

## Independent listening task 2: Facts about elephants

**Level:** ISE I

**Focus:** Independent listening task 2

**Aims:** To listen for key information and then answer questions about the information

**Objectives:** To listen for key information, to remember key information, to write down key information, to repeat key information verbally and to ask questions about key information

**Topic:** Elephants

**Language functions:** Asking for opinions and information

**Lexis:** Numbers and units of measurement

**Materials needed:** Two or three pictures of elephants, one worksheet per student

**Timing:** 50 minutes

### Preparation

Find two or three pictures of elephants with tusks from the internet or from a book and put them on the board.

### In class

1. Tell the class that they are going to learn to listen for important information about elephants and then ask and answer some questions with their partners about the information. Point to the pictures on the board and ask what the class knows about elephants. For example, you could ask: *'Do they have a nose?'* (Answer: Yes, it's called a trunk), *'What are the white things on their faces called?'* (Answer: Tusks), *'How do they get their food?'*, *'What do they eat?'* and *'Where do they live?'*
2. Write all new words on the board. Practise the pronunciation of the new words.
3. Tell the class you are going to read them some information about elephants and you will read the information twice. They must listen for key information.
4. Read the following text quite slowly and emphasise the bold words:  
Read: *'There are **two main kinds** of elephant, the Asian elephant and the African elephant.'* Stop reading and say: *'In this case, **two main kinds of elephant** is key information.'*
5. Continue reading: *'Elephants use their tusks and trunks to get food... They use the tusk to dig up food and the trunk to suck up water. An elephant drinks about 210 litres of water every day, and an elephant's trunk can grow to be about two metres long.'* Repeat the information.
6. Ask the class to tell you one piece of information that they heard, for example *'two kinds of elephants'* or *'drinks 210 litres of water every day'*. Then, put the students in pairs and tell them to write down three other pieces of information that they heard. Once the students have completed this task, ask the class to give you the key information and write it on the board.
7. Ask the students some questions about the key information you have written on the board. For example: *'What do elephants use to get food?'*, *'How do elephants get water?'*, *'How much water do they drink?'*
8. Tell the class you are going to read some more information about elephants. Again, they must listen for key information.  
Read: *'Elephants often live in **forests**. They eat grasses, **fruit** and roots. And an adult elephant can eat about **136 kilograms of food** in one day. Elephants can live to be **70 years old**. They **can hear** another elephant calling through its trunk **eight kilometres away**.'* Repeat this information for a second time.
9. Tell each student to write down three pieces of new information on his/her own. Then tell the students to share their information with their partner. Ask the class to give you the new information and write up more key facts on the board, for example: *'live in forests'*, *'eat fruit'*, *'eat 136 kilograms of food'*, *'70 years old'*, *'8 kilometres away'*.

## Preparation activities for ISE I Speaking & Listening

10. Write up one question on the board about the information that is on the board: For example: **'Where do elephants live?'** Then, ask one pair of students to demonstrate, using the question and the answer on the board. For example, one student asks *'Where do elephants live?'* and the partner responds *'in forests'*. Then all the students should practise asking and answering in pairs, using the information on the board for the answers.

### **Extension activity**

Ask students to read the extra information about elephants on the worksheet. Then ask them to make questions that would help them to find out this extra information.

### **Further support activity**

Make sure that the students who are finding the task more difficult write down all of the information that you write on the board. Write up more questions to help them. They can use these extra questions with their partner.

### **Homework**

Ask the students to find out **three more facts** about elephants and then write the questions for the facts that they could ask the class (for example: Fact – Male elephants do not live in a group, they live alone. Question for the class – **Do male elephants live in a group?**).



## Student worksheet: Facts about elephants

### What are the questions?

Write the correct question for the information.

*Example:*            Elephants can't see very well, but they have a very good sense of smell.  
                                 Question: 'Can elephants see well?'

1. Elephants have five toes on each foot.

Question: .....

2. An elephant's brain weighs five kilograms.

Question: .....

3. Baby elephants are about one metre tall.

Question: .....

4. Female elephants live in groups all their lives.

Question: .....

5. Elephants' large ears help them to keep cool in hot weather.

Question: .....

**Student worksheet answers: Facts about elephants**

1. How many toes do elephants have on each foot?
2. How heavy is an elephant's brain?
3. How tall are baby elephants?
4. Do female elephants live alone?/Do female elephants live in groups?
5. What do elephants' ears help to do?/What are elephants' ears for?