

e-lesson

Week starting: November 1, 2010

1. The rescue of the 33

This week's lesson is about the recent successful rescue of the thirty-three miners who had been trapped underground in a mine in Chile for almost ten weeks. It was, of course, a story that created huge international interest.

Level

Intermediate and above (equivalent to CEF level B1 and above)

How to use the lesson

1. Ask your students what story from Chile has been in the news recently. Encourage them to tell you as much as possible about the miners' rescue. If any of your students watched the rescue on TV, ask them how it made them feel. In what ways, if any, do they imagine the experience might have changed the miners' outlook on life?

2. Give your students between five and ten minutes to read through Worksheet A, encouraging them to look up new vocabulary. Note that some of the words that might be new are not in the glossary because they form part of Exercise 1.

3. Give each student a copy of Worksheet B, then divide the class into pairs and ask students to work together to do Exercise 1, in which they have to find the words to match the definitions.

4. Check answers in open class.

5. For Exercise 2, divide the students into two teams, A and B, and give each team the corresponding part of Worksheet C. The students have to refer back to Worksheet A and formulate ten questions based on that information, using the words in the boxes. They will then give the other team a quiz with their questions.

The teams must use the exact words in the boxes, and avoid asking the same question more than once. The words in most of the boxes can be used to create more than one question, and *When*, *Where*, and *How many* obviously offer various possibilities. If one team asks a question the other team was going to ask, the other team has to think quickly to formulate an alternative question. Impose a time limit of five or ten minutes in which the teams have to formulate their questions. If a team is unable to create ten questions, the other team should receive a point for each missing question – e.g. if Team A can only create eight questions within the time limit, Team B gets two points.

6. When the quiz begins, make it clear that the teams can no longer refer back to Worksheet A. The two teams take turns asking and answering questions. Award one point for each grammatically correct question and for each correct answer. Award zero points for questions containing mistakes, repeated questions, and incorrect answers. When both teams have asked all their questions, the team with more points wins.

Answers:

Exercise 1

1. Chilean 2. celebrity 3. line up 4. stadium 5. navy 6. loved ones 7. vital
8. on display 9. priceless 10. trap 11. moving 12. waistline 13. phoenix 14.
collapses 15. fits

Exercise 2

Students' own answers

2. Related websites

Send your students to these websites, or just take a look yourself.

http://www.usatoday.com/news/world/2010-10-12-Chile-miner-interactive_N.htm

An interactive *USA Today* page with mouse-over information about the rescue operation and technology as well as the individual miners. Accessible to intermediate level.

<http://www.time.com/time/photogallery/0,29307,2024973,00.html>

Moving pictures of the miners being rescued, from *Time* magazine online. Accessible to all levels.

http://en.wikipedia.org/wiki/2010_Copiap%C3%B3_mining_accident#Rescue_plans

The *Wikipedia* entry on the accident and subsequent rescue. Intermediate level and above.