



TEACHER'S GUIDE

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ECO-CHIC

GATE 1 - LEARNING TOGETHER

GATE 3 - LEARNING THROUGH EXPLORATION

Eco-Chic

GATE 1 - Learning Together

GATE 3 - Learning Through Exploration

Introduction for Teachers:

This unit explores the intersection of sustainability and fashion, emphasizing the importance of ethical practices within the textile industry. Students will investigate the environmental and social impacts of clothing production, learn about innovative materials and technologies, and examine consumer behaviors that promote sustainability. The unit encourages critical thinking about the fashion industry's role in environmental conservation and ethical responsibility. Through various activities and projects, students will develop a comprehensive understanding of sustainable fashion and be inspired to make conscious choices in their own lives.

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INVITATION TO LEARN

In this lesson students are introduced to the concept of eco-fashion and sustainability through a TV commercial. They discuss the commercial's message about sustainability and participate in a group game to create sentences about green shopping habits.

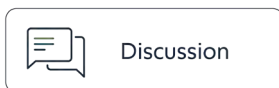


OPENING

- 1. Video:** Show this TV commercial. Ask students to guess what is being advertised. What is being sold?



electrolux.mp4



2. Class discussion:

- Did you guess correctly?
This commercial is selling a **washing machine**.
- According to the commercial, what is the main benefit of this washing machine?
- "Our goal is to make them last twice as long"** - The commercial points out that their washing machine can help us practice a greener world, to practice **sustainability**.



3. Pair work:

- Research and write in pairs: What is Sustainability, in the context of the TV commercial.
- Find a creative way to present your definition. (For example: students can use **recycled materials**).



Definition: Using things for a long time without hurting the Earth/our planet.





GreenRolls - Group game [Teacher Toolkit #1]



In this unit you will learn how making eco fashion choices can protect the environment and your pocket. Let's start with checking if you are a Green Shopper, if you practice sustainable shopping habits.



Let's play!



- a. Divide the class into small groups (3 students per group)
- b. Students roll the three cubes.
 - i. location
 - ii. object
 - iii. verb
- c. With the words they have received, they write sentences describing green/sustainable shopping.

For example: I try buying locally made clothes.

Group should write at least 4 sentences.

Location	Object	Verb
shops	clothes	buy
supermarket	food	sell
home	electronic devices	reduce
second hand shops	bags	recycle
online	school supplies	repair
locally	shoes	reuse

Your group's Sentences:



- _____
- _____
- _____
- _____



PART I Fabricated Truths

This part of the unit has 3 lesson (+ GATE 3 lesson) and introduces the challenges, problems and both environmental and ethical dilemmas that are a growing concern over the global fashion industry:

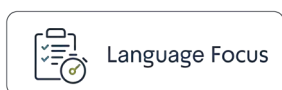
- GATE 3 : Dangers in the fashion industry
- Ethical production of clothes
- Fast fashion
- Greenwashing



Language to be introduced in this part:

Vocabulary:

approximately	discount	harmful	proud	size
breathe	don't fit	in addition	put to better use	such as
cause	don't suit	keep away	quality	surely
close	empathy	large amount	release	take up
confusing	feel sick	materials	require	try on
contribute	global warming	pollution	responsible	wool
cotton	guilty	produce	shame	



Language Focus:

- Items of clothing with **a pair of**
- Adjectives to describe clothes & styles
- Present Simple (negative review)



GATE 3 - Research Lesson: Dangers in the Fashion Industry

Recognizing and Classifying the dangers in the fashion industry



[Teacher Toolkit #2]

Part A

- Bring a **cotton** t-shirt to the classroom.
- In small groups, students think about and research the cotton t-shirt's journey to their closets.

Use reverse research (from your closet backwards) to find all the different steps of the t-shirt's journey. Refer to: environmental conditions and resources, processes, material and form, producers and consumers



Part B

- Once you feel you have all the information down, put the information into categories. Give each category a title. [For example: environmental resources, human resources, chemical resources, economic aspects, scientific knowledge]
- Figure out for each category: What challenges and problems might these aspects of t-shirt production present to the world? [pollution/harm the environment, human labor exploitation. etc]






ETHICAL PRODUCTION OF CLOTHES

Students explore the ethical aspect of clothing production, and discuss the environmental impacts of clothing production. They also analyze the resources used in different stages of making a T-shirt.



OPENING

- Put up on the board a table: positive and negative impacts of the fashion industry [Teacher Toolkit #3] 
- Give the students sticky notes in 2 colors
- Students watch video and write one good thing and one bad thing about the fashion industry (תעשיית הביגוד).
- Students find peers who wrote similar points and put them together on the board.
- Class discussion: Can you think of other positive and negative impacts that were not mentioned in the video?



	Positive impacts	Negative impacts
From video:	<ul style="list-style-type: none"> • Many people from around the world can be involved in making them. - jobs for many people. 	<ul style="list-style-type: none"> • Producing clothes can harm the environment.
Not mentioned in video:	<ul style="list-style-type: none"> • Promotes self-expression and creativity • Can help celebrate cultural heritage and traditional craftsmanship. 	<ul style="list-style-type: none"> • Poor working conditions, low wages, and lack of rights. • health risks to workers and consumers (toxins)



Video

Haveyoueverwonder.mp4



[Video text for teacher]

Have you ever wondered where your clothes come from? Many people from around the world can be involved in making them. These people include farmers, designers, factory workers, drivers, warehouse staff, and shop workers. The fashion industry **gives jobs** to about 60 million people globally. But, making clothes is **not done in just one place**. For example, a T-shirt might be designed in England, made from cotton grown in America, sewn together in India, and then sold in Hong Kong. This way of producing clothes can harm the environment a lot.



1. Making a t-shirt: Group Work

Put students in groups of **6**. Hand each group the 6 pictures.

[Teacher Toolkit #3]



Ask students to line up in the order they believe the pictures represent the stages in the process of creating a T-shirt. Limit them to one minute. Write on the board the different options presented by the different groups.

Instruct students to use these 2 resources to form the right order of the pictures' titles - the life cycle of a t-shirt:



• The life cycle of a t-shirt

The life cycle of a t-shirt -Angel Chang [0:08-3:56]

Watch the short TED animation explainer.

- <https://view.genial.ly/6616e2582c954e00147df9f2>



1	2	3
4	5	6

Check which groups had it right before listening to the above TedTalk.



Individual Work



a. So, how does making clothes harm the environment? **Student Portfolio**

Match the **resources** (משאבים) used for each **stage** of producing a T-shirt.

Resources: water, chemicals (x2), gas, electricity, human labor

	Stage	Resources
1	planting and growing cotton	A lot of water for cotton to grow. Chemicals to keep bugs away.
2	harvesting cotton and transporting to spinning factories (אריגה)	gas for tractors and trucks
3	producing fabrics from cotton	electricity for factory machines
4	bleaching or dyeing fabrics	Chemicals to color the fabrics
5	Cutting and sewing fabrics into T-shirts	human labor for sewing and stitching



b. Before continuing, think about how many pairs of **jeans/ denim skirts** you have in your closet.

Write down that number. Number of jeans/denim items: _____ [5]

Number of students in your class: _____ [30]

Multiply the numbers: _____ [150]





Bingo Activity - gate activity

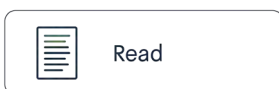


- Hand out bingo cards to students [Teacher Toolkit # 4]
- Students walk around the class, to find the following:



A student with the most jeans/ denim items	A student who has swapped clothes with a friend or sibling	A student wearing their favorite piece of clothing
A student who knows how to sew or fix clothes	A student that doesn't have jeans/ denim at all	A student who has donated clothes to charity
A student who can name the brand of their clothing	A student wearing jeans now	A student that has the same number of jeans/denim you have.

Now, you will use that number to learn why the production of clothes is so harmful for the environment.



- c. Read and complete the following task, using the estimated number of jeans your **class** owns.

Highlight the numbers in the text to help you complete the task.





Why is the production of clothes so polluting?

- 1 **Land Use:** Clothes like jeans need materials such as cotton and wool. These materials take up a lot of land. For example, just growing the cotton for one pair of jeans requires **10m²** of land, which is the size of a small classroom. Surely this land could be put to better use, such as growing food or planting
- 5 trees to improve the air quality.

- Chemicals and Air Pollution:** Growing cotton uses chemicals to keep bugs away. Also, to make clothes in different colors, fabrics are dyed with chemicals. These can be harmful to the air we breathe. In addition, transporting clothes sends out harmful gasses into the air. These gasses contribute to global
- 10 warming. Making just one pair of jeans can produce up to **16 kg** of CO₂.

- Water:** Fashion is the second biggest cause of water pollution after farming. Factories often release dirty water back into rivers, polluting the water and killing fish. Generally, a large amount of water is required for making clothes. The production of just one pair of jeans can use **2,000 liters** of water, which is
- 15 approximately the amount of water you'd drink in two years!



Find in the text:

1. How much land is used to make **one** pair of jeans? _____
2. How much water is used to make **one** pair of jeans? _____
3. How much CO₂ is produced when making just **one** pair of jeans? _____

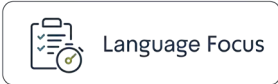
Let's Calculate:

1. When making one pair of jeans _____ of land is used, _____ of water is used, and _____ of CO₂ is released into the air.

2. Now calculate for your entire class

When making _____ pairs of jeans _____ and is used, _____ of water is used, and _____ of CO₂ is released into the air.





Language Focus: Vocabulary LMS or Student Portfolio



Land Use: Clothes like jeans need materials such as cotton and wool. These materials take up a lot of land. For example, just growing the cotton for one pair of jeans requires 10m² of land, which is the size of a small classroom. Surely this land could be put to better use, such as growing food or planting trees to improve the air quality.

1. What's the meaning of **like** in this sentence? [כמו]
2. Copy from this paragraph another phrase with the same meaning. [such as]
3. Find the words and phrases which mean the following. Copy them from the text into the spaces below.



[take up]	_____	1. תופסים (הרבה מקום)
[wool]	_____	2. צמר
[materials]	_____	3. חומרים, אריגים
[such as]	_____	4. כגון / כמו
[cotton]	_____	5. כותנה



4. What's the meaning of **size** in this sentence? [גודל]
5. Find the words and phrases which mean the following. Copy them from the text into the spaces below.

[requires]	_____	1. דורש
[put to better use]	_____	2. לעשות שימוש טוב יותר
[surely]	_____	3. בוודאי / לבטח
[quality]	_____	4. איכות

6. What kind of things can you grow? Check all the correct answers.

grow	<input type="checkbox"/> plants
	<input type="checkbox"/> vegetables
	<input type="checkbox"/> your hair
	<input type="checkbox"/> children



- We don't say ~~grow children~~. In English we **raise / bring up children**.



Pronunciation Practice (a)

1. Read words in class

- cotton
- require
- materials
- quality
- wool



2. Let students practice this dialogue in pairs:

Client: Hi there! I'm looking to have an outfit made. Something comfortable and warm.

Seamstress: Cotton is comfortable and wool is excellent for warmth.

Client: I want high-quality materials that last. What do you recommend?

Seamstress: I always use top-quality wool and cotton. They require care, but they're worth it.

Client: Sounds great! How long will it take?

Seamstress: Just a few weeks. I'll make sure to use the best materials for the best quality outfits!

Client: Awesome! I can't wait! Thanks so much!

Seamstress: My pleasure! You're going to love it!





3. Dictation: Read the words, students individually write words.
4. Match the words / phrases with their definitions.

1. **require/ required**

2. **quality**

3. **size**

4. **put to better use**

5. **materials**

6. **takes up**

7. **grow**

1. If you [grow] a vegetable or plant, you put seeds or young plants in the ground and look after them as they develop.

2. If something [takes up] a lot of land or space, it's big; there's not much space left for other things.

3. Cotton, wool and viscose are kinds of [materials].

4. If you [require] something or something is [required], you must have it to do something else. You can't do it without it.

5. If you [put something to better use], you find a more effective way to work with it. It's like not wasting it and making it more helpful.

6. The [size] of something is how large or small it is.

7. The [quality] of something is how good or bad it is.

Now complete the missing words in the text. The first letter has been given to help you.

Land Use: Clothes like jeans need materials s[uch] a[s] cotton, wool, and viscose. These materials t[ake] u[p] a lot of land. For example, just growing the cotton for one pair of jeans r[equires] 10m² of land, which is the s[ize] of a small classroom. Surely this land could be put to b[etter] u[se], such as growing food or planting trees to improve the air q[uality].

Chemicals and Air Pollution: Growing cotton uses chemicals to keep bugs away. Also, to make clothes in different colors, fabrics are dyed with different chemicals. These can be harmful to the air we breathe. In addition, making and transporting clothes sends harmful gasses into the air. These gasses contribute to global warming. Making just one pair of jeans can produce up to 16 kg of CO₂.





1. Match the **words** from the text with their Hebrew translations. You won't need all the translations.

a	keep away _____	להרחיק, להימנע מ...
b	in addition _____	בנוסף/ כמו כן
c	breathe _____	נושמים (לנשום)
d	harmful _____	מזיק
e	contribute _____	תורמים (לתרום)
f	produce _____	לייצר
g	global warming _____	התחממות עולמית
		כמות
		מוצר



Water: Fashion is the second biggest cause of water pollution after farming. Factories often release dirty water back into rivers, polluting the water and killing fish. Generally, a large amount of water is required for making clothes. The production of just one pair of jeans can use 2,9121 liters of water, which is approximately the amount of water you'd drink in two years.

2. Find the words and phrases which mean the following. Copy them from the text into the spaces below.

cause	_____ 1. סיבה, מקור
pollution	_____ 2. זיהום
release	_____ 3. משחררים (לשחרר)
large amount	_____ 4. כמות גדולה
is required	_____ 5. נדרש
approximately	_____ 6. בערך





Pronunciation Practice (b) Student Portfolio

1. Read these words in class, students circle the word you say.

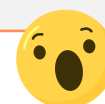
- cause
- require
- approximately
- contribute

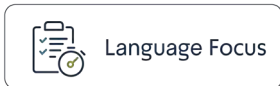
1.	cost	cause	cotton
2.	require	recaught	release
3.	unfortunately	approximately	quality
4.	continue	contrived	contribute



2. Match the words / phrases with their definitions. You won't need all the words.

large amount	1. A [large amount] of something is a lot of it.
takes up	2. If something [takes up] a lot of land or space, it's big; there's not much space left for other things.
cause	3. The [cause] of something, usually something bad, is what makes it happen.
required	4. If something is [required], you must have it to do something else. You can't do it without it.
approximately	5. If something is [approximately] a certain number, it's close to that number but not exact.
release	





Language Focus: A pair of Student Portfolio



There are many fashion items that you can have a pair of, such as 'a pair of jeans'.

1. Complete the sentences below with one of the adjectives in the box.

elegant cheap favorite traditional trendy cute

- That's a [cute] pair of baby shoes. They're adorable*!
- That's an [elegant] pair of trousers. They're perfect for your cousin's wedding.
- That's a [trendy] pair of socks. They make you look fashionable, granddad.
- That's a [traditional] pair of glasses. They look like my grandma's glasses!
- That's my [favorite] pair of earrings. I wear them all the time.
- That's a [cheap] pair of jeans over there – that won't break the bank**!



* loveable, attractive and usually small. It could be used as a synonym for 'cute'

** If something does **not break the bank** it will not cost a large sum of money / more than you can pay.

2. Match the adjectives with their definitions.

cheap cute favorite elegant trendy traditional

- | | |
|----|--|
| a. | Clothes or people that are [elegant] look simple, formal and attractive. |
| b. | If something is [cheap], it costs very little money expensive. |
| c. | Your [favorite] thing is the one you like the most. |
| d. | Something [traditional] has been done or used for a long time; modern. |
| e. | Something [trendy] is very popular and fashionable right now. |
| f. | Something or someone that is [cute] is pretty or attractive and makes you want to look at it or hold it. |





3. Choose the most suitable phrase to complete the dialogue.

mostly for young people don't suit you a huge discount on them! doesn't fit me
don't fit me try them on look good in those

- Anna:** That's a cute pair of baby shoes. They're adorable!
Elsa: Yeah. My little sister will [look good in those].
- Tom:** That's an elegant pair of trousers. They're perfect for your cousin's wedding.
Jerry: Yeah, but these [don't fit me] - do they have a bigger size?
- David:** That's a trendy pair of socks. They make you look fashionable, granddad.
Albert: I can't wear those! They're [mostly for young people].
- Kate:** That's a traditional pair of glasses - they look like my grandpa's glasses!
William: You're right. They really [don't suit me].
- Michelle:** That's my favorite pair of earrings, but I don't know if they match my outfit.
Barrack: Why don't you [try them on] and check in the mirror over there.
- Mickey:** That's a cheap pair of jeans over there - that won't break the bank.
Minnie: Yeah. They're offering [a huge discount on them].



Language note

In British English, this is called **(a pair of) trousers**;
In American English, this is called **pants**.



Language Review Student Portfolio

1. don't/doesn't



Remember "doesn't fit me" is used in the 3rd person singular, after he/she/it.

- Yeah, but these ~~doesn't fit me~~ - do they have a bigger size?
- Yeah, but these don't fit me - do they have a bigger size?





Choose the correct form: **don't** or **doesn't**

1. These trousers [don't] fit me.
2. This pair of glasses [doesn't] suit me.
3. These jeans [don't] fit me. They're too big.
4. This T-shirt [doesn't] suit you. Get another one.
5. This hoodie [doesn't] fit you. The other one is better.

2. Vocabulary

1. Complete the definitions

try on	don't fit	don't suit	discount
--------	-----------	------------	----------



- a. If clothes [don't fit] you, they are too big or too small.
- b. If clothes [don't suit] you, they don't look good on you (even if they fit you)
- c. If you [try on] clothes, you put them on your body to see if they fit you well and look good on you
- d. If a shop offers a 20%-30% [discount] on something, they sell it at a price that is lower than the normal price.

2. Match the words and phrases with their Hebrew translations.



don't fit	1. לא מתאים, לא יושב טוב
don't suit	2. לא מתאים
try on	3. למדוד בגדים
discount	4. הנחה



3. Use these phrases to add text to this comic strip.



Read

3. **What we don't wear** Read and answer:



Remember the TV commercial for the washing machine? What we don't wear can also be harmful for the environment. People buy and throw away more clothes now than before. Every second, so much clothing is thrown away, it's like filling up a big garbage truck.

These clothes take a long time to break down in landfills* (מטמנה/מזבלה) and can pollute the air. Also, when we throw away clothes, we're wasting the valuable resources such as land, water, and energy that were used to make them. It's important to think about how we can reduce waste and choose our clothes more carefully to help protect the environment.

1. What happens every second with the clothes that are thrown away?
 - a. They pile up in landfills.
 - b. They fill up a big garbage truck.
 - c. They are recycled.
2. What are we wasting when we throw away clothes? List 3 things.



Landfills מזבלה/מטמנה

1. Go to <https://maps.app.goo.gl/fQbvaLZW9DcMGhzG9> and check how many landfills we have in Israel.



2. On google.maps when you find a location you can see reviews of people who visited the place.



Choose 3 landfills, fill in their locations and skim for 2 kinds of reviews - one positive and one negative.

	Name of Landfill	Location (town and area)	Positive Review	Negative Review
example	Ef-Eh אפעה landfill	Rotem. Negev. South.	Operated very nicely. (Yoel)	It's hard to ignore the terrible smell. (Dror)
1				
2				
3				





Exit ticket: News Report

Read this news report from 2022 and answer the questions

Tamks News March 2022

DROWNING IN TRASH

ISRAEL IS RUNNING OUT OF LANDFILL SPACE

In three to four years, Israel will be out of approved landfill spaces, a new report published Monday by State Comptroller (מבקר המדינה) Matanyahu Englman suggests.






What do you think are the main reasons why people throw clothes away?

What do you do with your clothes when you don't want them anymore?

What else could we do with clothes when we don't want them instead of sending them to the landfill?



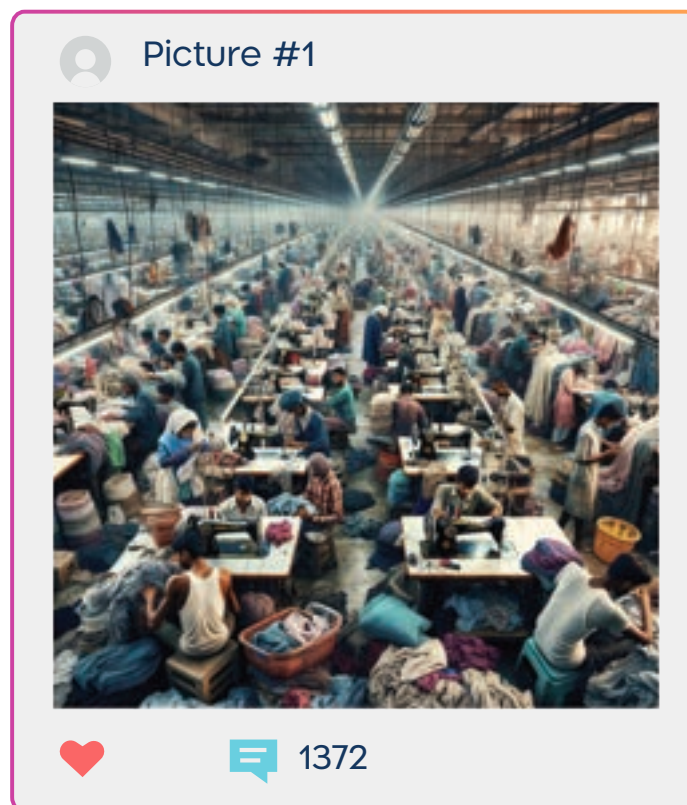
FAST FASHION

Students listen to a teenager's podcast about fast fashion in Bangladesh, discuss their feelings about the working conditions, and complete activities related to the podcast's content.



OPENING

Look at this picture and answer the questions in a short recording.



Describe:

- What do you see in the picture?
- Where do you think this picture was taken?
- Who are these people and what are they doing?
- How does this picture make you feel?



THERE ARE NO RIGHT OR WRONG ANSWERS! You may use the vocabulary below if you need help.

factory

fabric

cotton

sewing

working

busy



Write

Write and record your answer:



A. Podcast



Pair work

Give each pair a set of these 6 pictures. [Teacher Toolkit #5]



While listening to the podcast called **Rethinking Fast Fashion After Bangladesh**, put the pictures in order- according to what you hear.

- Listen** to the podcast first
- Sequence** the pictures according to the podcast
- Listen again** to check your order.





B. Language Focus: How did it make you feel?

1. In the podcast, the speaker talks about her feelings when she sees the conditions in the sweat shop. She says she **feels better** knowing big fashion brands have promised to make changes.

Here are some more feelings she uses to talk about her experience.

Match the feelings (1-7) to the translations. (a-g)



1	feel responsible	a.	מרגישה רע
2	feel empathy	b.	חשה קירבה
3	feel shame	c.	חשה גאווה
4	feel close	d.	חשה אמפתיה / חשה הזדהות
5	feel guilty	e.	חשה בושה
6	feel sick	f.	מרגישה אחריות
7	feel proud	g.	חשה אשמה

Answers: 1-f , 2-d , 3-e , 4-b , 5-g , 6-a , 7-c



2. Can you remember what caused these feelings?

Listen to the podcast again and match the feelings with the events that caused them.




1	feel responsible	a.	the collapse of the sweatshop in Bangladesh
	I know this was not the same factory I visited, nor were these the same women or children I'd met, but I still felt close to them, and responsible somehow.		



2	feel empathy	b.	seeing pictures of working conditions in sweatshops
 But it wasn't until they saw the pictures of the workers that they began to feel what I had felt – empathy and guilt			





3	feel shame	c.	thinking back to the first time she received compliments from her Bangladeshi friends
 But after, all I wanted to do was wrap my traditional Bangladeshi shawl around me to cover the shame I felt .			

4	feel close	d.	the way she felt about the people who died in the accident of the collapsed sweatshop
 I know this was not the same factory I visited, nor were these the same women or children I'd met, but I still felt close to them, and responsible somehow.			



5	feel guilt	e.	visitors to the fashion show the speaker organized
 But it wasn't until they saw the pictures of the workers that they began to feel what I had felt – empathy and guilt .			

6	feel sick	f.	seeing a young girl sewing a pair of jeans
 But it was watching a young girl, who was maybe 10, sewing a pair of jeans that made me feel sick			

7	feel proud	g.	the feeling of some Bangladeshi friends
 They were proud that the tag on the shirt said Made in Bangladesh			



Note!

the speaker uses the noun 'guilt', but it's more common to say 'guilty', which is the adjective: • feel guilty



3. Complete the sentences with the feelings in the box.

CAREFUL: choose the present form or the past form of the verb 'feel'.

feel responsible

feel empathy

feel shame

feel sick (x2)

feel close

feel guilty

feel proud

- a. If you eat the whole bag **of** candy, you'll [feel sick].
- b. I [feel close] **to** my eldest sister – we tell each other everything.
- c. My parents were upset when I was rude **to** them and I [felt shame].
- d. I [feel/felt guilty]. I mean, it was my fault that he was late **for** work.
- e. I made the mistake, so I [feel/felt responsible] **for** finding a solution.
- f. It made me [feel sick] to see many children living **in** poverty.
- g. It was the first time I performed on stage and it went really well – I [felt proud] **of** myself.
- h. I understood why she was upset – I [felt empathy] **for** her. I would feel the same.





4. Feeling Chart - Pairwork

- Choose 4 feelings you want to write about
- Create/draw an emoji for that feeling
- Write 2 sentences about yourself.



Example: Feeling proud		After completing the marathon, I felt proud of myself for not giving up.	Helping the community clean up the park made everyone feel proud of their efforts.
1.			
2.			
3.			
4.			



'Feel sick' was used twice, but what's the difference in meaning?

- If you eat the whole bag of candy, you'll **feel sick**.
*This is a **physical** feeling. You think you might need to throw up.*
- It **made me feel sick** to see many children living in poverty.
*Here 'feel sick' is used as a **metaphor**. It means you're angry because you think something is really unfair.*



4. Did you notice what follows different feelings?

Select the correct preposition **to / for / of / in**

- a. I feel close [to] my sister.
- b. I feel responsible [for] finding a solution.
- c. I felt proud [of] myself.
- d. I understood why she was upset – I felt empathy [for] her.



5. Let's review: **to, for, of**

be/feel close _____ [to]

be/feel responsible _____ [for]

be/feel proud _____ [of]



Language Focus

C. Language Focus: Collocations

1. Listen to this part of the podcast. Complete the missing words.



I decided to do something to (1) [raise] **money** and spread awareness, I (2) [organized] a fashion show that featured clothes (3) [hand-made / handmade / hand made] by Bangladeshi craftspeople **as** (4) [well] **as** clothing manufactured in Bangladeshi sweatshops, the kind we're (5) [used] **to** buying. People marveled at the clothes. But it wasn't (6) [until] they saw the pictures of the workers that they began to feel what I had (7) [felt] – empathy and guilt.



2. Match the words in the left column with the words in the right column to make collocations from the podcast.



	collocation from the podcast
making	<u>clothes</u> for my favorite brands
live	<u>on less than</u> \$2 a day
pick	<u>out a cute</u> outfit
purchase	<u>cheap clothes</u>
wrap	<u>a shawl</u> around me
get	<u>back</u> from Bangladesh
organise	<u>a fashion show</u> that features clothes
raise	<u>money</u>
spread	<u>awareness</u>



3. Now add another collocation to each line from the WORD BANK below.

	collocation
make	[a mistake]
live	[on your own]
pick	[what to wear]
purchase	[online]
wrap	[a present]
get	[to school on time]
organise	[a school party]
raise	[your hand]
spread	[a disease]



WORD BANK: what to wear, a school party, on your own, your hand, online, to school on time, a mistake, a disease, a present

4. Complete the sentences below with the correct collocation. There's one extra collocation you don't need.



a. make a mistake / make clothes / make a decision



- i. If you want to learn a language, you shouldn't be afraid to [make a mistake].
- ii. If you learn to [make clothes] by yourself, you can save some money.

b. live abroad / live on \$2 a day / live on your own

- i. It's shocking to see how many people [live on less than \$2 a day].
- ii. You learn how much everything costs only when you start to [live on your own].

c. purchase cheap clothes / purchase online / in advance

- i. You don't need to be rich. There are a lot of shops where you can [purchase cheap clothes].
- ii. These days most young people don't need to go to the shops. If you don't have time – you can [purchase online].



d. wrap a shawl around you / wrap up warm / wrap a present

- i. If you don't have special paper, you can just [wrap a present] in a piece of fabric.
- ii. If you [wrap a shawl around you], you can create a totally different look.

e. get to school on time / get back from your trip / get home late

- i. We'll talk about the plans in detail when you [get back from your trip].
- ii. It's hard for me to get up in the morning. If I don't set my alarm, I don't [get to school on time].



f. organize a conference / organize a school party / organize a fashion show

- i. We're trying to [organize a school party], so some students are meeting this afternoon to discuss the plans.
- ii. The community center will [organize a fashion show] to focus on recycling your clothes.

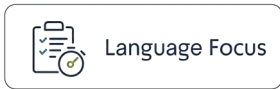
g. raise awareness / raise money / raise your hand

- i. If you have any questions, please [raise your hand] and I'll try and answer it.
- ii. We're going to [raise money] for the local animal shelter – they can use all the help they can get.



h. spread gossip / spread disease / spread awareness

- i. It's important to keep away mice and rats because they can [spread disease].
- ii. The government is trying to [spread awareness] of the disease so people can be more careful.



D. Language Focus: **be worth it/ be worth doing something**

1. **The speaker in the podcast decided to spend more money on clothes because there's a hidden cost to cheap clothes.**

Listen to another part of the podcast and complete the gap with one word.



Since I got back from Bangladesh, I haven't purchased any sweatshop clothes... yet. I either thrift or suck it up and look for American-made brands. But it's **[worth]** it, because there's a hidden cost in cheap clothing, and it involves someone's livelihood, education, life, and the environment.



When we say something **is worth it** or something **is worth doing**, we mean it's a good thing, but maybe it's hard to do or maybe we need to give up something to do it.

You can follow it up with what the result would be.

- **It's worth paying** more for your clothes. **That way**, you help the people who make the clothes get more money.

2. Match the statements 1-4 with the results a-d.

1.	It's worth studying hard for your exams.	a.	That way , the makers get a fair price for their work and you don't feel guilty about it.
2.	It's worth purchasing your clothes online.	b.	That way , you know for sure if it's ok.
3.	It's worth talking to John about it.	c.	That way , you probably get better grades.
4.	It's worth paying a bit more for your clothes.	d.	That way , you don't have to go into town.



Answers: 1-c , 2-d , 3-b, 4-a



3. Now match the statements 5-8 with the results e-h.

1.	You should compare prices. It takes time, but it's worth it.	a.	That way, you can enjoy the view of the whole city
2.	You should cycle to school. It's worth it.	b.	That way, you can do some exercise before you go to school.
3.	You should climb to the top of the hill. It really is worth it.	c.	That way, you save money on bus fares and you get fit at the same time!
4.	Getting up early is not easy, but it's worth it.	d.	That way, you can get the best discounts.

Answers: 1-d , 2-c , 3-a, 4-b

4. Why do you think these things are worth doing? Choose three ideas and finish them with a suitable result.

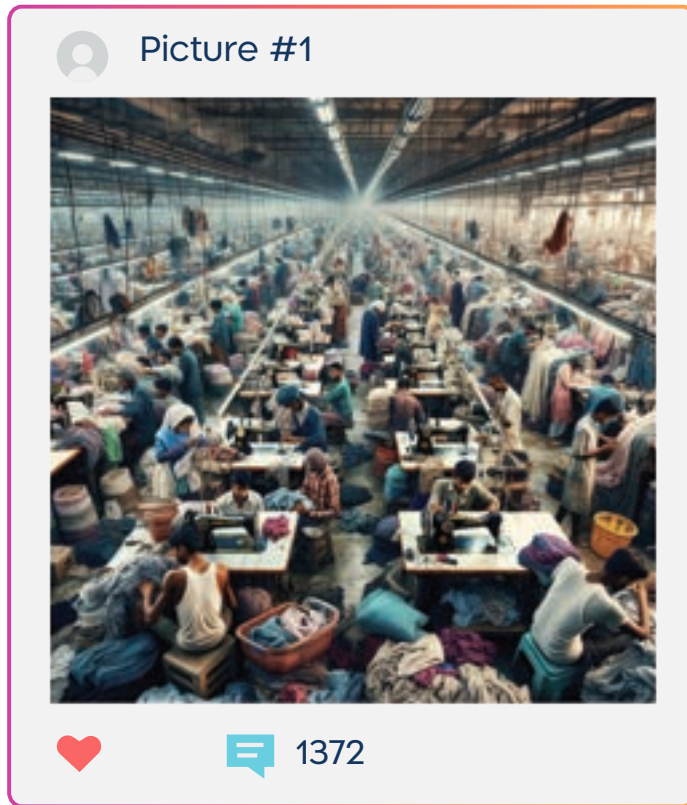
- It's worth going to art museums. That way, ...
- It's worth eating your vegetables. That way, ...
- It's worth making your bed in the morning. That way, ...
- Learning to drive is expensive, but it's worth it. That way, ...
- Turning your phone off at night is worth it. That way, ...
- Playing an instrument is worth it. That way, ...





PART 3 - Exit ticket

At the beginning of this lesson you were asked to describe this picture:



Now that you have listened to the podcast about a clothing factory in Bangladesh and learned different ways to express your feelings, answer this question only:



How does this picture make you feel?



GREENWASHING

In this lesson students learn about greenwashing in the fashion industry through a conversation, analyze advertisements, and create their own greenwashed ads.



OPENING



- This t-shirt carries 2 messages, one on the t-shirt itself and one on the **label**. If you had to give a title for each message what would it be?
 - The instructions on the t-shirt tell the customer...
 - The instructions on the label tell the customer...
- What do you think the purpose of the attached label is? Why did the company add this label to the shirt?



Have you ever heard the expression **brainwashing** (שטיפת מוח)?

"Greenwashing" refers to fashion brands, and brands in general, that appear to be more eco-friendly, when, in fact, they harm the environment.

There is also the phrase **Whitewashing** which means - Covering up or glossing over wrongdoing, scandal, or unethical behavior, often to maintain a good public image.



A. Listening - Greenwashing



Listen to a short conversation between Jack and Suzie and answer the following questions.

Script for the recording [for teacher]

Jack: Hey, Suzie! Look at the label of this shirt I bought the other day. It says 'Conscious' on it. What do you think that means?

Suzie: I think the company is trying to say that they are worried that the products they make have a bad impact on the environment and they're changing the way they do things.

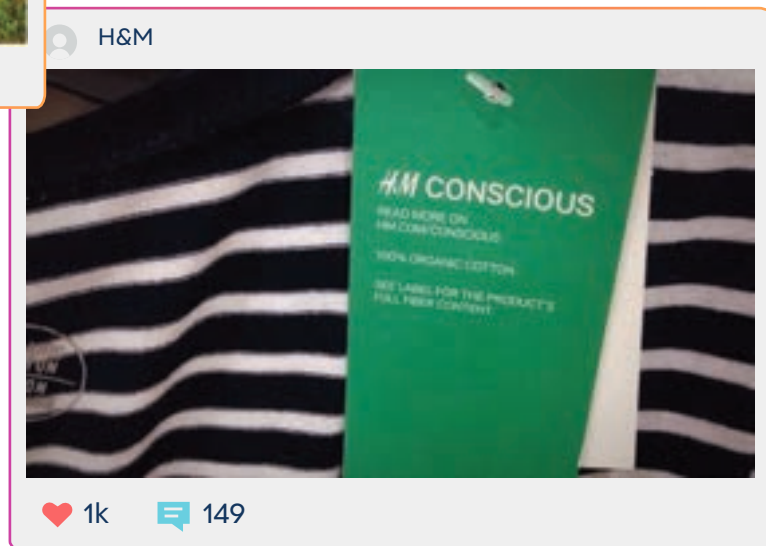
Jack: Oh, so that's good then, right?

Suzie: Well, it depends. I saw this video about a group of activists that were protesting against some big brands because they just appear to be more eco-friendly, but they are, in reality, harming the environment. They trick you with the language they use and make you think they care about the environment, but they don't really. It's called greenwashing.

Jack: Wow, that's confusing! So, you can't trust what they put on the label.

Suzie: I guess not. It said in the video, they use all sorts of different techniques to appear to be green. It can be misleading. You have to use your critical thinking skills!





Images source: <https://thesustainableagency.com/blog/greenwashing-examples/>

1. Which picture does their conversation relate to? [c. - H&M]
2. What is Suzie's opinion about companies doing this?
 - a) Suzie believes companies want to help the environment and are clear about it.
 - b) Suzie believes companies might be tricking people so you have to think carefully.
 - c) Suzie believes companies don't care about the environment.



3. Listen again and complete the gaps:

Jack: Hey, Suzie! Look at the label of this shirt I **[bought]** **the other day**. It says 'Conscious' on it. What do you think that means?

Suzie: I think the company is trying to say that they are **[worried]** that the products they make have **a bad impact on** the environment and they're changing **[the way]** they do things.

Jack: Oh, so that's good then, right?

Suzie: Well, **[it depends]**. I saw this video about **a group of activists** that were **protesting against** some big brands because they just **[appear] to be** more eco-friendly, but they are, **in reality, harming the environment**. They trick you with the **[language]** they use and make you think they **care about** the environment, but they don't really. It's called **greenwashing**.

Jack: Wow, that's **[confusing]**! So, you **can't trust** what they put on the label.

Suzie: I **guess** not. It said in the video, they use all sorts of different techniques to appear to be green. It can be misleading. You have to use your **critical [thinking] skills!**

4. Fill in the missing expressions, they are all bolded in the text.

- a. If you say that something happened **[the other day]**, you mean that it happened a few days ago.
- b. If something has **[a bad impact] on** something else, it affects it in a negative way.
- c. **[A group of activists]** are people who take action for change, especially social or political.
- d. If you **[protest against]** something, you publicly say or show that you disagree with it, for example a government's decision or a company's actions.





- e. If something [appears to be] something, it seems like that thing but might not be (it could be false).
- f. [In reality] means the way things are, not how you imagined them; the real situation.
- g. If something is [harming the environment], it's causing damage or making it worse.
- h. If something is [confusing], it's difficult to understand.
- i. If you [can't trust] someone or something, you cannot be sure if they are honest and not trying to harm you.
- j. [I guess] **so** is used to agree with a statement; [I guess] **not** is used to agree with a negative statement



5. Fill in the Hebrew translation

1	the other day	לפני זמן מה
2	have a bad impact on	להשפיע לרעה על
3	a group of activists	קבוצה של פעילים
4	protesting against	מפגין נגד
5	appear to be	נראה כמו
6	in reality	במציאות
7	harming the environment	פוגע בסביבה
8	confusing	מבלבל
9	can't trust	לא יכול לסמוך
10	I guess not	אני מניח שלא



6. Decide the best definition of the word 'greenwashing'.

Greenwashing is when

- companies use the color green for all the products they sell.
- companies sell only eco-friendly products.
- companies use words or one or two products to show they're eco-friendly but hide other products that harm the environment



7. Decide the best definition of critical thinking skills.

Critical thinking skills means

- you think about something and analyze it carefully – you don't just believe it because someone says it.
- you are always saying something is bad or wrong
- you can see the most important things people say.



8. Why does this cartoon explain very well what greenwashing means?

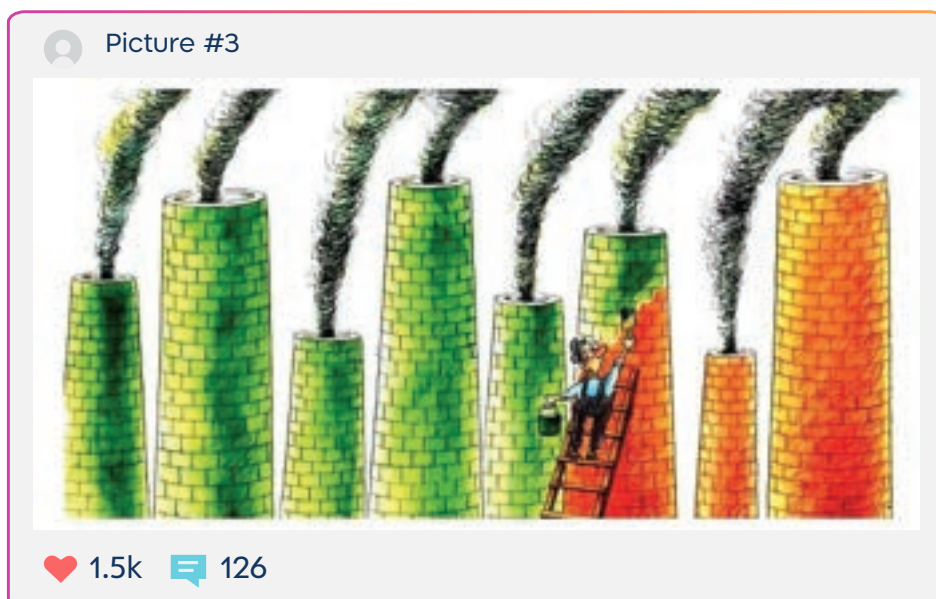


Image source: <https://bonpote.com/en/carbon-neutrality-new-greenwashing-or-real-progress/>

[Because the factory is producing a lot of pollution that damages the environment, but it tries to hide it behind the idea of being green. They are just "painting" their work in green.]



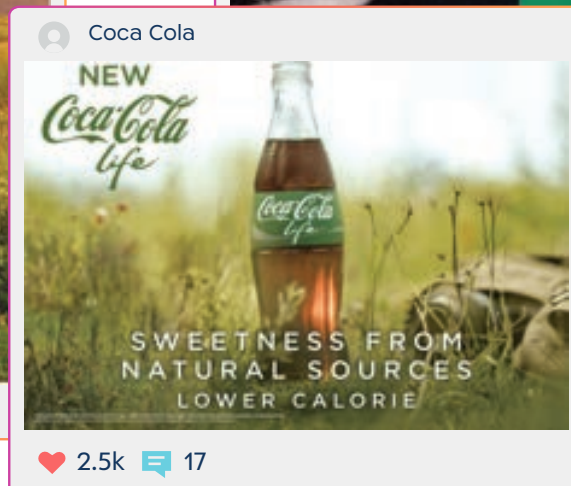
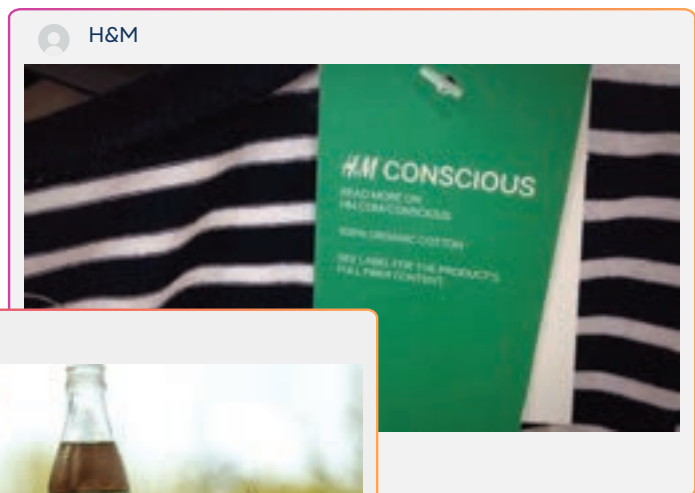
B. The Language of Greenwashing

1. So, how do you find out if something is real or if it's simply greenwashing? Well, it's all about the language and images that are used in advertisements.

Here's a list of buzzwords that are used to sell products. Which ones do you think could be used to greenwash products? Write them into the correct box.



Regular Buzzwords	Possible Greenwashing Buzzwords
new and improved formula	eco-friendly formula
rich in vitamins and minerals	all natural ingredients
kills 99% of all bacteria	pure and green
established in 1922	from sustainable cotton
30% more effective	totally plastic-free



- Find two more examples of language in the ads on the previous page that would show they care about the environment.

[lowest emissions] [from natural resources] [100% organic cotton]

- Why do you think these might be examples of greenwashing?
Think first and then listen to what others have to say.



lowest emissions	SPEAKER A: An airline company that flies modern planes with 'low CO2 emissions' flights is great, but it doesn't say anything about <u>how many</u> planes they have. If they have lots of planes and hundreds of flights, 'low emissions' means nothing.
from natural resources	SPEAKER B: It may be from natural resources, but I don't know what happened to get those resources, maybe some nature was destroyed to get it.
100% organic cotton	SPEAKER C: Growing things organically is less harmful to the environment, but it doesn't tell you anything about anything else the company is doing



4. What does greenwashing look like?

You might see lots of examples of greenwashing when you're shopping, but it can be hard to spot. Here are a few examples of what greenwashing could look like.

Use the pairs of chunks to complete the sentences.

the rest of / usual way harmful to / the rest of
decorated with / look less harmful described as / are actually



A fashion brand -

- can promote clothes that are made of a 'sustainable' fabric when the [rest of] their clothing line is [harmful to] the environment.
- can use ingredients in a product that can be [described as] 'natural' or 'organic', when only some of the ingredients [are actually] 'natural' or 'organic'.
- can use packaging that is colored green or which is [decorated with] flowers and plants may make it [look less harmful] than it is.
- can have just one eco-friendly version of their product, but make [the rest of] their products in the [usual way].



5. Greenwashing techniques

Look at the following techniques and decide whether they are actually green or just greenwashing:

Green	Greenwashing (pretending to be green)

- Using a green-colored brand or green-colored packages
- Creating a program to take back old products for recycling.
- Using images of plants, trees, birds, or animals
- Labeling their products: Certified Green, Eco-friendly, Natural and Sustainably
- Selling products only in biodegradable packaging

6. Can you spot the possible greenwashing?

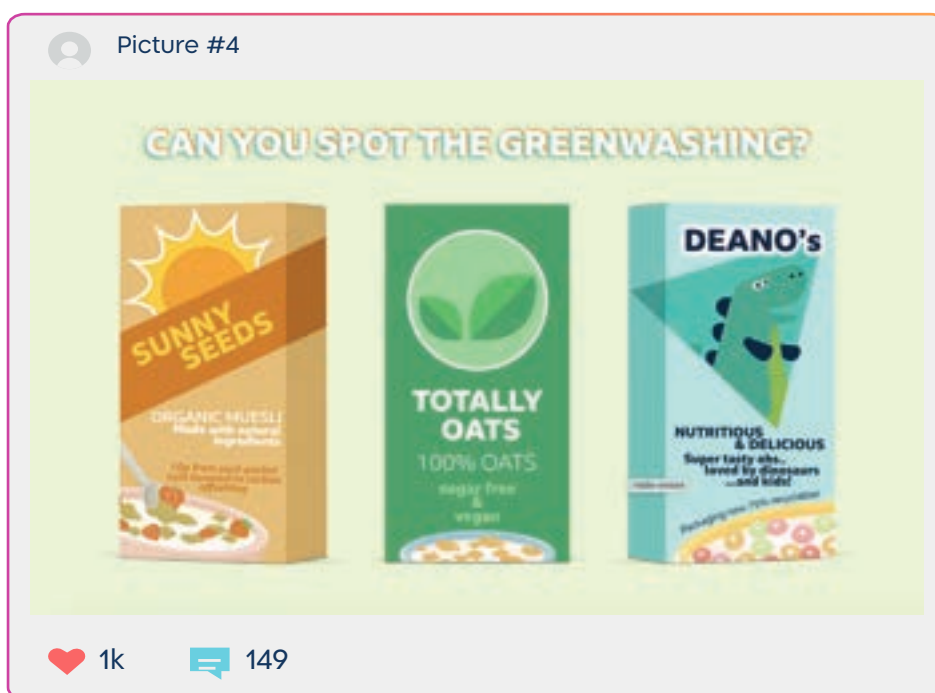


Image source: <https://joannaesl.com/2022/04/29/b2-greenwashing-reading-and-speaking/>



Suggested answers:

- organic
- natural ingredients
- carbon offsetting
- loved by dinosaurs
- 75% recyclable
- using the color green



C. Now Over to You!



- a. Greenwashing is making a brand **look** green and eco-friendly, when in fact it is not green at all.

Watch marketing expert Matt Rosen greenwashing Coca-Cola:
https://drive.google.com/file/d/1TMxDfURNq0A-6jcvLqZXQ5fKj0UqnDVk/view?usp=drive_link





b. Put These steps in the correct order as shown in the clip:

a.	add natural design	
b.	give the brand a greener name	
c.	write a convincing green ad	
d.	change the brand color	
e.	add green labels (ex. Natural, Certified Green, Eco-friendly, Sustainable)	

Answers: The correct order: d, b, e, a, c

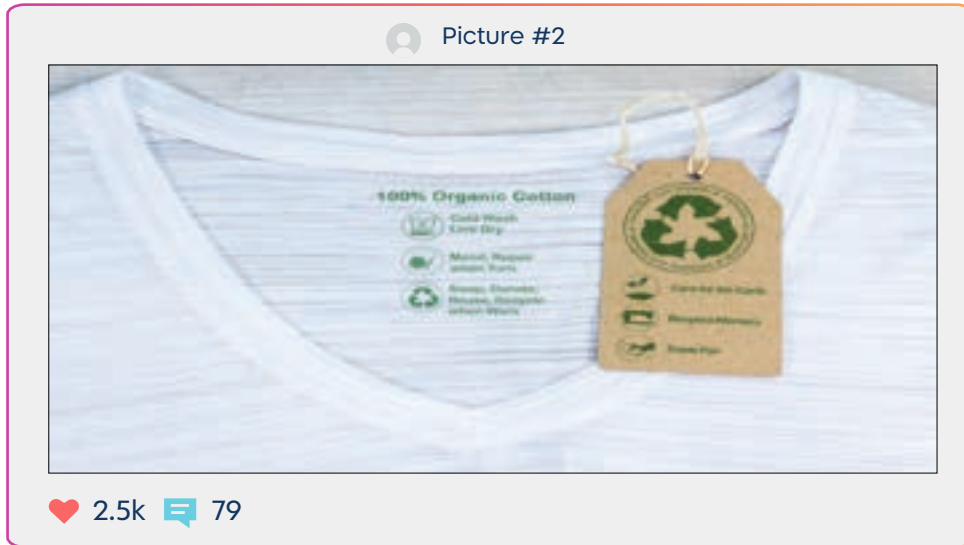
c. Choose a brand and greenwash it too!

Follow Matt Rosen's steps and present the original brand ad next to your green washed one.





Exit Ticket



Remember this picture?

Using vocabulary you learned in this lesson, write 3 sentences describing this picture:
 (greenwashing, harm the environment, eco-friendly, in reality, appear to be, pretend, sustainable)

- _____
- _____
- _____





PART II Innovation in Fashion

This part of the unit has 3 lessons addressing innovative initiatives and ideas that were developed and used as ways to solve the challenges that were presented in the previous part of the unit:



- Clothing labels
- Smart fabrics (including a GATE 3 lesson)
- ΑΤΑ ΑΤΛΑ - Textile and Zionism

Language to be introduced in this part:

Vocabulary:

allow	data	funny	kill	reaction
along	deaf	hilarious	lame	software
arrest	development	hysterical	make sb laugh	test
available	device	I don't get it	pretty funny	What's so funny?
damage	experience	instrument	publish	



Language Focus

Language Focus:

- Colloquial expressions (funny/not funny).
- One / Ones - plural/singular
- a pair of -
- Would/wouldn't
- Introducing the Passive Voice





CLOTHING LABELS

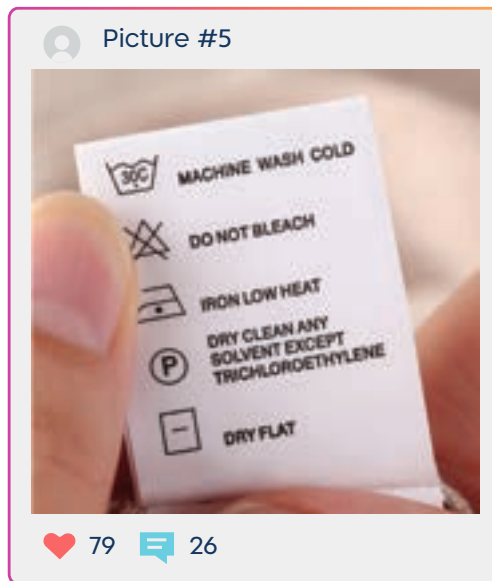


In this lesson students examine the information on clothing care labels and discuss how some companies use these labels to send additional messages. They create their own clothing labels and discuss humorous label messages.



OPENING

Washing labels are meant to make your clothes last longer.



Pair Work

Pairwork



- In pairs, find your clothing labels.
- Copy to your **Student Portfolio** all the information you found.
- Put instructions into categories.
- Categories can include
 - at what **temperature** to wash
 - what **detergent** (soap) to use
 - how to **dry** your clothes.





2. Messages

However, some companies use these care labels to send out messages to customers. Look at a few of these unique labels.

<https://www.pinterest.com/pin/454230312419093105/>



Picture #1

1.6k 47

Picture #2

3.5k 230

Picture #3

1k 75

Picture #4

2.7k 153

Picture #5

2k 124

Picture #6

1.3k 92

1. Choose 3 labels and translate into Hebrew .
2. Create at least 2 labels of your own. They might be for teenagers, young kids, parents and others.



Language Focus

3. Language Focus: What's so funny?

In the past, clothes labels gave you information about how to care for the product. Nowadays, many labels have **extra messages** for the consumer.



To say if you think something is funny, you can use these words and expressions:

pretty funny hilarious hysterical it made me laugh

If you think something isn't funny or you don't understand the joke, you can use these expressions:

not funny lame I don't get it What's so funny?

1. How would you say them in Hebrew?



1. lame	_____	עלוב/ צולע
2. pretty funny	_____	די מצחיק
3. hilarious	_____	קורע
4. hysterical	_____	היסטרי
5. it made me laugh	_____	הצחיק אותי
6. not funny	_____	לא מצחיק
7. I don't get it	_____	לא הבנתי
8. What's so funny?	_____	מה מצחיק?

WORD BANK: לא הבנתי לא מצחיק קורע די מצחיק
 עלוב/ צולע מה מצחיק? היסטרי הצחיק אותי

2. Read the mini-dialogues below and fill in the correct answer.

That's lame! **That's pretty funny.** **That's hilarious.** **I don't get it...**

A: Did you see the label in this T-shirt? Here, have a look.

B: Ha-ha. [That's hilarious.] / [That's pretty funny.]

A: Did you read this label? It's really funny.

B: That's not funny. [That's lame!]

A: Did you see this label? It made me laugh.

B: Oh, yeah. [That's pretty funny.] / [That's hilarious.]

A: Did you read this label? It's hysterical.

B: Uh, [I don't get it...] What's so funny?



4. Now use the expressions you practiced to respond to the labels below.

1) **A:** Did you see the label in this T-shirt? Here, have a look.

B: _____

2) **A:** Did you read this label? It's really funny.

B: _____

3) **A:** Did you see this label? It made me laugh.

B: _____

4) **A:** Did you read this label? It's hysterical.

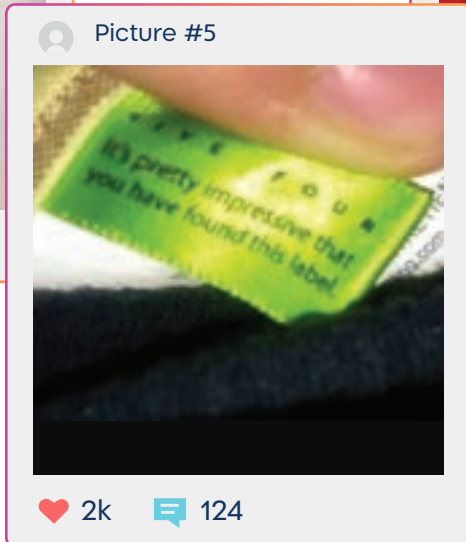
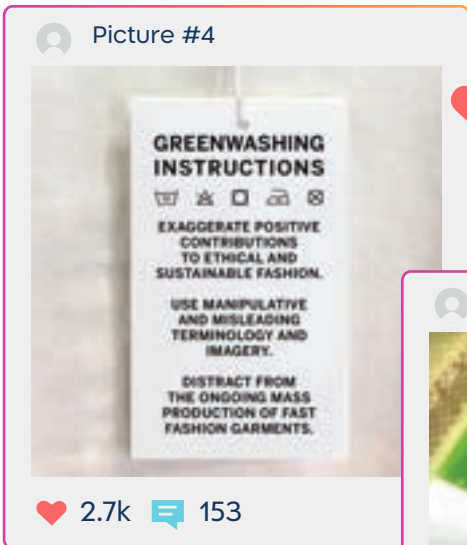
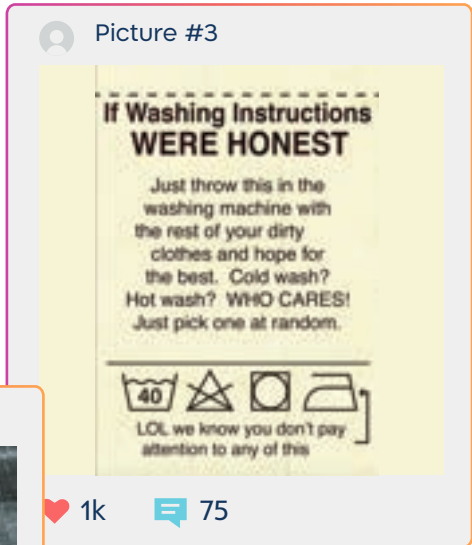
B: _____

5) **A:** Did you see this label? It's really funny.

B: _____

6) **A:** Did you read this label? It made me laugh.

B: _____





Language Focus

4. Language Focus: One/ Ones

- a. Read the two mini-dialogues. Why do you think B uses **one** and **ones** in the response?

A: Did you see the label on this T-shirt? Here, have a look.

B: That's pretty funny. What about this **one**?

A: Did you read this label? It's really funny.

B: That's pretty funny. What about these **ones**?



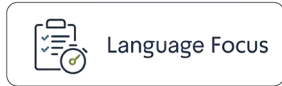
We use one or ones to talk about something that has already been talked about. We don't usually repeat main nouns. Look at these examples:

- I like the red shirt, but I prefer the blue **one**.
- I like these trousers better than those **ones**.

- b. **Practice.** Use the correct form in each sentence.

1. I don't really like that dress. I prefer **[the one] / the ones** you tried on earlier. It suited you better.
2. I don't really like those shoes. I prefer **the one / [the ones]** you tried on in that other shop.
3. I need a new winter coat. **[The one] / the ones** I have isn't warm enough.
4. This pair of earrings is too expensive. I think I'll buy **[the one] / the ones** I saw in the other shop.
5. I need some sports socks. **The one / [the ones]** I've got aren't good for doing sport.
6. What do you think of these glasses? Or do you prefer **the other one / [the other ones]**?





5. Language Focus: Can I help you?

- a. Here are some sentences that you might hear when shopping for clothes. Decide if they are said by a shop assistant or a customer. Fill in the sentences in the right box.

Where can I **try it on**? Can I help you? It's a present - can you **wrap it for me**?
 It **doesn't suit** me - **do you have** this **in** blue? Are you looking for anything in particular?
 Let me know if you need anything. Why don't you try it on?
 If you have any questions, please ask. if she's already got it - can I **take it back**?
 They **don't fit** me - **do you have** some bigger ones?

Shop Assistant:	Customer:



Shop Assistant:	Customer:
Can I help you? If you have any questions, please ask. Let me know if you need anything. Are you looking for anything in particular? Why don't you try it on?	It doesn't suit me - do you have this in blue? They don't fit me - do you have some bigger ones? Where can I try it on ? It's a present - can you wrap it for me ? if she's already got it - can I take it back ?



b. Now use the sentences used by the **customer** to complete these short dialogues.

1. **Customer:** I'm not sure it's the right size. [Where can I try it on?]
Shop Assistant: The fitting rooms are over there, at the back.
2. **Customer:** It's for my friend, so [if she's already got it, can I take it back?]
Shop Assistant: Of course, you can get a refund or change it for another one.
3. **Customer:** I tried this one, but [it doesn't suit me – do you have it in blue?]
Shop Assistant: No, madam. I'm afraid it only comes in this color.
4. **Customer:** It's not for me. [It's a present – can you wrap it for me, please?]
Shop Assistant: Of course. What color ribbon would you like?
5. **Customer:** These are a bit small. [They don't fit me – do you have some bigger ones?]
Shop Assistant: Let me check for you. We have some other sizes at the back.

c. Here are some more short dialogues between a shop assistant and a customer. Put in the responses by the **customer**.

- a. Can I help you?
 - No, [I'm just looking around, thanks].
- b. If you have any questions, please ask.
 - OK, thanks. [I'm fine for the moment.]
- c. Let me know if you need anything.
 - Sure. [Could you tell me where I can find long-sleeve shirts?]
- d. Are you looking for anything in particular?
 - Yes. [I'm looking for a black pair of jeans].
- e. Why don't you try it on?
 - I think I will. [Where are the changing rooms?]





6 - Language Review



1. A pair of

Do you remember these adjectives to describe clothes? Unscramble them.

- a. That's a [ctue] pair of baby shoes. They're adorable! [cute]
- b. That's an [eglnaet] pair of trousers. They're perfect for your cousin's wedding.
[elegant]
- c. That's a [tendry] pair of socks. They make you look fashionable, granddad.
[trendy]
- d. That's a [tdaranitiol] pair of glasses. They look like my grandma's glasses!
[traditional]
- e. That's my [ftiarvoe] pair of earrings. I wear them all the time. [favorite]
- f. That's a [cahep] pair of jeans over there – that won't break the bank! [cheap]



2. Adjectives

Fill in the adjectives in their definitions and examples:

elegant, trendy, cute, traditional, cheap, favorite

- a. Clothes (or people) that look simple, formal and attractive. _____ **style**
/ woman.
- b. Not expensive. **The** _____ **stuff that nobody wants.**
- c. What you like the most. **My** _____ **color is blue.**
- d. Has been done or used for a long time; not modern. _____ **food / way**
of thinking.
- e. Popular and fashionable right now. **A** _____ **haircut / style.**
- f. Pretty and often small. **A** _____ **dog / dress / child.**

3. More Adjectives

responsible, guilty, global, proud, confusing, hilarious

- g. Happening all over the world, not just one country. _____ **warming**.
- h. Very funny. **His jokes were** _____ .
- i. Feeling bad or sorry because you think you did something wrong. **I feel** _____ **about** forgetting his birthday.
- j. Not clear. difficult to understand. **Her instructions were very** _____ .
- k. Happy because you or someone else did something very well. **Her parents are** _____ **of her**.



Exit Ticket

Exit Ticket

In this lesson you have learned 4 language patterns. Use these patterns to create your own dialogue.

- What's so funny?
- Can I help you?
- One / Ones
- A pair of...





SMART FABRICS

In this lesson students explore the concept of smart fabrics, watch videos about innovative clothing items, and discuss their uses and benefits.




OPENING

1. Class competition [Teacher Toolkit #6]



- Put up these 3 pictures on the board. Divide class into 3 big groups.
- Hand out sticky notes to students.
- Ask: What do you think makes these devices SMART? In what way are they different from TVs, phones, or watches that are **NOT** smart?
- Competition: which group comes up with the most smart features for their item.


Smart TV



♥ 2k 💬 53

- voice control
- Built in Apps (Netflix, Disney+)
- Internet browsing
- multi-user profiles


Smartphone



♥ 2.5k 💬 17

- facial recognition
- camera with AI features
- wireless charging

Smart watch



♥ 1k 💬 149

- heart rate monitoring
- GPS tracking
- fitness tracking
- mobile payments

2. Have you ever heard of SMART fabrics? Read and answer: [Student Portfolio](#)



Smart fabrics are special materials used to make special clothes that can do more than just keep us warm or cool. They have tiny computers or electronics inside them. These special parts help the clothes do things like change color, light up, or even tell you if you are sick. Imagine a shirt that can play music or a jacket that can heat up to keep you warm. That's what smart fabrics can do. It's like wearing magic clothes that use technology to make our lives easier.

1- What can smart fabrics do?



- a) Only keep us warm or cool
- b) **Connect to computers**
- c) Cannot do anything special

2- Fill in the Blanks:

Smart fabrics can _____ color, _____ up, and even tell you if you are _____ .

[change, light, sick]



a. Jigsaw activity: **Expert groups - Regroup - Recommend**

In this lesson you will learn about 3 uses of Smart Fabrics and then create your own idea to use smart fabrics.

STEP 1 - **Become an expert**

- Divide students into expert groups.
- Assign each group with one smart fabrics use:

[Teacher Toolkit #7]



- The Sound Shirt
- The Smart Backpack
- Bluetooth Jacket

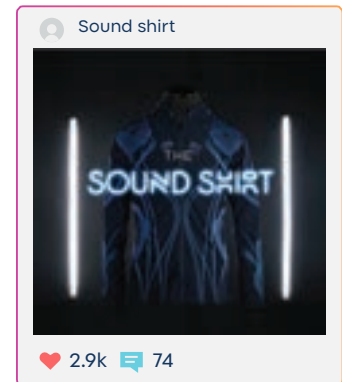
- In expert groups: students watch and complete assigned tasks for their item.





1. The Sound Shirt

a. Before watching - Who needs the sound shirt?



b. Watch this video that shows the Sound Shirt being used for the first time, and answer the questions:



Video

The Sound Shirt | Junge Symphoniker Hamburg



Who needs the sound shirt?

- A Musicians who play at concerts
- B Deaf individuals who attend concerts
- C Blind concert organizers

Do they like it? How do you know?

- A Yes, they like it because it is affordable.
- B No, they find it uncomfortable.
- C Yes, their positive reactions indicate they like it.

How does it improve their life?

- A It helps them hear the music.
- B It allows them to feel the music through vibrations.
- C It makes concerts quieter



Vocabulary

1. Here is the text from the video with 10 missing words. Fill in the missing words from the word bank. Then listen/watch again to check.

device deaf development experience data
tested along reactions instruments available


"Music should be for everyone. Introducing the sound shirt - a wearable **1 [device]** that enables the **2 [deaf]** to **3 [experience]** a concert through touch sensations. After 6 months of **4 [development]** we put it to the test. This is how it works. Microphones all over the stage cover the different types of **5 [instruments]**. A software converts the sound into **6 [data]** and sends it to the shirt, where 16 vibration motors pulsate with the intensity of the music. For example, the bass on the stomach and the violins **7 [along]** the arms. Several deaf people **8 [tested]** the shirt and their **9 [reactions]** speak for themselves. The sound shirt - now **10 [available]** at the Young symphonic orchestra of Hamburg."





2. **Definitions:** Match the words and definitions

develops device along experience
available instruments reaction test (X2)

- 
- a. When something [develops], it grows or changes over a period of time and usually becomes more advanced.
 - b. A [device] is a piece of equipment (usually small) that has been designed to do a particular job.
 - c. If something moves [along] something such as a road, you move towards one end of it.
 - d. If you [experience] something, it happens to you, or you feel it.
 - e. If something you want or need is [available], you can find it or obtain it.
 - f. You use [instruments] to do specific tasks, especially in medicine or science.
 - g. Your [reaction] to something that has happened or something that you have experienced is what you feel, say, or do because of it.
 - h. If you [test] something such as a device or put it to the [test], you try it out to see how well it works.

3. **Examples / Elaboration**

Match the words you just learned with the examples. You won't need all the words.

data development devices instruments reactions software

- a. Phone, smartwatch or tablet are all... **devices**
- b. Microscope or thermometer are scientific... **instruments**
- c. The apps on your phone or programs on your computer are... **software**
- d. Numbers, statistics, or facts you gather about something are... **data**



4. Fill the gaps

Complete the gaps in the text with the words you've been practicing. Some words may be used more than once.

"Music should be for everyone. Introducing the sound shirt - a wearable **d[evice]** that enables the deaf to **e[xperience]** a concert through touch sensations. After 6 months of development we put it to the **t[est]**. This is how it works. Microphones all over the stage cover the different types of **ins[truments]**. A software converts the sound into **d[ata]** and sends it to the shirt, where 16 vibration motors pulsate with the intensity of the music. For example, the bass on the stomach and the violins **a[long]** the arms. Several deaf people **t[ested]** the shirt and their **re[actions]** speak for themselves. The sound shirt - now available at the Young symphonic orchestra of Hamburg."



Task



Suggest another use for this technology. (The sound shirt can be used for...)





2. The Smart Backpack

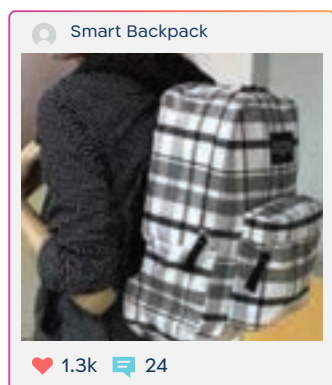
Jansport has developed a backpack made of a programmable smart fabric connected to social media.



Watch video and find out what people can share with their smart-backpack



This smart backpack syncs to your social media



1. What things can the owner choose to share?

(check all the correct answers)

- a picture
- a song
- a phone number [f]
- a video
- social media profile

2. Here is the text from the video. Fill in the missing words. You can watch it again.

Each backpack is **unique** in its pattern, the lines and the grids that you're seeing. So when the **camera** sees a bag with the right code, it pulls the **information** from the server of what the **owner** chose to **share**.



In this case you can see that I am sharing a **profile** picture, a song that I like and I happen to say that. It's also occupying a space that we **feel** is empty right now which is between being strangers and being **connected** on a social network. There is that wide space of how people initially connect.

3. Question Formation:



a. Arrange words to make questions about the video

i. social / backpack / your / does / connect / to / media / this?

ii. people / backpack / new / meet / can / help / you / the?



iii. dangers / backpack / are / what / of / the /this ?

iv. think / you / this / do / useful / backpack / is?

Answer Key

- 1. Does this backpack connect to your social media?
- 2. Can the backpack help you meet new people?
- 3. What are the dangers of this backpack?
- 4. Do you think this backpack is useful?



b. Choose 2 questions to answer

1. _____

2. _____



c. Ask 1-2 questions of your own.

3. _____

4. _____

4. Think of advantages and disadvantages to using this backpack:

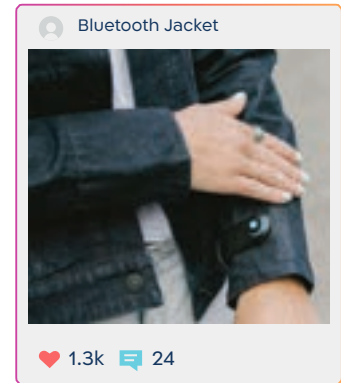
advantage:	disadvantage:



3. Bluetooth Jacket

Lately, Google has been working with Levi Strauss on a future smart denim jacket.

While you are watching the video about the smart denim jacket, part of the jacket is "actually smart".



Watch video and answer



Introducing Levi's® Commuter Trucker Jacket with Jacquard by Google



1. The built-in touch controls are in the pockets/back/front/sleeve of the jacket. (choose the correct answer)
1. What actions can a person wearing the smart jacket do? (check all the correct answers)



- choose and play music
- answer phone calls
- get directions
- shop online [f]
- listen to text messages

3. What else would you like this smart jacket to be able to do? Why would this be useful?



4. What do you think all the presenters in the commercial have in common? They are all



Language Focus

4. Language Focus: **Would**



We use *would* to talk about hypothetical situations.

- *I wouldn't want to go to Iceland. It'd (=would) be too cold.*

The speaker is imagining a situation (the weather in Iceland).

- *I'm going to stay with friends in New York. A hotel would be too expensive.*

The speaker is not staying in a hotel so when (s)he mentions a hotel it's an imagined or hypothetical situation.



We can also use *would* to give advice.

- *Mmm it tastes good but I would add more salt (if I were you).*

1. Complete the sentences with one of the verbs in the box. You won't need all the verbs.

The exercise serves to draw the students' attention to the use of *would* and, at the same time, review some verbs that came up earlier in the unit.

cause take it back live wrap up keep away require



1. It doesn't suit you. I would [take it back] to the shop.
2. It's a nice idea, but raising money for it would [be] too hard.
3. It's pretty cold outside, so I would [wrap up] warm.
4. I wouldn't be able to [live] on \$2 a day.
5. This task is very challenging. It would [require] a lot of patience.

- What do you think the word "it" in sentences 1 & 2 refers to? _____
- In which sentence does the speaker give advice? _____. [3 or 1]

Would: Negative form



- The negative form of *would* is *wouldn't (wouldn't)* - similar to *should / shouldn't, must / mustn't*.
- We don't use *don't, doesn't, didn't* with *would*.



2. Complete the sentences with "would" or "wouldn't".

- I [would] travel around the world, but I don't have more time.
- We [would] go to the beach, but it's raining.
- I don't think it is possible, but it [wouldn't] hurt to ask.
- He [would] help you with your homework, but he's busy right now.
- I [wouldn't] watch that movie again. It was very boring.
- Jump with a parachute? I [wouldn't] do it for a million dollars. I'm too afraid of heights.
- I [wouldn't] eat that. It looks spoiled.
- I [wouldn't] know what to do in such a situation.



3. Now complete the sentences with "would" or "wouldn't" and an appropriate verb.

- It doesn't suit you. I [would take] it back to the shop.
- We [would go] to the beach more often, but it's far away.
- Today we know much more about the process. We [wouldn't make] the same mistakes again.
- I [wouldn't watch] that movie again. It was very boring.
- A Bluetooth Jacket?! I [wouldn't spend] money on it. It's too expensive. Maybe one day, when the prices drop.





PART B Listening Activity

1. Which invention do you think is the most useful? Why?
2. Would you buy any of these inventions? Why or why not?
3. Do you think smart fabrics will become more common in the future? Why or why not?

Listen to two people discussing one of these questions. Which item are they discussing?



Dialogue 1 [Transcript for teacher]

Sound Shirt

Smart Backpack

Bluetooth Jacket

Alex: You know, My big brother came back from Japan and got this cool thing. Check it out!

Blake: Whoa! What's it like?

Alex: It's pretty awesome. Look. You can switch it on and off to control your music and even answer calls.

Blake: Sounds cool, but I wouldn't buy it. I don't get it. Why not just use your phone?

Alex: I guess it's more practical if you're on the go, especially in northern countries, where you need to wrap up warm.

Blake: Maybe. But to be honest, I'd rather just stick to my phone. This thing seems a little bit too much.

Alex: Yeah, I suppose. But ever since he got it, my brother has been crazy about it. He says it was relatively cheap in Japan and it's totally worth it.

Blake: Fair enough. Everyone has their own taste.



Dialogue 2 [Transcript for teacher]



Sound Shirt

Smart Backpack

Bluetooth Jacket

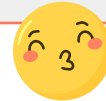
- Cameron:** Hey, look at this ad! Have you ever heard about this?
- Drew:** Yeah, I saw a video about it, but it was quite a while ago, a few years back.
- Cameron:** No, no, it's relatively new. It came up in my feed.
- Drew:** OK, but why do you ask? You wanna buy it?
- Cameron:** Yeah, I think it's a great idea. It's made of this programmable fabric and it's connected to social media so you can meet new people. Sounds good, eh?!
- Drew:** Maybe, but to be honest, I think the whole idea's a bit lame. I mean, do you really need a device to make friends? Have we completely lost the ability to communicate?
- Cameron:** I suppose you have a point. But what if you're traveling? It could be super handy to meet locals.
- Drew:** Agreed. It might be practical for some people, but I'd rather keep things simple.
- Cameron:** Fair enough. It's interesting to see where technology is heading, though.
- Drew:** Definitely. I think Our clothes will be much more high-tech in the future, almost like having superpowers! But for now, I'm good with my regular rucksack.





The dialogues include the following items (chunks/words). Translate them:

sounds cool / good	I don't get it	to be honest	switch on/off
relatively cheap / new	I guess / I suppose	big brother	wrap up warm
I wouldn't buy it	crazy about	What's it like?	northern countries
worth it	What if...?	practical	ever since



Listen again and complete the gaps.



Dialogue 1

Alex: You know, My big brother came back from Japan and got this cool thing. Check it out!

Blake: Whoa! What's it like?

Alex: It's pretty awesome. Look. You can switch it on and off to control your music and even answer calls.

Blake: Sounds cool, but I wouldn't buy it. I don't get it. Why not just use your phone?

Alex: I guess it's more practical if you're on the go, especially in northern countries, where you need to wrap up warm.

Blake: Maybe. But to be honest, I'd rather just stick to my phone. This thing seems a little bit too much.

Alex: Yeah, I suppose. But ever since he got it, my brother has been crazy about it. He says it was relatively cheap in Japan and it's totally worth it.

Blake: Fair enough. Everyone has their own taste.



Dialogue 2

- Cameron:** Hey, look at this ad! Have you ever heard about this?
- Drew:** Yeah, I saw a video about it, but it was quite a while ago, a few years back.
- Cameron:** No, no, it's relatively new. It came up in my feed.
- Drew:** OK, but why do you ask? You wanna buy it?
- Cameron:** Yeah, I think it's a great idea. It's made of this programmable fabric and it's connected to social media so you can meet new people. Sounds good, eh?!
- Drew:** Maybe, but to be honest, I think the whole idea's a bit lame. I mean, do you really need a device to make friends? Have we completely lost the ability to communicate?
- Cameron:** I suppose you have a point. But what if you're traveling? It could be super handy to meet locals.
- Drew:** Agreed. It might be practical for some people, but I'd rather keep things simple.
- Cameron:** Fair enough. It's interesting to see where technology is heading, though.
- Drew:** Definitely. I think Our clothes will be much more high-tech in the future, almost like having superpowers! But for now, I'm good with my regular rucksack.



PART C - In mixed groups: Let's Compare

- Mix groups so that each new group has a member from each previous group (one student with information about one of the smart items).
- Instructions for students: Complete the chart together, talk and share the information you gathered in your first group. Speak in English.





	Bluetooth Jacket	The Smart Backpack	The Sound Shirt
manufacturer			
Function and Feature (what can the product do and for whom)			
Practicality (Is it easy to use? How often will it be used?)			
Innovation and Cool factor (Is it innovative? Does it have the "cool" factor?)			



PART C - Decide and Recommend



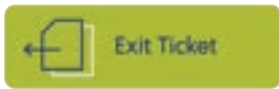
If as a group you could get a voucher to purchase **ONE** of these products, what would you buy?

Use your comparison chart to explain your choice:

Fill in:

We would buy the because ...





7- Exit Ticket



In this lesson we have seen 3 different uses of smart fabrics: a smart **shirt**, a smart **backpack** and a smart **jacket**. Now it's your turn to think of a new smart use for smart fabric. Be as creative and out of the box as you can.

1. Name of item: _____

Description of the item (what is it exactly)	
Who will benefit from such an item? How?	
What part of the item has the smart fabric?	
Describe the technology being used (eg sensors, wifi) and what it does.	

2. Sketch or AI Generate

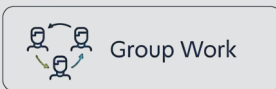
Sketch or generate a simple design of your smart item. Show where the technological components might be integrated into the fabric. Show how it would look when worn or used.

3. **Share:** In small groups share your new smart fabric use.



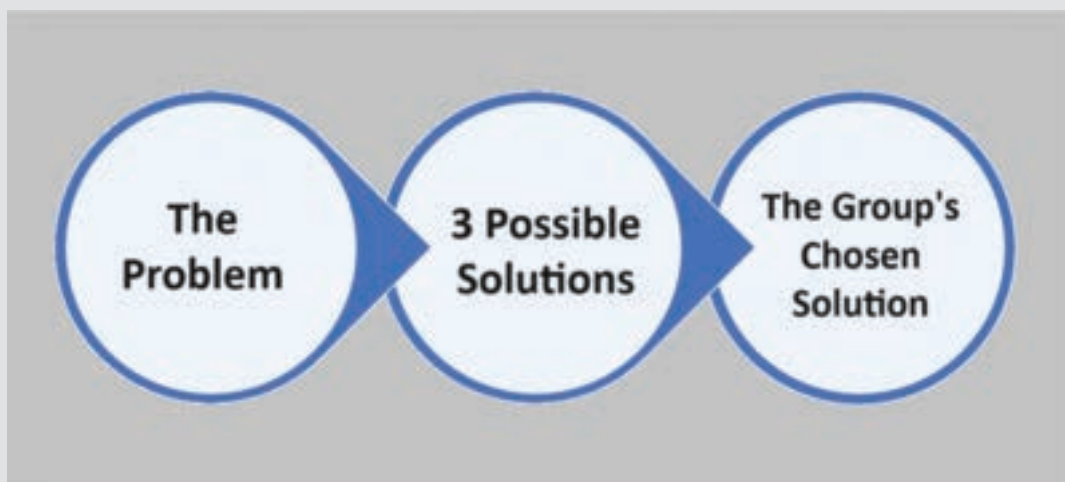


GATE 3 Exit Ticket - Smart Fabrics Research



1. Are Smart fabrics a solution for the environmental issues you researched at the beginning of this unit? Why/Why not?
-
-

2. Pick one of the problems/issues you researched earlier in this unit, for example: exploitation of human labor.
3. Research uses of smart fabrics, and come up with your own solution to the problem that uses smart fabrics.
4. Present your solution in class.



LESSON

7



ATA

In this lesson students learn about the history of **ATA - A pioneer in the Israeli textile industry** and its role in Israeli history. They explore the passive voice in English and apply it to describe the company's history.



OPENING

This activity is best sent to students about a week before the lesson.

Here is the invitation activity. [Teacher Toolkit #8]



Dear Student,

This activity is your ticket for our next lesson. Good luck!

a. Read



The ATA Textile Company (אֲתָא) was established in Israel in 1934. It was the first textile company in Israel to make and design clothes by itself. Originally ATA was located in a small community north of Haifa (it is known today as Kiryat ATA) and employed around 100 people. The factory grew in size until the 1970s but closed down in 1985. In 2016, ATA started again as a clothing brand; it is now based in Tel Aviv.

b. Have you ever heard of this company? _____

c. Ask your **parents/grandparents** if they have heard about it. If so, ask them to tell you something about this company:



Write

My [father/mother/grandmother... etc] told me that



PART 1

You are going to visit an online exhibition featuring photos telling the story of ATA. Move through the photo gallery and find the answers to these questions:



1. What does אָטאַ stand for?

2. Who founded the ATA Textile Company? Did he manage the factory alone?

3. What colors were the fabrics at ATA dyed? Why these colors?

4. Where did ATA import machines from?

5. What did the company do for its workers? List 3 facts.

6. Who was the famous ATA presenter?

7. What does a Tembel hat symbolize?

8. What happened to ATA in 2016?



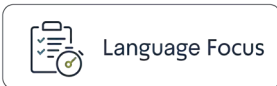
PART 2

Choose an ATA clothing item from the past that you like.



- a. Describe it and explain why you like it.

- b. How would you change it to be worn in 2024?



3- Language Focus: The passive

Look at the first and last sentences of the text.



The ATA Textile Company was established in Israel in 1934. It was the first textile company in Israel to make and design clothes by itself. Originally ATA was located in a small community north of Haifa (it is known today as Kiryat ATA) and employed around 100 people. The factory grew in size until the 1970s but closed down in 1985. In 2016, ATA started again as a clothing brand; it is now based in Tel Aviv.



These sentences are examples of the Passive.

- ATA Textile Company **was established** in Israel in 1934.

חברת אתא טקסטיל הוקמה בישראל בשנת 1934

- It **is** now **based** in Tel Aviv.

כיום היא ממוקמת בתל אביב



The passive in English



Active and Passive

Normally, the sentence (+) tells us who did what:

who (**action maker**) + did (**action**) + what (**object**).

- He bought a new T-shirt.

In Passive sentences, the **object** of the action comes at the beginning of the sentence.

- T-shirts are made from cotton.





Are these sentences passive or active?

- | | |
|--|------------------------|
| a. A lot of CO ₂ is released into the air. | active/ passive |
| b. Growing the cotton for one pair of jeans requires 10m ² of land. | active /passive |
| c. A large amount of water is required for making clothes. | active/ passive |
| d. My grandmother was looking after my sister. | active /passive |



How to build it

This is how we form passives: **be + V3**

Present: **am/are/is + V3**

- The company is based in Tel Aviv.

Past: **was/were + V3**

- The company was established in 1934.



Now you know how the passive **is formed** (by the way, this sentence uses the passive!)

Choose the correct form. Pay attention if the noun is in the singular or plural form.

- b. The company [is] based in Tel Aviv.
- c. Their offices [are] based in Tel Aviv.





What is V3?

When the verb is regular , it's the same as V2		
V1	V2	V3
allow establish	allowed established	allowed established
When the verb is irregular , you have to learn V3.		
V1	V2 (past)	V3
grow	grew	grown
... but - good news! - sometimes, even with irregular verbs, it's the same as V2.		
V1	V2	V3
make	made	made



Are these verbs **regular** or **irregular**? Fill in the 3 forms, and highlight the irregular verbs.

V1	V2 (past)	V3
call	called	called
know	knew	known
require	required	required
speak	spoke	spoken
take	took	taken



Irregular verbs: helping you remember



Find the verbs with the same pattern:



grow grew grown	speak spoke spoken	make made made
lose lost lost	know knew known	
leave left left	show showed shown	
write wrote written	take took taken	

Answers:

grow grew grown	speak spoke spoken	make made made
know knew known	take took taken	lose lost lost
show showed shown	write wrote written	leave left left



Let's see if you remember

Complete the missing forms of the verbs below

grow	grew	[grown]
make	made	[made]
know	knew	[known]
speak	spoke	[spoken]
write	wrote	[written]
lose	lost	[lost]



When to use Passive



We use the Passive (or the Passive is used) when we don't know who does the action or if it's not important who does it.

- The company **is based** in Tel Aviv.

We don't know who put it there!

- The passive **is often used** in writing.

We don't care who uses it - all people use it.

Look at the text from your invitation to the lesson again. Both active and passive verbs in the text are in **bold**.

Highlight only the 4 sentences in the passive. **HINT: Look out for be + V3**

ATA Textile Company **was established** in Israel in 1934. It **was** the first textile company in Israel to make and design clothes by itself. Originally ATA **was located** in a small community north of Haifa (it **is known** today as Kiryat ATA) and **employed** around 100 people. The factory grew in size until the 1970s but **closed** down in 1985. In 2016, ATA **started** again as a clothing brand; it **is now based** in Tel Aviv.





These verbs are **never** used in the passive form:

- consist
- die
- happen
- remain
- stay
- wait

1. Complete the sentences with a verb in the passive form. You won't need all of them.

is called is based was named are made is made
 were made is considered

- This movie [is based] on a true story.
- That mountain in the distance [is called] Mount Fuji.
- This painting [is considered] to be his best work.
- These bags [are made] from recycled materials.
- Those decisions [were made] a long time ago.



2. These verbs are commonly used in the passive in the past. Translate them.

• was/were allowed	הורשה/הורשו
• was/were arrested	נעצר/נעצרו
• was/were killed	נהרג/נהרגו
• was/were published	פורסם/פורסמו
• was/were damaged	ניזוק/ניזוקו





3. Complete the sentences with the correct past form: was/were + V3

was allowed was arrested were killed was published was damaged

1. There were police cars everywhere, and nobody [was allowed] to enter the building.
2. The car [was damaged] really badly, but the driver was OK.
3. Unfortunately, many animals [were killed] in the forest fire.
4. Finally, he [was arrested] and sent to jail.
5. The book [was published] in 2017 and made into a film a year later.

4. Do the same exercise, but do not write the correct form of the verb 'TO BE' in the past: **was** or **were**

1. There were police cars everywhere, and nobody [was] allowed to enter the building.
2. The car [was] damaged really badly, but the driver was OK.
3. Unfortunately, many animals [were] killed in the forest fire.
4. Finally, he [was] arrested and sent to jail.
5. The book [was] published in 2017 and made into a film a year later.





Language Review



A. In this unit you learned about the passive.

1. Complete the sentences with the correct form of the verb TO BE:

am / are / is or **was / were**

Think about whether the sentence describes something that happened in the past (the past tense) or something that's always true (the present tense)



1. Many Israelis [were] killed in the October 7th attack.
2. The car [was] damaged in the accident.
3. He [was] released after spending 7 years in prison.
4. The criminals [were] finally caught and arrested yesterday.
5. Her latest novel [was] published last month.



B. Vocabulary review

Look at the words in bold and find the most suitable translation.

Many Israelis were killed in the October 7th **attack**.

The car was damaged in the **accident**.

He was released after spending 7 years in **prison**.

The "b" in "**comb**" is not pronounced - it is silent.

The **criminals** were finally caught and arrested yesterday.

Her **latest novel** was published last month.

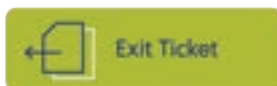
Word bank:

מצורף, בית כלא, מסרק, פושעים, רומן (ספר) אחרון,
עבירות, מקרה, חדשות אחרונות, תאונה מתקפה

3. V3 check

Fill in V2 , V3 form of the verbs.

V1	V2	V3
do	did	done
find	found	found
know	knew	known
send	sent	sent
show	showed	shown
take	took	taken
throw	threw	thrown
write	wrote	written



Exit Ticket

The ATA exhibit that was displayed in **MUZA**, Eretz Israel Museum in Tel Aviv was not a regular fashion exhibition. Monica Lavie was quoted in the newspaper saying:

"As far as I'm concerned, this is not a fashion exhibition but a historical exhibition. The story of the factory as a representative of social, economic and political processes that took place during its years of activity in Israel is what fascinated me the most."

Find another exhibit, in Israel or anywhere around the world that features textile and clothing - but actually has a social, economic or political agenda. Write about this exhibit (50-80 words).

- location (country and museum or galley)
- name of exhibit
- items in the exhibit and how they are presented
- the curator/s
- the exhibit's agenda and message





PART III Consumer Behavior

This part of the unit focuses on 3 aspects of solutions that could be applied easily as part of our everyday lives and have a true impact on our environment:

- Minimalist teen
- Recycle / Upcycle
- Gemachs - a Jewish way of recycling



Language to be introduced in this part:

Vocabulary:

advertise	come up with	healthy	miserable	support
affect	community	in reality	no longer	tidy up
aluminium foil	curious	item	original	turn into
basic	donate	let's say	plain	variety
brand new	focus	mainly	shape	worry
break down	get rid of	make sure	string	



Language Focus

Language Focus:

- Present and Past Simple (review)
- be/get **used to**
- Collocations





MINIMALIST TEEN



In this lesson students explore minimalism and decluttering through personal reflection and a class discussion on shopping habits and consumerism.



OPENING

Let's see what you remember about ethical t-shirts. Answer true or false for each of these statements:

- It is very quick and easy to make t-shirts.
- T-shirts are cheap to make.
- T-shirts are cheap to buy.
- Cotton for clothes is grown in fields causing damage to the environment.
- T-shirts cause air and water pollution.

We learn from this that we need to make some changes. We need to live a sustainable lifestyle.

Fill in the missing words after reading this explanation:

Sustainability means making sure we have what we need today without stopping future generations from getting what they need. It means thinking about three Ps:



- Profits
- Planet
- People

Match each P with its explanation

- | | |
|--|-------------|
| • money _____ | • [profits] |
| • taking care of the Earth _____ | • [planet] |
| • living together and helping each other _____ | • [people] |





One way to do this is by living life with less. In the following article you will meet **Chase Miller**. He is a teenager who decided to change his lifestyle and become a minimalist.

Read Chase's article to find out these things

1. What is a minimalist?
2. Why did Chase choose this lifestyle?



Notes From a Minimalist Teen

A guest post from Chase Miller

- 1 My name is Chase Miller. I like surfing and I love listening to music, like any other teenager. But when you walk into my room, you might think it's a bit different from an ordinary teenager's room. That's because I don't have a lot of stuff in my room and it's very organized. You see, I'm a minimalist.
- 5 I started my minimalist journey 3 years ago during a summer vacation. I had a lot of stuff in my closet (ארון בגדים), but most of it I didn't wear. Then, I read a minimalist blog, in which the blogger talked about being happy with less. I wanted that too. I didn't want to think about my things all the time. That's how I got the idea. I decided to take everything out of my room and only keep the
- 10 things I used on a regular basis. I sold some items and donated the rest to charity (צדקה/עמותה). Next, I made my wardrobe (מלתחה) simpler. I got rid of everything with a logo because I didn't want to be a walking advertisement (פרסומת) for big brands anymore. Now the majority of my clothes are plain T-shirts and basic jeans. Finally, I changed the way I think about what I need.
- 15 Now, I focus on what I have and I try to be happy with that. I don't worry about what I want because, in reality, I probably don't really need it.

I'm the only minimalist in my family, but they all **support me**. My parents are just happy they **no longer have to** ask me to **tidy up my room** all the time.

20 Becoming a minimalist has changed my lifestyle, but it hasn't **affected my friendships**. I do sometimes get questions from my friends, though. **They're curious about what** I do differently and they want to know if it's difficult. I tell them **it was hard at first**, but now **I'm used to it**. After all, there are many good things about being a minimalist. **I don't have to worry about** which brands are fashionable because I'm used to buying clothes that don't have a logo.

25 Whenever I **go on a trip**, I travel light – everything I need **fits in my hand luggage**. And because non-brand clothes are cheaper, I now have money for more important things.

If you're also curious about minimalism, I suggest you start by simply buying less stuff. It's easier than you think and it helps you focus on what's really

30 important in life: traveling, surfing and spending time with your friends. It's best to get used to buying less when you're young. It will be much harder if you wait until you're an adult.



PART 1 - Read lines 1-4

1. Photo Match Up



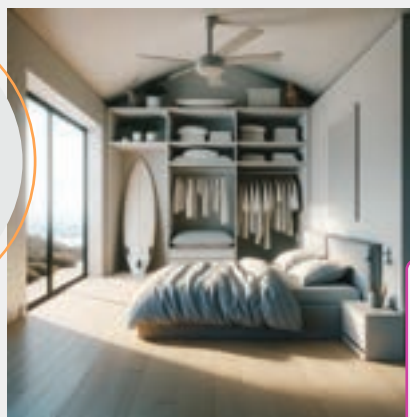
Which of these pictures could be Chase's bedroom?

Picture B



❤️ 1.8k 💬 94

Picture C



❤️ 2.2k 💬 322

Picture D



❤️ 1k 💬 72

Picture A



❤️ 259 💬 23

[The answer is C]

1. Give at least two quotes from the text that helped you choose the right photo.



Possible answers and reasons

I like going surfing.

I don't have a lot of stuff in my room.

It's very organized.

I'm a minimalist.



PART 2 - Read lines 5-14 again



2. **Highlight** the steps Chase took to change his life. There are 6 steps.
3. **What things did Chase do to change his life?** Complete the sentences by choosing the correct word from the drop down boxes in each gap.

1. He sold some [items] he didn't want anymore.
2. He [donated] to charity the things he didn't use on a [regular] basis.
3. He [got rid] of clothes with big brand names because he didn't want to [advertise] for them.
4. He started buying [plain] T-shirts without logos and [basic] jeans.
5. He now [focuses] on what he has and tries to be happy with that.
6. He doesn't [worry] about buying things he wants because, in [reality], he probably doesn't need them.

4. Look again at the steps Chase took and drag the most suitable **heading** to the box. Pay attention to the words and collocations in bold.



A Different Attitude, Spring Cleaning, Keep it Simple

1. He sold some **items** he didn't want anymore.

2. He **donated** to charity the things he didn't use **on a regular basis**.

3. He **got rid of** clothes with big brand names because he didn't want to **advertise** for them.

4. He started buying **plain T-shirts** without logos and basic jeans.

5. He now **focuses** on what he has and tries to be happy with that.

6. He **doesn't worry about** buying things he wants because, **in reality**, he probably doesn't need them.



Vocabulary Focus

1. Match the word to its definition.



item

donate

basic

worry

advertise

in reality

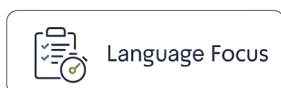
plain

get rid of

focus



- a. An **[item]** is one thing in a group or list.
- b. If you **[donate]** something, you give it to charity or another organization for free, usually to help them.
- c. If you do something **[on a regular basis]**, it means you do it often.
- d. If you **[get rid of]** something, you throw it away, recycle it or give it to someone else because you don't want it anymore.
- e. If you **[advertise]** a product, you tell people about it online, on TV or on posters in order to make them buy it.
- f. A **[plain]** T-shirt has no designs or words on it. It's just one color.
- g. Something that is **[basic]** is at its simplest level, and has only the most necessary things.
- h. If you **[focus]** on something, you give it your full attention.
- i. If you **[worry]** about something, you keep thinking about problems that you have or about bad things that might happen.
- j. **[In reality]** means the way things are, not how you imagined them; the real situation.



Language Focus

3- Language Focus: Past or present?

Fill in the gaps with the correct form of the verb.

Think about whether the verb describes what he did at the beginning of his "journey" (past) or things he usually does now (present).

sell

donate

get rid of

start

focus

not worry

Spring Cleaning

1. He **[sold]** some items he didn't want anymore.
2. He **[donated]** to charity the things he didn't use on a regular basis.

Keep it Simple

3. He **[got rid]** of clothes with big brand names because he didn't want to advertise for them.
4. He **[started]** buying plain T-shirts without logos and basic jeans.

A Different Attitude

5. He now **[focuses]** on what he has and tries to be happy with that.
6. He **[doesn't worry]** about buying things he wants because, in reality, he probably doesn't need them.



Part 3 - Read lines 15-23

Pay attention to the words and chunks in **bold**.

6. Translate them into English. Use a dictionary but make sure you check the context.

support someone	לתמוך במישהו
no longer do something	כבר לא לעשות משהו
tidy up your room	לסדר את החדר שלך
affect your friendships	להשפיע על קשרים עם חברים
be curious about something	להיות סקרן לגבי משהו
it was hard at first	זה היה קשה בהתחלה
be used to it	להיות רגיל לזה
don't have to worry about	לא צריך לדאוג לגבי
go on a trip	לצאת לטיול
fit in my hand luggage	להכניס לכבודת היד שלי (טרולי)



7. Complete the gaps in the text with the following words:

curious

support

affected

no longer

tidy up

I'm the only minimalist in my family, but they all [support] me. My parents are just happy they [no longer] have to ask me to [tidy up] my room all the time. Becoming a minimalist has changed my lifestyle, but it hasn't [affected] my friendships. I do sometimes get questions from my friends, though. They're [curious] about what I do differently and they want to know if it's difficult.



8a. Fill the gaps with a suitable preposition (**about, on, in, at, to**)

I tell them it was hard [at] first, but now I'm used [to] it. After all, there are many good things about being a minimalist. I don't have to worry [about] which brands are fashionable because I'm used to buying clothes that don't have a logo. Whenever I go [on] a trip, I travel light – everything I need fits [in] my hand luggage. And because non-brand clothes are cheaper, I now have money for more important things.



8b. It's important to learn the **prepositions** when you learn new vocabulary. Drag the prepositions into the right place.

1. it was hard [at] first

2. I'm used [to] it

3. don't have to worry [about]

4. go [on] a trip

5. fits [in] my hand luggage

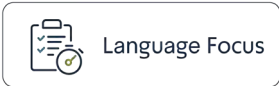
at

on

to

in

about



Language Focus: - be used to it



Chase said:

- Becoming a minimalist was hard at first, but now **I'm used to it**.
- **I'm used to** buying clothes that don't have a logo.



If you say you're **used to** something or **used to doing** something, you mean something was strange at first, but it's now normal to you.

You can also say you **get used to something** or **get used to doing** something if it is in the process of becoming normal.

- Example: **The job is hard now, but I'm sure you'll get used to it.**



be used to - להיות רגיל ל

get used to - להתרגל ל / got used to - התרגל ל



Match phrases 1-4 with the follow-up sentences a-d.

1.	We're so used to seeing Made in China on our labels	a.	he's trying hard to focus on the things he has already.
2.	He has a lot less stuff so	b.	it'll take a long time to get used to a minimalist lifestyle.
3.	He's still not used to buying less, but	c.	we don't really think about it anymore.
4.	If you like buying new things all the time	d.	he got used to tidying up his room really quickly

Answers: 1-c , 2-d , 3-a , 4-b



Now do the same with 5-8 and e-h.

5.	He's used to traveling light now	e.	they had lots of questions about it.
6.	His friends weren't used to his new lifestyle, so	f.	and can fit everything he needs in his hand luggage.
7.	He's slowly getting used to buying less	g.	and they got used to that really quickly.
8.	His parents don't have to ask him to tidy up his room anymore.	h.	and being happy with the things he has.

Answers: 5-f , 6-e , 7-h , 8-g

Finish these sentences so they're true for you.



- I'm used to _____ - it's not a problem anymore.
- I'm still not used to _____. It'll take a while, I think.
- I'm getting used to _____. It's not as hard as it was at the beginning.
- I'm so used to _____. I don't think about it anymore.



Exit Ticket



Part 4 - Read lines 25-28, the last part of the text and answer the Reflection questions below:

- Minimalists ask themselves these questions: Do I use it? Do I love it? Do I need it?
List 3 things you own that you could live without.



2. In what way does minimalism help with a more sustainable lifestyle?

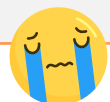


3. Could you live with less? Why? Why not?

4. See what other teenagers have to say. Complete teenagers' responses to these questions with words from the box. You won't need all the words.

affects basis donate focus effect suggests get rid support

- a. There are limits to the Earth's resources. We can [support] the environment by consuming less and recycling more.
- b. We can [get rid] of stuff we don't use, but that also creates a problem – what do we do with all the unwanted items?
- c. We buy more than we need, so factories keep making more stuff and this [affects] the environment in a bad way.
- d. If you don't use something on a regular [basis], you don't really need to have it – you could maybe borrow it or share one item with friends.
- e. Many things we throw away are still good. It would be better to [donate] them to charity.
- f. I could do some of the things Chase [suggests], but maybe not all of it.



Speak

Now record your response to the questions above.

RECYCLE AND UPCYCLE



In this lesson students learn about recycling and upcycling through hands-on activities and group projects.



OPENING

Recycling and buying second-hand clothes are getting really popular.

- Have **you** ever bought clothes in second-hand clothing stores? Why?

- In your opinion, how is buying in second-hand stores **different** from buying in other shops?



People are starting to realize that fast fashion is bad for the environment and their wallets. Buying used clothes not only helps cut down on waste but also lets people show off their style without spending too much money. In this lesson, you will learn about the many options available for eco-friendly consumers who care about the environment.

What is the reason eco-friendly buying has become so popular?

- High costs of new fashion items
- People are more environmentally conscious
- There is a shortage of new clothes
- Eco-friendly products offer better quality





1. Eco-friendly buying

Highlight (in green) all the different options for eco-friendly buying.

Thrift stores and second-hand boutiques offer a wide selection of second-hand clothes at affordable prices. By shopping at these stores, people can find unique pieces and help reduce clothing waste. New initiatives like Clothing Swap events are also becoming more popular, where participants exchange gently used clothes with each other. These swaps provide a fun and sustainable way for individuals to refresh their wardrobes without spending any money.



Match eco-friendly buying solutions to its explanation and picture:

Clothing swap,

Thrift Store,

Online second-hand shop

Thrift store



3k 495

Explanation

a store where items have been donated, and are sold to provide money for charity.

Online second-hand shop



1.5k 205

Explanation

an online store where the owner sells used items, as a business.

Clothing swap



1k 42

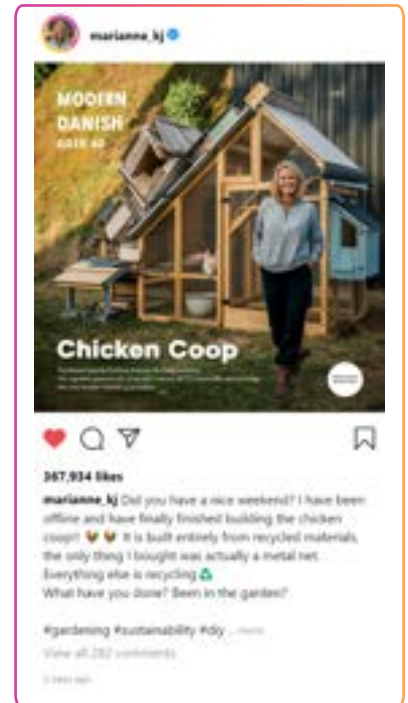
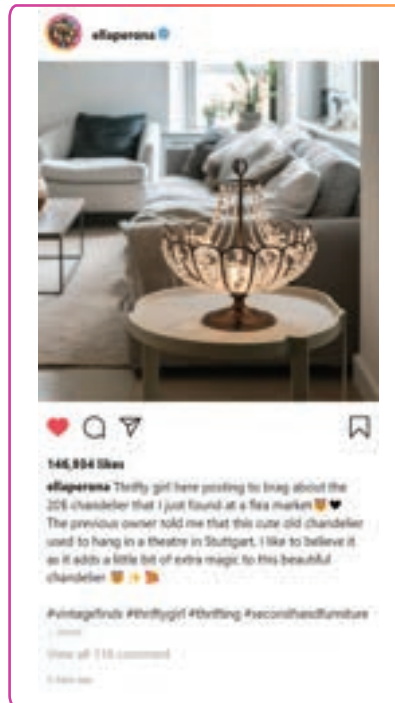
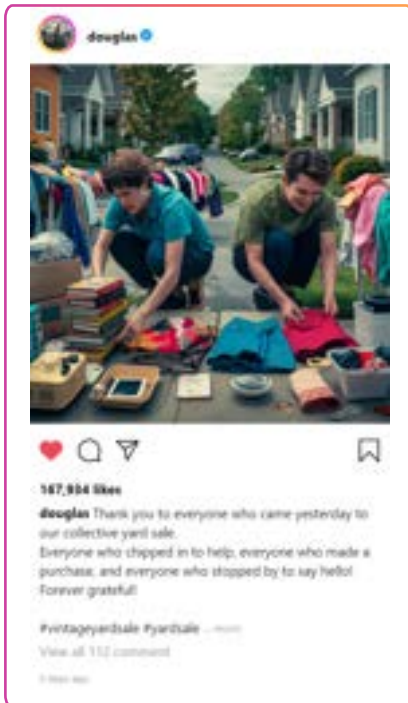
Explanation

an event where people meet to exchange their clothes with each other.



2. #thrifting (קניה בחנויות יד שנייה)

Thrifting is trending on social media, with **1.3M** posts on tik-tok and **12M** on instagram!! Look at the following posts and see what other hashtags# are used for thrifting. Write them and translate. (you can ask Leo or use a dictionary)



4. Recycle or Upcycle

1 - What is the difference between **Recycling** and **Upcycling**?



DoReMi Bracelets (<https://doremibraceletsetc.ca/>) is a company that upcycles musical instrument strings into jewelry



and gifts. Listen to Anik, she is an artist and the owner of DoReMi. She explains the differences between **Recycling** and **Upcycling**:

What is the difference between Recycling and Upcycling?





Match the correct term to its definition: **Recycling / Upcycling**

_____ is taking used materials like this piece of paper, breaking it down into its basic components, let's say into pulp and then that pulp would be transformed into tissue paper. Or melting down aluminum cans that are then transformed into other things like aluminum foil. Recycling is taking a material breaking it down and turning it into something else.

_____ is taking used materials like this guitar string and transforming it into a new bracelet. If you look at the two you can see that they are very similar. I did not melt down this guitar string. I'm actually keeping it as much as possible in its original shape and its original look. You can still see the guitar string in the bracelet.

2- Vocabulary

Match words from the text with translation

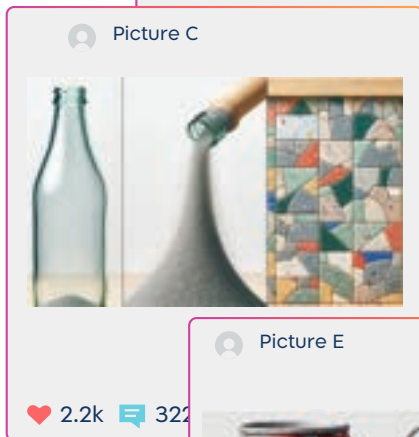
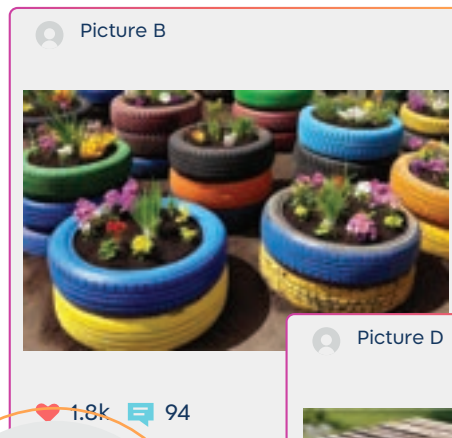
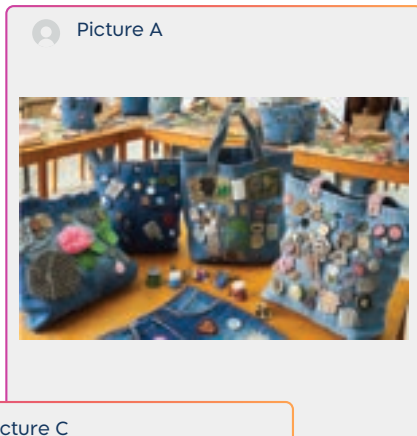


Word bank: נייר כסף, לפרק, צורה מקורות, לשוב, חלק, להפוך ל-, גינה ש... מיתר,

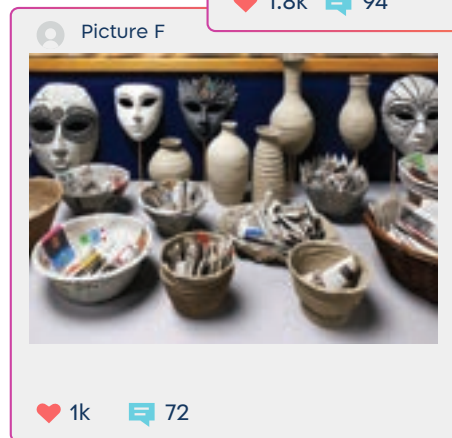
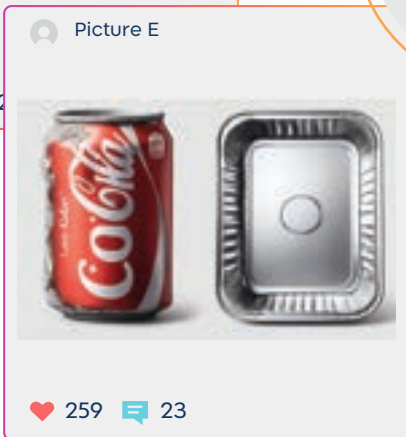
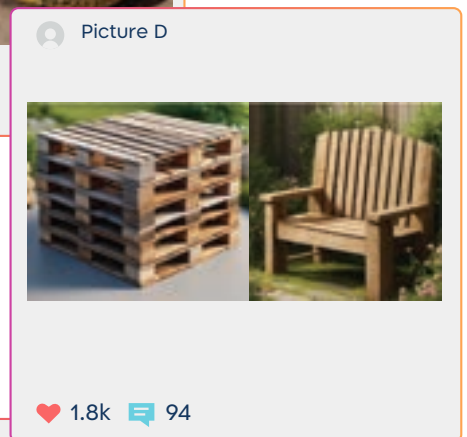
break down	[לפרק ל]	let's say	[גינה ש...]
turn into	[להפוך ל]	string	[מיתר]
original shape	[צורה מקורית]	aluminium foil	[נייר כסף]



3 - Look at the following examples and decide - **recycling or upcycling?**



recycling or
upcycling?





4 - What can you upcycle at home?

Think of 3 items you don't use anymore - what can you upcycle them into?

item 1	item 2	item 3



Exit Ticket



When arranging a yard sale or a swapping event, people usually post an ad on social media. Write your invitation for your recycling or upcycling event. Ad must include:

- Title and Introduction: Start with a catchy title like "Big Sale!" Then describe the event.
 - When and Where: Provide all necessary information
 - Contact Info: Finish by saying how to ask questions or sign up.
- T-shirts cause air and water pollution.

Keep it simple and clear for everyone to understand easily!





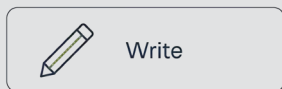
GATE 3 - Recycle/Upcycle Initiative

Use google.maps to research local potential places/businesses/ locations that could benefit from a recycle/upcycle program.



Outdoor locations	Indoor locations	Buisness
<ul style="list-style-type: none">• parks• playground• school	<ul style="list-style-type: none">• community center• synagogue• local library	<ul style="list-style-type: none">• bookstore• clothing store• computer/tech store

Choose one location your group would like to suggest a recycling/upcycling program for.



Describe the program in detail:
What is being recycled/upcycled?
How will this program work?
Who will benefit from the program?
How would this program benefit the environment?

Prepare a presentation for a community representative/ business owner.



GEMACH - A JEWISH WAY OF RECYCLING



In this lesson students explore the concept of Gemach גמ"ג and its role in Jewish culture through interviews and community projects.



OPENING

1. Watch this video and write - what is a Gemach גמ"ג ?
Gemachs.mp4



A Gemach is

2. Read and answer:



Minimalism and recycling are trending today, but the Jewish Gemach has been doing this for hundreds of years. Gemach stands for 'Gemilut Chasadim,' which means acts of charity. A Gemach is a private collection of things that people can borrow. Gemachs started in the late 19th century in Jewish communities. There are many types of Gemachim. Some lend clothes, others lend moving boxes, tools, and even medicines.

1. What is the primary function of a Gemach?
 - a. To sell items at a low cost
 - b. To allow people to borrow items
 - c. To collect antiques
2. What modern trends does the paragraph compare Gemachs to?
 - a. Organic farming and sustainability
 - b. Minimalism and recycling
 - c. Fast fashion and industrialization



Part 1 - Unusual Gemachs - Jigsaw Activity

In groups of 3 students ask each student to choose one *Gemach*, then let students share information about the other *Gemachs*.

Read about 3 unusual *Gemachs*, and answer the following questions.

Soup Gemach



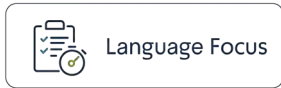
"Almost every week, someone is feeling sick and needs soup," Yael Kaner of Ma'aleh Adumim explained. A former professional cook, Kaner offers sick neighbors healthy organic soups. "It started when I was single and on my own and would get sick, and had no one to make soup for me. I said, 'When I'm part of a community, I will make sure that anyone sick has some liquid gold to make them feel better!'"



1. What does Yael Kaner offer to sick neighbors?
 - a. Healthy organic soups
 - b. Lemon and honey tea
 - c. Italian Fruit soups
2. How does Yael refer to her soup? Find the phrase in the text. (2 words)
[liquid gold]

3. Why did Yael Kaner start making soup for her neighbors?
 - a. She was a professional cook and wanted to start a business.
 - b. She remembered being sick and alone, and wanted to help others.
 - c. She wanted to promote healthy organic food in her neighborhood.





Language Focus: Collocations

Match the collocations from the text with their Hebrew translation:

Translations: לחלות בעצמי לוודא חלק מקהילה לגרום להם להרגיש יותר טוב

on my own	[בעצמי]
part of a community	[חלק מקהילה]
make sure	[לוודא]
make them feel better	[לגרום להם להרגיש יותר טוב]

Electric Shabbat candles *Gemach*



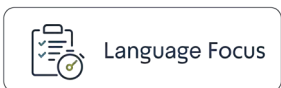
Some *Gemachim* have hundreds of items to lend. The Wander family's *Gemach* has just one. "Anyone who has ever been in a hospital over Shabbat knows that, because of the presence of oxygen tanks, you can't light actual Shabbat candles. My wife works in an ICU and that's where we came up with the idea. It's mainly used by women who are on the maternity ward and are in the hospital over Shabbat."

4. How many items does the Wander family's *Gemach* have?
 - a. Hundreds
 - b. None
 - c. One
5. What is the only item this *Gemach* lends out?



6. Who mainly uses the *Gemach*?
 - a. The Wander family members
 - b. Maternity ward patients
 - c. ICU staff





Language Focus: Collocations

Match the collocations from the text with their Hebrew translation:

Translations: בפעם הראשונה להעלות רעיון במשך השבת להדליק נרות בשימוש בעיקר על-ידי



over Shabbat	[במשך השבת]
light candles	[להדליק נרות]
come up with an idea	[להעלות רעיון]
mainly used by	[בשימוש בעיקר על-ידי]

Pacifier Gemach

Brodstein's *Gemach* is a real life-saver, especially for parents and grandparents.



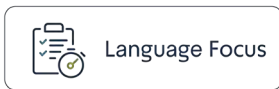
"There was the time my son was visiting for Shabbat with his children, and at 11 p.m., we couldn't find my grandchild's pacifier. It was destined to be a miserable night. However, we knocked on Brodstein's door and were provided with a choice of brand new pacifiers in a variety of colors, shapes and sizes."

- What does this *Gemach* provide?
 - pacifiers
 - toys
 - childcare services
- Who benefits from Brodstein's *Gemach*?
 - Parents and grandparents
 - Children
 - Parents, grandparents and small children
- Why was it destined to be a miserable night according to the paragraph?
 - They couldn't find the child's pacifier
 - They had too many pacifiers
 - They were too tired to look for the pacifier





10. Describe an event when one of your friends or family members might use one of these Gemachs.



Language Focus: Collocations



Match the collocations from the text with their Hebrew translation:

Translations: הרבה מוצרים חדש לגמרי לילה אומלל מגוון רחב של דפיקה בדלת חדש לגמרי

a miserable night	[לילה אומלל]
knock on a door	[דפיקה בדלת]
brand new	[חדש לגמרי]
in a variety of	[מגוון רחב של]



Part 2 - help out!



Choose one scenario and help find relevant *Gemach's* online.
Extra credit if you find other services to help Nina or the Borenstiens.

The Wedding Planner	Moving Day Assistance
Nina is planning a wedding on a tight budget and needs various items and services.	The Borenstiens are moving to a new home but lack moving supplies and manpower.
<ul style="list-style-type: none"> • A wedding dress 	<ul style="list-style-type: none"> • Moving boxes
<ul style="list-style-type: none"> • Decorations 	<ul style="list-style-type: none"> • A van or truck for transport
<ul style="list-style-type: none"> • A photographer (discounted rate) 	<ul style="list-style-type: none"> • Volunteers to help pack and move






Part 3 - Israeli *Gemachs*

[**Guest Speaker:** This is an opportunity to find an English speaker who runs a *Gemach* to tell students about their initiative and experience.]

There are some big and famous *Gemachs* in Israel.

- Find their names (you can use Google Lens).
- What service do they provide?
- Who established them? When and why?



		
Yad Sarah	Latet	Yedidim



Language Review

1. Let's review the vocabulary you've learned in this lesson. Match the chunks with their translation.

Word bank:

לווודא להדליק נרות לבדי דפיקה בדלת לילה אומלל
 לגרום להם להרגיש יותר טוב מגוון רחב של... משמש/בשימוש בעיקר על-ידי
 במשך השבת חדש לגמרי להעלות רעיון חלק מקהילה

Chunk	Translation
make them feel better	לגרום להם להרגיש יותר טוב
on my own	לבדי
part of a community	חלק מקהילה
make sure	לוודא
over Shabbat	במשך השבת
light candles	להדליק נרות
come up with an idea	להעלות רעיון
mainly used by	משמש/בשימוש בעיקר על ידי
a miserable night	לילה אומלל
knock on a door	דפיקה בדלת
brand new	חדש לגמרי
in a variety of	מגוון רחב של...





2. Some words in the chunks are missing. Can you complete them from memory?

[knock] on a door דפיקה בדלת	in a [variety] of מגוון רחב של...	[over] Shabbat במשך השבת
on my [own] לבדי	[mainly] used by משמש/בשימוש בעיקר על ידי	part of a [community] חלק מקהילה
make [sure] לודא	come up [with] an idea להעלות רעיון	make them feel [better] לגרום להם להרגיש יותר טוב

3. Complete the sentences using the new vocabulary from this lesson. You won't need all the words/chunks.

make sure in a variety of light candles knocked on the door on my own
come up mainly used miserable night brand new part of a community

- We spent a [miserable night] camping – it rained the whole time!
- Feeling nervous, I [knocked on the door] and introduced myself to the neighbors.
- I received a [brand new] phone for my birthday – it has so many features!
- The store sells clothes [in a variety of] styles and sizes.
- We can't [come up] with an idea for my Purim costume this year – any suggestions?
- Email is still [mainly used] by older people for communication.
- I don't like traveling [on my own] – I prefer doing it with friends.
- Before you click Next, [make sure] you double-check your answers.





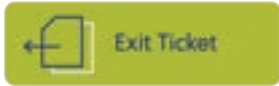
4. Now do the same with the first letter of each missing word given:

- a. We spent a m_____ n_____ [miserable night] camping – it rained the whole time!
- b. Feeling nervous, I k_____ on the d_____ [knocked on the door] and introduced myself to the neighbors.
- c. I received a b_____ n_____ [brand new] phone for my birthday – it has so many features!
- d. The store sells clothes i_____ a v_____ o_____ [in a variety of] styles and sizes.
- e. We can't c_____ u_____ [come up] with an idea for my Purim costume this year – any suggestions?
- f. Email is still m_____ u_____ [mainly used] by older people for communication.
- g. I don't like traveling o_____ m_____ o_____ [on my own] – I prefer doing it with friends.
- h. Before you click Next, m_____ s_____ [make sure] you double-check your answers.

5. Do you remember what was said in each of the unusual *Gemach* stories?

- **Soup *Gemach*:** When I'm [part] of a community, I will make [sure] that anyone sick has some gold to make them feel better.
- **Pacifiers:** They brought them brand [new] pacifiers in a variety [of] colors, shapes and sizes.
- **Electric candles:** If you've been in hospital [over] Shabbat you know that it's not allowed to [light] candles.





Exit Ticket

b - Open your own *Gemach*



In this activity you learned about many types of *Gemachs*.

If you could open your own *Gemach* - What would it be?

- What would you offer and why? What is the specific need this *Gemach* answers?
- Who would use your *Gemach*?
- What resources would you need to open it?





ECO-CHIC TED TALK



In these lessons students will be working on a final project for this unit - their own TED talk about sustainability and fashion.



In this project you will advocate sustainability in fashion among your peers. This project involves preparing and giving a short TED talk with accompanying slideshow.

Instructions:

1. Go over the unit and find green fashion practices. For example, recycling old clothes. Make a list of at least 5 practices.
2. Think about and research projects in your neighborhood, town or nearby towns that practice green fashion. Make a list of second hand shops, חנות, recycling or repairing projects in your vicinity. Make the list as long as you can.
3. Choose 1 project or shop that you find interesting. Learn more about it and why it is important for the environment. List 5 reasons explaining why your chosen project is important.
4. Prepare a short TED talk to present your project.
5. Create a slideshow - to go with your talk. TED talk and slideshow should include:
 - a. **Title Slide:** Project topic, student's name, date, and class.
 - b. **Introduction to Sustainable Fashion:** a brief overview of what sustainable fashion is and why it matters.
 - c. **Importance of Sustainable Fashion:** Key facts and figures about the fashion industry's impact on the environment.
 - d. **Focus Area:** Detailed information on the chosen focus area, including benefits and examples. If possible include stories or testimonials.
 - e. **How to Participate in Sustainable Fashion:** Practical tips and suggestions for adopting sustainable fashion practices.
 - f. **Conclusion:** Summarize the key points presented and reinforce the importance of taking action.





Tips for effective slides:

- Include Visuals: Use images, diagrams, or icons to help illustrate points.
- Keep Slides Uncluttered: Avoid overcrowding slides with too much text or too many images.



Tips for an effective TED talk:

- Practice clear and slow speaking
- Practice using your slideshow
- Engage the audience: ask rhetorical questions, include interesting facts
- Practice making eye contact and using gestures to connect with the audience
- Rehearse and get feedback.



Glossary

Key

aluminium foil

gray shading: non-Band items

(i.e. items covered in the unit which are not from Band 2)

was/were allowed

green color: specific use

(i.e. the word was taught / practiced as part of that specific chunk/collocation)

Item	PoS	Meaning
advertise	v	
affect	v	influence
allow was/were allowed	v	
along	prep	beside, next to
aluminium foil	n	
approximately	adv	around
arrest was/were arrested	v	
available	adj	
basic	adj	
brand new	phrase	
break down	phrasal verb	change as a result of a chemical process
breathe	v	
candle light candles	n	
cause	v, n	
close feel close to	adj	

Item	PoS	Meaning
come up with	phrasal verb	
community	n	
confusing	adj	
contribute	v	
cotton	n	
curious be curious about	adj	interested to know
damage was/were damaged	n, v	
data	n	
deaf	adj	
development	n	growth, change
device	n	
discount	n, v	
don't fit	verb phrase	
don't suit	verb phrase	
donate donate to charity	v	
empathy	n	
experience	n, v	
feel sick	coll	
focus	n, verb	
funny find sb/sth funny	adj	
get rid of sth	phrasal verb	
global warming	coll	

Item	PoS	Meaning
guilt / guilty	n / adj	
harm harm the environment	v	
harmful	adj	
healthy	adj	good for one's health
hilarious	adj	
hysterical	adj	
I don't get it	phrase	
in addition	phrase	
in reality	phrase	
instrument	n	
item	n	thing
keep away	phrasal verb	
kill was / were killed	v	
knock knock on a door	v	
lame	adj	
large amount	coll.	
let's say	phrase	
mainly mainly used by	adv	
make sb laugh It made me laugh	phrase	
make sure	phrasal verb	
material	n	

Item	PoS	Meaning
miserable miserable night	adj	
mostly mostly for younger people	adv	
no longer	phrase	
novel latest novel	n	
on one's own on my own	phrase	
original	adj, n	first, not copied
over over Shabbat	prep	during a particular period of time
plain plain T-shirt	adj	without a pattern
pollution	n	
pretty funny	coll	
produce	v	to make, to manufacture
proud (of)	adj	
publish was/were published	v	
put to better use	coll	
quality	n	
reaction	n	
release	v, n	
require	v	
responsible be responsible for sth/sb	adj	
shame feel shame	n	

Item	PoS	Meaning
shape	n	
size	n	
smart	adj	
software computer software	n	
sound sounds good / cool	v	
string guitar string	n	
such as	phrase	
support	v,n	
surely	adv	
take back take it back to the shop	phrasal verb	
take up	phrasal verb	
test	n,v	
tidy sth up	phrasal verb	
try on	phrasal verb	
turn into	phrasal verb	
variety a variety of..	n	
What's so funny?	phrase	
wool	n	
worry (about)	v	be concerned
would	modal verb	
wrap (up) wrap (up) a present wrap up warm	v / phrasal verb	