

- > A chameleon balances on a thin branch.

# A CHAMELEON'S COLORS

## BEFORE YOU WATCH

- PREVIEWING** A. Read the extracts from the video. Then complete the definitions of the words or phrases in **bold**. Circle the correct words.

"Chameleons can change color to **attract** other chameleons or to **warn** them to go away."

"To catch food, a chameleon hides in the trees until an insect walks by. Then it **shoots out** its tongue ..."

1. If you want to **attract** something, you want it to *come to you* / *go away*.
2. When you **warn** someone about something, you tell them that something *good* / *bad* may happen.
3. When something **shoots out**, it moves very *quickly* / *slowly*.

- QUIZ** B. Read the sentences below and guess if they are correct. Circle T (true) or F (false).

- |                                                                              |   |   |
|------------------------------------------------------------------------------|---|---|
| 1. The main reason chameleons change color is to hide from predators.        | T | F |
| 2. A chameleon's tongue is very long.                                        | T | F |
| 3. Chameleons are in trouble because they are being hunted by other animals. | T | F |

## WHILE YOU WATCH

**GIST** A. Watch the video. Check your answers in Before You Watch B.

**MULTIPLE CHOICE** B. Watch the video again. Choose the correct answer for each question.

1. According to the video, where do many different types of chameleons live?
  - a. Malta
  - b. Madagascar
2. What is one reason given in the video for chameleons' color changes?
  - a. to show that they want some food
  - b. to show that they are scared
3. Why do chameleons rock back and forth?
  - a. to stay safe from predators
  - b. to get ready to attack other animals
4. The video uses a model of a bow and arrow to \_\_\_\_\_.
  - a. show how difficult it is for a predator to attack a chameleon
  - b. explain how a chameleon can stick out its tongue very fast

**CRITICAL THINKING** *Reflecting* If you were a scientist studying animals, what animal would you study? What would you like to find out about this animal? Note some ideas and share your answers with a partner.

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## VOCABULARY REVIEW

Do you remember the meanings of these words? Check (✓) the ones you know. Look back at the unit and review any words you're not sure of.

### Reading A

- |                                       |                                  |                                  |                                       |                                   |
|---------------------------------------|----------------------------------|----------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> advantage    | <input type="checkbox"/> alike   | <input type="checkbox"/> assist* | <input type="checkbox"/> communicate* | <input type="checkbox"/> feelings |
| <input type="checkbox"/> intelligent* | <input type="checkbox"/> method* | <input type="checkbox"/> smart   | <input type="checkbox"/> special      | <input type="checkbox"/> system   |

### Reading B

- |                                  |                                     |                                   |                                  |                                   |
|----------------------------------|-------------------------------------|-----------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> ability | <input type="checkbox"/> appearance | <input type="checkbox"/> creature | <input type="checkbox"/> develop | <input type="checkbox"/> hide     |
| <input type="checkbox"/> muscle  | <input type="checkbox"/> pattern    | <input type="checkbox"/> produce  | <input type="checkbox"/> shape   | <input type="checkbox"/> survive* |

\* Academic Word List