**COURSE SCENARIO**

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

**CLASS 3**

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| **TOPIC** | Landscapes  |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | Students can learn the location of Spain and its geography, climate, and population. |
| **KEY WORDS** | Mountains; rivers; beaches; climate; population. |
| **SUGGESTED TOOLS** | Computer with internet connection and Microsoft Office or similar. |
| **TIPS / METHODOLOGICAL REMARKS****(If applicable)** | During the class, students are aimed to collaborate and participate actively with the group dynamics, develop their critical thinking, and express their questions to the professor. After the lesson has finished, students must review the contents learnt and complete the additional tasks for a deeper and broader comprehension of the contents. |
| **IMPLEMENTATION OF THE CLASSES**  | **STEP 1** | Students participate in a discussion by brainstorming about everything they know about the location, geography, climate, and population of Spain. Afterwards, the professor summarizes the Power Point presentation “Landscapes” and recommends additional bibliography to complete and expand the students’ knowledge and understanding. |
| **STEP 2** | Students answer the tasks related to the contents learned during the “Additional material 1 essay (Spanish stereotypes)”. The professor helps them by answering their questions, offering examples, and reinforcing the participation and collaboration. |
| **STEP 3** | The professor starts a dialogue about the previous tasks by asking directly about the answers. While discussing, the professor directs the debate by contrasting and relating different points of view, adding more information, or addressing spontaneous questions to the students to improve their critical reasoning. |
| **STEP 4** | The professor compiles the answers and opinions of the students and, as a conclusion, gives a short speech that summarizes the content taught. |
| **STEP 5** | The professor presents the “Additional material 2 work card (Review questions)” aimed for the next session and explains it briefly to check if there are any question.  |

**ADDITIONAL MATERIAL 1 ESSAY (Spanish stereotypes)**

How many stereotypes do you know about Spanish? Do you think they are accurate? After writing the stereotypes you know, start a discussion with 3 or 4 classmates to collect as many as you can. Finally, read the article called “Spanish stereotypes: statistics tell us they have Mondays, too” to discover more preconceived ideas about Spain.

Link: <https://www.theguardian.com/world/2012/jan/26/spanish-stereotypes-we-have-mondays-too>

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**ADDITIONAL MATERIAL 2 WORK CARD (Review questions)**

After reading the Power Point presentation, individually, answer the following questions. Then, in pairs or groups, complete your own answers with your classmates’. Finally, review the slides to check the correct solutions.

1. Where does Spain take its name from?

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1. What countries border Spain?

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1. What is the highest peak in Spain?

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1. Can you name at least four rivers of Spain?

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1. How many climate types are there in Spain? Can you name them?

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1. What is the population of Spain?

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