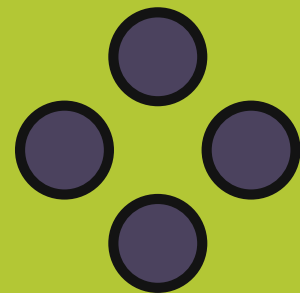


ART YOUR HEART

Teacher Guide



GATE 1 - LEARNING TOGETHER

GATE 3 - LEARNING THROUGH EXPLORATION

Art Your Heart

GATE 1 - Learning Together

GATE 3 - Learning Through Exploration

Introduction for Teachers:

This unit aims to immerse students in the world of graffiti and street art, providing them with opportunities to explore its history, techniques, and messages. Through a series of engaging lessons, students will develop their language skills, critical thinking, and creativity. Additionally, this unit emphasizes self expression, encouraging students to express their own opinions and personal experiences when thinking about art. Each lesson combines written and spoken activities with hands-on projects to ensure a dynamic and interactive learning experience.

Gate 3 Teachers will find here :

- 5 extra activities for Gate 3

All highlighted in gray in the Table of Contents and on gray pages.

Gate 3 is supposed to be more research oriented which is why most of the extras are designed with that in mind. Remember! Nothing is set in stone and you can decide what to include, what to leave out and how long to allocate for each section or lesson.

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INVITATION TO LEARN

Content of the lesson: In this lesson, students will explore graffiti art through a virtual tour. They will compare different graffiti pictures and discuss their observations. They will also learn briefly about a few graffiti styles and create their own AI graffiti piece.

Recommended time frame: 1 lesson (45 minutes).

LESSON 1



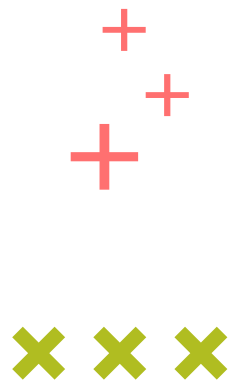
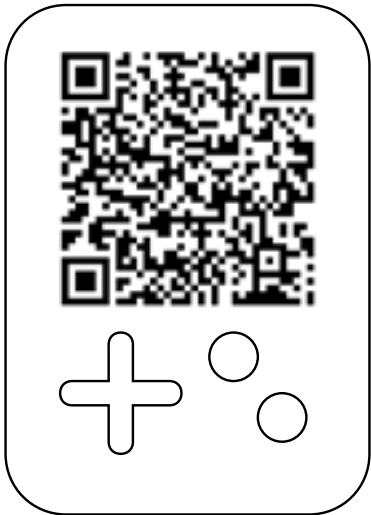
OPENING

Detective
work
Ahead!



Option 1 - with computers

Use the LMS to let students navigate in the virtual tour on their own. If computers are not available, use Option 2 as a group activity.



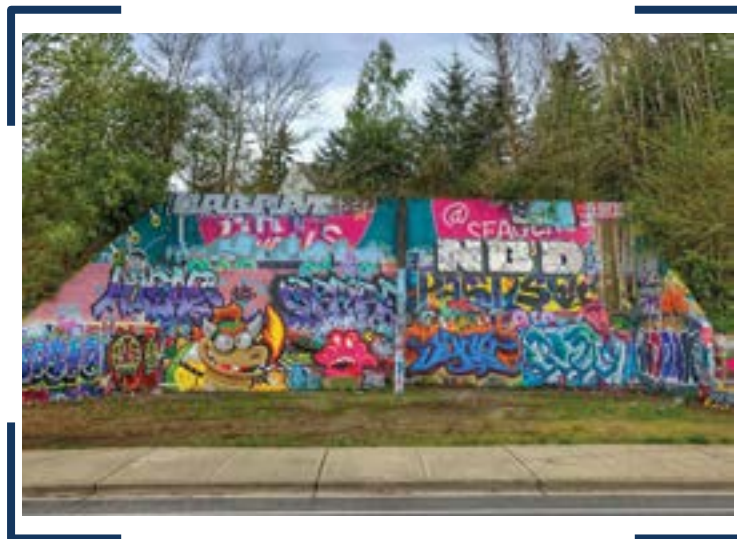


Option 2- Group Activity [\[Teacher toolkit #1\]](#)



Part 1

- Present the following poster. Explain that this is a graffiti wall in Manette, Washington in the USA.



- Split class into small groups.
- Hand each group two pictures taken from the virtual tour in the link.
- Ask students to choose one picture and **describe** what they see: colors, pictures, words, etc.

- Ask the students to **compare** the pictures they got, with the poster that was presented on the board.

Ask if they look the same [the answer is no, they do not]. Ask groups to think and provide a **reason**.

(!) Hint: Who paints graffiti? Who owns the wall? Is it possible one artist has painted over another artist's work?.

Part 2

A. Give each group this picture, tell them that this picture was taken on **July 30th, 2023**.

Was it taken before or after the two pictures above?

Discuss in groups and explain how you know.



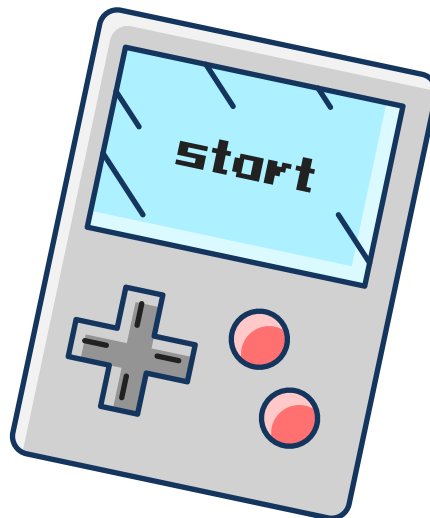
PART B - Different styles of graffiti**1. Presentations**

As you have seen, graffiti artists use many different styles. In fact there are **9 different styles**.

- Divide students into 9 small groups (3-4 students each)
- Assign each group a different style of graffiti. [[Teacher Toolkit #2](#)]
- Each group creates a short presentation explaining their style and demonstrating it using drawing tools:



- A. Description:** Explain the main characteristics and features of this style.
- B. Examples:** Provide and show at least one example (online image or draw on the board).
- C. Explanation:** Describe the key features of your example.



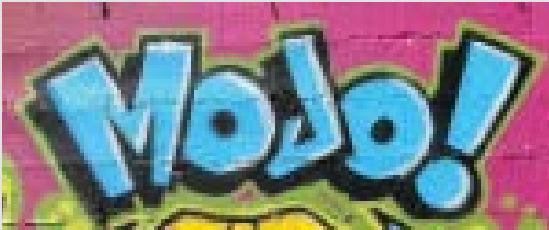


Independent Work

Student portfolio or LMS

Name the styles used on the Manette Wall.

WORD BANK: Piece, Throw-up, Tag , Wildstyle

Style	Graffiti
Tag	
Wildstyle	
Piece	
Throw-up	



Graffiti Your Name



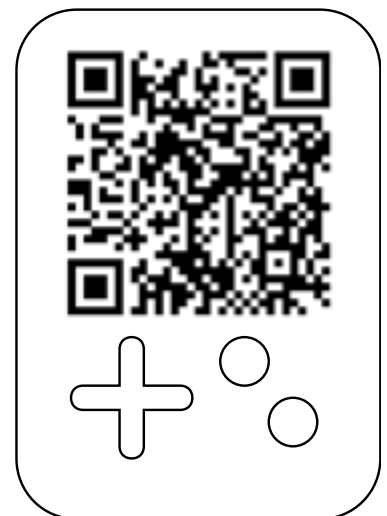
Option 1

Part 1

- Use your name or even better create for yourself a nickname (ie. "Berko").
 - If you are working with a friend create a name by combining a shortened version of both of your names (ie. "Noshrit" Noa + Oshrit).
 - Choose a strong name so your friends will be able to work out what you used as your image.
- Go to <https://ideogram.ai/login> or <https://leonardo.ai/> or any other AI image creator.
- Use a prompt like this: "Generate a graffiti image of the word " _____ " in different fonts and different backgrounds. (choices: Van, metal garage door, brick wall, side of bridge or anything else you can think of)
- Choose your favorite image.
- When you have finished- upload your picture, with your name/s

How to use the AI tool:

<https://vimeo.com/942976352?share=copy>



Option 2

If computers are not available, bring to the class some blank papers and have students create their own name in graffiti. You can bring magazines to cut letters from or just markers and crayons.



Part I History and Technique

This part of the unit contains 2 lessons in which students explore the history and techniques of graffiti. They will learn about the evolution of graffiti from ancient times to the modern era, understand various tools and techniques used by graffiti artists, and gain insights into the artistic processes involved in creating graffiti.

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

- add
- ancient times
- ankle
- argument
- bridge
- **carve**
- certain
- commit a crime
- communicate
- control
- **convey the message**
- delicious
- design
- **determine**
- depend on
- didn't come out well
- factory
- **far apart**
- **far away**
- **gang**
- get rid of sth
- hide
- in certain ways
- in order to
- involve
- let sb know (sth)
- **pay tribute to**
- plant pot
- practice
- **present (V)**
- (to) produce an effect
- race (win the race)
- record
- **sci-fi**
- **stand out**
- style
- technique
- **the way in which**
- **to fall of sth**
- to take up sth
- ugly
- **uncle**

Language Focus

- to or for
- Double consonant + ing
- Past Simple
- "Don't you think?"

Gate 3:

- Exploring Graffiti Techniques

History of Graffiti – From Cave Paintings to Street Art

Content of the lesson: In this lesson, students will learn about the history of graffiti from ancient times to the present. They will practice vocabulary and learn about the use of “for” and “to”

Recommended time frame: 2 lessons (90 minutes).

LESSON 2



OPENING

What is Graffiti?



Present the following paragraph on the board:

It is a well known fact that modern graffiti artists use **SPRAY** paint for their street art pieces. However, the word graffiti comes from the Italian word **graffito**, which means to “scratch” or “inscribe” and not “spray”. So what does the word GRAFFITI tell us about the history of this art?

Ask students to look up the translation of these 2 words and guess- how graffiti was made many years ago? With what tools and on what surfaces?

To scratch means to _____. [to make cuts or marks on something by pulling something sharp across it]

To inscribe means to _____. [to cut, print, or write words on the surface of a stone or coin]







So I guess many years ago graffiti was made with _____ on

We hope you are ready for some time-traveling!!!



Timeline activity [Teacher Toolkit #3]

- Divide class into groups of six students, and hand each group a set of pictures. Each student gets one picture.
- Students need to arrange the pictures in a historical timeline.
- Show the correct sequence and see how many groups were correct.

Cave paintings - 40,000 BCE	Egyptian Hieroglyphs - 3000 BCE	Roman Inscriptions - 1000 BCE
		
Renaissance Fresco paintings - 1400	New-York graffiti on trains 1970	Banksy stenciling street art 2000
		



Part A - Ancient Times



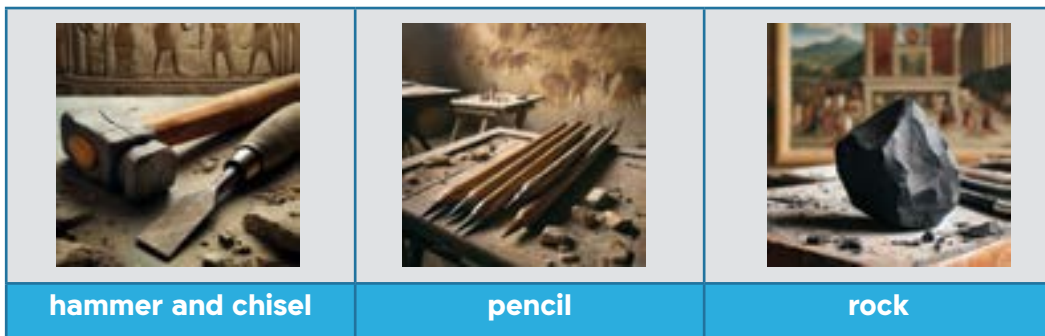
Independent Work

Student Portfolio or LMS

More than 40,000 years ago, the only way to present ideas was to **carve** out images on the **cave wall**. This was a smart way to communicate and record important events in history.

1. What would someone living 40,000 years ago use to make graffiti instead of spray paint?

Find the names of these tools online: [\[Teacher Toolkit #4\]](#)



2. When did people start to carve out images on cave walls?
 - a. about forty thousand years ago
 - b. about forty years ago
 - c. about four hundred years ago
 - d. about four thousand years ago





3. Match the term with its meaning according to the text.

לגלף , להקליט , להעביר מסר , להציג , מתנה , לתעד

Carve	Communicate	Record	Present
לגלף	להעביר מסר	לתעד	להציג

4. **What** might someone in ancient times carve on the wall of his cave?

Write 2 ideas / messages:

a. _____

b. _____

5. Did you ever imagine that people in ancient times would leave graffiti to record what animals looked like, express their love or to scratch their name on the famous Pyramids in Egypt?

Read about these 5 examples of ancient graffiti and check True/False for each of these statements. Correct the false statements. ([Teacher Toolkit #5](#))



F	Over 2000 years ago in Sudan people drew animals on a religious building.
	[Over 2000 years ago in Sudan people drew animals on a building.]
F	In Turkey people carved news reports. .
	[In Turkey people carved a word puzzle.]
T	Lupanar is a building in Italy where people wrote about sport events 2000 years ago .
F	1500 years ago, someone in Jordan carved a prayer for health on a rock.
	[1500 years ago someone in Jordan carved a prayer for forgiveness on a rock.]
T	In Egypt people wrote on the walls of the pyramids .



Part B - Modern Graffiti

Early 1900s - Gangs



Independent Work

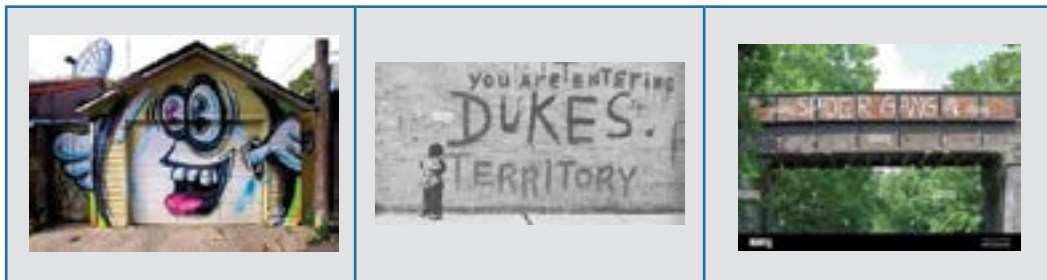
Read this short text and translate these 2 words into Hebrew:

- gang =
- to commit a crime =

In the early 20th century, many gangs would draw their names on walls of buildings, and things like bridges and garage doors. This was done mainly in order to show that they controlled a certain area of the city or to let people know about crimes committed by gang members. Gangs also used graffiti for paying tribute to fallen gang members and for challenging rival gangs to a fight.

- gang = a group of people who usually break the law
- (to) commit a crime = to do something illegal, for example steal something or kill someone.

Choose the 2 pictures that represent the paragraph you read:





Part C Language and Comprehension

1. Why did gangs use graffiti? **Check** all the reasons mentioned in the text.
Copy the phrase from the text to prove your answer.

<input type="checkbox"/>	To show their artistic skills
<input type="checkbox"/>	To mark their territory in the city "in order to show that they controlled a certain area"
<input type="checkbox"/>	To tell people about crimes they did "let people know about crimes committed by gang members"
<input type="checkbox"/>	To remember gang members who were killed "paying tribute to fallen gang members"
<input type="checkbox"/>	To start fights with other gangs "for challenging rival gangs to a fight."



2. Vocabulary: Graffiti & Gangs

Match these words and chunks with their Hebrew translations:

A. in order to	1. פשעים שבוצעו על ידי
B. control	2. לחלוק כבוד ל
C. a certain area	3. ליידע אנשים
D. crimes committed by	4. כדי
E. let people know	5. איזור מסויים
F. pay tribute to	6. לטלוט

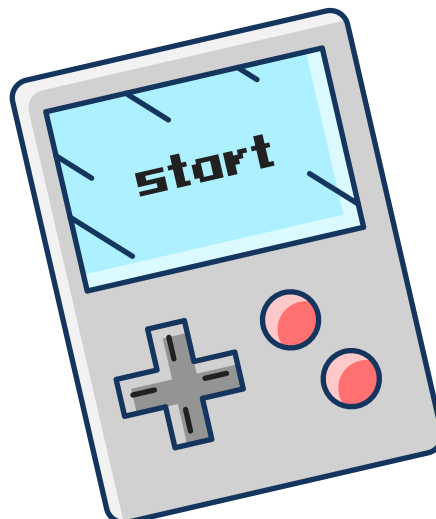
Answers: A-4, B-6, C-5, D-1, E-3, F-2

3. Vocabulary check

Put the missing words back in the text.

let certain area order controlled pay paying

In the early 20th century, many gangs would draw their names on walls of buildings, and things like bridges and garage doors. This was done mainly in order to show that they 1 [controlled] a certain 2 [area] of the city and to 3 [let] people know about crimes 4 [committed] by gang members. Gangs also used graffiti for 5 [paying] tribute to fallen gang members and for challenging rival gangs to a fight.



Part D Language Focus- "for" and "to"



Use the ppt ([Teacher Toolkit #6](#)) to teach the use of **"for"** and **"to"**.



PT SLIDES:

Look again at the four reasons gangs used graffiti and notice the language:

Gangs used graffiti:

- to show that they controlled a certain area of the city
- to let people know about crimes committed by gang members
- for paying tribute to fallen gang members
- for challenging rival gangs to a fight.

For: purpose

We use *for* to talk about the purpose of something or how something is used.

Blue bins are for paper.

Graffiti can be used for self-expression.

For is followed by a **noun** or the **-ing form of a verb**, which turns the verb into a noun (gerund).

Blue bins are for **paper**.

Blue bins are for **recycling** paper.

Graffiti can be used for **self-expression**.

Graffiti can be used for **expressing** yourself

In many cases, you can say both:

Graffiti can be used for **expressing** yourself

Graffiti can be used to **express** yourself.

X But don't say: ~~Graffiti can be used for to express yourself.~~

After teaching, present the following 7 sentences on the board (**also in the ppt**).

Ask students to raise their *left hand* if they think the sentence should be completed with "to," and to raise their *right hand* if they believe it should be "for."

1 - Complete the sentences below with either for or to.	
a. Street artists wear goggles ____ protect their eyes.	to
b. Street artists wear goggles ____ protection	for
c. Shading is usually added ____ add depth to an image.	to
d. He can teach you a variety of techniques ____ painting things like clouds, skin and smoke.	for
e. It's an ancient method ____ collecting rainwater.	for
f. This jacket is perfect ____ cold weather.	for
g. Use the small key ____ unlock the door.	to



Pair Work

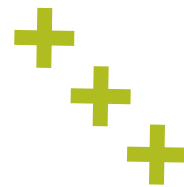


- Give each pair one sentence. Attach "to" and "for" to two different walls in the classroom.
- In pairs: discuss and determine whether their sentence should be completed with "to" or "for". Then they move to the correct side of the classroom. ([Teacher Toolkit #7](#))
- Let students check each other's answers- each pair looks at another pair's answer and discusses if they were correct.
- Students have these sentences also in their Student Portfolio. After deciding on their sentence, let them complete the two following exercises in pairs.



3a - Let's review

3a. Complete the sentences below with either for or to .	
a. We travel ____ explore new places.	to
b. We travel ____ fun.	for
c. This machine is used ____ cut paper.	to
d. It's a knife ____ cutting bread.	for
e. I went to the store ____ buy some milk.	to
f. She is saving money ____ her vacation.	for
g. He uses a pen ____ write letters.	to
h. They need a car ____ travel to work.	to
i. This book is good ____ learning English.	for
j. She bought flowers ____ her mother.	for



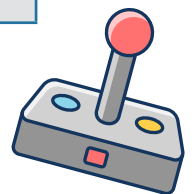
3b - Let's review some more

a. We went to the park ____ play soccer.	to
b. He needs time ____ finish his homework.	to
c. They made a cake ____ the party.	for
d. She wears glasses ____ see better.	to
e. This tool is used ____ fixing bikes.	for
f. He took a nap ____ feel more rested.	to
g. We need paper ____ draw pictures.	to
h. She brought an umbrella ____ stay dry.	to
i. He called a taxi ____ get to the airport.	to



Independent Work

Student Portfolio or LMS



4. Complete the sentences in a logical and correct way.	
a. This jacket is perfect for [cold weather].	cutting bread
b. Use the small key to [unlock the door].	cut paper
c. We travel to [explore new places].	explore new places
d. We travel for [fun].	fun
e. This machine is used to [cut paper].	unlock the door
f. It's a knife for [cutting bread].	cold weather
	to wear in cold weather



Did you notice the spelling?

This machine is used **to cut** paper.

It's a knife **for cutting** bread.



We double the last consonant of the word before adding -ing to the verb if:

The word has only one syllable (like "cut" and "stop").

The word ends in 1 vowel + 1 consonant (like "u" + "t" in "cut" or "o" + "p" in stop).

cut → They were **cutting** the pizza when she surprised them.

stop → We worked all day without **stopping**.

The word has two syllables and the stress is on the last syllable (like "begin")

begin → **beginning**

The same rule works with the -ed form of the verbs

stop → We **stopped** for lunch.

occur → The same problem **occurred** last week.

Remember these verbs do **not** get a double consonant:

ride → riding, write → writing (they end in vowel 'e')

instruct → instructed, instructing; help → helped, helping (they end in 2 consonants)

happen → happened, happening, visit → visit, visiting (they have 2 syllables and the final syllable is not stressed)



5. Complete the sentences below with the correct form (V+ed or V+ing) of the word.

Make sure to spell it correctly.

begin wrap win chat stop open

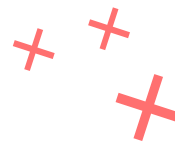
- a. She [stopped] at the traffic lights.
- b. The shop assistant [wrapped] the present.
- c. I don't like [chatting] with chatbots. I prefer real humans.
- d. We are [beginning] our journey early in the morning.
- e. Having fun is more important than [winning].

6. Now do the same with these verbs, but pay attention - some of them don't need a double consonant.

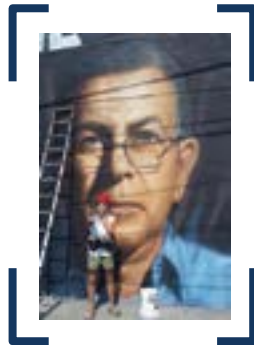
run make scratch divide get plan

- a. Shhh! We are **planning** a birthday party!
- b. The teacher **divided** the class into two groups. #That's right. "Divide" ends in vowel - no need for a double consonant.
- c. I am **getting** ready for school. Where's my backpack?
- d. He **scratched** his arm while climbing the tree. #That's right. More than one consonant (tch) - no need to change anything.
- e. Where are the children? ~ They are **running** around the playground.



Part E: Graffiti Today**PART 1** - Read together and answer

In the 1960s, gangs, which were becoming very powerful and dangerous, still used graffiti to mark their territory, but graffiti also became a cool way to express yourself. A famous early example is the artist TAKI 183, known for his tags all over New York City. He lived on 183rd street in Washington Heights, a poor part of the city, and tagged the subway stations, billboards and anywhere else he thought was a good spot on his way to school. As he got older, he put tags in other areas where he had jobs as a delivery boy. Eventually, in July 1971, the New York Times noticed him and wrote an article about him. TAKI 183 is now known as the father of modern graffiti.

1. Choose the 2 pictures that represent this paragraph:**2. In which decade might modern graffiti have started?**




- A) 1950s
- B) 1960s
- C) 1970s

3. Where did graffiti first start appearing? _____ (Cities, subways, billboards)**4. Who was TAKI 183?** _____ (The father of modern graffiti)



PART 2 - Match ([Teacher Toolkit #8](#))

- Give each group a set of 9 cards.
- Student need to match the definitions with the pictures and names of the places where people would spray their graffiti in the big city

<p>A road above water or street that connects two parts of the city</p>	<p>bridge</p>	
<p>A big sign hanging on a tall building or over the highway</p>	<p>billboard</p>	
<p>A train that moves underground</p>	<p>subway</p>	





PART 2

As a group, imagine you are graffiti artists.

Where would you paint your graffiti and why? What would be the message of your piece?

Let each group member express his/her own ideas and come up with a place and a message.





Language Focus

Past Simple

A. Find the verbs in the Past Simple in the text and highlight them. There are nine of them, not counting the verb "to be" (was/were).

[REMIND ME- Past Simple rules on p.36]

In the 1960s gangs, which were becoming very powerful and dangerous, still **used** graffiti to mark their territory, but graffiti also **became** a cool way to express yourself. A famous early example is the artist TAKI 183, known for his tags all over New York City. He **lived** on 183rd street in Washington Heights, a poor part of the city, and **tagged** the subway stations, billboards and anywhere else he **thought** was a good spot on his way to school. As he **got** older, he **put** tags in other areas where he **had** jobs as a delivery boy. Eventually, in July 1971, the New York Times **noticed** him and **wrote** an article about him. TAKI 183 is now known as the father of modern graffiti.

(!) Note

known is not the verb in the past tense; it is the 3rd form (V3) and it is used here as an adjective.

מוכר מ- \ ידוע כ-



This is the text with 10 verbs in the past tense in bold. Sort them into regular and irregular.

In the 1960s gangs, which were becoming very powerful and dangerous, still **used** graffiti to mark their territory, but graffiti also **became** a cool way to express yourself. A famous early example is the artist TAKI 183, known for his tags all over New York City. He **lived** on 183rd street in Washington Heights, a poor part of the city, and **tagged** the subway stations, billboards and anywhere else he **thought** was a good spot on his way to school. As he **got** older, he **put** tags in other areas where he **had** jobs as a delivery boy. Eventually, in July 1971, the New York Times **noticed** him and **wrote** an article about him. TAKI 183 is now known as the father of modern graffiti.

Regular	Irregular
tagged	became
used	put
lived	got
noticed	thought
	had
	wrote



- Regular verbs are easy to find thanks to the **-ed** (*tag+ed*) or **-d** when the verb ends with e (*use+d, live+d*).

Simple enough, isn't it?

- Irregular verbs are tricky. You just have to memorize them.



C. What are the present forms of the six irregular verbs you found in the text?

Irregular verbs	
Present	Past
become	became
put	put
get	got
think	thought
have/has	had
write	wrote



Past Simple practice

Complete the sentences below with the Past Simple form of these verbs:

leave	go	fight	understand	go up
hide	fall	have	come out	rise

1. They [went] swimming after school.
2. Did you [have] breakfast this morning? #Correct. No need to change the form of *have* - "did" shows that it's past.
3. I didn't [understand] the instructions at first. #Correct. No need to change the form of *understand* - "did (not)" shows that it's past.
4. She [hid] the present behind her back.
5. He [left] a note before leaving.
6. The price of gas [went up] last week.
7. They're not talking again. Did they [fight] with each other? #Correct. No need to change the form of *fight* - "did" shows that it's past.
8. Global temperatures [rose] by 1.50 in 2023.
9. He [fell] off his bike yesterday.
10. I wanted to draw a lion, but it didn't [come out] well. #Correct. No need to change the form of *come out* - "did (not)" shows that it's past.

LF: Collocations

Match the verbs on the left with their partners on the right to make collocations from the previous exercise.

1. went	a. a note
2. have	b. well
3. left	c. breakfast
4. fell off	d. swimming
5. didn't come out	e. his bike



Answers: 1-d, 2-c, 3-a, 4-e, 5-b

LF: Grammar in context

A. Complete the dialogs with the correct form of these pairs of verbs. Note that sometimes the verb should stay in the same form and sometimes in the past form (V2):

throw away - take up	put - hide	go - go on	leave - feel (V)
-------------------------	------------	------------	------------------

Example A: Why did your family [leave] Russia?
 B: We didn't [feel] safe there with the war and everything.



Here both verbs are in the base form because these are a question: *Did ... leave?* and a negative *didn't feel safe*

1.	A: Did you [go] to see the movie yesterday? B: Yes, it was [went on] for three hours and I hate <u>sci-fi</u> .	מדע בדיוני
2.	A: Where did they [put] the keys? B: I think they [hid] them under the <u>plant pot</u> .	עציץ
3.	A: Why did you [throw away] the sofa? B: It [took up] too much space so we decided to <u>get rid of it</u> .	להיפטר מ, לזרוק

B. Now do the same with these pairs of verbs.

	win - hurt	make - come out	fight - have
4.	A: Do you know if she [won] the race? B: No, she [hurt] her <u>ankle</u> and couldn't compete.		קריסול
5.	A: Did your sister [make] this cake? B: Yeah, and it [came out] <u>delicious</u> .		מענג, טעים מאוד
6.	A: They're not talking again. Did they [fight] with each other? B: Yeah, they [had] an <u>argument</u> yesterday.		ויכוח (היה להם ויכוח)

LF: Collocations 2

A. Match the verbs on the left with their partners on the right to make collocations from the previous exercise

1. went on	a. an argument
2. had	b. too much space
3. hurt	c. the race
4. took up	d. for three hours
5. won	e. her ankle

Answers: 1-d, 2-a, 3-e, 4-b, 5-c

B. Can you complete the verbs from memory? Remember they should be in the past tense.

---- [went on]	for three hours
--- [had]	an argument
---- [hurt]	her ankle
---- [took up]	too much space
--- [won]	the race



LF: Vocabulary review

A. Let's review the vocabulary from the previous exercise

English	Hebrew Translation
ankle	קרסול
had an argument	התווכחו
didn't come out well	לא יצא טוב
plant pot	עציץ
won the race	ניצח במרוץ
delicious	טעים
get rid of	להיפטר מ
sci-fi	מדע בדיוני
fell off his bike	נפל מהאופניים שלו
took up too much space	תפס הרבה מקום
uncle	זוד
factory	מפעל



B. Now complete the gaps in the sentences below using some of these words and collocations.

1. Tom ___ ___ ___ yesterday and broke his arm. [fell off his bike]
2. I watched a great ___ ___ movie last night on Netflix. [sci-fi / sci fi]
3. The kids worked together to ___ ___ the old junk in the garage.
[get rid of]
4. She placed the flowers in a large ___ ___ by the window. [plant pot]
5. He was playing soccer and he hurt his ___ . [ankle]
6. After months of training, she finally ___ ___ . [won the race]

C. Write your own sentence using one of the above words/collocations

Pronunciation focus



Click on the word / phrase to hear how it's pronounced.

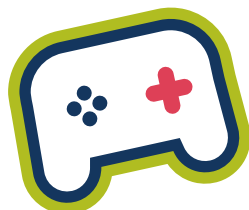
delicious
message
through
I thought
ancient times

Listen and type

delicious	_____	[thought]
message	_____	[through]
through	_____	[message]
I thought	_____	[delicious]
ancient times	_____	[message]

Now record yourself

delicious
message
through
I thought
ancient times





At the Pesach Seder we celebrate our exodus from Egypt. In Egypt we were slaves and we built the pyramids for Pharaoh. What message might you have left on the pyramid during that time? What picture might you have drawn? What symbol? Why?



Remind me: Past Simple

We used the Past Simple to talk about events in the past. To form the Past Simple, we add *-ed* or *-d* to most verbs. The word has only one syllable (like "cut" and "stop").

Ancient people painted graffiti on cave walls.

Ancient people used wall paintings to express ideas.

But there are a lot of irregular past forms in English.

write → wrote

Ancient people wrote graffiti on cave walls.

Here are some irregular verbs in English, with their past tense forms:

am, is (be) → was

are (be) → were

break → broke

feel → felt

go → went

have → had

make → made

take → took



Past Simple: questions and negatives

To form the Past Simple, we add -ed to most verbs. But not in questions or negatives. In questions and negatives we use did to show that the sentence is the past. The main verb does not change.

+		She		stopped	at the traffic lights.
-		She	did not (didn't)	stop	at the traffic lights.
?	Did	She		stop	at the traffic lights?

See example with irregular verbs

To form the Past Simple, we add -ed to most verbs. But not in questions or negatives. In questions and negatives we use did to show that the sentence is the past. The main verb does not change.

+		Ancient people		wrote	graffiti on cave walls.
-		Ancient people	didn't	write	graffiti on cave walls.
?	Did	Ancient people		write	graffiti on cave walls?



Graffiti Tools and Techniques

Content of the lesson: This lesson focuses on the tools and techniques used by graffiti artists. Students will brainstorm tools, read about different graffiti tools, and learn various techniques.

Recommended time frame: 1 lesson (45 minutes).

LESSON 3



OPENING

- How do graffiti artists make their work stand out?
- They use a variety of tools and techniques to create their art. In this lesson, you will learn about some of these.

PART A - Tools

- Ask students to brainstorm tools that they think are needed in order to paint graffiti or Street Art.
- Write their answers on the board OR use a menti-meter to collect responses.
- Present the following list of objects and ask students if they think there's anything else in the list that is useful for graffiti artists. ([Teacher toolkit #9](#))



<input type="checkbox"/> hammer	<input type="checkbox"/> pencils	<input type="checkbox"/> sketchbook
<input type="checkbox"/> spray paint	<input type="checkbox"/> ladder	<input type="checkbox"/> crayons
<input type="checkbox"/> saw	<input type="checkbox"/> markers	<input type="checkbox"/> needle and thread
<input type="checkbox"/> chisel	<input type="checkbox"/> scissors	<input type="checkbox"/> rock

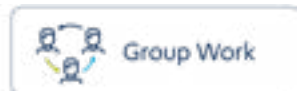




Students discuss and decide which tool is the most important one, and why. Students write in their student portfolio.

pencils	sketch book	markers	pens
spray paint	colored pencils	sketches	crayons

We think the most important tool is _____ because _____



Students read about Graffiti Tools: <https://app.7taps.com/k6lJ5ledPrH3M>
 Then, match the image to the graffiti tool and the tool's purpose. ([Teacher Toolkit #10](#))



Optional game: Choose 5 volunteers to mime the use of different tools. The rest of the class will then guess which tool is being mimed.



Graffiti tools	Purpose	
graffiti markers	useful for tagging	
sketchbook/blackbook	to plan and practice	
spray paint cans	for painting	
caps and nozzles	to control the spray	
protective goggles, mask and gloves	to protect yourself	



Part B: Graffiti Techniques



Group Work



Read together and answer the questions:

1 - What is a technique?

Read and **highlight** examples of techniques for graffiti spraying in the text:

A technique is the **way** in which an artist makes a specific design. For example, holding a spray can in certain ways produces different effects. But first, the graffiti artist should decide on a style. The style then determines which techniques (and which tools) to use. How **close or far away from the wall** the artist stands, how **high or low** the artist sprays and how **close or far apart** the artist paints letters, symbols and numbers – all these techniques help create the desired style. Of course, each artist can then add their tags...



Language Focus

Vocabulary

1. Match these words and collocations with their translations

a. the way in which	1. רחוק מ...
b. technique	2. באופנים מסוימים
c. design	3. סגנון
d. in certain ways	4. איך \ הדרך שב...
e. (to) produce an effect	5. טכניקה
f. far away	6. לקבוע
g. far apart	7. עיצוב
h. style	8. רחוקים אחד משני
i. (to) determine	9. ליצור אפקט

Answers: a-4, b-5, c-7, d-2, e-9, f-1, g-8, h-3, i-6



2 - Play the recordings to the whole class or read it out loud yourself.

Listen and spell

_____ [certain]
 _____ [far away]
 _____ [design]
 _____ [technique]
 _____ [determine]

3 - Can you now put the words back in the text where they belong?

certain way far away far apart effects design

A technique is the [way] in which an artist makes a specific [design]. Holding the spray can in [certain] ways produces different [effects]. How close or [far away] from the wall the artist stands, how high or low the artist sprays and how close or [far apart] the artist paints letters, symbols and numbers [determine] the style the artist chooses.

4. Writing your own exercises



- Divide students into groups.
- Each group creates a vocabulary exercise for the other groups. The exercise can be in the form of true/false questions, sentence completion, multiple choice, etc.
- Each exercise must include at least 6 vocabulary words.
- Groups exchange exercises with another group and complete the new exercise.



4. Writing your own exercises



- Divide students into groups.
- Each group creates a vocabulary exercise for the other groups. The exercise can be in the form of true/false questions, sentence completion, multiple choice, etc.
- Each exercise must include at least 6 vocabulary words.
- Groups exchange exercises with another group and complete the new exercise.

LF2 - REVIEW: TOOLS & TECHNIQUES



Let's review the language you've learned in this lesson.

1. Complete sentences 1-5 with the pairs of words below. Both words in the pair should match the sentence, but you may have to change the order.

variety - produce	involves - steps	designs - practice	gloves - protect	stand out - add
------------------------------	-----------------------------	-------------------------------	-----------------------------	----------------------------

- a. The technique of painting graffiti [involves] three main [steps].
- b. "Black Books" are used by artists to plan and [practice] their [designs].
- c. Street artists often wear [gloves] and goggles to [protect] themselves.
- d. Famous graffiti artists [add] shapes and shading to the letters to make them [stand out].
- e. Different companies [produce] spray paint in a [variety] of colors.

2. Many English words have different meanings. What's the meaning of the underlined words in these sentences? Choose the Hebrew that fits best.

The technique of painting graffiti <u>involves</u> three main steps.	מעורב כולל מדובר
"Blackbooks" are used by artists to plan and <u>practice</u> their design	להתאמן על תרגול להתמחה
Famous graffiti artists add shapes and shading to the letters to make them <u>stand out</u> .	להחזיק מעמד להתבלט לעמוד בחוץ

VOCABULARY IN CONTEXT

1. Complete the gaps in the dialogues below with the following words:

techniques	design	determine	style	ugly	depends
-------------------	---------------	------------------	--------------	-------------	----------------

1.	A: He used a variety of [techniques] to paint the picture. B: Hmm. Don't you think it's always the same [style]?
2.	A: I like the [design] of this building; it's modern and attractive. B: Hmm. Don't you think it's a bit [ugly]?
3.	A: How hard you work will [determine] how well you do in the test. B: Don't you think it usually [depends] on luck?

Do you agree with A or B in the last dialog? Why?





(!) Did you notice how B responds in each dialog? **Don't you think...?**

This is a way to express your opinion carefully. We use it if we're worried that our opinion might make the other person angry or that they might disagree with us:

- *Don't you think it's time to go back home?*

You can also say "Don't you think **that** ...?"

- *Don't you think that you should call your parents and let them know you're OK?*

2. Complete the B responses using the pattern above:

Her style of clothing is cool and colorful.

Hmm. _____.

Example: Don't you think it's a bit too much?

In certain ways, cats and dogs are similar.

_____.

Example: Don't you think that dogs are much better?



3. Complete sentences 1-5 with the pairs of words below. Both words in the pair should match the sentence, but you may have to change the order.

which	way	produce	far away	far apart	produces	ways
-------	-----	---------	----------	-----------	----------	------

- a. The way in [which] she paints is very special.
 b. In certain [ways], cats and dogs are similar.
 c. Adding music can [produce] an effect of happiness.
 d. The beach is [far away] from our house.
 e. The two houses are [far apart] from each other.

4. Can you recall whole chunks from the first letters?

- a. The w___ i__ w_____ she paints is very special. [way in which]
 b. In c_____ w_____, cats and dogs are similar. [certain ways]
 c. Adding music can p_____ an e_____ of happiness. [produce effect]
 d. The beach is f___ a_____ from our house. [far away]
 e. The two houses are f_____ a_____ from each other. [far apart]



GATE 3 - Exploring Graffiti Techniques

Objective: To research and present information on various graffiti techniques, understanding their context and application.

Instructions for the Research Task

- Divide class into small groups of 3–4 students.
- Each group will choose one graffiti technique to research. Possible techniques include:
 - Tagging
 - Throw-Up
 - Piece
 - Stencil
 - Wildstyle
- **Research Questions**

Each group will research their chosen technique, focusing on the following questions:

 1. **Description:** What is the technique? Describe it in detail.
 2. **History:** When and where did this technique originate?
 3. **Tools:** What tools are commonly used for this technique?
 4. **Styles and Variations:** Are there different styles or variations within this technique?
 5. **Famous Artists:** Who are some well-known graffiti artists who use this technique?
 6. **Impact and Use:** How is this technique used in different contexts (e.g., social, political, personal)?
 7. **Visual Examples:** Find or create visual examples of this technique.
- Each group will present their findings in a visual manner OR a class presentation- according to the teacher's choice.



Exit Ticket



In spoken English, we don't usually say:

- *The way in which...*

We simply say:

- **The way** (in which) she paints is very special.

Here are some more examples:

- **The way the artist uses** light is very original. I really like it.
- I don't like **the way he talks** to me.
- I really like **the way she** combined shapes and lines.

Look at these three graffiti pieces. Choose two and say what you like about them using the pattern above.

Record the conversation between you and send it to the teacher / upload to the LMS.

You can think about the following idea to help you talk:

- What do you think about the way the artist uses color?
- What about the use of light?
- What do you think about the shapes and lines?
- Does this piece speak to you? Why or why not?



Picture #1
Designed by Freepik



Picture #2
Designed by Freepik



Picture #3
Designed by Freepik

Part II Street Art

This part of the unit contains 2 lessons focused on street art and its messages. Students will analyze different graffiti artworks to uncover the meanings behind them, create their own graffiti murals, and explore how poetry can be integrated into street art to convey powerful messages..

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

- aim
- apologize
- beside
- citizen
- (to) join forces
- lock
- miss sth / sb
- original
- poem
- poetry
- popcorn
- postpone
- power
- powerful
- promise
- realize
- remind sb of sth
- remove
- simply because
- stop and think
- therefore
- version
- visitor

Language Focus

- Words for writing: because / that's why / therefore
- Past Simple
- Verb forms (Infinitive, present simple, past simple)
- "Power" collocations

Messages through Graffiti

Content of the lesson: Students will analyze the meanings conveyed through graffiti. Activities include discussing graffiti pictures, learning vocabulary, and creating their own graffiti mural.

Recommended time frame: 2 lessons (90 minutes).

LESSON 4



OPENING

Part A - Class discussion

Look at the following images. Do you understand their meaning?



Now look at this picture. Do you understand its meaning? Why is it easier to understand the message?



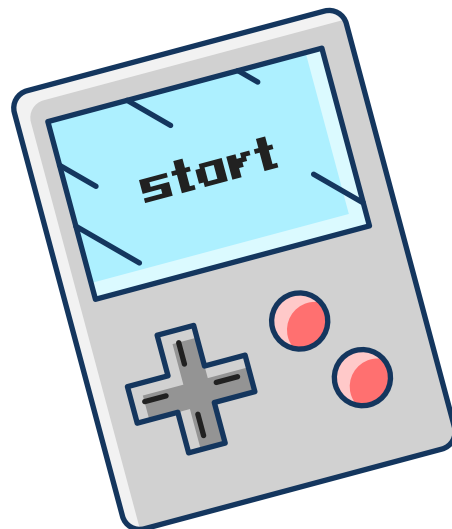


Complete the gaps in the text below; use the Hebrew translation to help you.

express yourself	like	powerful	conveys the message
turn to	that's why	a way of	through

The last picture [conveys the message] of peace. It's easy for us to understand even without using language. It is international. Creating art is a great way to [express yourself]. Not everyone can express themselves [through] speaking or writing, [that's why] they [turn to] other creative forms of self-expression [like] dancing, drawing, singing, etc. Art has always been [a way of] communicating through images and colors, and therefore is a [powerful] form of expression.

התמונה האחרונה מעבירה את המסר של שלום. קל לנו להבין גם בלי להשתמש במילים. זה בינלאומי. יצירת אמנות היא דרך מצוינת לבטא את עצמך. לא כל אחד יכול לבטא את עצמו באמצעות דיבור או כתיבה, זו הסיבה שהם פונים לצורות ביטוי יצירתיות אחרות של ביטוי עצמי כמו ריקוד, ציור, שירה וכו'. אמנות תמיד הייתה דרך לתקשר באמצעות דימויים וצבעים, ולכן היא צורת ביטוי רבת עוצמה.





Language Focus

Vocabulary

Here is the same text with gaps. Can you put the words back where they belong?

turn	through	communicating	conveys	yourself	expression	forms
------	---------	---------------	---------	----------	------------	-------

The last picture [conveys] the message of peace. It's easy for us to understand even without using language. It is international. Creating art is a great way to express [yourself]. Not everyone can express themselves [through] speaking or writing so they [turn] to other creative [forms] of self-expression like dancing, drawing, singing, etc. Art has always been a way of [communicating] through images and colors, and therefore is a powerful form of [expression].

LF - Important words for writing

The last picture conveys the message of peace. It's easy for us to understand even without using language. It is international. Creating art is a great way to express yourself. Not everyone can express themselves through speaking or writing, **that's why** they turn to other creative forms of self-expression like dancing, drawing, singing, etc. Art has always been a way of communicating through images and colors, and **therefore** is a powerful form of expression.

We use *that's why* and *therefore* to explain or show the result.



LF - that's why / therefore

Look at how *that's why* and *therefore* are used.

I didn't eat breakfast, **that's why** (=that is the reason why) I am already hungry.

His car is bigger and **therefore** (=for that reason) more comfortable.

Complete the gaps with
that's why or *therefore*

HINT: Two sentences need *that's why* and two sentences need *therefore*

1. People have different tastes and [therefore] different opinions.
2. The last was shorter and [therefore] easier.
3. My big sister always gives me good advice, [that's why] I need to ask her opinion.
4. His last movie was terrible, [that's why] his career came to an end.

LF - because / that's why / therefore

- **Because** is used to show the reason.
- **That's why** is used to show the result.

In a way, they are opposites.



reason

RESULT

He didn't study much for the exam. **That's why** he didn't pass.

We can also use *therefore* here, but it's more formal

He didn't study for the exam; **therefore**, he failed.

result

REASON

He didn't pass **because** he didn't study for the exam.

LF - because / that's why / therefore

Punctuation: Do not use comma (,) before **because**.

Do use comma (,) before **that's why** or start a new sentence with **That's why**, like in the example above .

Match the sentence halves in a logical way:

1. He was late for class, that's why	a. ... it was raining.
2. They couldn't go to the beach because	b. ... they wanted to mark their territory.
3. She lost her keys, that's why	c. ... he lived on 183rd street.
4. Gangs used graffiti because	d. ... his name is TAKI 183.
5. The artist TAKI 183 lived on 183rd street. That's why,	e. ... he missed the instructions.
6. His name is TAKI 183 because	f. ... she was late for work.

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





Without *because* sentences would be short. The word '**because**' helps us write longer sentences.

You should eat fruit and vegetables. They are full of vitamins.

→ You should eat fruit and vegetables because they are full of vitamins.

Combine the sentences below using the word 'because' :

1. He went to bed early. She had an important meeting in the morning.
[She went to bed early because she had an important meeting in the morning.]
2. He likes to exercise every day. It helps him stay fit and healthy.
[He likes to exercise every day because it helps him stay fit and healthy.]
3. They missed the bus. They arrived at the bus stop too late.
[They missed the bus because they arrived at the bus stop too late.]

Look at the text again and see where "because" can be added

Original:

The last picture conveys the message of peace. It's easy for us to understand even without using language. It is international...

The last picture conveys the message of peace. It's easy for us to understand even without using language **because** it is international.



Complete the sentences with "**because**" or "**, that's why**"

I went to the supermarket [because] we needed **popcorn** .

We needed **popcorn** [, that's why] I went to the supermarket.

Our old phone **simply** stopped working [, that's why] I bought a new phone.

He bought a new phone **simply** [because] his old one stopped working.

There was bad weather [, that's why] they **postponed** their vacation.

They **postponed** their vacation [because] their flight got canceled due to bad weather.

She **removed** the price tag from the shirt [because] it was a gift.

She gave the shirt as a gift [, that's why] she **removed** the price tag.

He was late for school [because] he **missed** the bus

He **missed** the bus [, that's why] he was late for school.

LF- Vocabulary Focus

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

1. I went to the supermarket because we needed **popcorn** .

2. He bought a new phone **simply because** his old one stopped working.

3. There was bad weather, that's why they **postponed** their vacation.

4. She gave the shirt as a gift, that's why she **removed** the price tag.

5. He was late for school because he **missed** the bus.

פופקורן - popcorn

דחו - postponed

פיספס - missed

הסיר - removed

פשוט בגלל - simply because

התגעגע - missed

פרסם - published



The verb (to) miss has a few meanings in English.

- miss the bus / train / meeting / doctor's appointment - / לפספס להחמיץ
- miss someone - להתגעגע

Vocabulary focus - practice

Use these words to complete the sentences below; don't forget to put the verbs in the correct form (the past). You may use some words more than once.

simply because	remove	miss	postpone	popcorn
1. We arrived early [simply because] the bus was not late.				
2. I [removed] the gum from my shoe.				
3. She [missed] the point of our conversation, that's why I had to explain to her again.				
4. We [postponed] the meeting because no one arrived on time.				
5. Many people love to eat [popcorn] at the movies.				
6. I [missed] you very much because I haven't seen you in a long time.				



GATE 3 - Group Project: Curate a Graffiti Art Display with Museum Plaques

- Split the class into small groups of 3-4 students.
- Each group will be assigned one type of message conveyed through graffiti: Social, Political, Economic, or Personal.
- Each group will curate a display of 3 graffiti works that fit their assigned category.

Steps to Complete the Task

Step 1: Collect Visual Examples:

- Choose 3 graffiti works that convey the message type you need to present from this Padlet.
- Use the title to find out as much as possible through online search engines to ensure each piece clearly communicates the intended message and has a background story.

Step 2: Display Components:

1. **Title and Introduction:** Create a title for your display and write an introduction explaining the category of messages you are focusing on.
2. **Artworks and Museum Plaques:** For each of the 3 graffiti works, provide:
 - An image of the graffiti.
 - A museum plaque that includes:
 - **Title of the Artwork**
 - **Message Category**
 - **Artist's Name** (if known)
 - **Year Created**
 - **Location** (where the graffiti is found)
 - **Description:** A brief explanation of the artwork and the message it conveys.

Step 3: Present Your Display

- Each group will present their curated display to the class.
- Explain the significance of each graffiti work and how it fits into the chosen category.
- Discuss the overall impact of the display and what you hope viewers will learn or feel.

Step 4: Reflect and Discuss

- After all presentations, have a class discussion about the different types of messages conveyed through graffiti.
- Reflect on the power of graffiti as a medium for social, political, economic, and personal communication.
- Discuss any new perspectives or insights gained from the project.
- Each group must choose **one** graffiti work displayed by another group and explain why it could also be included in their own display

Watch and Learn

As your classmates present their graffiti art displays, use this page to take notes and think about their presentations, and which piece of art you would like to steal for your own display.

	Title				
Group 1					
Group 2					
Group 3					
Group 4					

3. Reflection

- Choose one graffiti piece that was presented by group 1. What is important about this graffiti work?
- Choose one graffiti piece that was presented by group 2. How does it fit into the chosen message type?
- What did you learn or feel from the group 3 display?
- What emotions did you feel while viewing the Group 4 display, and what do you think caused those emotions?

4. Connecting Graffiti Works

- Choose one graffiti work from another group that you think could also be included in your display. Explain why.
- Group Number of Chosen Work: _____
- Title of Chosen Work: _____
- Reason for Inclusion: _____
- Create a new museum plaque that is different from the one created by the presenting group, to make it fit your own group's display.

Gate 1- Part B Graffiti Messages






(Teacher Toolkit #11)

- A. Hang four short texts about the four types of graffiti (Social, Political, Economic, and Personal) in different corners of the classroom.
- B. Divide the class into four groups, and give each group printed copies of three graffiti pieces. Students will work together to identify the correct type of graffiti based on the images they have received. They will then sit next to the appropriate sign. You will give them a handout with the following questions for them to discuss each piece:
 - What is the main message of this graffiti?
 - What symbols or elements help convey this message?
 - How does this graffiti piece make you feel?

They will also have one last question about their specific theme.

SOCIAL GRAFFITI

Social graffiti is art on walls that talks about people's lives and issues. It shows how people feel about their community and the world around them. This kind of graffiti can make us think about important topics like equality and friendship.

1	2	3
		

What is the social message of each piece?

WORD BANK: gender equality, digital-criticism, environmental awareness

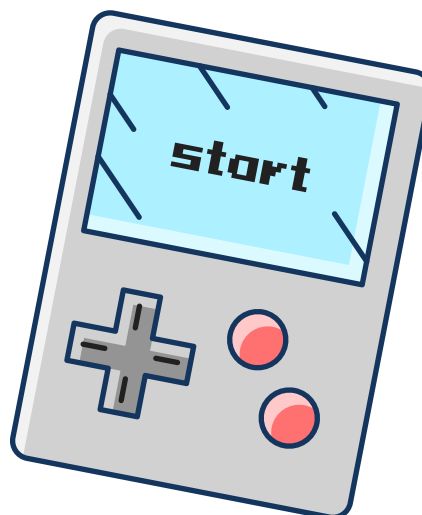
POLITICAL GRAFFITI

Political graffiti is a way for artists to share their opinions about leaders and governments. It often appears during important times like elections. This graffiti tries to get people to discuss politics.

1	2	3
		

Can you guess in which country each of these pieces was presented?

WORD BANK: USA, Russia, Israel



ECONOMIC GRAFFITI

Economic graffiti focuses on money and business matters. It can highlight problems like poverty or the difference between rich and poor. This graffiti makes us think about how money affects our lives and society.

1	2	3
		

What is the issue each of these pieces is addressing?

WORD BANK: being poor, needing to buy things, globalization (culture is disappearing)



PERSONAL GRAFFITI

Personal graffiti is more about the artist's own life and feelings. It can be a name, a message to someone, or a drawing that means something special to the person who made it. This type of graffiti is a way for individuals to express themselves in a public space.

1	2	3
		

What title would you give each of these pieces? Be creative...there is no right or wrong answer!

Language Focus: make/do something



Match the purpose with the type of graffiti:

social graffiti political graffiti economic graffiti

This kind of graffiti can make us think about important topics like equality and friendship.	[social graffiti]
This graffiti tries to make people discuss politics.	[political graffiti]
This graffiti makes us wonder how money affects our lives and society.	[economic graffiti]



(!) Notice the pattern with the verb **make**.

When we use the verb **make** in the sense of

לגרום/להכריח למישהו לעשות משהו

we put the infinitive without to

- Graffiti art is special because it **makes** you ← **think**.
- She **made** me ← **eat** broccoli.

Add the most suitable verb to the sentences below.

think	discuss	wonder	understand	feel	want
					Teacher notes to discuss
Social graffiti can make us [think] about important topics like equality and friendship.					#No, we don't use "about" after discuss: discuss the topic / article discuss about the topic / article
Political graffiti tries to make people [discuss] politics.					#That's right. Notice there's no "about" after discuss.
When you told him the truth, how did it make him [feel]? ~ Much much better.					
Her clear explanation made me finally [understand] the topic.					
His stories were so interesting they made me [want] to visit Mexico.					



Now choose which form is more suitable: present (*make / makes*) or past (*made*)

Economic graffiti [<i>makes</i>] us wonder how money affects our lives and society.	
They [<i>made</i>] us wait for almost an hour. And it was very hot outside!	
I [<i>make</i>] my dog wear a hat sometimes, but she isn't crazy about it.	
My mom always [<i>makes</i>] me clean my room before I can go out.	
Did I explain it well or did I [<i>make</i>] myself look stupid?	[<i>made</i>] #We don't use <i>made</i> after "did". "Did" shows that it's in the past.

Match the sentence beginnings with endings.

1. The teacher made me	a. realize how much I've learned.
2. The task at the end of the unit made me	b. promise not to tell you.
3. Sorry but he made me	c. apologize for the things I said.

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



Now match the verbs in bold with their Hebrew translation

a. The teacher made me apologize for the things I said.	1. להבין \ לקלוט
b. The task at the end of the unit made me realize how much I've learned.	2. להבטיח
c. Sorry but he made me promise not to tell you.	3. להתנצל על

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

Complete the sentences using the words below

promise apologize realize
She made him [apologize] for his behavior.
This experience made me [realize] how much his friendship means to me
I [promise] not to tell him.





Pair Work

Read and answer the following questions:

Graffiti art is special because it makes you think. It can show ideas about people, money, or big decisions. Sometimes, the pictures are clear, and other times, you have to interpret them for yourself. People can feel very happy or very unhappy about graffiti. This is because art causes different reactions in different people. Some people think graffiti is art, while others think it is just painting on walls. Either way, it should make you think about whether you agree with the artist or not.

1. What are some topics that graffiti focuses on?

- (A) Society and money
- (B) Sports
- (C) Nature
- (D) Both A and C

2. Why do people feel differently about graffiti?

- (A) Because it is colorful.
- (B) Because it makes them feel things.
- (C) Because it is always outside.

3. **True/False:** Which statements are true/false about graffiti art?

- Graffiti makes people think about different ideas. (True)
- You often have to decide the meaning for yourself (True) #Notice that "you" in English often means people in general: *People often have to decide the meaning for themselves.*
- Graffiti always makes people feel happy. (False)
- Graffiti makes you agree with the artist. (False) #Notice that "you" here means people in general.



LF Review A



Independent Work

Join the sentences by making one long sentence. Use each linker only once.
Don't forget to use the correct punctuation.

so **because** **That's why**

People feel differently about graffiti. Art causes different reactions in different people.

[People feel different about graffiti because art causes different reactions in different people.]

I forgot my umbrella. I got completely wet.

[I forgot my umbrella, so I got completely wet.]

#so is better here because it's everyday language

He didn't do his homework. He got a bad grade.

[He didn't do his homework, that's why he got a bad grade.]



Check your punctuation

Don't forget to use a comma (,) before *that's why*.

We do not need a comma before *because*.



LF Review B

Join two sentences into one using "because" or "that's why". You may have to change the order of the sentences.

1. I stayed up late last night. I'm so tired today.

[I'm so tired today because I stayed up late last night.]

[I stayed up late last night, that's why I'm so tired today.]

2. The traffic was terrible. I was late.

[The traffic was terrible, that's why I was late.]

[I was late because the traffic was terrible.]

"Therefore" is similar in meaning to:

because

that's why



Exit Ticket

Hands on activity**Choose ONE of the following options:**

1. Create your own graffiti art mural on a sheet of paper.

Create something that represents you and your current emotions.

Eg. Sadness, feelings of excitement, confusion, happiness, anger, etc.

You can use emojis or any other known icons, shapes and colors to help you express yourself.

You do not have to explain your messages or meanings - graffiti artists don't!

OR

2. Choose one of the following graffiti murals and write what you think it means.



Answer the following questions:

1. Do you like the picture? Why?
2. What emotions do you feel when you look at this picture?
3. What message do you think the artist is expressing?

When using option 2- try to make students use the structure "make me feel". See if they use it naturally, try to elicit it from them. You can present it to the class as an example, if no one is using it naturally.



Poetry as Graffiti

Content of the lesson: Students will explore the concept of shape poems and street poetry. They will create their own shape poems and explain a Hebrew poem in English.

Recommended time frame: 2 lessons (90 minutes).

LESSON 5-6



OPENING

Shape Poems

You have seen that **graffiti** is art, and a way of expressing yourself. Some people use words to create a different form of art called **poetry**. Poetry is an expressive way of writing using words in various styles, shapes and forms!

1. Look at this "shape poem" and write what you think it is about:

I think it is about a _____



2. Look at this shape poem. It looks like an umbrella, but it isn't about an umbrella. What could it be about, highlight your choices:

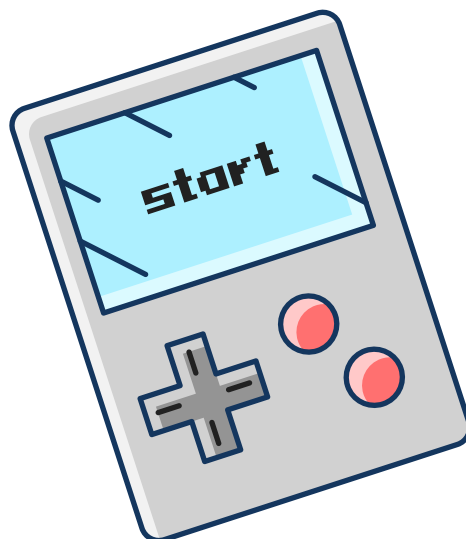
- the summer
- the winter
- rain
- sunshine



Shape poems combine words and pictures and express the poet's feelings or thoughts.

In groups-

- Choose** a topic and think of a shape that can match it. For example:
 - love, friendship, family : Heart
 - night sky, celebrity, dreams: Star
 - Brainstorm **words** related to your topic.
 - Plan** your poem. Which words become short sentences, what words work well together.
 - Decide how to **arrange** your words and sentences to form the shape.
 - Write your poem. Start at the **outline** of your shape. Write your words following the shape's contours. Fill in the middle as you go.
 - Check** if your poem keeps the shape. Move words if needed. Add words if needed.
1. When you finish, share your shape poem with the class.
 2. Explain why you chose the shape and what the poem means to your group.



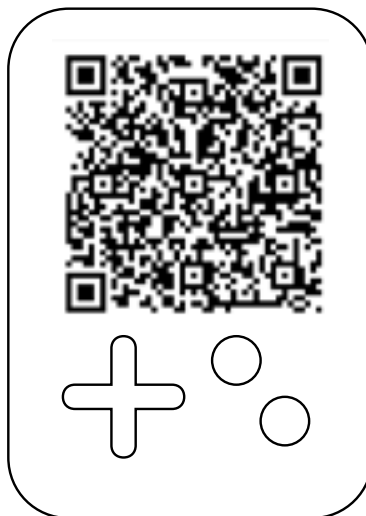
Part A: How Would You Paint Me?



You are going to hear a poem called, **"How Would You Paint Me?"** by Christy Ann Martine.

You can use the [recording](#) of the poem, or you can read it to the class yourself. Ask the students to close their eyes and think about the images (pictures) the poet is making them see.

What colors do they see? Ask your students to describe what they "saw" in their imagination.



Give each student a line in English or in Hebrew. Tell them to find the student with the translation to their line.

This is their pair for the next activity.

(Teacher Toolkit #12)



How Would You Paint Me?	איך היית מציירת אותי
If you were an artist	אם היית אמן
how would you paint me?	איך היית מצייר אותי
With deep solid strokes	עם משיכות אחידות עמוקות
or your brush sweeping softly?	או בליטוף רך של המכחול?
Would you paint me by number,	האם היית מצייר אותי ע"פ מספרים,
quickly fill in the lines	צובע במהירות בתוך השורות
or sketch me first,	או משרטט אותי קודם,
taking your time?	לוקח את הזמן שלך?
Would you use vibrant colors	האם תשתמש בצבעים מרהיבים
or plain shades of gray?	או גוונים רגילים של אפור?
Would you change me in any way?	האם תשנה אותי באיזשהו אופן?
Would you hang me proudly	האם תתלה אותי בגאווה
and gaze at me often	ותביט בי לעתים קרובות
or tuck me away	או שתרחיק אותי
until I'm forgotten?	עד שישכחו אותי?



In their pairs - students stand up and read the English and then the Hebrew line.

Then, work together in pairs:

1. What is the poet asking in this poem? Write freely, **OR** fill in the missing words

Free writing:

Fill in:

The poet is asking how someone would _____ them in a _____.
They wonder about the _____, the _____, and how carefully
someone would _____ them. They also ask if the painting would be
_____ or _____.

WORD BANK:

colors forgotten loved painting style paint show

With Answers:

The poet is asking how someone would **show** them in a painting. They wonder about the **colors**, the **style**, and how carefully someone would **paint** them. They also ask if the painting would be **loved** or **forgotten**.

PART B: Poetry in Street Art

1. Look at the picture (also in the student portfolio). What is written on the walls?



If your students' answers are too broad, you can suggest the following options for them to choose from. An explanation is provided to help differentiate poems and songs.

- a song
- a book
- a poem
- an Instagram post

*A song is set to music. In other words, we sing songs, but read (or recite) poems.



Independent
Work

Did you know that poetry can be used as street art? In street art, poetry is used to express opinions and share thoughts.

Poems For All

In 2023, NYC Parks and the Poetry Society of America joined forces and started the **Park Poems** project – a creative way to change poems into beautiful works of art. The aim of the project is to remind people of the power of poetry.

The project invites citizens of New York and its visitors to stop and think for a moment about the world around them and the feelings of others. You can find the poems outside major parks in New York City. Poets come from around the world, and if they originally wrote a poem in their own language, you can see both their original version and the English translation beside it.



1. Who started the Park Poems project?
(A) NYC Parks and the Poetry Society of America
(B) NYC Parks
(C) Poets from around the world



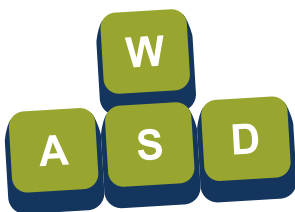
2. Where can you find the Park Poems?
(A) On the bridges
(B) Close to parks
(C) All over the city



3. Who writes the poems?
(A) New York citizens
(B) Poets who write in English
(C) Poets who write in all languages

4. Can you think of a topic or issue you would write a poem about if you were making street art? Why?

A rectangular box with a blue border and a light gray background, containing two horizontal lines for writing.



Language Focus: Park Poems - vocabulary

A1. Match the words on the left with their Hebrew translation on the right.

Word	
1. (to) join forces	a. אם היית אמן
2. (to) start a project	b. מבקרים
3. the aim of the project	c. אזרחים
4. (to) remind somebody of	d. לעצור ולחשוב
5. power	e. להתחיל פרויקט / מיזם
6. citizens	f. לאחד כוחות
7. visitors	g. חוץ מזה
8. (to) stop and think	h. גרסה מקורית
9. original version	i. ליד
10. beside (it)	j. המטרה של הפרויקט / המיזם
	k. כח / עוצמה
	l. להתגייס

Answers: 1-f, 2- e, 3-j, 4-a, 5-k, 6-c, 7-b, 8-d, 9-h, 10-g



A2. Now match the words with their definitions in English

1. If people or organizations [**join forces**], they work together to achieve something.
2. The [**aim**] **of** something is what you hope to achieve - a result of your plan
3. If someone [**reminds**] you **of** something that you already know about, they make you remember it
4. If someone or something has **the** [**power**] **to** do something, it is strong enough to do it
5. The [**citizens**] **of** a town or city are the people who live there.
6. People who come to a place for a short time are [**visitors**], for example tourists
7. Books, poems, movies can have an [**original version**] and a translation into another language, for example Hebrew
8. If something is to the left or to the right of something else, it is [**beside**] **it** or next to it.



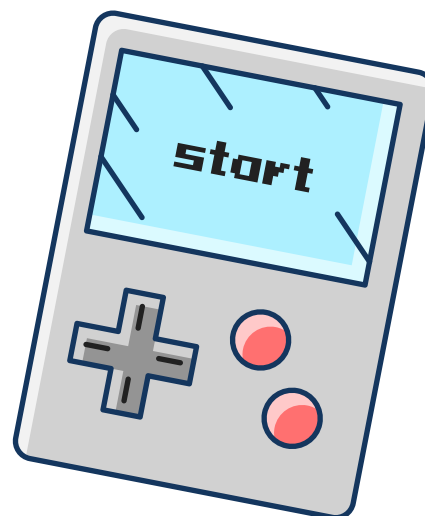
LF2: Park Poems - grammar

Look at the text again and find 3 verbs in the Past simple.

HINT: There are two in the first paragraph and one in the second paragraph.

In 2023, NYC Parks and the Poetry Society of America **joined** forces and **started** the *Park Poems* project – a creative way to change poems into beautiful works of art. The aim of the project is to remind people of the power of poetry.

The project invites citizens of New York and its visitors to stop and think for a moment about the world around them and the feelings of others. You can find the poems outside major parks in New York City. Poets come from around the world, and if they originally **wrote** a poem in their own language, you can see both their original version and the English translation beside it.



INSTRUCTIONS

Here is the text again. This time some of the verbs have been underlined. The verbs are in the infinitive (to+verb), the present simple or the past simple. Decide what kind of verb it is and copy it into the table below the text in the correct column. There are 3 of each type of verb.

In 2023, NYC Parks and the Poetry Society of America joined forces and started the *Park Poems* project – a creative way to change poems into beautiful works of art. The aim of the project is to remind people of the power of poetry.

The project invites citizens of New York and its visitors to stop and think for a moment about the world around them and the feelings of others. You can find the poems outside major parks in New York City. Poets come from around the world, and if they originally wrote a poem in their own language, you can see both their original version and the English translation beside it.

Infinitive (to + verb)	Present Simple	Past Simple
to change	is	joined forces
to remind of	invites	started
to stop and think	come from	wrote



LF: Grammar practice

A. Use the verbs / sentences / previous examples from Lessons 1-6 (no need to use all of them - just the ones that make sense):

1. This picture **reminds / remind / to remind** me of my vacation. #We add -s after *he/she/it* (The picture is *it*).
2. She didn't **invites / invite / invited** to her party. #We don't add -d/ed to the verb in the negative form - didn't already shows that it's past.
3. I'm from Israel. Where **you come / did you come / do you come** from? #We ask about someone's home country always in the present - memorize this question!
4. A: I like the design of this building; it's modern and attractive.
B: Hmm. **Do you think / Don't you think / Did you thought** it's a bit ugly? #When we want to disagree politely we say *Don't you think...?* When we say *Do you think...?* we're simply asking for someone's opinion.
5. Most people **aren't stopping and thinking / doesn't stop and think / don't stop and think** before they speak, therefore many people get hurt by their words. #People are "they", that's why we say *don't stop and think, not doesn't*
6. A. Do you want **join / to join / joined** forces with me to collect money for the IDF?
B. Yes, great idea! We will have more if we work together.
#After *want* we always put the verb with *to*: *want to join*



7. Street artists wear goggles **protected** / **to protect** / **protect** their eyes.
8. As he **to get** / **got** / **get** older, he put tags in other areas.
9. The barbecue **starts** / **started** / **start** at 11 am, so don't be late.
10. Ancient people **write** / **wrote** / **to write** graffiti on cave walls.
11. Use the small key **to unlock** / **unlock** / **unlocks** the door.
12. He **stoped** / **stops** / **stopped** at the traffic lights and waited.

LF: Vocabulary review

B. Complete the following sentences with words from the bank. Some words can be used more than once.

beside **citizens** **remind** **join forces** **original version** **power** **aim of**

1. The poem was displayed **[beside]** the entrance to the park.
2. **[Citizens]** of New York enjoyed reading the poems in the parks.
3. The beautiful poems **[remind]** visitors of the importance of nature.
4. NYC Parks and the Poetry Society **[join forces]** to bring poetry to the parks.
5. The **[original version]** of the poem was written in Spanish.
60. Poetry has the **[power]** to touch people's hearts and minds.
7. The **[aim of]** the project is to encourage people to stop and think about the world around them..
8. The sun gives us light and **[power]**.



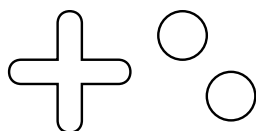
**LF: Keyword: POWER**

The word 'power' can have different meanings: כוח, עוצמה, שליטון, אנרגיה
Look at the sentences below and decide which translation fits best.

a. Hitler took power in Germany in 1933.	1. מנותקי חשמל
b. The poetry has the power to touch people's hearts	2. כח השפעה
c. Most power stations in Israel run on gas.	3. העוצמה של
d. Many people are still without power after the storm.	4. כל שביכולתי
e. Back then, many women didn't have much power.	5. יש את הכוח ל-
f. I will do everything in my power to help you.	6. עלה לשלטון
g. Nobody understands the power of music like him	7. תחנות החשמל

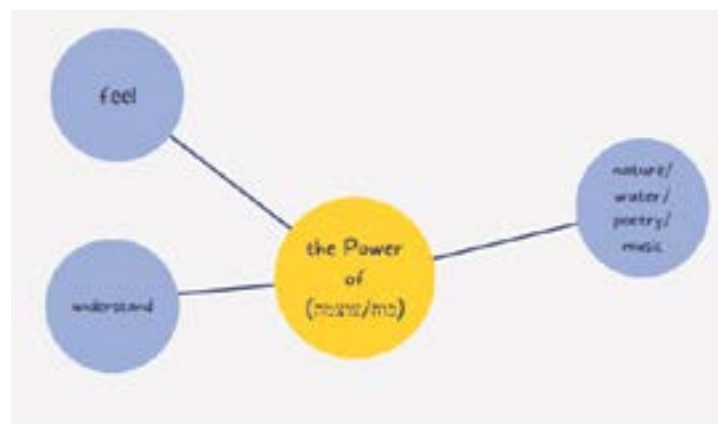
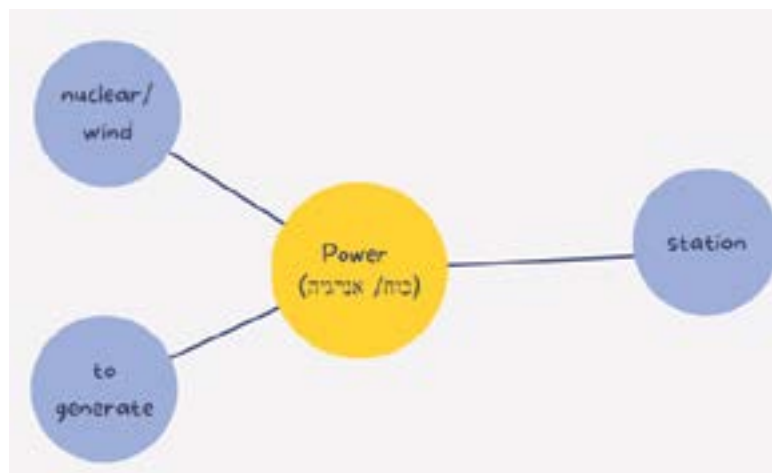
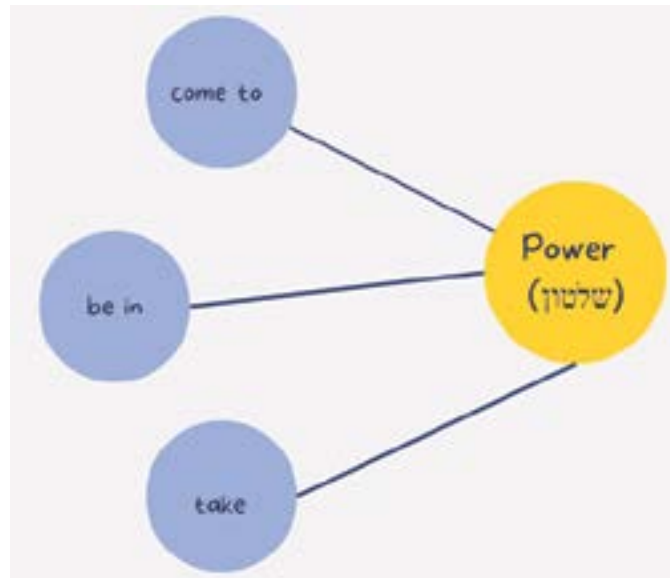
Answers: a-6, b-5, c-7, d-1, e-2, f-4, g-3

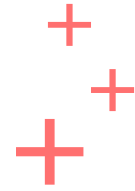
With great power comes great responsibility	עם כוח גדול...
Listen and watch this sentence in action!	www.getyarn.io/yarn-clip/bfd5db65-74d7-47d2-aafd-f278f5ab4aae





Remember these





LF: Follow Up

Complete these spidergrams with the missing words:

station	take	nuclear	understand	nature	poetry
---------	------	---------	------------	--------	--------

come to	POWER
[take]	שלטון
be in	

[nuclear]	POWER	[station]
wind	כוח \ אנרגיה	
(to) generate		

feel	THE POWER OF	[nature] / water / [poetry] / music
[understand]	כוח \ עוצמה	



Write this sentence on the board. Elicit ideas from the students and write them up. Ask them to explain why using 'because'. Ask others if they agree or not.

_____ has/have the power to change the world.

PART B: Poetry in Street Art



- Each group gets all 5 pictures ([Teacher Toolkit #13](#)) of the following street poems. Each group chooses two poems to discuss the following questions:
 - Why did you choose this poem?
 - What is the message?
 - Why is it written in a public place?



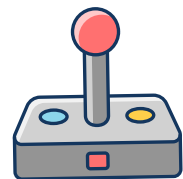
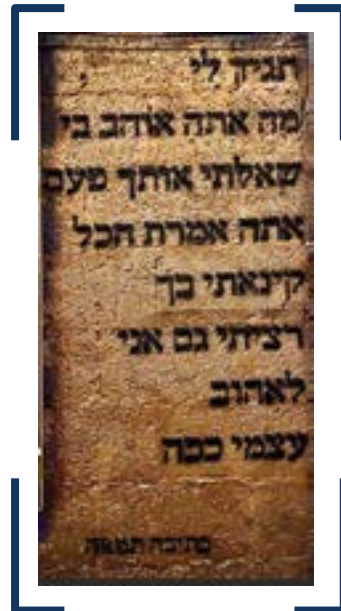


2. After analyzing 2 poems, the group chooses one poem to REWRITE in their own words OR to write a new poem with a similar message.





Choose one of these Hebrew Street Poems
Explain in English what you think it means.



Part III Artists

This part of the unit contains 2 lessons dedicated to learning about notable graffiti artists. Students will study the works and styles of artists like Rami Meiri and Banksy, engage in discussions about their contributions to the art world, and reflect on the impact of their art on society.

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

- 3D
- a number of
- adapt
- approved
- As a result
- change
- clear
- (to) come out
- come to power
- contribute
- (to) create
- detailed
- feel like
- go on
- in public
- including
- keep a secret
- kind of
- legal
- look like
- make friends
- make it happen
- make sure
- make your voice heard
- mean (I mean)
- raise awareness
- reality
- sharp
- unclear
- wish

Language Focus

- Language for Describing
- Words with Many Meanings
- Collocations:
 - with "make"
 - verb+noun
 - adjectives + noun
 - Collocation explanation

Gate 3:

Graffiti "Battle" Research Task

Meet Rami Meiri

Content of the lesson: In this lesson, students will learn about the graffiti artist Rami Meiri through videos and articles. They will discuss his work and record their opinions.

Recommended time frame: 2 lessons (90 minutes).

LESSON 7-8



OPENING



Meet street artist Rami Meiri by watching a short video about him and his art. Then decide whether the following statements are true or false.



- Meiri paints realistic 3D murals.
- Meiri uses words in his graffiti.
- Meiri expresses serious topics.
- Meiri wants people to feel happy when they see his murals.
- Meiri doesn't express political opinions in his art.

Here are 3 of Meiri's outside pictures. Highlight the words below the pictures that can be used to describe his creations.



economy	3D illusion	criticism	political
humor	apolitical	social	realistic



Part A- Getting to know Rami Meiri



Independent
Work

Students are going to read three paragraphs about Rami Meiri. After each one, there are comprehension questions and sometimes Language Focus that is relevant for each paragraph.

[Article is based on: <https://drorhadadi.com/rami-meiri-climbing-the-walls/>]

PART I

Rami Meiri is one of Israel's first graffiti artists. He is considered an art legend. Rami Meiri was a student at the Avni Institute in the 1980s, where he also began to express himself in street art, initially in Tel Aviv and Ramat Gan. Later he was invited to create his works in other cities in Israel and around the world.

Rami Meiri is considered a legend in Israel for his graffiti art.

Which of the following words can replace the word "legend"? Highlight 2

famous

nice

star

ugly

new

an icon

PART II

Rami Meiri specializes in a number of graffiti techniques, including brush, charcoal, and spray. His art is detailed, sharp and realistic. Rami creates a sense of depth and a 3D perspective. As a result, his drawings look like they are coming out of the wall until it is unclear what is reality and what is illusion. When Meiri started painting in public in the 1980s, he made sure his projects were legal and approved, because he believed his drawings contributed to the community and to people around him.

1. What are some of the graffiti techniques that Rami Meiri uses? Write at least 2. [brush / charcoal / spray (paint)]

a) _____

b) _____

2. Give one reason Meiri deliberately made his street art projects legal?

[He believed his drawings contributed to the community and to people around him.]

Language Focus - Vocabulary

A. Highlight in the text the words that mean the following.

They appear in the same order as words in Hebrew.

<p>Rami Meiri specializes in a number of graffiti techniques, including brush, charcoal, and spray. His art is detailed, sharp and realistic. Rami creates a sense of depth and a 3D perspective. As a result, his drawings look like they are coming out of the wall until it is unclear what is reality and what is illusion. When Meiri started painting in public in the 1980s, he made sure his projects were legal and approved, because he believed his drawings contributed to the community and to people around him.</p>	<p>כולל מפורט(ת) נראים כמו מציאות בפומבי / בציבור וידא / דאג (ש...)</p>
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B. Match the words/phrases with their translation.

A. a number of	1. כתוצאה
B. including	2. נראה כמו
C. detailed	3. כמה
D. sharp	4. כולל
E. (to) create	5. חד
F. 3D	6. תלת מימד
G. As a result	7. מפורט
H. Look Like	8. ליצור

Answers: A-3, B- 4, C-7, D-5, E-8, F-6, G-1, H-2



C. Match the words/phrases with their translation.

a. (to) come out	1. לא ברור(ה)
b. unclear	2. לתרום לקהילה
c. reality	3. לצאת
d. in public	4. מציאות
e. (to) make sure	5. אושר
f. legal	6. לוודא / לדאג ש
g. approved	7. חוקי
h. (to) contribute to the community	8. בציבור

Answers: a-3, b-1, c-4, d-8, e-6, f-7, g-5, h-2

D. Complete the gaps in the paragraph you've just read.

Rami Meiri specializes in a **nu[mber]** of graffiti techniques, **inc[luding]** brush, charcoal, and spray. His art is **det[ailed]**, sharp and realistic. Rami creates a sense of depth and a 3D perspective. As a **res[ult]**, his drawings look like they are coming out of the wall until it is unclear what is **rea[ity]** and what is illusion. When Meiri started painting in **pub[lic]** in the 1980s, he made **su[re]** his projects were legal and **appr[oved]**, because he believed his drawings contributed to the **com[munity]** and to people around him.



PART III

Meiri thinks street art is helping Israel's young artists change, just like social media (like Instagram and TikTok) is changing newspapers and other ways we talk to each other.

Meiri says, "With street art, you can leave a message, share pictures with your friends, and create freely. Like blogging, street art shows that people want to tell stories actively. Today, we want to make and connect, not just look. We enjoy things more actively."

1. How does Meiri say street art and social media are similar?

2. What does Meiri say people want to do today instead of just looking?



Group Work

Your Street-Art Story

Rami Meiri thinks people want to tell stories with street art.

What story would you tell if you were a street artist?

Work together in your group to come up with an idea for a street art piece.

You do not need to draw it or create it. **Describe** it in general and explain what elements you would include in order to tell your story.




Share your ideas with the class.



Part A: Listening



These murals were painted by Meiri. Listen to the descriptions and number the pictures according to the order you hear them. Pay attention- there are three separated recordings for each picture. When you play it in class you should play them one after the other.

		
<p><u>Ramat Gan</u></p> <p>Script: There's this wall with a painting on it that shows a blue sky and an ocean. The colors are really bright, and the whole scene feels peaceful. In the painting, there are two children sitting on th... this wooden thing. One of them is fishing. Then, there's another person, who is just sitting on the side of the pool. I don't know.... The painting is sooo realistic that it makes it look like she's actually there, I mean, like she's sitting on the edge of the pool.</p>	<p><u>Ilan Ramon School</u></p> <p>Script: In this picture there's a blue building with a lot of windows. The walls are decorated with these white and blue shapes. It kind of makes the windows pop out of the wall. There're also two children painted on the wall. One is wearing a red shirt and the other is in a blue shirt. The whole mural is really colorful and fun. There are some words written on the wall. I can just make out the word school, yes, it's definitely a school.</p>	<p><u>Eco Park Hadera</u></p> <p>Script: This picture shows a small building, and it's got this really cool painting on it. So, you see two people in the painting. There's a woman who looks like she's...kind of...holding up the wall, if that makes sense. There's another person, I think it's a man. He's painted on the corner of the building, kind of like he's climbing out of a thing...maybe a window? The whole mural gives the building this amazing 3D effect.</p>



Language for describing**Independent work****When we describe pictures we use certain words and phrases:**

describe what people are doing

Look at the highlighted phrases:	Eco Park Hadera
<p>Which of them are used to:</p> <p>start the description [This picture shows] ?</p> <p>to introduce people [There's a woman]</p> <p>[he's climbing] ?</p> <p>show that you're not sure [kind of] ?</p>	<p>This picture shows a small building, and it's got this really cool painting on it. So, you see two people in the painting. There's a woman who looks like she's...kind of...holding up the wall, if that makes sense. There's another person, I think it's a man. He's painted on the corner of the building, kind of like he's climbing out of a thing...maybe a window? The whole mural gives the building this amazing 3D effect.</p>



Now do the same with more phrases:

Which of them are used to:

start the description / introduce what we see in general [you see] ?

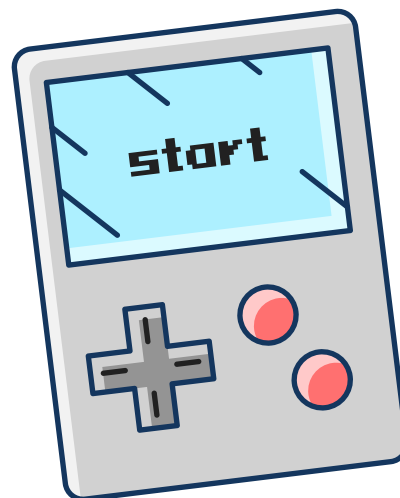
to introduce people [There's another person]

describe what people are doing [she's holding up] ?

show that you're not sure [kind of like]?

Eco Park Hadera

This picture shows a small building, and it's got this really cool painting on it. So, you see two people in the painting. There's a woman who looks like she's...kind of...holding up the wall, if that makes sense. There's another person, I think it's a man. He's painted on the corner of the building, kind of like he's climbing out of a thing...maybe a window? The whole mural gives the building this amazing 3D effect.



Look at the first description with some **highlighted phrases** and answer the questions:

Ramat Gan

There's **this wall** with a painting on it that shows a blue sky and an ocean. The colors are really bright, and the whole scene feels peaceful. In the painting, there are two children sitting on th... this **wooden thing**. One of them is fishing. Then, there's another person, who is just sitting on the side of the pool. I don't know.... The painting is sooo realistic **that it makes it look like** she's actually there, I mean, like **she's sitting on the edge** of the pool.

- In spoken English we often use **[this]** instead of the article a
- When we can't find the right word we use **[thing]**
- To describe our general impression/feeling we use the _____ **[present simple]**
- To describe what people are doing we use the _____ **[present progressive]**





Go to [Rami Meiri's website](#) and have a look at his other murals.

Your school has asked you to choose one for the entrance to your school.

Fill in this table:

The mural I chose (do not show your teacher or friends)	
Describe the picture (objects, colors, design)	
I chose this picture for my school because...	
I think the message Meiri is trying to convey is...	

Record yourself talking about the mural. Use the information in the table to help you.

Speak for at least 30 seconds. If you do this well, your teacher and friends will be able to find your picture on the website!

The teacher will need to decide where they want the pupil to share the recording.

1. It can be shared with you on the LMS.
2. It can be shared with you however you want.

The teacher can also decide whether to use the recordings as a group work activity to see if the other students can find the picture based on the description. Or is the teacher will do this alone.

Banksy

Content of the lesson: This lesson introduces students to the mysterious artist Banksy. Students will describe his art, discuss its messages, and read about his impact on society.

Recommended time frame: 2 lessons (90 minutes).

LESSON 9-10



OPENING



This graffiti picture is by an artist called Banksy. Describe the picture - describe exactly what you see.

- Useful language:
- There is / There's....
 - There are....
 - The man is V-ing....
 - The colors in the picture are...



**Class discussion:**

In your opinion, what message is the artist expressing?

Part A - Who is Banksy?

Pair Work

Banksy is one of the most famous graffiti artists! He is a mysterious artist from England. His **art** can be found all over the world. Nobody knows his real name, and he keeps his identity a secret. Banksy's art is famous for being on city walls. He uses **stencils** to create his images quickly. His pieces always have a strong social or political message, which usually makes the public think and talk about his art and its message.

In pairs, discuss why Banksy keeps his identity a secret.

List reasons and then share your ideas with the pair next to you to form a group of 4.

Why do you think that Banksy doesn't tell anyone his real name and keeps his identity a secret?

LF: Vocabulary

Read the text again and choose the correct words.

Banksy is one of the [most / must] famous graffiti artists today. His art can be found all [over / in] the world. Originally from England, he is [a / the] mysterious figure. Nobody [knows / know] his real name, and he [keeps / has] his identity a secret.

Banksy's art often suddenly appears on city walls. [To / For] create his images quickly, he [uses / use] stencils to create his images [quick / quickly]. His pieces always have a strong social or political [message / massage], which usually makes the public stop and think, and maybe [makes / make] a change.



LF: Words with many meanings

Many words in English have more than one meaning. Look at the highlighted words and choose the translation that fits.

<p>Banksy is one of the most famous graffiti artists today. His art can be found all over the world. Originally from England, he is a mysterious figure. Nobody knows his real name, and he keeps his identity a secret.</p> <p>Banksy's art often suddenly appears on city walls. Banksy uses stencils to create his images quickly. His pieces often have strong social or political messages, which make the public stop and think, and maybe make a change.</p>	<p>דמות \ מספר #Yes, in this context it means an important or famous person</p> <p>חתיכה \ יצירה #Yes, in this context it means a piece of art.</p> <p>ציבור \ ציבורי #Yes, the article "the" shows that it's a noun - the public</p>
<p>Look at the last sentence: ...which make the public stop and think, and maybe make a change.</p>	<p>לגרום ל / לעשות לגרום ל / לעשות</p>





In groups of 4- students read and answer questions:

Despite being anonymous, Banksy's art speaks loudly, and many people consider him one of the most influential street artists of our time. People love his work because it's different and makes them think. Banksy uses his art to give his opinion on events that are happening in the world.

1. Why do people notice Banksy's art? Provide one answer and then discuss with your friends to come up with two additional reasons.

- a. Because it speaks to them
- b. Because it's different
- c. Because it makes them think.

2. Banksy's art makes a difference in society. TRUE/FALSE
Quote from the text to support your answer.

Many people consider him to be one of the most influential street artists...



LF: Collocations with make**Independent Work**

- A. Complete the collocations with words from the word bank. You won't need all of them.

happy feel like look like change
stop decision mistakes look clear

1. It's so realistic it makes it [look like] they're actually swimming.
2. The warm weather makes it [feel like] summer.
3. She wants to make a [change] in her life.
4. Banksy's art makes people [stop] and think.
5. We all make [mistakes] - it's natural.
6. Spending time with dogs - does it make you [happy]?



- B. Now complete the same sentences with the correct form of make (make or makes)

1. It's so realistic it [makes] it look like they're actually swimming.
#That's right. We add -s after it: it *makes*
2. The warm weather [makes] it feel like summer.
#That's right. We add -s after it: it (*the warm weather*) makes
3. She wants to [make] a change in her life.
#That's right. *Make* is a base form after to here - no need to add -s
4. Banksy's art [makes] people stop and think.
#That's right. We add -s after it: it (*art*) makes
5. We all [make] mistakes - it's natural.
#That's right. *Make* is the base form here because we is the subject.
6. Spending time with dogs - does it [make] you happy?
#That's right. *Make* is the base form here because it is in a yes/no question.

Now do the same with these words - you won't need all of them.

friends happen wish decision
time happy face see heard

1. He hopes to make [friends] at the new school.
2. She works hard to make it [happen].
3. Close your eyes and make a [wish].
4. He needs to make a [decision] soon.
5. I know you're busy, but you should make [time] for your hobbies.
6. He isn't afraid to make his voice [heard].
7. Here's a funny picture of Shani - she's making a [face] as usual.



Notice how the meaning of **make** changes.

Group Work

Give each group a set of 14 cards with the following English and Hebrew collocations. ([Teacher Toolkit #14](#))

They need to match the English to the Hebrew.



make it happen	לזודא שזה קורה
make a face	לעשות פרצוף
make time (for)	לפנות זמן ל...
make a decision	להחליט
make friends	להתיידד
make a wish	להביע משאלה
make your voice heard	להשמיע את קולך

Gate Work

Each group chooses one collocation they liked the best OR a collocation that was new to them. They share this with the class.

Then, explain to the students what collocations are.



Collocations are words that go together. Common verbs such as *take*, *make*, *keep* have many collocations. If you learn them together, you will improve your vocabulary and speak more fluently.

Here are some collocations with **very common verbs** you've seen in this unit:

take risks

keep it a secret

make your voice heard

take power

have breakfast

went swimming

make sure

came to power

Independent Work

Complete the sentences below so that they make sense (*make sense is a collocation!*). Use the list of collocations above. You won't need all of them

1. He isn't afraid to [take risks].
2. Nobody knows his identity - he [keeps it a secret].
3. It can be difficult to [make your voice heard] in a large group.
4. When starting a project, it's important to [make sure] everyone clearly understands what to do.
5. King David [came to power] after King Saul died.
[take power] #Yes, you can say *take power* here but it has to be in the past tense: *King David took power from King Saul*

Now complete the sentences again with missing verbs. Make sure the verb is in the correct form: base form / present (with -s if necessary) or in the past

1. He isn't afraid to [[take]] risks.
2. Nobody knows his identity - he [[keeps]] it a secret.
3. It can be difficult to [[make]] your voice heard in a large group.
4. When starting a project, it's important to [[make]] sure everyone clearly understands what to do.
5. King David [[came]] to power after King Saul died.





Here are some more verb + noun collocations you've seen in this unit.

- produce an effect ליצור אפקט
- fell off his bike
- pay tribute (to)
- didn't come out well
- went on for three hours
- had an argument
- hurt her ankle
- took up too much space
- won the race
- join forces

Of course, collocations are not always with verbs. Here are some adjective + noun collocations from this unit

- political message
- mysterious figure
- original version
- nuclear power

or with other parts of speech:

- simply because
- far away

A. Complete the sentences below so that they make sense. You won't need all of the collocations

1. After months of training, she finally [won the race].
2. Tom [fell off his bike] yesterday and broke his arm.
3. Many power stations run on gas while others use wind or [nuclear power].
4. I don't like the remix, I think the [original version] was much better.
5. We got rid of it because it [took up too much space].
6. I put too much sugar, so it [didn't come out well].

Gate work

Before completing 7 and 8- ask students in class and let them brainstorm to provide as many possibilities as they can.

What are they talking about (it) in sentences 5 and 6?

7 _____ [a piece of furniture or other answers possible]

8 _____ [cake or other answers possible]

Independent Work

B. Now match the collocations

1. hurt	a. too much space
2. political	b. his bike
3. join	c. an argument
4. produce	d. her ankle
5. went on	e. because
6. took up	f. message
7. had	g. tribute (to)
8. didn't come out	h. forces
9. fell off	i. well
10. pay	j. an effect
11. simply	k. version
12. original	l. for three hours

Answers: 1-d, 2-f, 3-h, 4-j, 5-l, 6-a, 7-c, 8-i, 9-b, 10-g, 11-e, 12-k

LF: Vocabulary review: collocations

A. Complete the 'forks' below with common verbs. You won't need all of them

make	go	keep	have	take	do
-------------	-----------	-------------	-------------	-------------	-----------

make	a wish
	it happen
	you happy

go	on for three hours
	swimming
	abroad

have	breakfast
	an argument
	no idea

take	power
	risks
	a photo

B. Now write the correct verbs - but in the past tense!

[[made]]	a wish
	it happen
	you happy

[[went]]	on for three hours
	swimming
	abroad

[[had]]	breakfast
	an argument
	no idea

[[took]]	power
	risks
	a photo

C. Choose one collocation from each fork and write your own examples:

1. _____
2. _____
3. _____
4. _____



Part B- Banksy and Political ExpressionIndependent
Work

Banksy uses his artwork to show political messages. He has shown that he isn't afraid to take risks to make his voice heard. Banksy is considered to be a political activist because his art can be seen as a means of campaigning for social and political change.



By Dominic Robinson from Bristol, UK - Banksy Girl and Heart Balloon, CC BY-SA 2.0,
<https://commons.wikimedia.org/w/index.php?curid=73570221>

1. Look at the picture. Describe the image. (When using the LMS students can record themselves. Otherwise let them speak in pairs)

2. In your opinion, what is happening with the girl and the balloon?
 - The girl is about to catch the balloon.
 - The girl let the balloon go
 - The girl lost her balloon



Girl with Balloon

Banksy's artwork "Girl With Balloon" is one of his most famous pieces. This picture was first made in 2002 in London. Next to the picture, there was a message saying "There is always hope"

"Girl With Balloon" shows a young girl. Her hair and dress are being blown back by the wind as she reaches out for a red, heart-shaped balloon. This balloon could be floating away, being let go, or just passing by. People think about this picture in many ways, **but it often makes them feel hopeful.**

Class discussion

Ask students if this picture makes them feel hopeful.

Tell students to stand up if yes, and stay seated if no.

Now ask two standing students what does it make them feel hopeful about? and then two sitting students, what **does** it make them feel? Why?

Ask the class if they think there is a right or wrong answer for this. Have a short discussion on the topic. Make sure different students are participating now.





Girl with Balloon



On the left you can see Banksy's original "Girl with Balloon". How is his girl on the right different?

Banksy is known for using his art to talk about important topics. For example, in 2014, he changed the "Girl With Balloon" to look like a Syrian girl to bring attention to the war in Syria.



Fill in the blanks from the word bank below:

Banksy painted "Girl with Balloon" to **make** people feel hopeful. He then **adapted** the picture to **convey** a different message - to **raise** awareness about the Syrian war in 2014.

adapted

to raise

to make

convey

Part C- Shredding a Picture

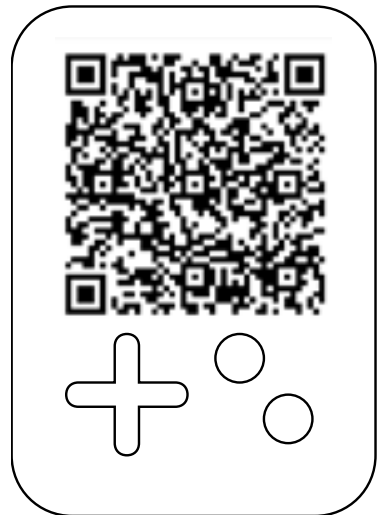
Show this [YouTube](#) of Banksy's Girl with Balloon being sold at an auction.

This clip is titled: "Banksy Artwork Shredded After Selling at Auction May Have Increased in Value."

Ask students what does "**shredded**" mean? Don't tell them, but ask them to watch the clip to find out.

Make sure they know the meaning after watching.

Banksy Artwork Shredded After Selling at Auction May Have Increased in Value



Group Work





In groups of 3-4 students:

- Order these pictures according to the story of the shredded art.
- Then tell the story based on the pictures.

If students need help- give them the clue card ([Teacher Toolkit #15](#))







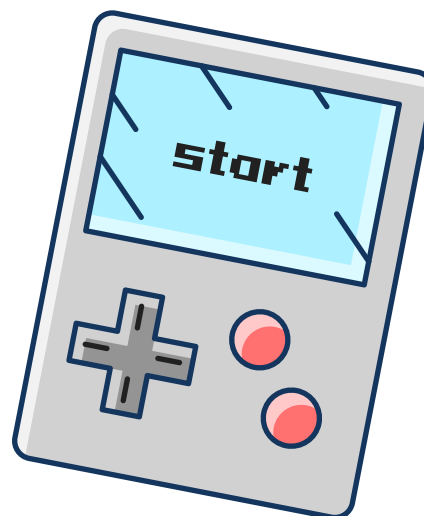
CLUE:

As seen in the video, in 2018, a piece of Banksy's artwork called 'Girl With Balloon' went up for auction in London. It sold for more than \$1m but, moments after the hammer fell, the canvas painting suddenly began to shred itself; the artist had hidden a **shredder** inside the frame. The buyer, despite being shocked initially, said she felt she was in possession of a piece of art history. The partially shredded artwork, complete with its frame, was then retitled as 'Love is in the Bin' and is said to be more valuable than the original piece.

Still in groups- explain to the students that Banksy shredded his artwork, "Girl with Balloon," right after it was sold at a Sotheby's auction. He did this to send a message.

Tell students to match the reason with the explanation.

Then, as a group, discuss and come up with another reason, with an explanation.



Reason	Explanation
Criticize the Art Market	Banksy doesn't like how art is sold for a lot of money. He wanted to show that paying so much for art can be silly.
Art is Not Permanent	Banksy thinks art should be enjoyed in the moment. By shredding the art, he showed that art doesn't have to last forever.
Message of the Artwork	Banksy shredded the "Girl with Balloon" to show that even something beautiful and full of hope can be changed or lost quickly.
Making New Art	The shredding act became a part of the artwork. The new shredded artwork is now called "Love is in the Bin" and became very famous.

Bank:

Making New Art, Art is Not Permanent, Criticize the Art Market, Message of the Artwork





This picture by Banksy is called **Washed Zebra**.



How does this picture make you feel? Why?



There are 3 theories of what message he was trying to convey.
Choose the meaning you like the best.

<p>1. The zebra is giving up its rights and identity. If a zebra didn't have its black stripes, it would just be a white horse.</p>	<p>2. The black stripes represent impurities טומאה. The lady is removing them to clean them and revert the zebra to its former beauty.</p>	<p>3. The image is about ethnic cleansing, when one race tries to clean out the color of another race.</p>
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Which meaning do you like the best?

Explain why you liked it the best?

Can you relate it to anything happening in the world around you? If yes, what?



GATE 3 - Graffiti 'Battle' Research Task: How to Describe Artistic Style?

Part 1: Graffiti Art Battle

Students create AI images of graffiti art inspired by Rami Meiri and Banksy and describe their artistic styles.

1. Divide the Class into groups of 3-4 students. Each group gets either Rami Meiri or Banksy as inspiration.
2. Round 1: Creating AI Images. Each group uses AI to generate an image of a graffiti piece on a rundown building. The piece should be connected to and inspired by the artist they got.
3. Round 2 & 3: Repeat the process for two more rounds with different concepts or themes for the graffiti.
4. Describing Artistic Styles: After creating the images, each group will describe the artistic style of their chosen artist. They should use appropriate vocabulary to explain the techniques, themes, and visual elements that define Rami Meiri and Banksy's work.

Part 2: Research Task

Students research and present information on various graffiti techniques.

1. In the same groups- students will research the vocabulary and proper manner to describe graffiti art. They will then analyze the three images they created, focusing on identifying common elements and differences in terms of artistic style. Questions to guide their analysis include:
 - What visual elements (e.g., color, line, shape) are prominent in the images?
 - What themes or messages are conveyed through the art?
 - How do the techniques used by Rami Meiri and Banksy differ or resemble each other?
 - What emotions or reactions do the images make viewers feel?
 - Groups should use appropriate vocabulary to articulate their observations and insights.
2. Presentation: Each group will present their findings either visually (e.g., posters, slides) or through a class presentation, depending on the teacher's choice.

Example Prompts for AI Image Generation

1. Rami Meiri:

- "Create a graffiti mural on a rundown building of a _____ in the style of Rami Meiri, featuring colorful, whimsical characters interacting with the environment. Make sure the image is school appropriate!"

2. Banksy:

- "Create the same graffiti piece on the same rundown building, but this time in the style of Banksy, incorporating social or political commentary with a monochromatic palette and stenciled imagery. Make sure the image is school appropriate!"

This prompt might create a 'content policy' error message. Here is how you can lead your students to circumvent it. Try this:

"Create the same graffiti piece on the same rundown building, but this time in the style of an edgy political UK born but New York based graffiti artist whose real name is unknown, incorporating social or political commentary with a monochromatic palette and stenciled imagery."

You will probably need to use this website to convert AI images to png format:

<https://cloudconvert.com/webp-to-png>

This structure ensures that students engage in both creative and analytical tasks, enhancing their understanding of graffiti art and its various techniques.

Part IV Tribute

This part of the unit contains 2 lessons that delve into the use of graffiti as a form of public memorial. Students will examine how graffiti is used to commemorate significant events and figures, and they will participate in activities that help them understand the emotional and societal impact of these tributes.

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

- amazing
- bring light
- death
- event
- ever since
- fallen
- few
- hero
- humor
- keep alive
- killed
- kindness
- interview
- majority
- military base
- most
- pass by
- reaction
- receive
- release
- save
- support
- traumatic
- who
- wounded

Language Focus

- Question formation
- Collocation

Gate 3:

Exploring Art Therapy as a Tool for Managing Negative Emotions

Graffiti as Public Memorial

Content of the lesson: In this lesson students will learn how graffiti is used to commemorate important figures and events. They will analyze graffiti pieces and discuss their emotional impact.

Recommended time frame: 2 lessons (90 minutes).

LESSON 11-12



OPENING

Present the following two pictures ([Teacher Toolkit #16](#))



Ask the students what these two people have in common? You can guide their answers with the following questions:

- Who are they? (names)
- What did they do to help Israel?
- When did they live?
- Where did they live?

Have 2 volunteers come and label the statues (labels are in the teacher toolkit as well)

- Herzl formed the Zionist Organization and promoted Jewish immigration to Palestine
- David Ben-Gurion was one of the founders of the State of Israel as well as its first prime minister.

Then explain:

Some people are important and need to be remembered. How can we pay tribute to them?

One way is to name buildings after them, like Ben Gurion Airport.

Another way is to name a mountain after them, like Har Herzl.

Both of these men have statues made of them.

Part A- Learning from a picture

The examples we just saw are of public figures the country wants to remember. These ways of remembering and honoring are very expensive. What might graffiti artists do for people they love?

Play this game to reveal the answer:

You can either send the students to the LMS to do it individually, **OR** present it on the board, ask students to come, answer the question, and expose the picture.

[Find the picture](#)



Group Work

Give each group the picture ([Teacher Toolkit #17](#)), ask them to look closely at the same picture and answer the following questions in their portfolios.





At the bottom of the wall it says, "Rest in Peace." better known as R.I.P. This phrase is associated with the death of a person or several people who are loved. It is written in fancy writing called script.

What does R.I.P stand for?

- Return if Possible
- Rest in Peace
- Remember in Prayer
- Run into Problems



2. What else do you see on the wall?

Choose the words and symbols that are on the wall:

3, 6, 9, 5, love, Dreamer, Silent, Art, Peace, Snoopy, Hope, Puppet

3. Find 2 more in the picture:

Correct answers: Grump, Bully Gizmo, Nose, Baby Face.

The gang members of 36th street in Manhattan created this wall after the deaths of many of its members. The surviving gang members wished to memorialize and remember them by writing their nicknames in beautiful script, in between the number 36, the name of the street they controlled - 36th Street.

4. What does the number "36" represent on the wall?

The name of the street they controlled

Independent Work

Part B- Voices on the wall



This mural was created over time to remember and memorialize John Lennon.

Look at the picture and read the short bio about him.

What connections can you make between them?



The Lennon Wall: Various Artists, 1980 (ongoing) Located in Velkopřevorské Square, Prague, Czechia

John Lennon was a famous singer and musician from England. He was born on October 9, 1940. John Lennon was a member of the band called The Beatles. The Beatles were very popular and made many songs. Some of their famous songs are "Let It Be" and "Hey Jude." John Lennon also wrote songs by himself. One famous song is "Imagine." He loved music and peace. John Lennon died on December 8, 1980.



The connections I can see between the mural and Lennon are:



Give each group a different graffiti memorial piece ([Teacher toolkit #18](#)) with the information about it.



1. Answer the following questions as a group:

The name of the piece:	
Who is the memorial about?	
Mention one interesting fact about the piece.	

2. Create a poster or digital presentation with images and information about the chosen piece.
3. Present your findings to the class, explaining the significance and impact of the memorial.

Teachers might want to collect each groups presentation in a shared space (padlet or google slides).

Part D - Graffiti as a Way to Heal from Trauma

Graffiti is an important form of art in Tel Aviv, especially during difficult times. The city is full of new graffiti since the war started in October 2023 and shows how art can help people heal from traumatic events. These artworks tell stories of pain, loss, and heroism. They also bring some humor to tough times.

Each group receives a set of graffiti pictures, descriptions of the graffiti pieces and titles. ([Teacher Toolkit #19](#))



Match them into sets of 3. (picture, description and title)

(Make sure students don't use their student portfolio to find the answers.)

After finding the correct match, students work (in groups or individually) in their student portfolio to practice collocations.

Paying Tribute to Heroes

Some graffiti in Tel Aviv honors fallen heroes. For example, a group called Graffitiyul created a large mural for four heroes:

1. Amit Mann, a paramedic.
2. Aner Shapira, who saved many lives with his bravery.
3. Ben Shimoni, who saved people at the Nova music festival.
4. Awad Darawshe, an ambulance driver who helped the wounded.



Highlight two useful collocations in the text.

HINT

הנופלים (גיבורים שנפלו)

הציל חיים

עזר לפצועים



Graffiti as Obituaries

In Tel Aviv, graffiti often acts as a long-lasting way to remember people. People write the names and stories of victims on walls to remember them. Unlike a newspaper **obituary** {מודעת אבל} that lasts a day, these artworks can stay for years. This makes sure that the memories of those people are kept alive for a long time.



Highlight two useful collocations in the text.

HINT

לאורך (שנים)

לוודא

נשמרים בחיים



Encouraging Soldiers

Some graffiti artists are invited to military bases to paint and make soldiers feel better. Many works are dedicated to children abducted into Gaza. This way, the soldiers are reminded of what they are fighting for and feel supported by the community.



Highlight two useful collocations in the text.

HINT

בסיס צבאי

לגרום להרגיש טוב יותר

לקבל / להרגיש שיש תמיכה



Community and Healing

Graffitiyul's work shows the power of community in healing. Families of fallen soldiers and hostages reach out to them, asking to create art to remember their loved ones. The aim of the project is to tell the stories of heroes and spread positive messages.



Highlight two useful collocations in the text.

HINT

- חיילים שנפלו
- ליצור אמנות
- יקיריהם
- מטרת הפרוייקט
- לספר סיפורים
- להפיץ מסרים חיוביים



Art Bringing Hope

Artists like Elinoy Kislev use graffiti to bring light during dark times. When the war started, she and her group, Graffitiyul, decided to create art that raises morale. They painted a piece inspired by Rachel from Ofakim, a symbol of hope, and received amazing reactions from the community.



Highlight two useful collocations in the text.

HINT

להביא / להכניס אור

לגרום להרגיש טוב יותר

לקבל / להרגיש שיש תמיכה

LF: Vocab review

Here are some collocations from this lesson. Did you highlight any of these?

	Yes	No
fallen heroes		
the power of art		
traumatic events		
bring some humor		
to save a life		
help the wounded		
stay for years		
(the memories) are kept alive		
military bases		
make them feel better		
to feel supported by		
fallen soldiers		
to create art		
their loved ones		
the aim of the project		
to tell stories/the stories of		
to bring light		
received amazing reactions		





Match them with their Hebrew translation

If your class is struggling to learn these collocations, you can make a memory matching game on cards or use a digital tool. You can ask your students to make them themselves.

A. fallen heroes	1. (הזכרונות) נשארים חיים
B. the power of art	2. להציל חיים
C. traumatic events	3. נשאר לשנים רבות
D. bring some humor	4. כוחה של האמנות
E. to save a life	5. גיבורים שנפלו
F. help the wounded	6. מכניס קצת הומור
G. stay for years	7. בסיסים צבאיים
H. (the memories) are kept alive	8. לעזור לפצועים
I. military bases	9. אירועים טראומטיים

Answers: A-5, B-4, C-9, D-6, E-2, F-8, G-3, H-1, I- 7

A. make them feel better	1. לספר את הסיפורים
B. to feel supported by	2. ליצור אמנות
C. fallen soldiers	3. לגרום להם לחוש טוב יותר
D. to create art	4. קיבל תגובות מדהימות
E. loved ones	5. מטרת המיזם
F. the aim of the project	6. להאיר
G. to tell stories/the stories	7. חיילים שנפלו
H. to bring light	8. לחוש נתמך על-ידי
I. received amazing reactions	9. יקיריהם

Answers: A-3, B-8, C-7, D-2, E-9, F-5, G-1, H-6, I-4

Collocation match

If your class is struggling to learn these collocations, you can make a memory matching game on cards or use a digital tool. You can ask your students to make them themselves.

1. fallen	a. light
2. military	b. events
3. traumatic	c. lives
4. to save	d. alive
5. to sell	e. base
6. to create	f. ones
7. to bring	g. a story
8. kept	h. art
9. make you feel	i. heroes
10. your loved	j. better

Answers: 1-i, 2-e, 3-b, 4-c, 5-g, 6-h, 7-a, 8-d, 9-j, 10-f

Complete the collocations

fal[**l**en] heroes
 the po[**w**er] of art
 stay for ye[**a**rs]
 the memories are kept al[**i**ve]
 a mi[**l**itary] base
 make them feel bet[**t**er]
 to feel sup[**p**orted]



Use the following [quiz](#) to check understanding. You can either let students use computers

OR

Screen this on the board, give students pieces of paper in various colors (paper notes). Ask students to write A-B-C-D on them, and let them vote in class for each question.



Remembering Inbar Haiman

Content of the lesson: In this lesson, students will learn about the Israeli graffiti artist Inbar Haiman. Activities include describing her work, translating text, and writing questions. In addition, students will listen to an interview with Craig Dershowitz from Artists4Israel.

Recommended time frame: 2 lessons (90 minutes).

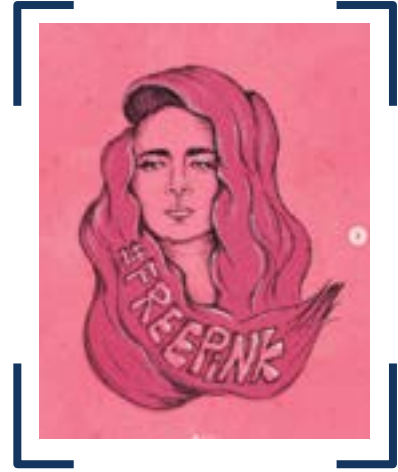
LESSON 13-14



OPENING

Present the picture on the board.
Ask students to describe it in their student portfolio.

Describe the picture (colors, shapes, words).



Look at the text, what message is being conveyed?

Where do you think this was painted?



Read the text below in Hebrew. Imagine you have to tell somebody from another country about Inbar Haiman. Translate the text into English.



Write the English here:

זוכרים את ענבר הימן

ענבר הימן, המכונה גם PINK, הייתה אמנית גרפיטי ישראלית. היא עשתה אמנות כדי להפיץ מסרים של שלום וחסד. ב-7 באוקטובר 2023 הייתה בפסטיבל נובה למוזיקה בישראל. למרבה הצער, היא נחטפה ונהרגה על ידי מחבלי חמאס.


Now compare your translation with the English text.



Inbar Haiman, also called PINK, was an Israeli graffiti artist. She made art to spread messages of peace and kindness. On October 7, 2023, she was at the Nova Music Festival in Israel. Sadly, she was kidnapped and killed by Hamas terrorists.

What new vocabulary or grammar can you learn from it?

See the text with some **words**, **collocations** and **prepositions** highlighted:

	<p>Inbar Haiman, also called PINK, was an Israeli graffiti artist. She made art to spread messages of peace and kindness. On October 7, 2023, she was at the Nova Music Festival in Israel. Sadly, she was kidnapped and killed by Hamas terrorists.</p>
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Part A- Artists for Inbar

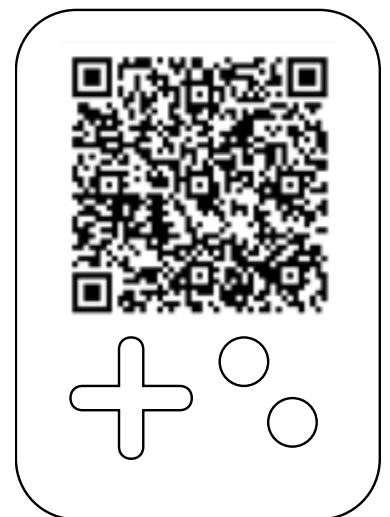


Inbar, known by her nickname PINK, was a member of the graffiti group "Artists 4 Israel". Before they learned about her death, her friends and loved ones wanted to fight for her return. They started an international campaign called "#freepink" to set her free from Hamas.

Watch this TV news item called "Graffiti Artists Pay Tribute to Abducted Artist".

1. While you are watching, think of a **different title** for this news report.

https://drive.google.com/file/d/1nPtxpFOVtf40gqa7OaOzbs9-IMY7NCY_/view?usp=sharing



2. Look at the list of collocations. Check (V) the ones you think you heard in the news report.

many cars are passing by (V)
 the end of the day (X)
 the rest of the day (V)
 raise awareness (V)
 pay tribute (X)
 call for the release (V)
 join forces (V)
 ever since (V)
 the power of art (X)
 the power of their artwork (V)
 simply because (X)
 spread the message (X)



Now watch the report again and check if you remembered all the collocations.

many cars are passing by (V)
 the end of the day (X) [V]#No. They said "the rest of the day".
 the rest of the day (V)
 raise awareness (V)
 pay tribute (X) [V]#No. They said "This is not the first tribute..."
 call for the release (V)
 join forces (V)
 ever since (V)
 the power of art (X) [V]#No. They said "the power of their artwork"
 the power of their artwork (V)
 simply because (X) [V]#No. This didn't appear in the video.
 spread the message (X) [V]#No. They said "spread the word"

3. Answer these questions:

- What is this news report about? _____ [Graffiti Artists 4 Israel]
- What was the aim of the graffiti painted on the highway next to Tel Aviv?

to raise / raising awareness that Pink has been taken hostage

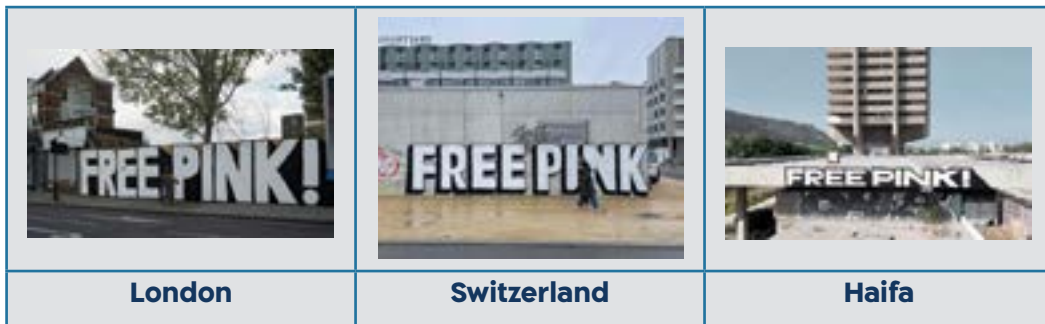
- When was this video made? Before or after Inbar's death? How do you know?

Class Discussion

All over the world graffiti artists joined the fight and sent the message to Hamas to #freepink.

Do you think these examples of their graffiti are still where they painted them?

Why/why not?



News Conference Speaking activity



Group Work

Simulate a news conference about the "#freepink" campaign.

Assign roles such as journalists, family members of Inbar, members of Artists 4 Israel, and spokespersons for the campaign. Make sure each member of the group has a different role.

Prepare questions and answers related to the campaign for each one of the roles.

Conduct the news conference, with journalists asking questions and other roles providing answers.

Part B- Artists 4 Israel (Listening activity)

Before listening- Independent Work



Go to [Artists 4 Israel](#). Take a look around and find out the following information:

1. What is the organization's main message?
2. This is one of their murals. Where is it painted? What is its message?



Class Discussion

Discuss what they saw and found out, especially the main message.

GATE 3 - Exploring Art Therapy as a Tool for Managing Negative Emotions

Objective::

To explore various art therapy techniques and understand how they can be used to manage negative emotions and provide a sense of accomplishment.

Each group will research and present different art therapy methods, discussing how these methods can provide alternative ways to deal with negative emotions through creative expression.

Divide the Class into small groups of 3-4 students.

Step 1- Group discussion

1. Each group will be assigned one art therapy technique:
 - Drawing and Painting Therapy
 - Music Therapy
 - Dance/Movement Therapy
 - Drama Therapy
 - Sculpture and Clay Therapy
2. Within the group, students discuss the different ways each group member deals with negative emotions.

Examples may include: Talking to someone, Staying in their room alone, Distracting themselves with activities, Engaging in physical exercise, Writing in a journal, Listening to music,

Students reflect on how these methods help them manage emotions and consider how they can be expressed through art. Also, talk about how feeling proud of what you make can make you feel happier and better.

Step 2: Research and Collect

Research the Technique:

- Use online resources, books, and articles to gather information about your assigned art therapy technique.
- Understand the history, development, and core principles of the technique.
- Find examples of how this technique is used in practice, including case studies or testimonials if available.

Step 3: Curate the Presentation

Presentation Components:

- Title and Introduction: Create a title for your presentation and write an introduction explaining the art therapy technique you are focusing on.
- Description of the Technique: Provide a detailed description of the therapy, including:
 - Origin and history
 - Core principles and methods
 - Typical sessions and activities involved
- Benefits and Applications: Explain the benefits of the therapy and the types of issues it can address. Include:
 - Emotional and psychological benefits
 - Social and interpersonal benefits
 - Any scientific studies or evidence supporting its effectiveness
- Personal Coping Mechanisms and Art: Discuss how the personal coping mechanisms your group identified can be expressed through your assigned art therapy technique. Provide examples.
- Sense of Accomplishment: Highlight how engaging in art therapy can lead to a sense of accomplishment, boosting self-esteem and providing a positive outlet for emotions. Include testimonials or case studies that demonstrate this.
- Case Study or Example: Present a real or hypothetical case study showing how the therapy is applied and its impact on the individual.
- Interactive Element: Prepare a simple, interactive demonstration or activity that allows classmates to experience a small aspect of the therapy.

Step 4: Present Your Findings**Presentation:**

- Each group will present their findings to the class.
- Explain the significance of the art therapy technique and its benefits.
- Discuss how personal coping mechanisms can be expressed through art therapy.
- Highlight the importance of a sense of accomplishment achieved through art.
- Conduct the interactive element to engage the class.

Step 5: Reflect and Discuss**Class Discussion:**

- After all presentations, have a class discussion about the different types of art therapy techniques.
- Reflect on the power of art therapy as a medium for emotional, psychological, and social healing.
- Discuss any new perspectives or insights gained from the project.
- Each group must choose one art therapy technique presented by another group and explain why it could also be beneficial for their assigned technique.

2. While Listening

Whole class:

Introduce the Artists4Israel CEO to the class.



This is Craig Dershowitz. He is the CEO of Artists 4 Israel. You are going to listen to an interview with him.



Ask: What questions do you expect to hear?

What answers might you hear (based on their knowledge of the organization at this point.)

Then: You are now going to hear the beginning of the interview. Look at the table and make sure you know what you are listening for.

While listening to the first questions - circle the correct answer in your portfolio.

Tip: The answers are all connected to **numbers and names of places**. Listen for those details.

a. When did Artists 4 Israel start?	11 14 16 20 years ago
b. How many artists take part in this organization?	5 15 50 500
c. How many countries do these artists come from?	25 35 45 65
d. Where have artists created mural projects in Israel?	Jerusalem Ein Gedi Sderot Lebanese Border kibbutzim Eilat the south Tel Aviv

Stop and check their answers.

3. Now listen to the whole interview and answer these questions: (You may need to play the listening twice.)



1. What is the main purpose of Artists 4 Israel?
 - a) To teach artists how to paint
 - b) To bring artists together to create mural art in Israel
 - c) To sell graffiti art to tourists
 - d) To have political discussions through art
2. What is one of the themes Artists 4 Israel paints about?
 - a) Technology
 - b) Safety and protection
 - c) Sports
 - d) Music
3. What city has Craig developed a close relationship with through his work?
 - a) Tel Aviv
 - b) Netanya
 - c) Sderot
 - d) Jerusalem
4. What is the reaction from kids and teens to the murals?
 - a) They ignore the murals
 - b) They dislike the murals
 - c) They are incredibly positive
 - d) They complain about the murals
5. What do artists want to express with their graffiti, according to Craig?
 - a) Political messages
 - b) Religious beliefs
 - c) Peace and beauty
 - d) Personal presence and beautification
6. What is the one rule artists must follow when creating graffiti with Artists 4 Israel?
 - a) No bright colors
 - b) No large murals
 - c) No politics or religion
 - d) No working on weekends



Teacher Presentation of LF

Teachers will decide how to teach question formation. This is not in a specific tense as per the suggestion of the Lexical Approach. The rules are below and will also appear in the Students Portfolio.

Refocus attention to the questions in the interview by asking the class to do this:

Complete these questions the journalist asked Craig. Listen again, if necessary:

- When *[[did it all start]]*?
- Where are some *[[of your favorite places]]* you've been to?
- What do artists *[[want to express with their graffiti]]*?
- Is there anything *[[artists cannot express in graffiti]]*?

LF: Question formation

[PPT- Teacher Toolkit #20](#)



1. Move the helping verb before the subject:

- For sentences that already have a helping verb (*am, is, are, was* etc), simply move the helping or modal verb before the subject.
 - i. "She is from Haifa." → "Is she from Haifa?"
 - ii. "They are going home." → "Are they going home?"

2. If there is no helping verb, add do / does or did:

- For present simple, add "do" or "does."
 - iii. "You like pizza." → "Do you like pizza?"
 - iv. "He plays soccer." → "Does he play soccer?"
- For past simple, add "did."
 - v. "They visited the museum." → "Did they visit the museum?"

3. Use the base form of the main verb after the helping or modal verb:

- When forming the question, always use the base form of the main verb after the helping or modal verb.
 - i. "He goes to school." → "Does he go to school?" (~~not Does he goes~~)
 - ii. "She texted the teacher." → "Did she text the teacher?" (~~not Did she texted~~)

4. Add question words for more information:

- If you need more information, add question words (*who, what, where, when, why, how*) at the beginning.
 - i. "Where does he live?"
 - ii. "Why did you call?"
 - iii. "How does it make you feel?"



LF: Question words

- A. Add these question words to the dialogs below:

What time How often How When What

1. A: [What time] did you arrive?
B: Around 10 pm.
2. A: [When] did Artists 4 Israel start?
B: 14 years ago.
3. A: [What] did they buy at the store?
B: Some clothes and a new lamp.
4. A: [How] does she do that?
B: She has a special talent.
5. A: [How often] do you exercise?
B: I try to do it three times a week.

B. Add your own question words to the dialogs below:

1. A: [[Where]] does he live?
B: In Haifa.
2. A: [[Why]] are they late?
B: There was a lot of traffic.
3. A: [[Who]] is going to the meeting?
B: Yair and Tal are. I'm not going.
4. A: [[What]] is the organization's main aim?
B: To pay tribute to fallen soldiers.
5. A: [[Where]] did you grow up?
B: I grew up in Addis Ababa.

LF: Questions: Helping verbs

Complete the questions using the correct helping verb. You won't need all of them.

is is does are did do do do am does

1. Is your sister a street artist? – No, she's a social worker.
2. Does Gil work in Jerusalem? – No, he works in Bet Shemesh.
3. What do you think of this graffiti? – I think it's really cool, and you?
4. Why is she studying now? – She has an exam tomorrow.
5. Are you coming to the party tonight? – Of course, I'm coming. It's my sister's birthday!
6. Do you understand the instructions? – No, not completely.
7. What did she buy at the store? – She bought a new lamp, I think.
8. What time do you get up? – Usually at 7 am, but tomorrow I have to get up at 6.



Imagine you are an interviewer talking to a graffiti artist from Artists 4 Israel. Write two more questions you would like to ask about their work that were not included in the interview.

The students who need help can do this:

Here are 3 possible questions you could ask. But they are not in the correct order. You need to write the questions with the words in the correct order.

1. you, did, Why, Artists4Israel, start

_____?

2. the, from, Are, Israel, artists, all

_____?

3. important, you, society, Do, for, think, art, and, graffiti, street, are

_____?



Art or Vandalism

Content of the lesson: Students will debate whether graffiti is art or vandalism. They will watch a video, discuss their opinions, and analyze graffiti pieces.

Recommended time frame: 2 lessons (90 minutes).

LESSON 15



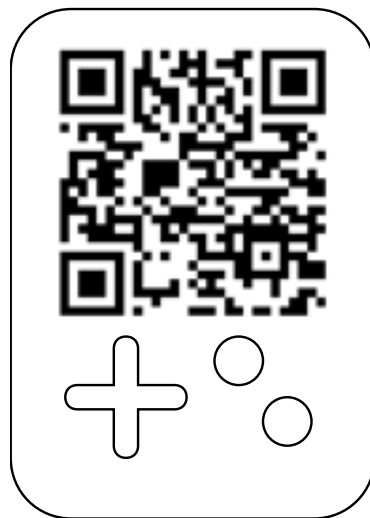
OPENING

What is Vandalism?



Show this [YouTube](#) and while they are watching, ask the students to:

1. Write a definition for vandalism.
2. Decide what their opinion is : Is graffiti art or vandalism? Why do they think that?



This TedEd has subtitles in English and Hebrew. You can decide what you want to use.





Vandalism Definition: Vandalism is the destruction of private or public property.

In my opinion, graffiti is:
Because...

At this point have them turn to a partner and share their opinions.

You will probably have to show the video again to do the next activity.
Make sure the students understand the task before the second viewing.

The end of the video says:

Today, the debate about the boundary between defacing and beautifying continues. Meanwhile, graffiti artists challenge common consensus about the value of art and the degree to which any space can be owned. Whether spraying, scrawling, or scratching, graffiti brings these questions of ownership, art, and acceptability to the surface.

What exactly are "these questions"?

Write at least 2 here: _____

Or unscramble the words to make the questions:

owns who piece graffiti a ? Who owns a graffiti piece?
art graffiti vandalism is or ? Is graffiti art or vandalism?
to graffiti where it create acceptable is ? Where is it
acceptable to create graffiti?



In groups

Give each group the 4 images. [[Teacher Toolkit #21](#)]

Which image would you consider vandalism and why?

Before you send them off to their groups, ask them how they are going to make their decision.

Elicit and write on the board: place, surroundings, design, other elements mentioned in the video.

Discuss in English and come to a group decision on each piece.



	
<p>1</p>	<p>2</p>
	
<p>3</p>	<p>4</p>





GROUP WORK: Part A: The Great Debate [Teacher Toolkit #22]

People have been debating the vandalism vs. art issue forever.

In groups, your students need to decide whether the statements below support the vandalism position OR the art position on graffiti.

- Art done in public places on public property without permission is illegal.
- Graffiti can actually make neighborhoods look nicer.
- Graffiti can make people think the area is not safe or clean.
- Graffiti can tell stories and messages.
- Graffiti costs cities a lot to clean up.
- Art collectors value certain graffiti "pieces" as art.
- Graffiti can inspire people to take action and change their life or society.
- Graffiti can make public spaces interesting.
- Graffiti artists usually leave messages.

Graffiti is vandalism	Graffiti is art

Ask each group to share one statement, where they put it in the table and why.

While each group is sharing, the other groups have to check if they agree. If they don't they should raise their hands and say why.

Part B: Survey (Pair/Independent work)

These are the instructions for your students. Using Google forms is a suggestion because the results will be in a pie chart. But you can choose another tool OR or have them create a survey that they conduct face to face. You will also need to consider the time frame for this. Prepare it in class and collect responses for homework is one option.

You will write and conduct a survey. Find out if people think graffiti is art or vandalism.

Ask as many people as possible to participate in your survey. (At least 20)

Step 1 : Create a Survey:

Use Google Forms to create your survey.

Ask simple questions like:

Do you think graffiti is art?

Do you think graffiti is vandalism?

Why do you think so? (optional)

You **can** add pictures of graffiti and ask the same questions for each picture.

Step 2 : Collect Responses

Share your survey link with friends and family. You should ask for people's age so you can see if that is a factor.

Collect at least 20 responses.



Step 3 : Analyze the Results

Use Google Forms to see the responses.

Look at the charts and graphs Google Forms creates for you.

(The next section is intended to help the students prepare to write about or present their findings. You might decide that this section should be taught between Step 2 and 3 above.)

LF: How to talk about results of surveys (Student Portfolio)

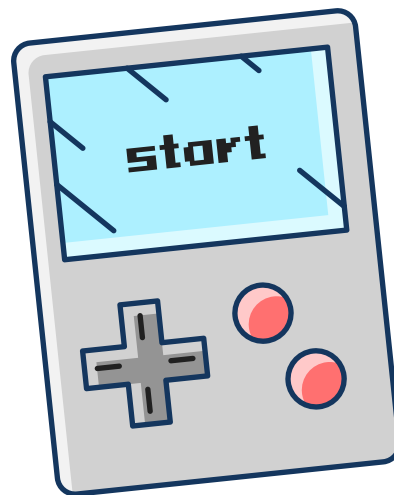
Ayelet decided to run a survey about hobbies in her 8th grade class.

She asked two questions:

- What activity do you like to do in your free time? (Drawing/painting, Reading, Gaming or Sports)
- Why do you enjoy this activity?

This is how she presented her results to her class:

This is called a pie chart. You can see the percentage (%) of people who said which hobby they like to do in their free time. .





Look at the chart above and choose the correct word in the description below.

Then [listen to Ayelet](#) and see if you were right.

The results of my survey show that playing sports is the most popular activity among teenagers.

[The majority of /Some] teens do sports in their free time. They think that sports are a fun and healthy way to spend their time.

The results also show that [many/few] students enjoy reading books. Students who like reading believe it helps them relax and learn new things.

[Some/Most] students enjoy gaming. Many of them do gaming just to have fun. However, a few students said that it's a good way to connect with friends online.

Surprisingly, art is not a very popular hobby. [Few/Many] students like drawing and painting. But the students who enjoy these activities do them to express their creativity. Some of them say they find drawing and painting to be calming and enjoyable.



LF: The majority of / most / many / some / a few / few

Note to teachers. This is not precise and you should point this out to your students.

e.g. Many students in Israel finish school without a Bagrut.

Less than 50% but it's still a lot!

Complete the rules with the percentages**70-90%****50-70%****20-50%****0-20%****The majority of / Most** [70-90%]

We use these when talking about almost all members of the group.

Most students in my class enjoy sports.

Many [50-70%]

We use this when talking about a large part of the group.

Many people like watching movies.

Some / A few [20-50%]

We use these when talking about a smaller part of the group.

Some of the books on the shelf are mine.

A few students didn't do their homework.

Few [0-20%]

We use this when talking about a very small part of the group.

Few cars in the country are electric.



LF: Most or most of the?

This table does not appear in the Student Portfolio or in Gate 2. It is advanced for 8th grade. It is here so that you explain to students that might ask.

We put a noun right after most , many , a few etc. when we talk about <u>a group in general</u> :	But if we are talking about <u>a specific group</u> , we say most of the , many of the , a few of the etc.
Most teenagers use Tik Tok. Few spiders are dangerous.	Most of the girls in my class use Tik Tok. Few of the spiders in this part of Israel are dangerous.

LF: Practice

Choose the correct word to complete each sentence based on the given percentage.

- (80%) _____ students pay attention in the mornings.
 - a. Few
 - b. Some
 - c. Many
 - d. [Most]
- (15%) _____ of the students in the class failed the exam.
 - a. Few
 - b. [Some]
 - c. Many
 - d. The majority of
- (60%) _____ of my friends left early because it was boring.
 - a. Few
 - b. [A few]
 - c. Many
 - d. Most
- (25%) _____ of the books on the shelf are fiction.
 - a. Few
 - b. [Some]
 - c. Many
 - d. The majority of

5. (5%) _____ cars on the roads these days are electric.

- a. [Few]
 b. Some
 c. Many
 d. Most



Ayelet had 2 questions in her survey. The second one was:

- Why do you enjoy this activity?

Here are some of the responses she got. These are some of the reasons why people chose their hobby. The Google Form made an easy to read spreadsheet of the reasons

	A	B	C	D	E	F
1	NAME	WHY DO YOU ENJOY THIS ACTIVITY				
2	Shira	Sport is a fun way to stay healthy.				
3	David	I play sports games because I like competitions.				
4	Yoni	Reading is the best way to improve general knowledge.				
5	Tamar	I try to read in English as much as I can.				
6	Shmuel	I like to be at home so gaming helps me spend time with my friends.				
7	Avigayil	For me, painting is so relaxing, that's why I love it.				
8	Shiloh	In my school we don't learn art, but I really love to be creative.				

Listen to Ayelet again and see how she describes the reasons.

Fill in the missing words as you listen.

The results of my survey show that playing sports is the most popular activity among teenagers.

The majority of teens do sports in their free time. They 1 **[[think]]** that sports are a fun and healthy way to spend their time.

The results also show that many students enjoy reading books. Students who like reading 2 **[[believe]]** it helps them relax and learn new things.

Some students enjoy gaming. Many of them do gaming just to have fun. However, a few students 3 **[[said]]** that it's a good way to connect with friends online.

Surprisingly, art is not a very popular hobby. Few students like drawing and painting. But the students 4 **[[who]]** enjoy these activities do them to express their creativity. Some of 5 **[[them]]** say they find drawing and painting to be calming and enjoyable.

LF: Explaining reasons

Students who like/enjoy	sports/reading/art/ gaming	think believe (that)
Many / Some of them		said / say



SUMMARIZE THE SURVEY AS AN INFOGRAPHIC



Use Canva to create an infographic. Go to Canva.

Include:

- A title: "Is Graffiti Art or Vandalism?"
- The number of people who think it's art.
- The number of people who think it's vandalism.
- Some reasons why.
- Save your work and share it with your teacher.

You can collect the infographics on a shared Google slides/PPT/Padlet.

Each student/pair can present their findings in small groups or to the whole class.

You can ask them to compare their results to all the others.

Are they similar?



Gate 3: Vandalism or Art

Objective:

Students will explore how to define a term. (art/vandalism)

Before the lesson ask your students to bring in pictures of things they consider to be art, and things they consider to be vandalism. (links to pictures or printed pictures)

Directions for a 60 min lesson:

Part 1:

1. Each students open the page in the portfolio. Ask them to do the free association for the two terms.
2. Split the class into 2 groups.
3. Ask the students to open/share their pictures they brought in of their term.
4. Discuss and answer the questions on their handout pertaining to their term.
5. Collect some of their definitions on the board...if they have any to share.

Part 2:

1. Split the class into new groups with students from each previous group sitting together. (jigsaw technique)
2. Give each group a set of graffiti pictures and ask them to sort them into pieces of art or vandalism. Give students specific criteria to consider when sorting the graffiti pictures (e.g., location, intent, context, artistic elements).
3. Hold a class discussion. Here are some suggested questions to help facilitate the discussion.
 - Are you all able to agree? Why or why not?
 - Were there any pictures that were difficult to categorize? Why?
 - Do you need some more information to sort them properly? What do you think you need? (laws, rules)
 - Do you think it's possible for a piece of graffiti to be both art and vandalism simultaneously? Why or why not?
 - How do location and context influence whether something is seen as art or vandalism?
 - Do rules of behavior have an impact on what is art/vandalism? (consider the fact that although a piece of graffiti might be illegal (vandalism) it could still be art)
4. Exit Ticket on handout.

<p>When I hear the word art I think of...</p>	<p>When I hear the word vandalism I think of...</p>
<p>Group Work: Write a definition of Art</p> <p>What characteristics do the art pieces you brought have in common?</p> <p>_____</p> <p>What do you notice about the pieces/pictures? _____</p> <p>_____</p> <p>Can you write a definition of the word Art?</p> <p>If yes, try: _____</p> <p>_____</p> <p>If not, why not? _____</p> <p>_____</p> <p>What additional information or knowledge would help you to write a definition that you all agree on?</p> <p>_____</p>	<p>Group Work: Write a definition of Vandalism</p> <p>What characteristics do all the vandalism pieces you brought have in common? _____</p> <p>What do you notice about the pieces/pictures? _____</p> <p>_____</p> <p>Can you write a definition of the word vandalism?</p> <p>If yes, try: _____</p> <p>_____</p> <p>If not, why not? _____</p> <p>_____</p> <p>What additional information or knowledge would help you to write a definition that you all agree on?</p> <p>_____</p>
<p>Exit Ticket</p> <ol style="list-style-type: none"> Write your thoughts on art: _____ Write your thoughts on vandalism: _____ Has your perspective on art and vandalism changed since the beginning of the lesson? _____ If yes, how? What caused this change? _____ If not, why not? _____ 	

Final Assignment and Presentation

Objective::

Create a proposal for a graffiti mural in your community.

Before the lesson ask your students to bring in pictures of things they consider to be art, and things they consider to be vandalism. (links to pictures or printed pictures)

Instructions:

Part 2:

1. Choose a Location
 - Find a place in your community where a graffiti mural would look nice.
 - Take a picture.
2. Design Your Mural
 - Think about what you want your mural to show.
 - Draw a sketch of your mural. What techniques, colors and shapes will you use?
3. Describe Your Mural

Write a few sentences about your mural. Answer these questions:

 - What is in your mural?
 - Why did you choose this design?
 - How will it make people feel?
4. Explain the Impact
 - Write a few sentences about how your mural will help the community.

Answer these questions:

 - Why is this mural good for the community?
 - What message does it send?
5. Prepare Your Presentation
 - Practice talking about your mural.
 - Imagine you are talking to the mayor.
 - Explain why your mural is important and how it will help the community.

Presentation

- Show your picture or drawing of the location.
- Show your mural sketch.
- Talk about your mural and its impact.
- Answer any questions from the class.

Rubric

Use this rubric to guide your work and see how you will be graded. Good luck!

Grading Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Location Choice	Location is well-chosen and clearly presented	Location is chosen and presented	Location is chosen but not clearly presented	Location is unclear or poorly chosen	No location chosen or presented
Mural Design (Sketch)	Detailed, colorful, and creative sketch	Good sketch with some details	Simple sketch with basic details	Incomplete sketch with few details	No sketch
Mural Description	Clear, detailed, and creative description	Good description with some details	Basic description with few details	Incomplete description	No description
Impact Explanation	Clear and detailed explanation of impact	Good explanation of impact	Basic explanation of impact	Incomplete explanation	No explanation
Presentation Skills	Clear, confident, and engaging presentation	Good presentation, clear and confident	Basic presentation, some clarity	Unclear or unconfident presentation	No presentation
Response to Questions	Thoughtful and clear answers	Good answers, some detail	Basic answers	Incomplete answers	No answers

Glossary

Key

add gray shading: non-Band items
(i.e. items covered in the unit which are not from Band 2)

ancient times italics: specific use
(i.e. the word was taught / practiced as part of that specific chunk/collocation)

	PoS	Meaning
3D (three-dimensional)	adj	
a number of	phrase	
adapt	v	
add	v	
aim <i>the aim of the project</i>	n	intent, purpose
amazing	adj	
ancient <i>ancient times</i>	adj	
ankle	n	
apologized	n	
approved	v	
argument <i>have an argument</i>	n	disagreement
as a result	phrase	
beside	prep	next to
bridge	n	
bring light	v	brighten

carve	v	
certain certain area	adj	particular
change make a change	n	
citizen	n	
clear unclear	n	
come out didn't come out well	v	look at carefully
commit commit a crime	v	
communicate	v	
contribute contribute to the community	v	
control	v	
convey convey the message	v	
death	n	
delicious	adj	
depend on	v	
design	n, v	
detailed	adj	
determine	v	
event	n	
ever since	phrase	
factory	n	
fall off sth fell off his bike	v	

fallen <i>fallen heroes</i>	adj	
far apart	adv	
far away	adv	
few	det	
gang	n	
get rid of sth	v	look at carefully
go on	v	
hide	v	
humor	n	
in certain ways	coll	
in order to	conj	
in public	phrase	
including	prep	
interview	n	
involve	v	
join forces	coll	
keep sth a secret <i>keep his identity a secret</i>	coll	
keep alive	v	
killed <i>was/were killed</i>	v	
kind of	adv	
kindness	n	
legal	adj	

let sb know (sth)	v	
lock <i>unlock the door</i>	v	
look like	v	
majority	n	
make friends	coll	
make it happen	coll	
make sure	coll	
make your voice heard	coll	
mean <i>I mean</i>	v	
military base	coll	
miss <i>miss the bus/the point</i>	v	
miss sb <i>I missed you</i>	v	feel sad
most	det	almost all
original <i>original version</i>	adj	
originally <i>originally from England</i>	adv	
pass by <i>cars are passing by</i>	v	
pay tribute to <i>keep his identity a secret</i>	coll	
poem	v	
potery	n	
popcorn	n	
postpone	v	

pot <i>plant pot</i>	n	
power <i>come to power</i>	n	
powerful	adj	
practice	n, v	
present	v	
produce <i>produce an effect</i>	v	
promise	v, n	
race <i>win the race</i>		
raise awareness	v	
reaction	n	
reality	n	
realize	v	
receive	v	
record	v	record sound, images etc.
release <i>call for the release (of)</i>	n	setting free
remind sb of sth	v	
remove	v	
save <i>save a life</i>	v	make safe
sci-fi <i>a sci-fi movie</i>	adj, n	
sharp	adj	able to cut
simply <i>simply because</i>	adv	
stand out	v	

stop and think	coll	
style	n	
support <i>feel supported by</i> <i>support your answer</i>	v	
take up sth <i>take up too much</i> <i>space</i>	v	
technique	n	
the way (in which)	phrase	
therefore	adv	
through	prep	as a result of, because of
traumatic	adj	
ugly	adj	
uncle	n	
version <i>original version</i>	n	
visitor	n	
who	pron	referring to someone; adding information
wish <i>make a wish</i>	n	
wounded	adj	