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# starlight



5

Student Book

OXFORD

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# Starlight

5

Student Book

**Starter Unit**  
**Welcome Back!**

**Unit 1**  
**Super Science**

**Unit 2**  
**Awesome Math**

Game  
**Blockbusters**

Culture  
**Peru**

**Unit 3**  
**Heroic History**

Review Story  
**A Special Visit**

**Unit 4**  
**Great Literature**

Game  
**Number Quiz**

Culture  
**Mongolia**

**Unit 5**  
**Skillful Sports**

2

**Unit 6**  
**Amazing Art**

6 Game  
**Battleships** 72

18 Culture  
**Namibia** 84

30 Review Story  
**The Spring Fair** 85

31 Unit 7  
**Fun Geography** 86

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**Cool Cooking** 88

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**Six in a Row** 100

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**Dazzling Drama** 113

59 Review Story  
**School Trip** 114

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## Vocabulary and Language Focus

1 Look, listen and say the names.  01

## The Starlight School



2 Listen and complete the table.  02

## Sign up for a penfriend

Full name	Birthday	Address	Brothers/Sisters	Hobbies	Pets
Alex Bean	September 22	Bean Cottage, 10 Little Street, Aceton	Lily, Anna	soccer	(1) Dog (Bongo)
Lily Bean			Anna, Alex	(2) _____	Dog (Bongo)
Anna Bean			Lily, Alex	(3) _____	Dog (Bongo)
(4) _____	(5) _____	7 Little Street, Aceton	(6) _____	(7) _____	(8) _____
(9) _____	March 17	(10) _____	none	(11) _____	(12) _____

3 Choose a character from Activity 2. Play Guess Who with a partner. 



4 Make questions with the table headings. Ask and answer in pairs. 

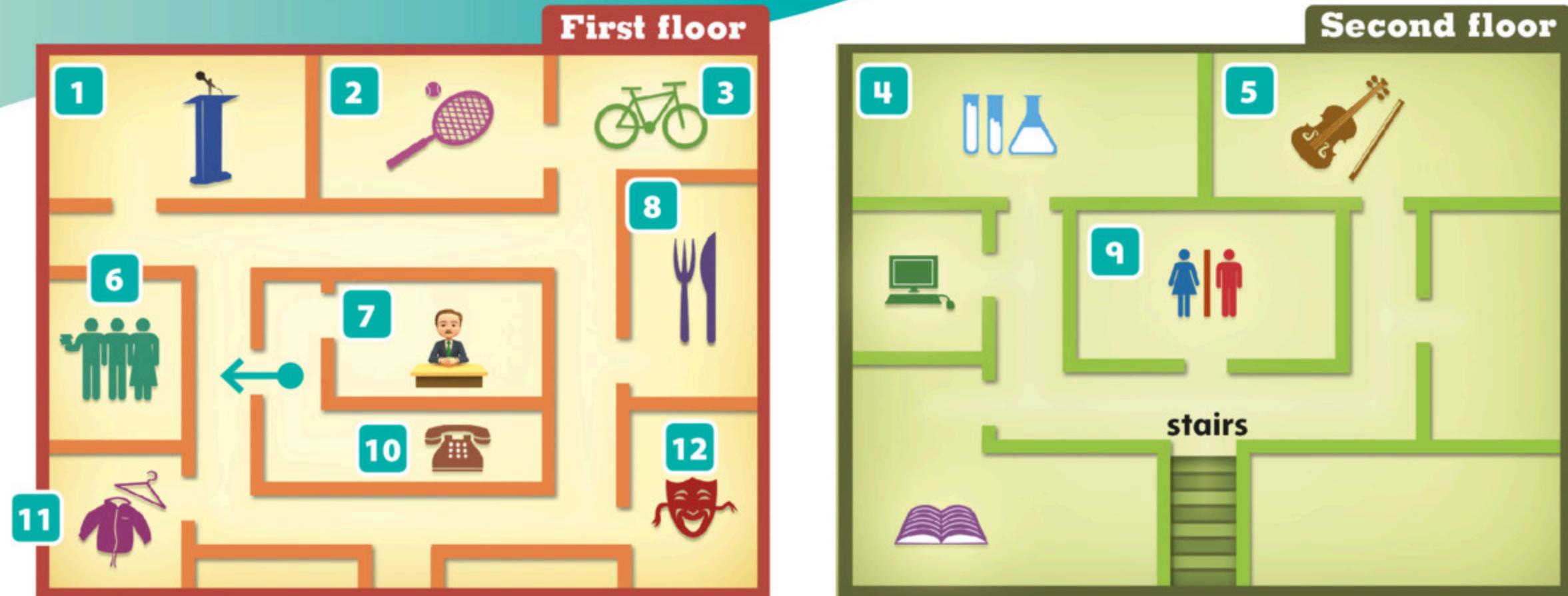
What ...? When ...? How many ...?  
Do you ...? Do you have ...? Where ...?

When's your birthday? It's on August 17!

5 Match the words with the places (1–12). Listen, check and say.  03

auditorium bike shed cafeteria coatroom drama theater music hall  
principal's office reception restrooms science lab staff room tennis court

## The Starlight School



6 Read the notices and write the place. 

a School assemblies  
Years 1, 2, 3 – Monday 9:15 am  
Years 4, 5, 6 – Friday 9:15 am

b apple juice \$1.25  
orange jelly \$1.75  
ham sandwich \$2.99

c Please wash your hands.

d Please ask at reception for balls and rackets.

e DO NOT TOUCH THE PIANO!

f Please knock and wait if you want to talk to a teacher.

g Ssh! Drama production in progress!

h Always wear a bike helmet!

i Please do not disturb.  
(Mr. McMaster is on the phone.)

j Danger! Chemicals!  
Please keep this closet closed! 

k If the receptionist is not here, please ring this bell. →  
Thanks!

l Please hang all coats and bags.

7 Look at Activity 5. Listen and say.  04

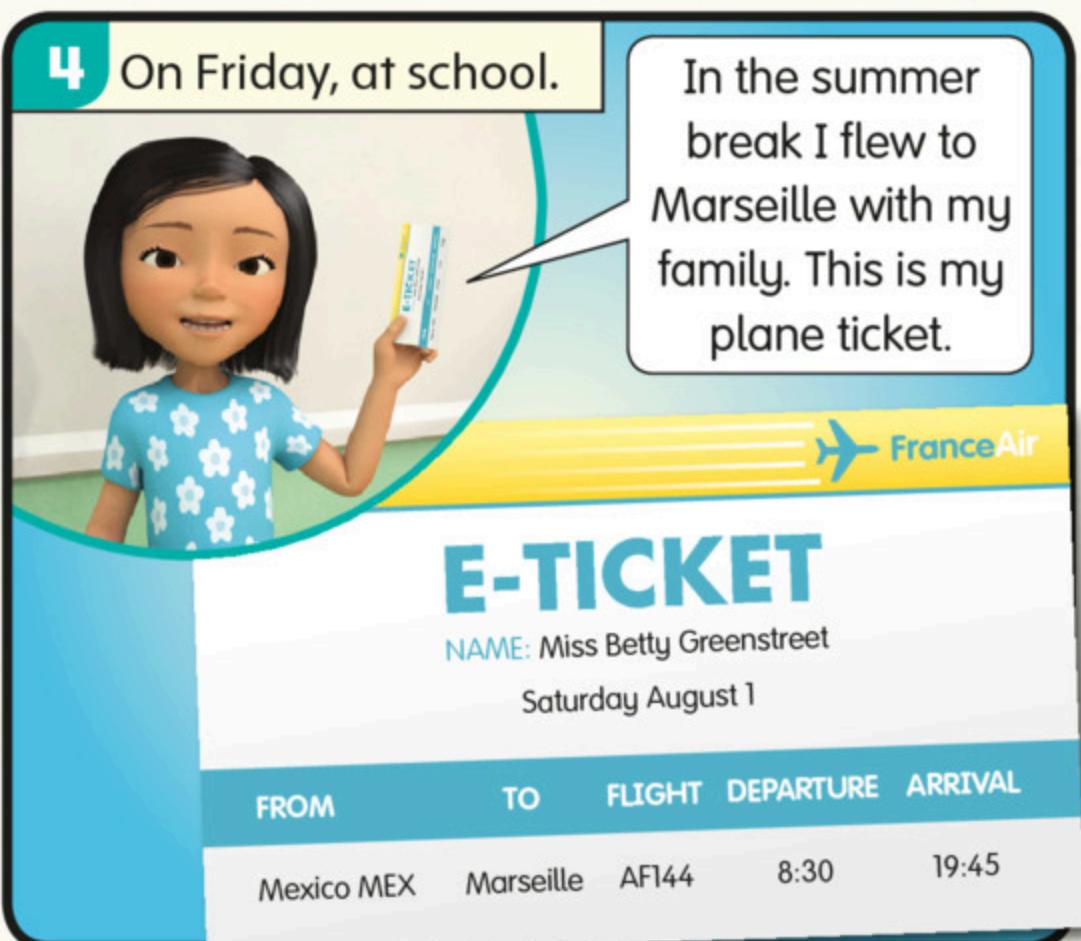
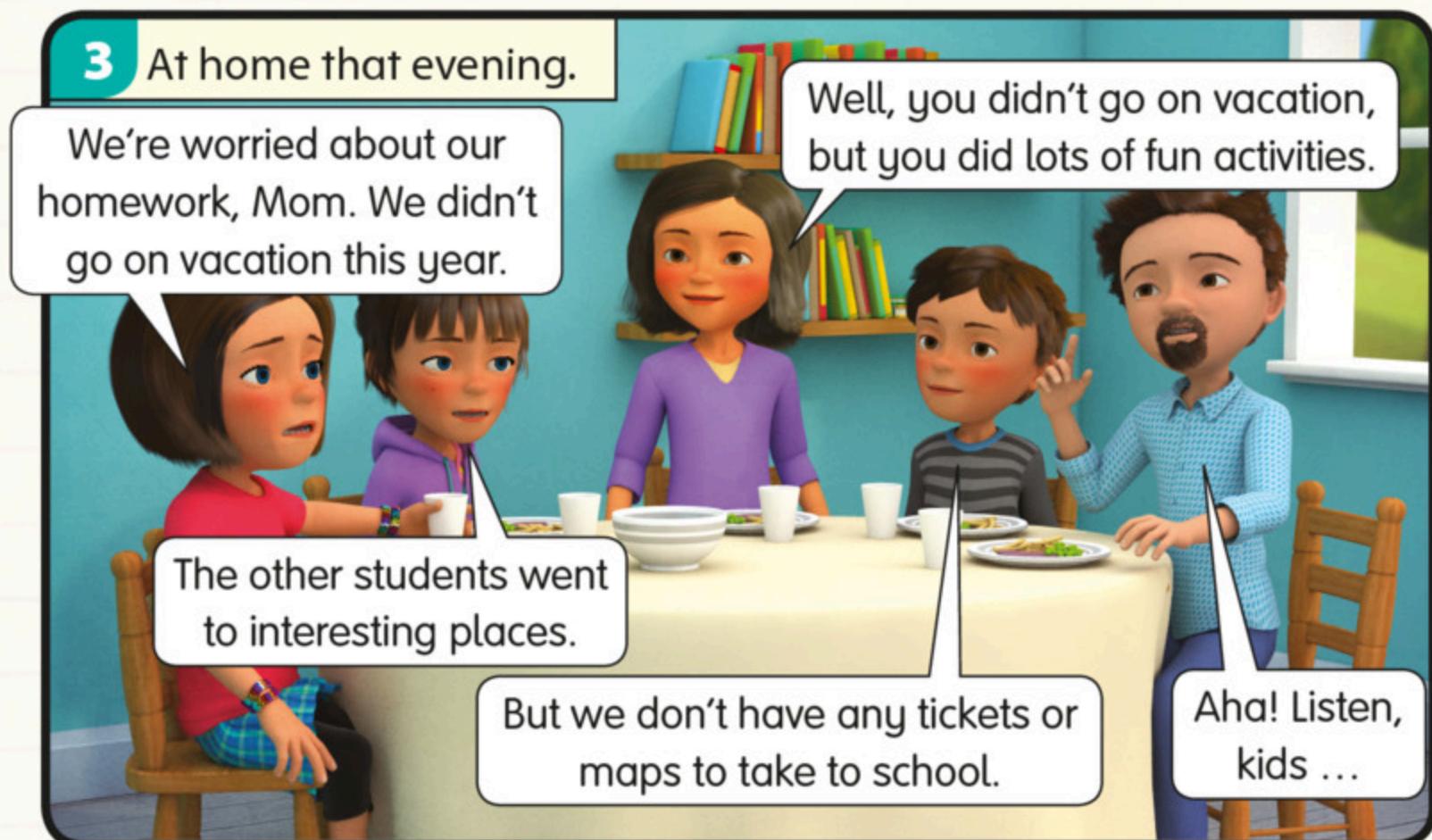
8 Play Route Plan in pairs. 

You are in the reception. Turn left. Then turn right.  
Go straight ahead. At the end of the hall turn left.

# Summer Break



## 1 Listen and read the story. 05



7

TUESDAY, AUGUST 4

Today we explored the countryside. In the morning we went climbing. When we were hungry, we found food.

WEDNESDAY, AUGUST 5

This afternoon we swam in dangerous waters. Then we sailed a ship.

Wow! Do you want to ask any questions?

8

Yes, I do! Did you camp in the jungle? Did you hear a tiger?

Did you swim with sharks?  
Did you sail on the ocean?

Did you climb a volcano?  
Did you eat insects?

9

No, we didn't camp in the jungle and we didn't hear a tiger. We camped in our backyard and we heard our dog, Bongo! He wanted to come into our tent.

Our backyard

Our tent

The wild animal

11

And we didn't swim with sharks or sail on the ocean! We went to the park!



In The Park

dangerous waters  
my ship

Good job, Alex, Anna and Lily! That was an excellent presentation! It was very interesting ... and very funny!

10

No, we didn't climb a volcano and we didn't eat insects. We climbed Grandma's apple tree and we picked strawberries.



12

Now Class 5A, listen. This is your homework for next week!

Super science homework  
Find out about bugs.



## Vocabulary and Reading

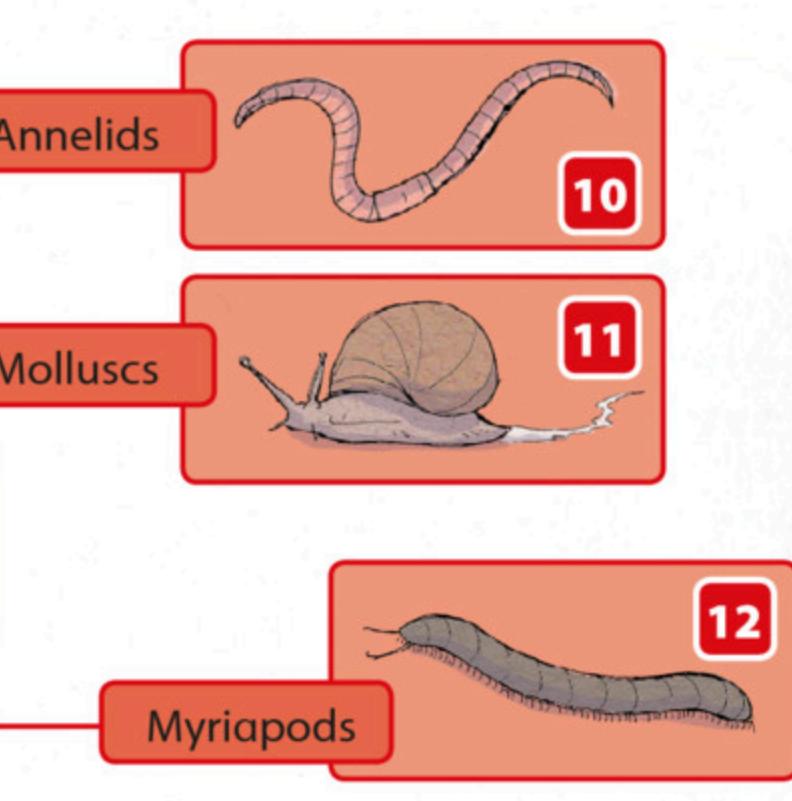
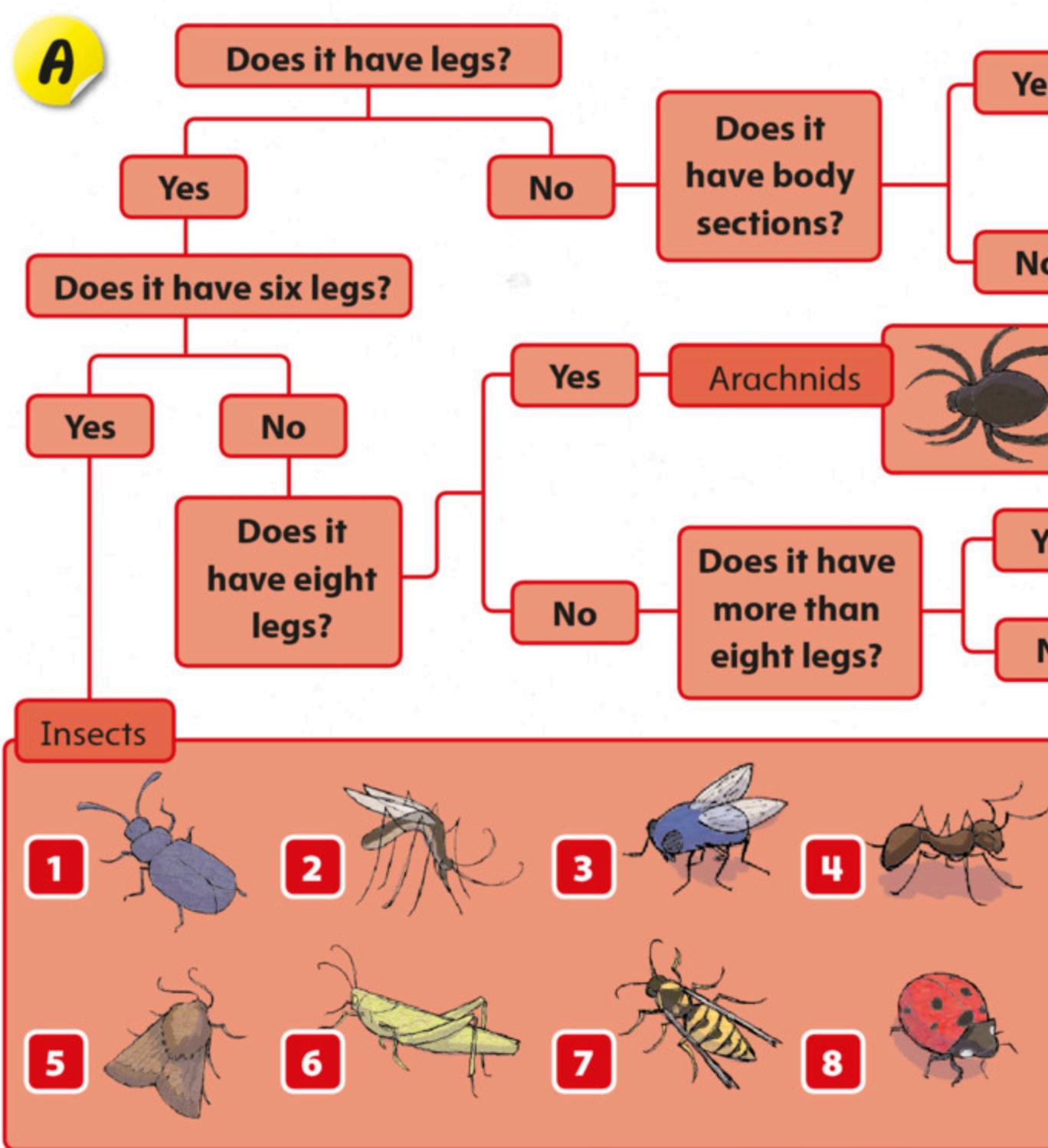
1 Match the words with the pictures (1–12). Listen, check and say.  06

ant beetle centipede fly grasshopper ladybug  
mosquito moth snail spider wasp worm

2 Look at Text A. Listen and say the bug.  07

3 Read Text B and answer.  1 min

- What are nocturnal bugs?
- What do you need to study them?



**B** How to study nocturnal bugs

**Objective**

Nocturnal bugs are active on and under the ground at night. Catch these bugs and watch them. Don't forget to free them after the experiment!

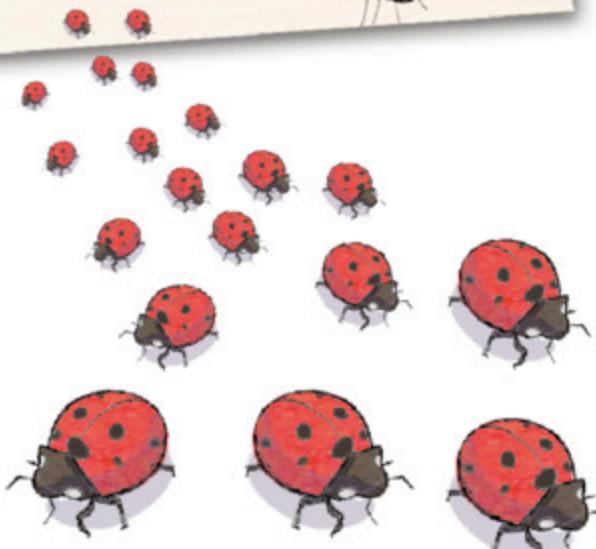
**Equipment**

- a trowel
- a plastic cup
- food (cheese, fruit or meat)
- 4 stones
- a magnifying glass
- a square piece of wood

4 Play Likes and Dislikes in pairs. 

Which bugs do you like?

I like worms, but I don't like ants.



5 Read and listen. What is the poem about? 

C

## The Bugs Poem

The bugs had a meeting by an old chestnut tree.  
"Why don't humans like us?" said an angry, young bee.  
"Well," said the beetle, "everyone knows  
Sometimes moths eat people's clothes."

"Excuse me!" said the moth. "Some beetles eat wood.  
They eat doors and furniture! That isn't good!"  
"People don't like my legs," said the spider. "They're hairy.  
I don't know why, but humans think that we're scary."

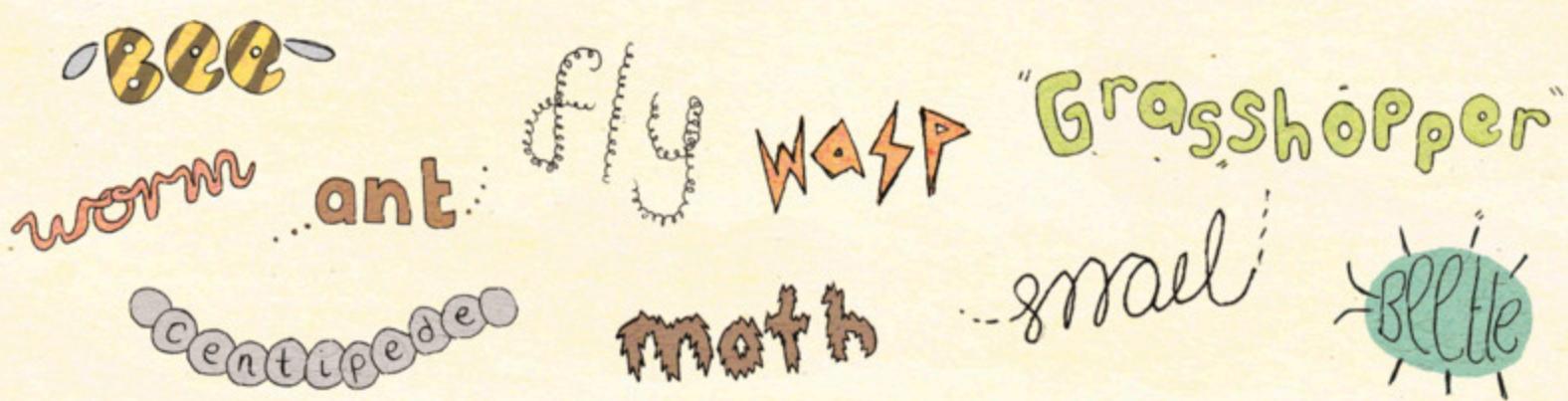
"Flies annoy people," said the spider. "Here's how ...  
They make a lot of noise! They're making noise now!  
Spiders are quiet. I'm not telling lies. And  
We help humans, because we catch flies!"

"Poor Fly!" said the centipede. "Oh no! Don't cry!  
We're all food for animals. It isn't just Fly.  
Birds and bats, fish and frogs eat me and you.  
We're an important part of the food chain. It's true."

"And I know," said the bee, "sometimes we sting.  
It's for our protection. It's a natural thing.  
But **bees are working in hives as we speak.**  
**They're making honey for humans to eat.**"

"Hey," said the worm, "I'm ugly and thin,  
But when I move through the soil, air and water get in.  
I'm useful. I want those big humans to know  
That I help all their plants and their flowers to grow."

"Let's tell the world!" shouted the ants.  
"We're important to animals, humans and plants!"  
"Yes!" said the snail. The grasshopper agreed.  
So they all wrote this poem for people to read.



6 Answer in pairs. Use the phrases in the box. 

- 1 Why don't some people like beetles?
- 2 Why does Fly cry?
- 3 Which bugs think they are useful? Why?
- 4 Do people know bugs are important?

Because he / she / it / they ...  
I (don't) think they ...



1 Look at page 7. Read and listen to the poem again. Match the sentence halves.  08

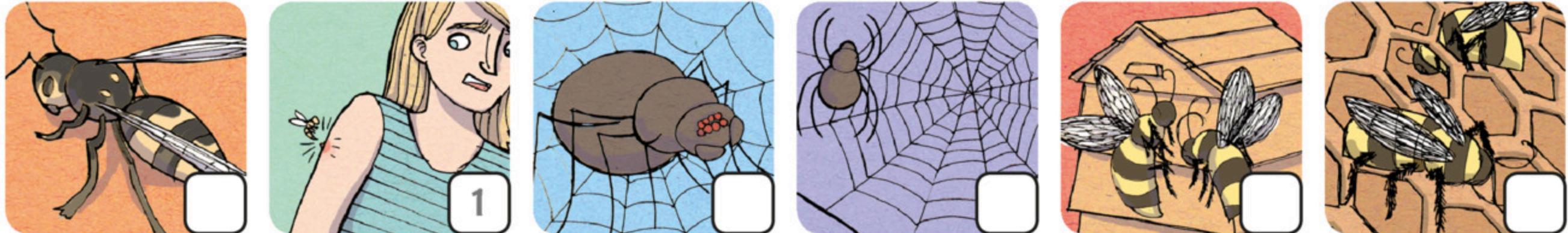
1 Flies	—	a sting people.
2 The flies are	—	b make a lot of noise.
3 Bugs	—	c making a lot of noise now.
4 Bees	—	d working in hives as we speak.
5 The bees are	—	e are important to animals, humans and plants.

2 Complete the chart.

doesn't catch don't sting eat eating ~~eats~~ jumping making working

Simple present			Present continuous (be + verb + -ing)				
Affirmative	He / She / It	(1) eats	honey.	Affirmative	He / She / It	's	(5) _____
	They / People	(2) _____			Beetles	are	(6) _____
Negative	He / She / It	(3) _____	flies.	Negative	He / She / It	isn't	(7) _____
	They / Worms	(4) _____	people.		They	aren't	(8) _____
							in the hive. wood. webs.

3 Listen and number.  09



4 Match the words with the pictures of the bugs. Describe the pictures in pairs. 

catch flies

eat plants

eat wood

fly

jump



make holes in the soil

make honey

make webs

sting people

work in a hive

It doesn't sting people.  
It isn't catching flies  
now. It's making a web.

It's a spider!

1 Read part 1 and complete. Read Text B on page 6 again and check.

1

## How to study nocturnal bugs

### Objective

Nocturnal (1) bugs are active on and under the ground at (2)                   . Catch these bugs and watch them. Don't forget to free them after the experiment!

### Equipment

- a trowel
- food (cheese, (4)                    or meat)
- a magnifying glass



- a plastic (3)
- (5)                    stones
- a (6)                    piece of wood

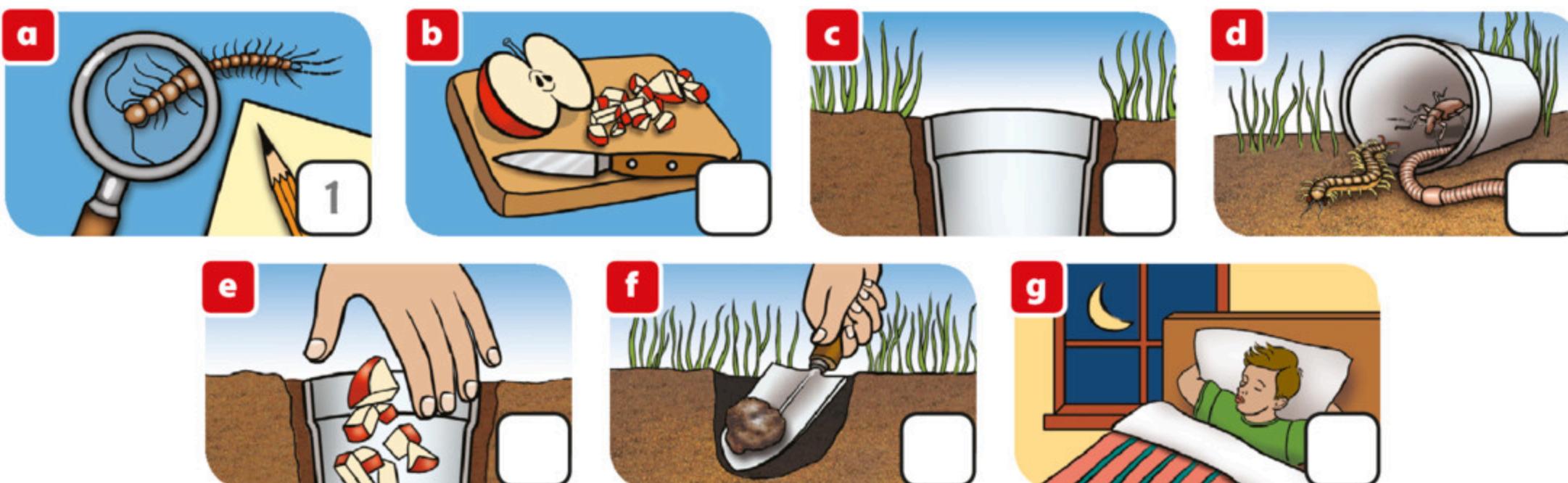
2

### Instructions

- 1 Cut the cheese, fruit or meat into small pieces. Put the pieces of food into a bag and take them outside.
- 2 Dig a hole in the ground and put the cup in it.
- 3 Put the pieces of food in the cup.
- 4 Leave the cup outside for a night while you sleep.
- 5 In the morning, study the bugs you find in the cup. Then set them free in the garden again.

**Note:** Don't go outside at night alone. Ask an adult to help you with the experiment. Ask him or her to come outside if it's dark.

2 Read part 2 and order the pictures (1–7).



3 Find the phrases in part 2 and match.

1 take them outside  
e pieces of food

3 set them free in the garden

2 put the cup in it

4 Ask him or her to come outside

<b>a</b>	a female adult
<b>b</b>	the bugs
<b>c</b>	the hole
<b>d</b>	a male adult
<b>e</b>	pieces of food

4 Rewrite the sentences using *it* or *them*.

1 Study the bugs you find. Set the bugs free in the garden.

Study the bugs you find. Set them free in the garden.

2 Get some cheese. Cut the cheese into small pieces.

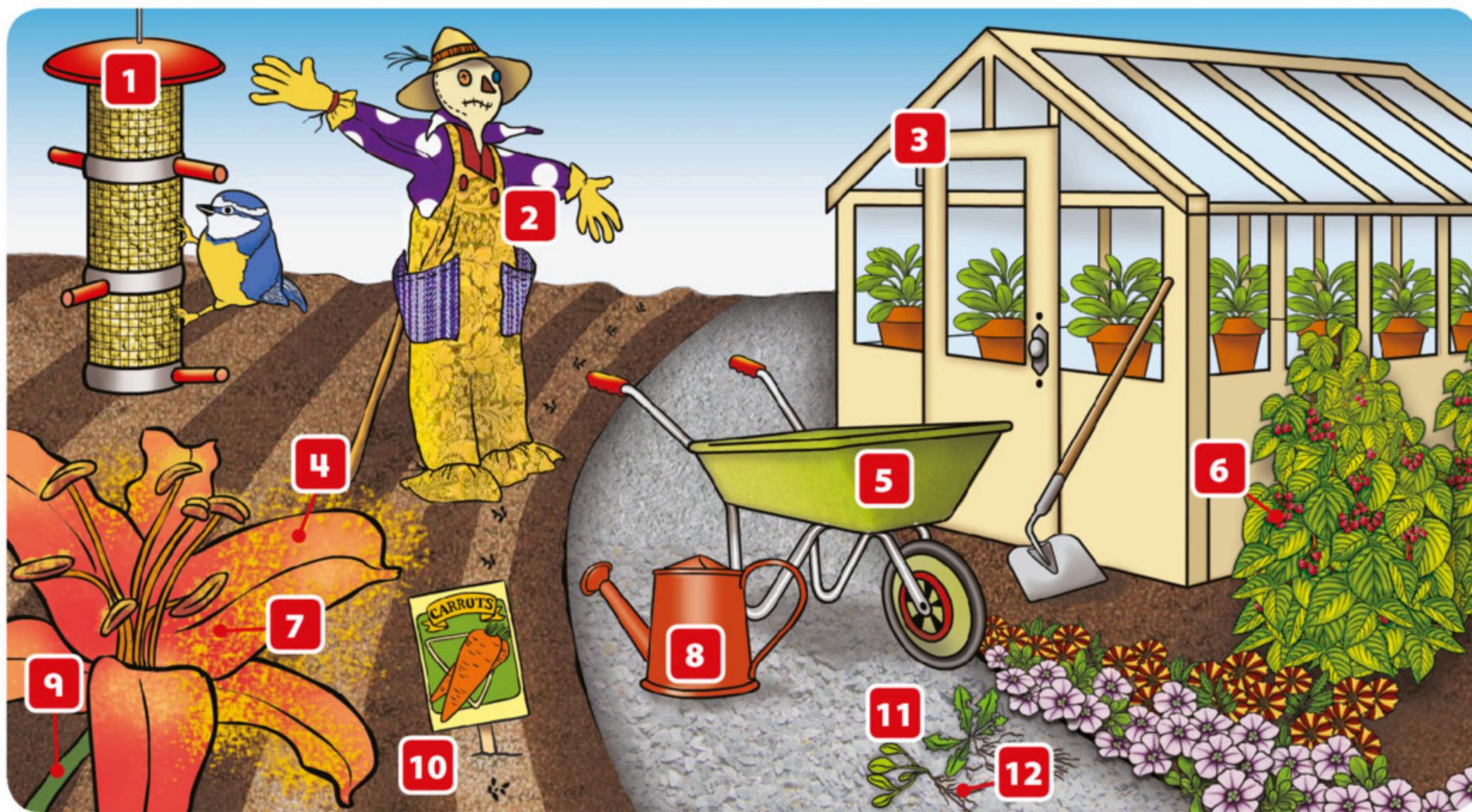
3 Look at the beetles. Draw and color the beetles.

4 I like bugs. I often read about bugs.



1 Look and say what the lesson is about. 

2 Listen and repeat.  10



- 1 bird feeder
- 2 scarecrow
- 3 greenhouse
- 4 petal
- 5 wheelbarrow
- 6 raspberry
- 7 pollen
- 8 watering can
- 9 stem
- 10 seeds
- 11 weeds
- 12 roots

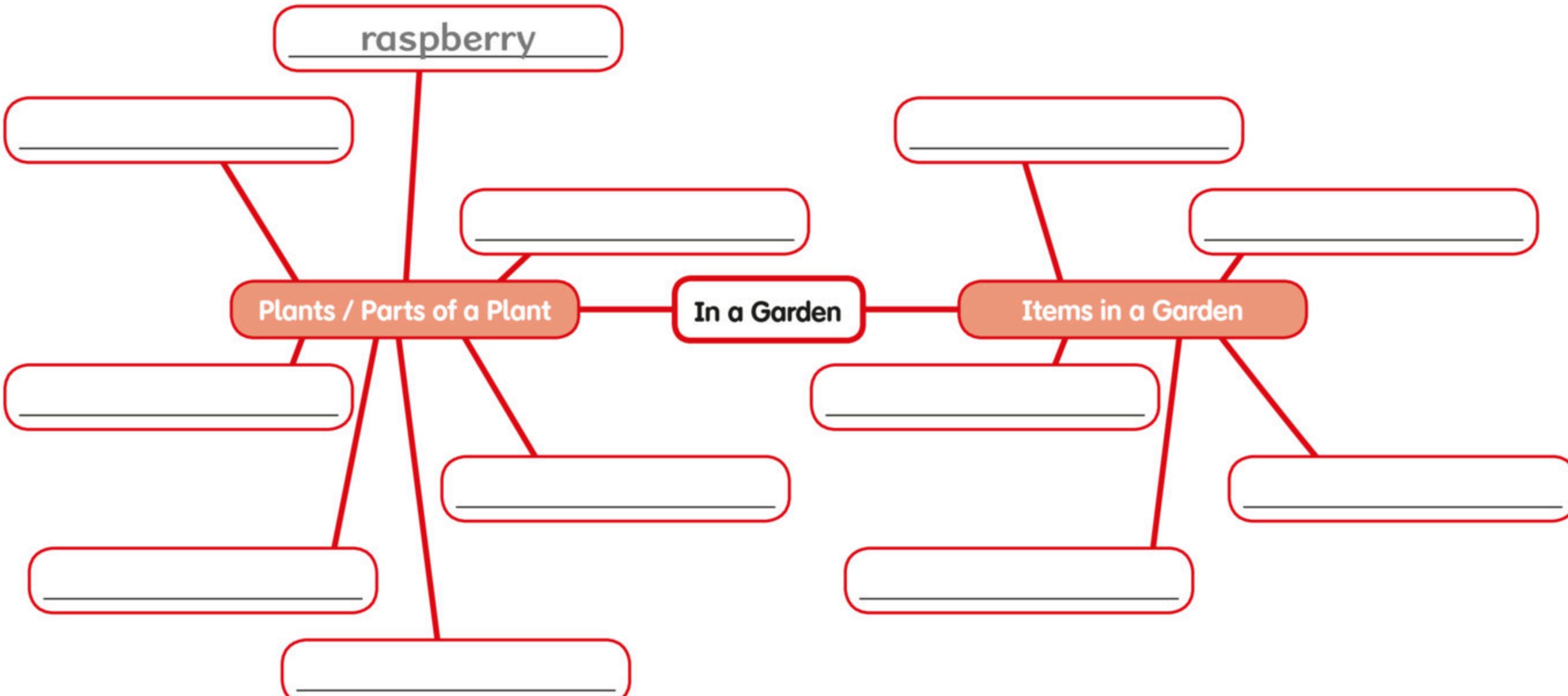
3 Listen and number the words.  11

- 1 greenhouse
- 2 pollen

- 3 raspberry
- 4 roots

- 5 seeds
- 6 watering can

4 Look and complete the mind map.





**5 Listen and mark (✓) the fruit and vegetables you hear.  12**

<input type="checkbox"/> apples	<input type="checkbox"/> raspberries
<input type="checkbox"/> oranges	<input type="checkbox"/> sweet corn
<input type="checkbox"/> potatoes	<input checked="" type="checkbox"/> tomatoes
<input type="checkbox"/> pumpkins	

**6 Listen again and complete the lyrics.**

A scarecrow scares the birds away. Here's my greenhouse. It's quite hot.  
I dig the soil and take out weeds. Sweet corn's growing tall outside.

In my garden, I plant some seeds.

**(1) I dig the soil and take out weeds.**

Bees bring pollen. Then, you know,  
 Roots and stalks and petals grow,

*In my garden, plants and flowers grow.*

*Roots and stalks and petals grow, you know.*

These can help my garden grow:

A watering can, a wheelbarrow.

**(2) \_\_\_\_\_**

They come to eat nuts every day.

*Here's my trowel, my basket and my hoe.  
 It's fun to push my wheelbarrow, you know.*

**(3) \_\_\_\_\_**

Tomatoes are growing in small pots.  
 This is where the pumpkins hide.

**(4) \_\_\_\_\_**

*Raspberries are growing in the sun.  
 Welcome to my garden everyone.*



**7 Read the lyrics and complete the sentences.**

1 I plant some seeds.

2 \_\_\_\_\_ bring pollen.

3 A \_\_\_\_\_ and a \_\_\_\_\_ help the garden grow.

4 A \_\_\_\_\_ scares the birds away.

5 \_\_\_\_\_ come to eat nuts.

6 \_\_\_\_\_ are growing in the greenhouse.

7 \_\_\_\_\_ are growing in the sun.

**8 Play Guess What in pairs. **



## 1 Match the plant names with the pictures and answer in pairs.

What do you know about these plants? 

1 coconut    2 dandelion    3 mistletoe    4 pea    5 poppy    6 sycamore

2 Listen, read and check your ideas.  13**How Seeds Move**

When plants make seeds, the seeds can't all grow close to the plant because they need space. They need to move to a different place. This is called seed dispersal and it happens in different ways.

The wind moves the seeds of some plants. Dandelion seeds are very light. If it's windy, the seeds blow far away from the plant. Poppy seed heads have little holes around the top. When the wind blows, the heads move and the seeds fall in different directions. Sycamore seeds have special wings. They can fly in the wind.

Fruits contain seeds. The fruits of some plants can float on water. Coconut trees grow near water. If a coconut falls into the sea, it travels a long way. If the coconut finds land, a new tree grows.

Some plants, like peas, grow their fruit inside pods. When the fruit is ready, the pods explode and the seeds fly in different directions.

Animals move seeds, too. Some plants have fruit that animals like to eat. If a bird eats an apple, the apple seeds move to a new place in the bird's droppings. Some plants, like mistletoe, have sticky seeds. If an animal passes these plants, the seeds stick to its fur. Then the animal carries the seeds to a new place.

3 Look at the chart and underline more examples of the *Zero Conditional* in the text.**Zero Conditional**

Condition	Result
If the wind blows	, the heads move.

## 4 Read the text again and match the sentence halves.

- 1 If a plant makes seeds,
- 2 If seeds grow away from a plant,
- 3 If the seeds of a plant are light,
- 4 If the wind blows a poppy seed head,
- 5 If the peas are ready,

- a the pod opens.
- b they can blow a long way easily.
- c the seeds fall out of the holes.
- d the seeds need to move to a different place.
- e they have more space.

5 Finish the sentences in pairs. 

If seeds have wings, ...

If a bird eats fruit, ...

If a coconut lands on a beach, ...