



Camouflage

Subject Area

The Natural World

Topics & Curriculum Links

animals and their homes (Science)

parts of an animal's body (Science)

shapes (Mathematics)

plants (Science)

seasons (Science)

weather and climate (Science)

Vocabulary

animals; plants; places; parts of the body; sizes; shapes; colors; seasons; weather

Grammar

present simple; *can/can't*; present continuous; question forms; imperative; adjectives; prepositions; adverbs

Activities Answers

Pages 20–21 1 1 fur 2 bird 3 spider 4 tree 5 tiger 6 flowers 2 1 animals 2 camouflage 3 hide 4 body 5 color 6 stripes 3 1 camouflage 2 Tigers 3 feathers 4 animals 5 hide 4 1 Animals use camouflage to hide. 2 Tigers have fur on their body. 3 Stripes help a tiger to hide. 4 Birds have feathers on their body. 5 Some spiders hide on flowers.

Pages 22–23 1 1 monkey 2 seal 3 ice 4 leaf 5 caterpillar 2 1 true 2 false 3 true 4 false 3 1 color 2 hiding 3 brown 4 rainforests 5 swim 6 ice 4 1 The mother harp seal is gray. 2 The mother harp seal swims in the water. 3 The baby harp seal is white. 4 The baby harp seal lives on ice.

Pages 24–25 1 1 fox 2 feathers 3 summer 4 winter 5 grouse 6 fur 2 1 brown – grouse in summer 2 white – grouse in winter 3 white – Arctic fox in winter 4 brown – Arctic fox in summer 3 1 summer 2 feathers 3 brown 4 white 5 snow 6 melts 4 1 Some animals have white fur or feathers to hide in snow. 2 The grouse is brown in summer. 3 The Arctic fox is white in winter. 4 The snow melts in summer.

Pages 26–27 1 1 hide 2 hunt 3 lion 4 grass 5 gazelle 2 1 true 2 false 3 true 4 false 5 false 6 true 3 1 Lots of animals live in Africa. 2 Some animals hide in the grass. 3 A lion hides so gazelles can't see it. 4 A gazelle hides so lions can't see it. 5 Gazelles can run very fast. 4 1 grass 2 hunt 3 use 4 Gazelles 5 baby

Pages 28–29 1 1 fish 2 mirror 3 ocean 4 scales 5 stones 6 coral 2 1 frogfish – next to coral 2 flounder – at the bottom of the ocean 3 hatchet fish – in the deep ocean 4 leafy sea dragon – next to plants 3 1 The frogfish lives next to coral. 2 The flounder looks the same as the stones. 3 The hatchet fish has shiny scales. 4 The leafy sea dragon looks the same as a plant. 4 1 The frogfish looks the same as the coral. 2 The flounder lives at the bottom of the ocean. 3 The hatchet fish lives in the deep ocean. 4 The leafy sea dragon looks the same as a plant.

Pages 30–31 1 1 pattern 2 beetle 3 stripes 4 sand 5 coral 2 1 false 2 true 3 true 4 false 5 true 3 1 The beetle is yellow. 2 A bird comes to eat the beetle. 3 The beetle gets a new color and a new pattern. 4 The beetle looks the same as a ladybug. 5 The bird goes away. 6 The beetle is yellow again. 4 1 brown 2 body 3 camouflage, pattern 4 beetle 5 ladybugs

Pages 32–33 1 1 rainforest 2 insects 3 hole 4 frog 5 leaf 6 gecko 2 1 an insect 2 holes 3 rainforest 4 leaf 3 1 The katydid looks the same as a leaf. 2 The leaf insect has holes in its body. 3 The frog lives in a rainforest. 4 The leaf gecko uses camouflage. 4 1 animals 2 leaf 3 wind 4 holes 5 camouflage 6 gecko

Pages 34–35 1 1 Stick insects look the same as a stick. 2 Lithops plants look the same as stones. 3 Some caterpillars look the same as a snake. 4 Lots of animals use camouflage to hide. 2 1 insects 2 plants 3 stones 4 animals 5 caterpillar 6 snake 3 1 The caterpillar looks the same as a snake. 2 The caterpillar has two circles on its body. 3 When the caterpillar is scared, it makes the circles big. 4 1 ice 2 pattern 3 summer 4 coral 5 fur 6 feathers 7 leaf 8 scales 9 grass 10 winter

Teaching Ideas

See also pages 8–9 for general ideas that you can adapt. Or go to www.oup.com/elt/teacher/readanddiscover

A Camouflage Presentation

After completing Project 1, students present their posters to the rest of the class. Posters can be displayed together, organized by the type of camouflage the animal uses. Students can then vote for their favorite poster.

Camouflage Research

After completing Project 2, students find out about how other animals use camouflage. Then they share their findings with the class.

Which Animals Is It?

Choose one of the animals from the Reader, and without saying its name, read out one fact about it and ask students to guess which animal it is. Read out more facts, one at a time, until students guess the correct animal. You can use a point scoring system, for example five points after one fact, three points after two facts, etc. Students can then do this in small groups or pairs.

A Camouflage Quiz

Ask the class quiz questions, using facts from the Reader. Ask true/false questions, or questions starting with *What*, *Where*, *When*, etc., or give a definition and ask students to give an answer. Students can work in pairs or small groups. Then in pairs or small groups, students can ask their own quiz questions.

Where Is the Animal?

Find pictures of camouflaged animals and ask the class to find and name the animals. Students then find more pictures, and in turn they ask the rest of the class to find and name the animals. The pictures can then be displayed together, organized by the type of camouflage.