

## 1.37 Information about kiwi

**Topic:** Animals  
**Subtopic:** Birds  
**Activity type/skill:** Information transfer  
**Literacy focus:** Listening  
**Genre:** Information reports

### Objective

- Begin to record information from spoken texts.

### What you need

- Student worksheet (see next page)
- [Audio track 1.37](#)

### What to do

1. Before looking at the worksheet, draw out students' existing knowledge about kiwi. Discuss what might be included in a spoken information report about kiwi.
2. Play track 1.37 (Track 12 for this topic) and have students fill in the gaps in the sentences. It is useful for them to listen to the track several times as they complete the work.
3. Mark the work together, listening to the track section by section and reaching agreement on the cloze inserts.

### Answers:

- nostrils – smell
- ear openings – hear
- whiskers – long
- beak – narrow
- feathers – soft, warm
- wings – small
- legs – strong, heavy
- feet – strong, run
- claws – sharp

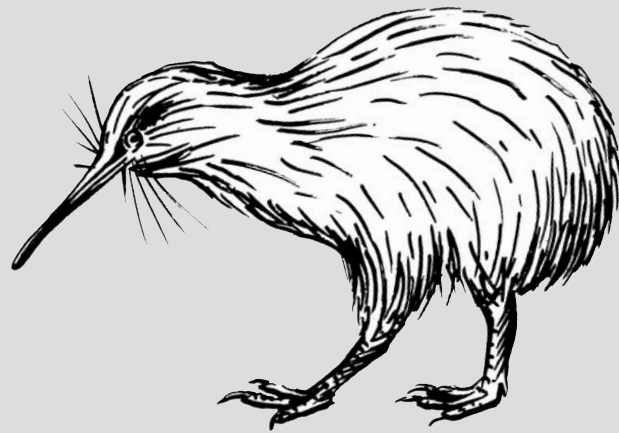
### Extending the activity

- Help students prepare a simple talk about a bird and give it to the class. Make a grid of information about the talk on the board.

## Activity thirty-seven



### Track 12



Part of the kiwi	What the part is like	What it helps the kiwi do
<b>Nostrils</b>	small holes at the end of its beak	s _ _ _ _ its food and its enemies.
<b>Ear openings</b>	small holes	h _ _ _ its food and its enemies in the dark.
<b>Whiskers</b>	l _ _ _ fine hairs at the base of its beak	find its way in the dark.
<b>Beak</b>	a long n _ _ _ _ _ beak	to dig for insects and worms.
<b>Feathers</b>	s _ _ _ _ fine brown	keep w _ _ _ . make it hard to see at night in the bush.
<b>Wings</b>	very s _ _ _ _ have claws at the end	do not help the kiwi.
<b>Legs</b>	s _ _ _ _ _ and thick h _ _ _ _	to walk and run. to kick its enemies.
<b>Feet</b>	s _ _ _ _ _	kick its enemies. walk and r _ _ . dig burrows.
<b>Claws</b>	very s _ _ _ _ on the ends of toes	to dig for insects and scratch its enemies.