



# Eyes

## Subject Area

The World of Science & Technology

## Topics & Curriculum Links

parts of an eye (Science)

parts of the body (Science)

animals (Science)

food (Science)

protecting eyes (Science; Civics)

sizes (Mathematics)

light and color (Science)

night and day (Science)

## Vocabulary

animals; parts of the body; places; sizes; colors; numbers

## Grammar

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

## Activities Answers

**Page 20** 1 1 crab 2 gecko 3 insects 4 duck 2 1 look 2 big 3 see 4 top

**Page 21** 1 1 eyelashes 2 eyelid 3 pupil 4 eyeball 5 tears 2 1 true 2 false 3 false 4 true

**Page 22** 1 1 hawk 2 monkey 3 hunt 4 owl 5 jump 2 1 The hawk can fly fast. 2 People have eyes at the front of their head. 3 The monkey can jump from tree to tree. 4 Some owls can turn their head around.

**Page 23** 1 1 stalk-eyed fly 2 hammerhead shark 3 chameleon 4 frog 2 1 flat 2 head 3 two 4 can

**Page 24** 1 1 true 2 false 3 true 4 false 2 1 seal 2 flatfish 3 eyes 4 ocean 5 land 6 water

**Page 25** 1 1 pupils 2 dark 3 lights 4 dogs

**Page 26** 1 1 dragonfly 2 spider 3 scallop 2 1 six or eight 2 more than 50 3 thousands 3 1 insects 2 animals 3 big 4 eyes 5 little 6 many

**Page 27** 1 1 sand 2 desert 3 sunglasses 4 fur 5 windy 6 sunny 2 1 people – sunglasses 2 meerkats – fur around the eyes 3 camels – long eyelashes

## Teaching Ideas

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

### **Mystery Eyes**

After reading page 3, collect pictures of eyes of typical animals (cow, horse, cat, fish, etc.). Cut out the eyes or cover up everything except the eyes – so that it's not easy to guess which animal it is, as on page 3. Show the eyes to the class and ask students to guess which animal they think it is.

### **My Eyes Poster**

After completing the project, students make a poster about their eyes. They can draw or photograph their eyes and label the parts of the eye. They can also write sentences about their eyes, using page 29 of the Reader for support. Then they present their poster to the rest of the class. Posters can then be displayed together.

### **Which Animal Is It?**

Choose one of the animals in the Reader, and without saying its name, read out one sentence about it and ask students to guess which animals it is. Read out more sentences, one at a time, until students guess the correct animal. Students can then do this in small groups or pairs.

### **An Animal Eyes Chart**

Students work in small groups to make a chart that organizes animal eyes, with four columns labelled: *Name of the Animal*, *Number of Eyes*, *Color of Eyes*, *Place of Eyes*. Students put information for different animals into the chart. They can find pictures of the animals, too. Then they can display the chart and the pictures as a class collage.

### **Animal Eyes Fact Files**

Students write fact files about wild animals or pets that they know. They describe the animals' eyes, using models in the Reader for support, for example: *The [animal] has [number] eyes; It has big/small/[color] eyes; It has eyes at the front/sides of its head/body; It can ...*