

Teacher's Notes & Answer Key

Level	Intermediate +
Lesson Aims	Learners will develop listening skills and develop their ability to figure out the meaning of unfamiliar vocabulary from context
Approximate Timing	45-60 mins
Notes to the teacher	This lesson covers a very short history of one of the first elephants to live in the United States. The listening is divided into two parts, a small introduction to the topic, and a larger text in which the students listen for gist and detail. Following the listening skills work students can develop their vocabulary skills by focusing on the selected items taken from the text. The speaking task at the end of the lesson includes a moral debate about the situation of elephants in captivity.
Text Link	http://www.npr.org/2015/03/08/391619589/elephants-will-retire-from-barnum-and-bailey-circus
Image Links	http://pixabay.com/en/photos/?q=circus&image_type=&cat=&order=best

Teacher's Notes

1) Speaking: Show the pictures of elephants and post the discussion questions to the students. They can discuss in pairs and then as class elicit the students answers

1b) Speaking: A second follow-up question will allow students to focus on contexts where they may see elephants in person. This can serve as a transition to the text and topic of elephants in the United States and in the circus.

2) Listening: Students will listen to the first part of a text to establish the context of elephants and the circus. Set the first task (ex 2)

Play the extract from NPR here:

<http://www.npr.org/2015/03/08/391619589/elephants-will-retire-from-barnum-and-bailey-circus>

Stop the audio after the introduction and let Ss discuss the question in pairs.

Answer: Barnum and Baily Circus will no longer have elephants as a part of their show.

3) Listening: Play the listening and set ex 2 which allows students to focus on the general idea of "Betty" and her role as one of the first elephants to appear in the United States.

Students pair check and then get feedback.

Answer: Betty served as a world attraction for individuals who had not had exposure to the world outside of their farms or hometowns.

- 2) Listening: Students listen a second time answer the T/F questions. Let students check in pairs and then check the answers as a class.

Answers:

- a) False
- b) False
- c) True
- d) True
- e) False
- f) False
- g) True

- 4) Vocabulary: Have students complete the blanks with the correct word. If needed, the transcript can be given out to help. Let students check in pairs and then as a group.

Answers:

- 1. iconic
- 2. monotonous
- 3. enterprising
- 4. affectionate
- 5. enthralled
- 6. encountered

- 5) Speaking: This activity extends the topic of elephants to a moral discussion – should they be kept in captivity? The class will be divided in half, with one getting the ‘Yes’ and one half getting the ‘No’ opinions. Allow individual preparation time for creating the list of five reasons. Once this is complete, students can be matched up in pairs and then try to convince their partner of their point of view. As an alternative, a class debate can be developed, allowing the two sides to pull their ideas together as a second preparation stage, and then having the class debate the topic, with the teacher ruling on the outcome!

Student Worksheet 1

1 a) What do you know about elephants? Where do they live? What do they eat? What do they do? Share with your partner!



1) b) Where are the places that we can see elephants? Discuss with a partner

2) Listening: Listen to the first part of a new story that includes elephants and answer the following question:

What is the big news about elephants and the circus?

3) Listening: You are going to listen to a short story about one of the first elephants to live in this country. As you listen answer the following question:

What was the role of the Betty the elephant?

4) Listening: Listen again and decide whether the statements are true or false about the main character in the story, Hachaliah Baily:

- a) He lived in NYC
- b) He bought his elephant for \$10,000
- c) He called his new horse 'Betty'.
- d) He did not enjoy the job of farming.
- e) He believed an elephant could make more money working on a farm.
- f) He started a circus with his elephant, a dog, and a horse.
- g) He introduced a new piece of the world to the people around him.

Transcript

The greatest show on Earth will no longer feature one of its most iconic acts. Starting in 2018, elephants will not be performing in the Ringling Bros. and Barnum & Bailey Circus. Elephants have drawn crowds from the very beginning, ever since an enterprising farmer encountered one of the first elephants to live in this country. Nate DiMeo, host of "The Memory Palace" podcast, picks up the story.

NATE DIMEO: Hachaliah Bailey raised cattle in what is now a bedroom community about an hour and change from Manhattan on the Metro-North commuter line. He'd take his cattle into the city to sell. And at some point during one of his trips, he became enthralled with one of the animals that lived in the stockyard downtown. We don't know how she came to live with the cattle and pigs and sheep and goats or how long she'd lived there. But we read that around 1806, Hachaliah Bailey bought an elephant for \$1,000 and brought her home to live in a farm in Somers, NY. He called her Betty.

DIMEO: He planned to put her to work. Bailey never liked farming. It was too monotonous. It took forever for things to grow. It took forever to plow a field with a team of mules. But with an elephant - we don't know how well that went. What we do know is that an elephant in rural America draws a crowd, especially in 1806. And Bailey soon figured out that there was more money to be made by drawing a crowd than by increasing agricultural output through elephant-based efficiencies. So Hachaliah Bailey and the elephant he now affectionately called Old Bet hit the road. For the better part of the decade, they toured the Northeast, commandeering town squares and barns and charging people to see her. After a while, he expanded the operation, turned it into a full-on traveling circus with a horse and a mule and a dog, which everyone had - but an elephant was something else entirely.

DIMEO: Here were farmers and candlestick makers and coopers and their wives and their neighbors, people who hadn't left their fields or their towns since they had first emigrated or since they'd got back from the war. Here were children who'd never been anywhere, never seen anything beyond the world of their farm, their town and their woods and their streams. And into that world walks this creature, into that world walks the world.

Student Worksheet 2

4) Vocabulary

iconic (adj)	enterprising (adj)	monotonous (adj)
to enthrall (v)	to encounter (v)	affectionate (adj)

- 1) Johnny is so famous around the world – he is known by everyone, and he has been the hero of so many other singers for so long. He is _____.
- 2) I do the same thing again and again, every day and every week. My job is so _____.
- 3) When she was 10 years old she started her own business selling cupcakes. At age 18 she started her own coffee shop. Now she is creating an international perfume company. She is so _____!
- 4) Ana is always showing how much she loves her boyfriend – touching his hand, kissing his cheek. She is very _____.
- 5) I couldn't take my eyes off the stage. The dancers were amazing and I never looked away once. I was _____.
- 6) On our trip to Africa last year we _____ many wild animals – lions, elephants, tigers, and giraffes.

3) Speaking

Student A:

You believe that elephants do NOT belong in zoos or the circus. Make a list of 5 reasons why this is a bad idea.

Student B:

You believe that keeping elephants in zoos and in the circus is a good idea. Make a list of 5 reasons for your point of view.