



Lesson plan

Upper-intermediate content-based ‘CLIL’ lesson

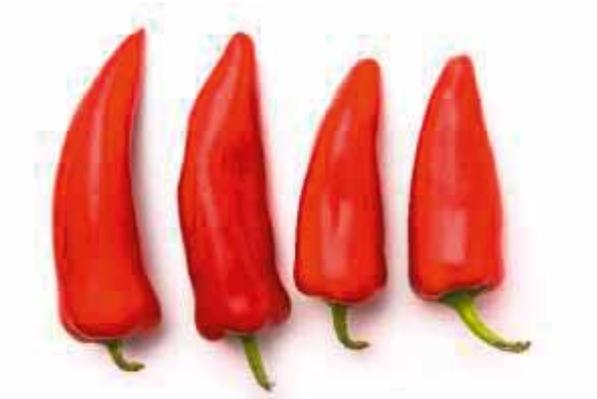
The content of Ricardo’s CLIL lesson at International House, Mexico City is the history and conquest of Mexico. Many thanks to Ricardo Fajardo Cortés for sharing his original lesson plan and resources with us. The lesson can be seen on the *Teachers at Work* DVD which accompanies *The Practice of English Language Teaching* book, and the Observation Sheet worksheet for this lesson is available on this website.

STAGE AND OBJECTIVE <i>Note the objective of each stage</i>	TIME	INT’R	PROCEDURE TEACHER AND STUDENT ACTIVITY
Warm up (To activate Ss’ previous knowledge on the topic, aka schemata)	10min	Lockstep	Teacher sticks up images or writes the following nouns on the board: <i>potato, corn, peanut, tomato, papaya, pineapple, avocado, chilli pepper, cocoa</i> . He asks Ss what they have in common. As Ss might not have any idea what to say on this, teacher then writes some names on the board and asks Ss to discuss what these names have in common (Francisco Hernandez de Cordoba, Juan Grijalva, and Hernan Cortez). These names are the names of those who conducted the expeditions to conquer Mexico and the nouns relate to those products that were brought by Spaniards. (Here, the use of L1 could be a resource to clarify what the topic/lexis is if needed – this being a feature of CLIL lessons) OCFB
True / false task (prediction of facts) (To give learners a chance to test their knowledge of this event – the conquest of Mexico – and prepare them for the text.	5min	Pairwork	Teacher gives Ss some statements (6 in total) about the conquest of Mexico and they will have to discuss these with their partners for 5 min, guessing if they are true or false.
	5min	Mingling	Ss will stand up and mingle to compare answers.

Use of mobile phones (To promote the use of technology in the classroom for purposes of checking information – in this case, the answers to the above statements)	8min	Group work	Now, teacher asks learners to use their mobile phones (or the teacher’s iPad to try and find the right answers) For this, teacher will ask Ss to work in groups and make notes on the answers.
	5min	Mingling	Ss will again mingle and compare answers, based on the information they found on the web. They will have to refer to the source and justify their answers.
Reading (To expose learners to a text and give them the chance to also develop scanning skills)	8min	Individual work	After they have discussed the information they got from internet, the teacher gives them a text, where they will have to confirm the answers to those True / False statements.
	4min	Group work	Ss compare answers, followed by OCFB (visual and verbal feedback)
Speaking and writing (To give learners a chance to react to the text and have a say on the topic behind it.)	6min	Pairwork	Teacher asks learners to discuss the following questions: <ol style="list-style-type: none"> 1. is it good that nations conquer other nations? 2. What are the general advantages and disadvantages of this happening? Note: T has to make sure Ss do not refer to any case in particular as this can cause the lesson to get rather disrupted.
	5min		Ss will have to write (or make notes) on the answers, as they will then compare them with other peers.
	5min	Lockstep	Comparison time







Decide if the following sentences are true / false:

1. The first expedition to conquer Mexico took place in 1715 from Spain.
_____.
2. The third Spanish expedition took about 6 years altogether.
_____.
3. Cortez landed in what today is the State of Veracruz, with 20 ships, 3 hundred men, sixty horses and 2 light cannons.
_____.
4. Cortez's army defeated the Aztecs due to better technology and better planning.
_____.
5. Spaniards did not get any help from the Aztecs at all.
_____.
6. Cortez was defeated in Tenochtitlan.
_____.

Conquest

In 1517, three expeditions organized by Governor Diego de Velazquez de Cuellar **launched from** the island of Cuba. 1517 marks the start of the Spanish conquest of Mexico and, therefore, marks the start of a series of events which formed Mexican culture as we know it today.

Francisco Hernandez de Cordoba was in command of the first three ships which made the journey from Cuba to the Yucatan peninsula in 1517. Just over a year later, a second expedition under the command of Juan Grijalva arrived in the Tabasco region and explored the Mexican coast as far as the present-day State of Veracruz. It was during this expedition that the Spaniards became aware of the magnificence and richness of the Aztec empire.

In February 1519, the third, and most historically important expedition launched. Led by a Spanish adventurer by the name of Hernan Cortez, it would forever change the course of history in the Americas, despite lasting less than three years. Cortez landed in 1519 with eleven ships, six hundred men, sixteen horses and a small number of light cannons. Arriving in what is now the State of Veracruz, he almost immediately, founded a town which he named Veracruz. On his way to the capital of the Aztec empire, Tenochtitlan, Cortez formed alliances with many **disgruntled** Aztecs. With this additional strength behind his troops, Cortez reached the capital in November 1519, and soon captured the Aztec emperor Montezuma II.

Cortez's success in **vanquishing** the formidable armies has been attributed by historians to superior technology and thorough planning. Another factor in his success is his cooperation with local Indian mercenaries who were familiar with the language and the territory. In another smart move, Cortez posed as the god Quetzalcoatl, which **enabled** him to reach the capital and capture the emperor without violence or force.

The Spaniard's initial success was not to last, however. The Aztecs **besieged** Tenochtitlan on the night of June 30, 1520 on a night that has become known as 'The Night of Sadness'. Defeated, Cortez was forced to retreat, and there were many casualties among the Spanish and their Indian allies.

word	Meaning / synonym
1. To launch from	1. to leave from (a place)
2. Be disgruntled	2. not happy (with a situation)
3. To vanquish	3. to defeat (an enemy in battle)
4. To enable	4. to help
5. To besiege	5. to defend (and won in battle)

Decide if the following sentences are true / false: (Answer Key)

1. The first expedition to conquer Mexico took place in 1715 from Spain. (False)

In 1517, three expeditions organized by Governor Diego de Velazquez de Cuellar **launched from** the island of Cuba.

2. The third Spanish expedition took about 6 years altogether. (False)
...the third, and most historically important expedition launched. Led by a Spanish adventurer by the name of Hernan Cortez, it would forever change the course of history in the Americas, despite lasting less than three years.

3. Cortez landed in what today is the State of Veracruz, with 20 ships, 3 hundred men, sixty horses and 2 light cannons. (False)
Cortez landed in 1519 with eleven ships, six hundred men, sixteen horses and a small number of light cannons. Arriving in what is now the State of Veracruz...

4. Cortez's army defeated the Aztecs due to better technology and better planning. (True)

Cortez's success in **vanquishing** the formidable armies has been attributed by historians to superior technology and thorough planning.

5. Spaniards did not get any help from the Aztecs at all. (False)

Cortez formed alliances with many **disgruntled** Aztecs

6. Cortez was defeated in Tenochtitlan. (True)

The Spaniard's initial success was not to last, however. The Aztecs **besieged** Tenochtitlan on the night of June 30, 1520.