Year: 9

Subject: Spanish

Topic/Unit: Viva 3 Module 4: ¿Un mundo mejor? (Global Issues, Rights, and Environment)

When: Term 2.2 / Spring Term

Overview: **Why this? Why now?** This unit explores key social and global themes, including nationalities, labour conditions, human rights, sustainable transport, and environmental change. Building upon foundational present-tense skills, Year 9 pupils expand their communicative range to evaluate global issues and contrast past, present, and future perspectives.

Building on: 1st and 2nd person present-tense regular/irregular verbs, basic opinions, and personal descriptions. **Building to:** Multi-tense synthesis (present, preterite, near future, imperfect), comparative structures, and formal written arguments concerning environmental and ethical reform.

Sequence summary:

- **Nationalities, Work & 3rd Person Present Tense:** Describing origins, occupations, and earnings (trabaja/trabajan, gana/ganan) alongside Fairtrade principles.
- **Children's Rights & Modal Verbs:** Discussing youth rights using poder (puedo, se puede, no podemos) followed by infinitive structures.
- **Transport & Comparatives: Comparing modes of travel** (en coche, en bici) using comparative adjectives (más/menos + adjective + que).
- **Environmental Action:** Formulating ecological recommendations using para + infinitive alongside se debe, se debería, and se puede.
- **Town Descriptions & The Imperfect Tense:** Contrasting past places with present amenities using imperfect verbs (había, era, estaba, tenía).
- **Synthesis & Urban Case Study:** Integrating three tenses to research South American cities and describe personal evolution over time.

Key Vocabulary:

- **Nationalities & Work: e**spañol/a, colombiano/a, trabajar, ganar, el sello de comercio justo, la explotación infantil.
- **Rights & Modals**: tengo derecho a, la educación, el medio ambiente sano, poder (puedo/pueden).
- **Transport & Comparatives**: en autobús, en bici, a pie, más rápido que, más verde que, más cómodo que.
- **Environment**: para proteger el medio ambiente, se debe, se debería, apagar la luz, cerrar el grifo, reciclar.
- **Imperfect Tense**: antes, hace cinco años, había, era, estaba, tenía.

Assessments: **Summative and formative assessments** evaluate four core skill areas: listening comprehension exercises, reading and translation tests, role-play speaking tasks, and structured extended writing requiring three tenses.

Able and interested: Higher-attaining pupils extend complex sentences using advanced connectives (ya que, dado que, sin embargo, no obstante), manipulate full verb paradigms across tenses, and conduct independent socio-environmental research on Latin American cities.

Inclusion, Personal Development and Wider Skills: Supports literacy through sentence builders, dictation, and scaffolded translation. Fosters citizenship and moral development by exploring UN children's rights, Fairtrade ethics, and personal environmental stewardship.

Homework and Independent Learning: Weekly digital vocabulary drills on ActiveLearn and Quizlet, grammar worksheets on verb forms, reading comprehension tasks, and an independent research presentation on South American urban development.