**COURSE SCENARIO**

***Spain: Society, Culture, and Economy in a global context***

**CLASS 13**

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| **TOPIC** | Understanding the Spanish language as an economic resource and its impact on international business. | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | Overview of the Spanish language: Discussion on the characteristics of the Spanish language, including its history, diversity, and popularity.  Spanish as a global language: Explanation of the importance of Spanish as a global language, its distribution, and its use in international business.  Economic impact: Discussion on the economic benefits of learning Spanish, including its potential to open new business opportunities, increase employability, and enhance cultural understanding.  Challenges and opportunities: Analysis of the challenges and opportunities faced by businesses that operate in Spanish-speaking countries or with Spanish-speaking clients, such as cultural differences and communication barriers. | |
| **KEY WORDS** | Spanish language, diversity, popularity, global language, international business, economic impact, business opportunities, employability, cultural understanding, challenges, communication barriers. | |
| **SUGGESTED TOOLS** | PowerPoint presentation, videos, audio recordings, case studies, and language learning apps. | |
| **TIPS / METHODOLOGICAL REMARKS**  **(If applicable)** | Use authentic materials, such as videos or audio recordings, to expose students to different accents and dialects of Spanish. Encourage students to practice their language skills by engaging in role plays, debates, or simulations. Use case studies and group assignments to help students develop cultural sensitivity and awareness | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | Introduction to the Spanish language and its diversity. |
| **STEP 2** | Discussion on the importance of Spanish as a global language and its use in international business. |
| **STEP 3** | Analysis of the economic benefits of learning Spanish and its impact on employability and business opportunities. |
| **STEP 4** | Examination of the challenges and opportunities faced by businesses in Spanish-speaking countries or with Spanish-speaking clients. |
| **STEP 5** | Language practice activities and assignments to help students develop their language skills and cultural awareness. |

**ADDITIONAL MATERIAL 1 (WORK CARD, PICTURE, RECORDING, QUIZ, PRESENTATION, ASSIGNMENTS)**

**Game: Name that Accent!**

**Objective**: To identify different accents from different regions of Spain.

**Materials:** Audio clips of people speaking Spanish with different accents from various regions in Spain. A list of the regions corresponding to each audio clip.

**How to Play:** Divide the class into teams. Play an audio clip of someone speaking Spanish with a specific accent. Each team has to guess which region the accent belongs to. The team that guesses correctly gets a point. Repeat with a new audio clip and continue until all clips have been played. The team with the most points at the end of the game wins.

**Variations:**

Instead of playing audio clips, show videos of people speaking Spanish with different accents and have students guess the region based on visual clues.

Have students practice imitating different accents by providing them with phrases to practice saying in different accents. Then, have teams guess which accent they are imitating.

**ADDITIONAL MATERIAL 2**

Quiz on the importance of the Spanish language in business:

What percentage of the world's population speaks Spanish as their first language?

A) 4%

B) 8%

C) 12%

D) 16%

Answer: C) 12%

In which countries is Spanish an official language?

A) Spain only

B) Spain and Mexico

C) Spain, Mexico, and Argentina

D) Spain and all of Latin America

Answer: D) Spain and all of Latin America, as well as Equatorial Guinea in Africa.

According to a study by the Cervantes Institute, what is the projected number of Spanish speakers worldwide by 2050?

A) 400 million

B) 500 million

C) 600 million

D) 700 million

Answer: B) 500 million

Which of the following industries is NOT considered to have significant potential for Spanish-speaking markets?

A) Tourism

B) Technology

C) Finance

D) Agriculture

Answer: D) Agriculture (all other industries listed have significant potential for Spanish-speaking markets)

In which countries is Spanish the most commonly spoken language after English?

A) United States and Canada

B) United States and China

C) United States and Russia

D) United States and India

Answer: A) United States and Canada (Spanish is the second most commonly spoken language in both countries, after English).