

# El Equipo Fantasma por Denis Maxwell: Radio Ambulante

Audio: <https://soundcloud.com/radioambulante/el-equipo-fantasma>

Transcription: <http://radioambulante.org/transcripcion/transcripcion-equipo-fantasma>

Note: It is anticipated that it will take three 75 minute classes to complete the episode.

## Teaching Objectives:

1. include activities in each class for speaking and listening
2. provide scaffolding when needed
3. create connections between listening text and historical, political, social context
4. allow space in the schedule for scuba diving (digging deeply into a topic or a theme) as needed.

## First Class:

### Objectives:

- introduce the historical context of El equipo fantasma as a way to situate students' understanding of the episode (activate top down processing when listening)
- introduce vocabulary from the episode (bottom up processing)
- complete one section of the listening text together as a class and focus on active listening strategies
- prepare students to complete the first ½ of the listening text on their own

### Pre-listening/ Setting the stage: (15-20 minutes)

1. Look at the attached b&w image. Ask students to jot down vocabulary words they associate with this image or think they will need to talk about them. In pairs or triads ask students to talk about what they see and what they suppose is going on. Can they establish a time when this foto was taken? Have them explain their answers based upon what they see as well as what they might already know.
2. Show vocab list from the episode. Ask students to work in pairs and brainstorm for 2 minutes on what the connection between the images shared and these words/names under the column "política" might be.
3. Look at the column under "fútbol" Ask them to brainstorm a bit about the connection between these words and the image of the soccer team.. Once done, give them the context. Show them this image, identify Carlos Caszely (bottom row far left)

(HAND OUT)



**Vocabulario:**

<i>el fútbol</i>	<i>la política</i>	<i>las expresiones idiomáticas</i>	<i>otro</i>
el mundial de 1974 FIFA El Rojo los partidos amistosos/ eliminatorios el estadio <ul style="list-style-type: none"><li>• los camarines</li><li>• las graderías</li><li>• las escotillas</li><li>• la cancha</li></ul> el mediocampista el arco el arquero rematar empatar/ empate	el golpe militar un campo de concentración los presos los carabineros la manifestación Augusto Pinochet Salvador Allende golpe de estado desaparecidos tortura dictadura	sí o sí manchado de sangre .... comunicarse ni dar margen... matarse de la risa un gallo ...de valentía o de cagón... ...correrse un hilito helado por atrás....	tajante gorro

4) the title of this story is called “El equipo fantasma” In pairs, imagine what you think that might mean given the images and the vocabulary. Share your ideas with the class. (Teacher should write these down to review later)

5) Los bandos: [play this recording](#). How does this recording make you feel? who is speaking? What is the context? How does it fit into the context of these images? Discuss answers and then explain [how the bandos were used in this timeperiod](#).

### Active listening practice (15-20 minutes):

Allow the students to read the transcript of the **up to 1:10** they are about to hear. Answer questions about speakers, vocab, etc. Tell them to put the transcript away and listen to the section. Reflect on the process of listening. Did the transcript help? Why?

Try a **second segment (1:10"-1:52)** WITHOUT the transcript. Review what happened, how it went, what they understood or didn't understand. Share transcript of this section to confirm their knowledge.

Try a third and **final section 1:52-3:18** without the transcript, then with it.

What skills, strategies do they think will be helpful to employ in order to be able to listen w/o the transcript?

### Post listening wrap up/reflection:

1) review the structure of the recording (narrator, names and identities of the people who will be speaking in the recording they will listen to as well as the arc of the story)

2) Homework is to re listen to the segments in class + **additional sections up to 7:09**. Allow them to use the transcript as needed.

- **Free write:** After listening as many times as you wish, spend 2 minutes writing, in Spanish, what you heard. What did you understand? Where do you need further clarification? Don't worry about grammar, spelling. Incomplete sentences are fine. Bring this to class and be ready to share this with others in class.

3) Additional content for review and homework:

- Background on the Chilean National Soccer team of 1973  
<http://www.theguardian.com/football/2015/sep/09/chile-military-coup-general-pinochet-leo-nardo-veliz>
- Background on the US involvement (or denial therein) from this [clip](#) from John Pilger's "The War on Democracy" (10:44)
- Info on Pinochet: <http://www.history.com/topics/augusto-pinochet>
- Impact of the Cold War on Chile  
<http://www.memoriachilena.cl/602/w3-article-3460.html#presentacion>
- Distribute a copy of *Somos 5 mil* by Victor Jara in Spanish for them to read and prepare comments (this could be used in the TA Conversation sections between classes)
- A video of La Cueva: <https://www.youtube.com/watch?v=6HI4wEwBI5w>

Second class:

**Objectives:**

- to share personal listening strategies employed in the homework (7 minutes of listening text)
- to connect information from ancillary materials to the listening text (activate top down processing for listening)
- anticipate outcomes for the second ½ of the listening text
- prepare students to complete the last ¼ of the listening text on their own

**Pre listening/ Setting the stage: (15 minutes)**

- 1) Play for the class the YouTube video of Víctor Jara's "[El derecho de vivir en paz](#)" and provide the lyrics. Answer any questions about vocabulary and his introduction to the song. (Vietnam, Ho Chi Minh, " a ese bandido") Discuss the relevance of Jara's lyrics, his connection with El Estadio Nacional, and the time period.
- 2) (If TA session happened between classes) In pairs have the students discuss how this song compares to "Somos 5 mil".
- 3) Review the listening text that was assigned. It might be helpful to draw a map and have students retell the story using Chile, Mexico, Switzerland and Russia (The Soviet Union). In pairs discuss the reactions the team experiences in Mexico, Switzerland and then Russia.
- 4) Analyze this statement: "*Como si, en vez de jugadores de fútbol, fueran mensajeros. ¿Pero mensajeros de qué?*" Given what you have read, how do you explain the reaction they got in Moscow?
- 5) What is the question that is waiting to be answered at the end of this section? (clue: the Russians, the Estadio Nacional)
- 6) Establish where we are in the story. (this could be a quick one minute essay to be written in their journal in Spanish) What do you think is going to happen next? Why?

**Active listening practice (30 minutes):**

**Section 1: el gol fantasma**

- 1) The date is 21 November 1973. The location is the National Stadium. What we will hear now is the encounter between the Chilean National team and the Russian National Team in the elimination match (to qualify for the world cup)
- 2) Listen to the recording (7:13 - 9:46) two times. One time with your eyes closed, the second with your eyes open and (if you prefer) drawing what you hear or taking notes.
- 3) In groups of two or three discuss what you heard and what the reaction of the narrators was. If they have questions, ask them of their classmates.
- 4) Play this video of el gol fantasma:

<https://www.youtube.com/watch?v=ISQOqcQUiyY> (in b&w)

<https://www.youtube.com/watch?v=KvMi0cXaZDI> (in color)

**Section 2: "el futbolista que osó desafiar a Pinochet"**

- 1) The date is Junio 1974. The team is getting ready to leave for the World Cup matches.

- 2) Show the students these pictures while listening to this section of the story. 9:46 -10:30 Have them work in pairs to describe what happened and why it was important.
  - a) <http://static.betazeta.com/www.ferplei.com/up/2010/01/Pinochet-602x480.jpg>
  - b) <http://static.latercera.com/20130901/1811266.jpg>

#### Post listening wrap/up reflection:

- 1) Discuss as a group: Why were Caszely's actions seen at the time as scandalous? What repercussions might that bring during that time period? What do you think will happen to him? Why?
- 2) Finish listening to the recording for homework. When you have completed the recording, listen to the entire story through without stopping. Note in your journal your experiences listening to the story in pieces and then all at once. Which works better for you? Why? Did you need the transcript?
- 3) In addition read [this article about Caszely](#) as well [as this one](#).
- 4) PRI did a parallel story on this event in 2013. [Listen to the story \(in English\)](#) and be ready to talk about it in class the next day. What is different, the same, surprising about this version of the story (This could be used for the TA sessions)
- 5) [Read this story from the New York Times](#) about the use of the Stadium in 2015 for the Copa América

#### Third class:

##### **Learning Objectives:**

- Complete the story and review and any questions about plot, the characters, the timeframe.
- Discuss listening strategies, experiences when listening to the entire story
- Discuss the significance of the Estadio Nacional in the context of historical memory and cultural identity.
- Discuss the significance of this story in the wider timeframe of the US, Latin America and the 1970s-80s

##### **Setting the stage: (15 minutes)**

- Begin with this: ESPN 30 for 30 Caszely (1:10) <http://espn.go.com/video/clip?id=10804363><sup>1</sup>
- Have students do a 1 minute free write, in Spanish about what they understood happened in the final portion of the episode. When done, find two other people with whom to share and comment. Review as a class.

##### **Active discussion / Review of the episode / Wrap Up (30 minutes) (and extra time if needed)**

- Return to the title of the story. Share with the class some of the guesses that were given on Day 1 about what they thought the title meant. How has their understanding of the title changed?

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<sup>1</sup>The entire 30 for 30 episode on YouTube: <https://www.youtube.com/watch?v=kOQpcGYa9Vw>

- In small groups: The National Stadium still exists in Santiago today. It has been renovated and renamed and is considered as a national historic monument. Soccer games and other events happen there frequently.
  - i. Think of other historic sites that commemorate events that were tragic or catastrophic. Compare their daily use to that of the National Stadium today. What do you think? How do we balance historical memory and daily life in these spaces?
  - ii. [Watch this news story about an event that happened in the stadium in 2011.](#) What do you think?
- Think about this story in the context of the 1970s, the US and Latin America. What do we know now that we didn't know then? What was going on in other parts of Latin America around the same time?

#### Homework/ recap:

Make a two minute recording in which you imagine yourself as a college student in Santiago in the 1970s. Using what you have learned from the episode, pretend you are sending a message to a friend in another country and telling them about the reality of your life at this time. Use these images as a catalyst for your thoughts:



