detailed plan |
| 3 nocturnal | <input type="checkbox"/> | d an animal that is hunted by another animal |
| 4 blazing | <input type="checkbox"/> | e a wingless creature with eight legs |
| 5 den | <input type="checkbox"/> | f to become smaller |
| 6 camouflage | <input type="checkbox"/> | g burning brightly with great heat |
| 7 particles | <input type="checkbox"/> | h a distance |
| 8 strategy | <input type="checkbox"/> | i to be active at night |
| 9 prey | <input type="checkbox"/> | j tiny pieces |
| 10 shrinking | <input type="checkbox"/> | k next to, close by |



**2 Use the words to make sentences in reported speech.
Remember to use the past tense.**

Example:

(Adil/mutter/I am bored)

_____ Adil muttered that he was bored.

1 (Najma/say/it is cold)

2 (Kate/explain/I like swimming)

3 (Tariq/say/it tastes delicious)

4 (Fred/whisper/I am scared)

5 (Sharifa/say/I need a pencil)



Macmillan English 5

Unit 10 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Vocabulary	word definitions
Activity 2	Grammar	reported speech (time shift present to past)

Follow-up activity

Play *Definitions* with the class. In pairs, one child says a word: e.g. *Exhausting*. Then, their partner tries to define it: e.g. *Very tired*. Children change roles and continue the activity. If you want to review a particular set of words, you could provide them on cards.

Answers

1 Read and match the words to the definitions. 10 marks

- 1 e [1 mark]
- 2 h [1 mark]
- 3 i [1 mark]
- 4 g [1 mark]
- 5 a [1 mark]
- 6 b [1 mark]
- 7 j [1 mark]
- 8 c [1 mark]
- 9 d [1 mark]
- 10 f [1 mark]

2 Use the words to make sentences in reported speech. 10 marks

Remember to use the past tense.

- 1 Najma said (that) it was cold. [2 marks]
- 2 Kate explained (that) she liked swimming. [2 marks]
- 3 Tariq said (that) it tasted delicious. [2 marks]
- 4 Fred whispered (that) he was scared. [2 marks]
- 5 Sharifa said (that) she needed a pencil. [2 marks]

For each sentence, give 1 mark for using the past tense correctly and 1 mark for correct punctuation.



Macmillan English 5 Unit 11 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Read and circle the passive verbs. Write the passive verbs.

Exploring the Grand Mosque.

In 1992, Sultan Qaboos decided that the country of Oman should have a national mosque. The Mosque was designed to hold 20,000 worshippers and to be a place of education and prayer.

It took six years to build the Mosque. The building was started in 1995 and it was completed in 2001. The Mosque was built out of 300,000 tonnes of sandstone, which was brought all the way from India. The ceilings were inspired by the patterns in Omani forts and the marble walls were decorated with flowers and Qur'an scriptures.

The main prayer hall contains an amazing carpet and chandelier. The prayer carpet is the second largest piece in the world. It was woven in Iran and it took four years to complete. The huge chandelier was made from 600,000 crystals and contains 1,100 light bulbs. Outside the Mosque, there are beautiful gardens. Here, white marble tiles were used for the paths. Water fountains were included to create a relaxing atmosphere.

Example: _____ was designed _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

5



2 Look at the letters. Write the words in the table.

Example: patient

- 1 unoestqi
- 2 nacienc
- 3 uprcioes
- 4 msncuiadi
- 5 ctnoai
- 6 esioldicu
- 7 rdnictioe
- 8 itatnos
- 9 pscliae
- 10 nrfoacit

<i>ti</i>	<i>ci</i>
Example: <u>patient</u>	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Macmillan English 5

Unit 11 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Grammar	past simple passive
Activity 2	Spelling	words in which ci/ti sound like sh

Follow-up activity

Organise the children into pairs. Tell them to look at the ten past passive verbs they found in Activity 1. They should take turns to choose one of the passive verbs and make a sentence of their own. Challenge pairs to use all of the verbs. To extend this activity, you could ask them to write down their sentences after saying them.

Answers

1 Read and circle the passive verbs. Write the passive verbs. 10 marks

- 1 was started [1 mark]
- 2 was completed [1 mark]
- 3 was built [1 mark]
- 4 was brought [1 mark]
- 5 were inspired [1 mark]
- 6 were decorated [1 mark]
- 7 was woven [1 mark]
- 8 was made [1 mark]
- 9 were used [1 mark]
- 10 were included [1 mark]

2 Look at the letters. Write the words in the table. 10 marks

<i>ti</i>	<i>ci</i>
1 question [1 mark]	2 ancient [1 mark]
5 action [1 mark]	3 precious [1 mark]
7 direction [1 mark]	4 musician [1 mark]
8 station [1 mark]	6 delicious [1 mark]
10 fraction [1 mark]	9 special [1 mark]



Macmillan English 5 Unit 12 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Write the words. The words have different letter patterns but the same sound.


Example:

An animal that can fly. A group of letters in a sentence.	bird word
1 This animal gives us milk and eats everything. 2 Not fast.	
3 Everything you eat. 4 Past tense of grow.	
5 The opposite of night. 6 A coloured liquid used for decorating.	
7 Not tall. 8 The opposite of son.	
9 You wear it on your foot. 10 The colour of water, sky and jeans.	
11 Not quiet. 12 The part of a plant which is different colours.	
13 A food made from milk. 14 Chicken, beef and mutton.	
15 Water vapour in the sky. 16 Smaller than a city and bigger than a village.	



2 Write an email to the Minister of the Environment.

Choose a building or place that needs protecting and write an email to the Minister of the Environment to ask for their help.



- 1 Explain why you are writing.

- 2 Tell the Minister why the building, or place, is important.

- 3 Give some facts about the building, or place.

- 4 Explain how it is being destroyed.

- 5 Explain how it can be protected.

- 6 Tell the Minister what you want him/her to do.



Macmillan English 5

Unit 12 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Spelling	words with the same letter sound but different letter pattern
Activity 2	Writing	email writing

Follow-up activity

Organise the class into pairs. Tell pairs to look at Activity 1 and find two more pairs of words that have the same sound but different spellings. They can use the Language Book and Practice Book to help them. Then they find the definitions (using a dictionary if necessary). When they have finished, get pairs to swap their definition and work out what the words are.

Answers

1 Write the words. The words have different letter patterns but the same sound. 8 marks

- | | | | |
|-----------------|---------------------|--------------------|--------------------|
| 1 goat [½ mark] | 5 day [½ mark] | 9 shoe [½ mark] | 13 cheese [½ mark] |
| 2 slow [½ mark] | 6 paint [½ mark] | 10 blue [½ mark] | 14 meat [½ mark] |
| 3 food [½ mark] | 7 short [½ mark] | 11 loud [½ mark] | 15 cloud [½ mark] |
| 4 grew [½ mark] | 8 daughter [½ mark] | 12 flower [½ mark] | 16 town [½ mark] |

2 Write an email to the Minster of the Environment. 12 marks

Example answers:

- 1 I am writing about the Al-Zedjali Manor House.
- 2 The manor house is an ancient building.
- 3 It was built about 200 years ago and it is made of mud brick.
- 4 Now, the bricks are falling apart and goats are climbing over it.
- 5 The building needs to be repaired and protected from goats.
- 6 Please help protect this important building.

For each sentence, give 1 mark for following the instruction correctly and 1 mark for correct punctuation.



Macmillan English 5 Unit 13 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Circle the words that are not in alphabetical order. Draw arrows to show where the words should be.

Example: factory famine farm flood fox forest ↘

- 1 rabbit river recycle road rock rubbish
- 2 paper people pollution plastic population protect
- 3 destroy dirt disaster disappear drought dump
- 4 traffic tree truck tornado town tower
- 5 sand shop shade stone storm sun

2 Write three sentences using as many of the words in Exercise 1 as possible. Remember to check them for sense and punctuation.

1 _____

2 _____

3 _____



3 Complete the sentences.

- 1 They have been recycling plastic since _____
- 2 He has been driving a car for _____
- 3 He has been taking shorter showers since _____
- 4 We have been studying the environment since _____
- 5 We have been supporting World Watch for _____
- 6 She has been walking to school since _____
- 7 I have been picking up litter for _____
- 8 We have using energy-saving light bulbs for _____
- 9 Farmers have been using pesticides for _____
- 10 I have been re-using plastic bags since _____
- 11 He has been working at the factory for _____
- 12 She has been keeping chickens since _____



Macmillan English 5

Unit 13 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Vocabulary	alphabetical order
Activity 2	Grammar	present perfect continuous + for/since

Follow-up activity

Play *For or since?* with the class. In pairs, one child asks a question using *How long have you been ... ?* E.g. *How long have you been walking to school?* Their partner should answer using *for* or *since*: e.g. *I've been walking to school for three months.* Encourage students to have fun by asking creative and funny questions.

Answers

- 1 Circle the words that are not in alphabetical order. Draw arrows to show where the words should be.**

5 marks

- 1 rabbit river → recycle road rock rubbish [1 mark]
- 2 paper people pollution → plastic population protect [1 mark]
- 3 destroy dirt disaster → disappear drought dump [1 mark]
- 4 traffic tree truck tornado ← town tower [1 mark]
- 5 sand shop → shade stone storm sun [1 mark]

- 2 Write three sentences using as many of the words in Exercise 1 as possible. Remember to check them for sense and punctuation.**

1 mark for each sentence, deduct 1/2 a mark for sense or punctuation errors.

Example answers:

- 1 The tornado hit a tower and some trees, terrifying the town as it stopped traffic and tossed huge trucks around like logs. [3 marks]



3 Complete the sentences. 15 marks

Example answers:

- 1 2002 (specific time)
- 2 two years (period of time)
- 3 last week (specific time)
- 4 Tuesday (specific time)
- 5 three months (period of time)
- 6 last month (specific time)
- 7 two hours (period of time)
- 8 years (period of time)
- 9 twenty years (period of time)
- 10 2010 (specific time)
- 11 ten years (period of time)
- 12 February (specific time)

Give 1 mark for correctly giving a specific time or period of time.



Macmillan English 5
Unit 14 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Write the direct speech.

Example: She told him to make a kite.

She said, 'Make a kite.' _____

1 She told him to use a plastic bag and some string.

2 He told her to put everything on the table.

3 She told him to draw a plan.

4 He told her not to play with the scissors.

5 She told him to stick the plastic to the wire.

6 He told her not to touch the glue.

7 She told him to stop shouting.



2 Write the *wa* words.

Example: What you do to food after you have chewed it. swallow

- 1 The past tense of 'is'. _____
- 2 To desire something. _____
- 3 To clean the hands, face or body. _____
- 4 A small clock you wear on your wrist. _____
- 5 A large white bird. _____
- 6 You keep money in it. _____

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Macmillan English 5

Unit 14 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Grammar	reported commands
Activity 2	Spelling	wa (sound of a is modified after w)

Follow-up activity

Organise the class into groups of three or four. Get them to play *Report it!* One child gives a command: e.g. *Stand up!* The next child reports the command and gives another command: e.g. *She told me to stand up. Kick the ball!* The next child reports it and gives another command, and so on.

Answers

1 Write the direct speech. 14 marks

- 1 She said, 'Use a plastic bag and some string.' [2 marks]
- 2 He said, 'Put everything on the table.' [2 marks]
- 3 She said, 'Draw a plan.' [2 marks]
- 4 He said, 'Don't play with the scissors!' [2 marks]
- 5 She said, 'Stick the plastic to the wire.' [2 marks]
- 6 He said, 'Don't touch the glue!' [2 marks]
- 7 She said, 'Stop shouting.' [2 marks]

For each sentence, give 1 mark for the correct tense and 1 mark for the correct punctuation. Allow children to use exclamation marks or full stops.

2 Write the *wa* words. 6 marks

- 1 was [1 mark]
- 2 want [1 mark]
- 3 wash [1 mark]
- 4 watch [1 mark]
- 5 swan [1 mark]
- 6 wallet [1 mark]



Macmillan English 5 Unit 15 worksheet

Student name: _____

Total mark: _____

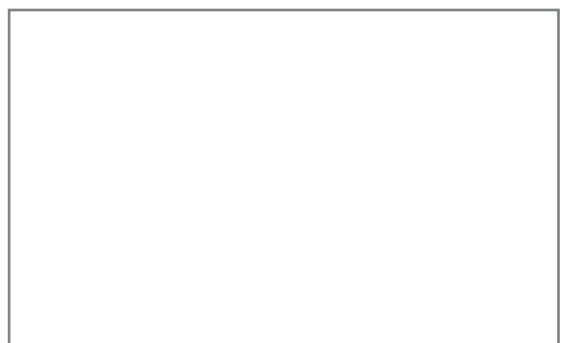
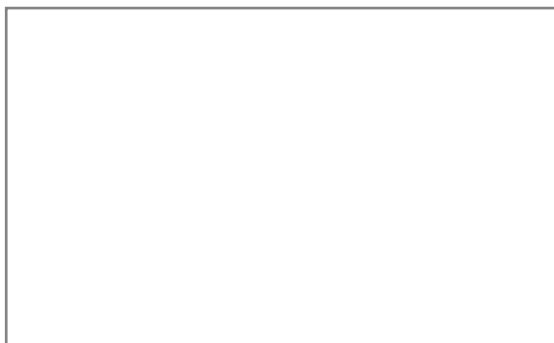
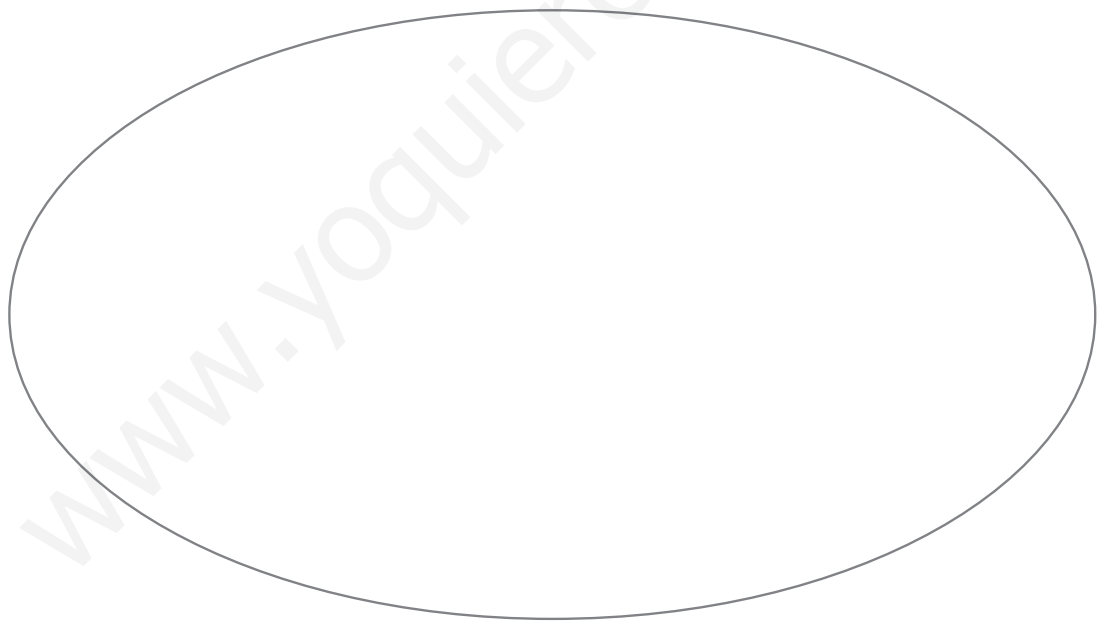
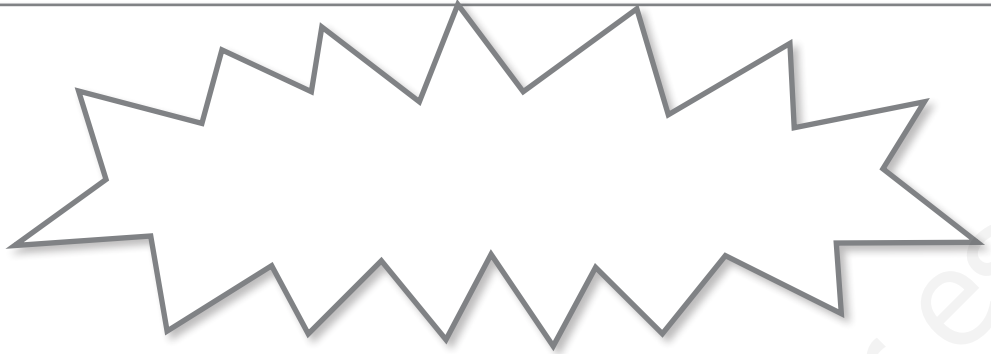
Total ___ /20

1 Colour the words with the same *i* sound as *radio*.

sit	listen	invent	might	their	bird	stick	audience	opinion
eight	quiz	skirt	swim	doing	city	piece	brilliant	family
radio	million	finish	obedient	onion	billion	ski	magazine	smile
tidy	animal	ride	identify	white	library	juice	quite	chips
kite	material	finger	police	side	height	quickly	skin	describe
oil	alien	serious	furious	begin	still	child	windy	quiet
chair	shirt	night	girl	right	climb	sailing	fish	sick
plastic	light	island	did	simple	pink	main	container	village
high	picture	string	river	nice	build	sight	quick	fire

2 Make a poster persuading people to buy a flying bike - see the next page.

- 1 Draw a flying bike in the circle.
- 2 Write the name of your invention in the star.
- 3 Write four reasons why people should buy your invention in the boxes.





Macmillan English 5

Unit 15 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Spelling	words in which i sounds like ee
Activity 2	Writing	persuasive writing – posters

Follow-up activity

Tell the children to describe an invention: e.g. *a bicycle, a torch, a pencil sharpener*. In groups, they take turns to talk about their invention. They should name it, describe it (e.g. colour, size and texture), say what it is made from (e.g. plastic, metal, glass, wood, cardboard) and explain why it is useful.

Answers

1 Colour the words with the same *i* sound as *radio*. 8 marks

million	[½ mark]	serious	[½ mark]	obedient	[½ mark]	magazine	[½ mark]
animal	[½ mark]	furious	[½ mark]	onion	[½ mark]	brilliant	[½ mark]
material	[½ mark]	police	[½ mark]	billion	[½ mark]	audience	[½ mark]
alien	[½ mark]	identify	[½ mark]	ski	[½ mark]	opinion	[½ mark]

2 Make a poster persuading people to buy a flying bike. 12 marks

For each part of the poster, give 1 mark for following the instructions and 1 mark for correct language.



Macmillan English 5 Unit 16 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Write the antonyms in the crossword.

Example

d	e	e	p
u			l
l			a
l	a	z	y

1

2

				e			

3

				t			

4

				l			
w							

Example: shallow bright work active

Box 1: short give right entrance

Box 2: spend open odd fat

Box 3: slow empty false early

Box 4: buy fast win narrow



2 Write questions. Use the question tags in the box.

aren't you? is she? isn't he? aren't they?
are you? are we? isn't it?

Example: You aren't cold, are you?

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____



Macmillan English 5

Unit 16 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Vocabulary	synonyms/antonyms
Activity 2	Grammar	question tags

Follow-up activity

Organise the class into groups. Challenge groups to write down as many pairs of antonyms as possible. The winners are the group with the most pairs of antonyms. The same activity can be done with pairs of synonyms.

Answers

1 Write the antonyms in the crossword. 8 marks

Box 1: tall [½ mark]; take [½ mark]; left [½ mark]; exit [½ mark]

Box 2: save [½ mark]; shut [½ mark]; even [½ mark]; thin [½ mark]

Box 3: fast [½ mark]; full [½ mark]; true [½ mark]; late [½ mark]

Box 4: sell [½ mark]; slow [½ mark]; lose [½ mark]; wide [½ mark]

2 Write questions. Use the question tags in the box. 12 marks

For each sentence, give 1 mark for correct meaning and use of the question tag and 1 mark for correct punctuation (capital letter, comma and question mark).



Macmillan English 5 Unit 17 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Read and write sentences about what Zaki used to do. Use *used to*.

One day Zaki was walking through some grass when he started sneezing and his eyes started weeping. The doctor said he was allergic to grass pollen. Zaki didn't want to take lots of pills, so he decided to move away from the country. He sold his little house and moved to the city where there were fewer plants. He bought an apartment at the top of a block of apartments. He liked looking at the view, but he missed his garden. Zaki got lazy in the city. He stopped walking everywhere and caught buses and taxis. He stopped cooking for himself, because it was easy to get a take-away or to eat at restaurants. In fact, Zaki started to get fat.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

2 Write the *war* and *wor* words.

Example: A conflict or fight between countries. War

- 1 An animal that lives in the soil. _____
- 2 The opposite of cool. _____
- 3 The planet Earth. _____
- 4 The opposite of play. _____
- 5 The opposite of better. _____
- 6 A unit of language. _____
- 7 To advise that there is danger ahead. _____
- 8 A cupboard for keeping clothes in. _____



Macmillan English 5

Unit 17 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Grammar	used to' to express the past
Activity 2	Spelling	war/wor words

Follow-up activity

Get students to play *Hobbies*. Organise the class into groups of three or five (odd numbers work best). Give the children a few minutes to think of some hobbies (the activity is more fun if the hobbies are unusual). You can provide these on cards if you wish.

Then the children take turns to ask each other about their hobbies. The first child asks: e.g. *Do you play the piano?* The second child responds: e.g. *No. I used to play the piano, but now I go sailing. Do you go sailing?* Then, the third child responds: e.g. *No. I used to go sailing, but now I bake cakes. Do you bake cakes?* They continue until they have discussed all the hobbies.

Answers

1 Read and write sentences about what Zaki used to do. 12 marks

Use *used to*.

Example answers:

- 1 He used to walk everywhere.
- 2 Zaki used to live in a (little) house.
- 3 He used to have a garden.
- 4 Zaki used to be active.
- 5 He used to cook (for himself).
- 6 Zaki used to be thin.

For each sentence, give 1 mark if it is true and 1 mark for correct grammar.

2 Write the *war* and *wor* words. 8 marks

- | | | | |
|---------|----------|------------|----------|
| 1 worm | [1 mark] | 5 worse | [1 mark] |
| 2 warm | [1 mark] | 6 word | [1 mark] |
| 3 world | [1 mark] | 7 warn | [1 mark] |
| 4 work | [1 mark] | 8 wardrobe | [1 mark] |



Macmillan English 5 Unit 18 worksheet

Student name: _____

Total mark: _____

Total ___ /20

1 Read. Find the incorrect homophones. Write the correct homophones.

Skin

What can you feel (Example) write now? You may (1) bee touching this paper, your clothes or a table. Your skin lets you feel. It also maintains your temperature and protects you from the (2) son. It is your largest organ – it has a (3) wait of about 3 kg. (4) Sum parts of your body are more sensitive than others. (5) Four example, you can't feel much on your lower back but your fingertips and lips are very sensitive. This is why babies often put things in (6) there mouths. When you are cold, you can (7) sea the hairs on your arm stand up straight. The hairs hold a layer of air next (8) two your body which keeps you warm.

Example: right

- | | | | |
|---------|---------|---------|---------|
| 1 _____ | 2 _____ | 3 _____ | 4 _____ |
| 5 _____ | 6 _____ | 7 _____ | 8 _____ |

2 Write and explain how we see. Use the notes.

- 1 use brain and eye to see
- 2 light enters through pupil
- 3 lots of light – smaller pupil
- 4 less light – bigger pupil
- 5 light hits back of eye (the retina)
- 6 image travels to brain (along optic nerve)

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



Macmillan English 5

Unit 18 worksheet

Teaching notes

Skills and language practised

	Skill	Language
Activity 1	Spelling	homophones
Activity 2	Writing	explanatory texts

Follow-up activity

Set the class the *Homophone Challenge*. Organise the class into groups of four or five and tell them to write down as many homophones as they can. Set a time limit for this activity. The group with the most pairs of homophones is the winner.

Then, in their groups, one child chooses a homophone and makes a sentence: e.g. *I like the colour red*. The next child must use the other homophone to say a sentence: e.g. *I read a really good book last week*. The next child chooses a new homophone, and so on. Get children to referee each other's sentences.

Answers

1 Read. Find the incorrect homophones. Write the correct homophones. 8 marks

- | | |
|-------------------|------------------|
| 1 be [1 mark] | 5 for [1 mark] |
| 2 sun [1 mark] | 6 their [1 mark] |
| 3 weight [1 mark] | 7 see [1 mark] |
| 4 some [1 mark] | 8 to [1 mark] |

2 Write and explain how we see. Use the notes. 12 marks

Example sentences:

- 1 People use the brain and the eye to see.
- 2 Light enters the eye through the pupil.
- 3 When there is lots of light, the pupil is small.
- 4 The pupil is bigger when there is less of light.
- 5 Light hits the retina at the back of the eye.
- 6 The image travels to the brain along the optic nerve.

For each sentence, give 1 mark for using the present tense correctly, and 1 mark for correct punctuation.