



PLANTILLA DE PROGRAMACIÓN DE SITUACIONES DE APRENDIZAJE (LOMLOE)

PROGRAMACIÓN DE SITUACIONES DE APRENDIZAJE (LOMLOE)	
TÍTULO	
FAST FASHION	
NIVEL Y CURSO	1º Bachillerato
ÁREAS/MATERIAS IMPLICADAS	
LENGUA EXTRANJERA: INGLÉS Sugerencia de colaboración: Biología y Geología / Ciencias de la Tierra y Medioambiente <i>Sonia Villora</i>	
CONTEXTO	
<i>(A rellenar por cada centro)</i>	

TEMPORALIZACIÓN					Nº de sesiones: 21 sesiones				
SEPT	OCT	NOV	DIC	ENE	FEB	MAR	ABR	MAY	JUN

Enfoque Metodológicos	APRENDIZAJE-SERVICIO	<input checked="" type="checkbox"/>	FLIPPED CLASSROOM	<input type="checkbox"/>
	PAISAJE DE APRENDIZAJE	<input type="checkbox"/>	APRENDIZAJE COOPERATIVO	<input checked="" type="checkbox"/>
	PROYECTO DE COMPRENSIÓN	<input type="checkbox"/>	APRENDIZAJE BASADO EN PENSAMIENTO	<input type="checkbox"/>

	APRENDIZAJE BASADO EN PROYECTOS		APRENDIZAJE BASADO EN PROBLEMAS	
	DESIGN THINKING		OTRO:	

SITUACIÓN DE APRENDIZAJE

(Narrativa, enunciado del problema, reto, desafío o tópico generativo que esté contextualizado y significativo para los alumnos, y relacionado con ODS/PEG)

El modelo dominante en el sector textil es el de la “moda rápida” (Fast Fashion). Este modelo que mantiene la industria de la moda, ofrece a los consumidores cambios constantes de colecciones a bajos precios y alienta a comprar y desechar ropa frecuentemente. Es un negocio que incentiva un consumismo de necesidades desproporcionadas.

¿Sabías que la industria textil es la segunda más contaminante del mundo después de la petrolífera? El textil supone el 10-15% de los residuos de los vertederos. El 50% de la ropa que fabrican las cadenas de Fast Fashion acaba en la basura en menos de un año. En España, cada persona se desprende de siete kilos de ropa por año, es decir, un total de 326.000 toneladas anuales, tanto como el peso de 45.000 coches medianos.

¿Sabías que el 80% del personal laboral son mujeres con jornadas de trabajo diarias entre 12 y 14 horas? Además, sus sueldos no permiten cubrir las necesidades básicas y se exponen al riesgo de sufrir distintas afecciones de salud por el uso de los tintes utilizados en los procesos de confección. Bangladesh junto con la India y Camboya son los mayores exportadores de textil del mundo.

Necesitamos un mundo más justo y comprometido, ¿te atreves a dar el paso?

COMPETENCIAS ESPECÍFICAS, CRITERIOS DE EVALUACIÓN Y SABERES BÁSICOS*

COMPETENCIAS ESPECÍFICAS	DESCRIPTORES DE LAS COMPETENCIAS CLAVE	CRITERIOS DE EVALUACIÓN	SABERES BÁSICOS**
<p>CE1. Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas.</p>	<p>CCL2 CCL3 CP1 CP2 STEM1 CD1 CPSAA4</p>	<p>1.1 Extraer y analizar las ideas principales, la información relevante y las implicaciones generales de textos de cierta longitud, bien organizados y de cierta complejidad, orales, escritos y multimodales, sobre temas de relevancia personal o de interés público, tanto concretos como abstractos, expresados de forma clara y en la lengua estándar, incluso en entornos moderadamente ruidosos, a través de diversos soportes.</p>	<p>A. Comunicación.</p> <ul style="list-style-type: none"> - Autoconfianza, iniciativa y asertividad. Estrategias de autorreparación y autoevaluación como forma de progresar en el aprendizaje autónomo de la lengua extranjera. - Estrategias para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales. - Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas. - Funciones comunicativas adecuadas al ámbito y al contexto comunicativo: describir fenómenos y acontecimientos; dar instrucciones y consejos; narrar acontecimientos pasados puntuales y habituales, describir estados y situaciones presentes y expresar sucesos futuros y de predicciones a corto, medio y largo plazo; expresar emociones; expresar la opinión; expresar argumentaciones; reformular, presentar las opiniones de otros, resumir. - Modelos contextuales y géneros discursivos de uso común en la comprensión, producción
		<p>1.2 Interpretar y valorar de manera crítica el contenido, la intención y los rasgos discursivos de textos de cierta longitud y complejidad, con especial énfasis en los textos académicos y de los medios de comunicación, así como de textos de ficción, sobre temas generales o más específicos, de relevancia personal o de interés público.</p>	
		<p>1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos adecuados para comprender la información global y específica, y distinguir la intención y las opiniones, tanto implícitas como explícitas (siempre que estén claramente señalizadas), de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y contrastar información.</p>	

<p>CE2. Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos comunicativos concretos.</p>	<p>CCL1 CCL5 CP1 CP2 STEM1 CD1 CD3 CPSAA4 CCEC3</p>	<p>2.1 Expresar oralmente con suficiente fluidez y corrección textos claros, coherentes, bien organizados, adecuados a la situación comunicativa y en diferentes registros sobre asuntos de relevancia personal o de interés público conocidos por el alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.</p> <p>2.2 Redactar y difundir textos detallados de cierta extensión y complejidad y de estructura clara, adecuados a la situación comunicativa, a la tipología textual y a las herramientas analógicas y digitales utilizadas, evitando errores que dificulten o impidan la comprensión, reformulando y organizando de manera coherente información e ideas de diversas fuentes y justificando las propias opiniones, sobre asuntos de relevancia personal o de interés público conocidos por el alumnado, haciendo un uso ético del lenguaje, respetando la propiedad intelectual y evitando el plagio.</p> <p>2.3 Seleccionar, organizar y aplicar conocimientos y estrategias de planificación, producción, revisión y cooperación, para componer textos de estructura clara y adecuados a las intenciones comunicativas, las características contextuales, los aspectos socioculturales y la tipología textual, usando los recursos físicos o digitales más adecuados en función de la tarea y de los interlocutores e interlocutoras reales o potenciales.</p>	<p>y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.</p> <ul style="list-style-type: none"> - Unidades lingüísticas y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, la cantidad y la cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, las relaciones lógicas. - Léxico común y especializado de interés para el alumnado relativo a tiempo y espacio; estados, eventos y acontecimiento...; actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación, trabajo y emprendimiento; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura; así como estrategias de enriquecimiento léxico (derivación, familias léxicas, polisemia, sinonimia, antonimia...). - Patrones sonoros, acentuales, rítmicos y de entonación, y significados e intenciones comunicativas generales asociadas a dichos patrones. Alfabeto fonético básico. - Convenciones ortográficas y significados e intenciones comunicativas asociados a los formatos, patrones y elementos gráficos. - Convenciones y estrategias
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<p>CE3. Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía.</p>	<p>CCL5 CP1 CP2 STEM1 CPSAA3 CC3</p>	<p>3.1 Planificar, participar y colaborar asertiva y activamente, a través de diversos soportes, en situaciones interactivas sobre temas de relevancia personal o de interés público conocidos por el alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras, y ofreciendo explicaciones, argumentos y comentarios.</p>	<p>conversacionales, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir y parafrasear, colaborar, negociar significados, detectar la ironía, etc.</p> <ul style="list-style-type: none"> - Recursos para el aprendizaje y estrategias de búsqueda y selección de información y curación de contenidos: diccionarios, libros de consulta, bibliotecas, mediatecas, etiquetas en la red, recursos digitales e informáticos, etc. - Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados: herramientas para el tratamiento de datos bibliográficos y recursos para evitar el plagio. - Herramientas analógicas y digitales para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción, colaboración y cooperación educativa (aulas virtuales, videoconferencias, herramientas digitales colaborativas...) para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera. <p>B. Plurilingüismo.</p> <ul style="list-style-type: none"> - Estrategias y técnicas para responder
<p>CE5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas y variedades, reflexionando de forma crítica sobre su funcionamiento, y haciendo explícitos y compartiendo las estrategias y los conocimientos propios, para</p>	<p>CP2 STEM1 CD3 CPSAA1</p>	<p>5.1 Comparar y argumentar las semejanzas y diferencias entre distintas lenguas reflexionando sobre su funcionamiento y estableciendo relaciones entre ellas.</p> <p>5.2 Utilizar con iniciativa y de forma creativa estrategias y conocimientos de mejora de la capacidad de comunicar y de aprender la lengua extranjera con apoyo de otros participantes y de soportes analógicos y digitales.</p>	

<p>mejorar la respuesta a sus necesidades comunicativas.</p>		<p>5.3 Registrar y reflexionar sobre los progresos y dificultades de aprendizaje de la lengua extranjera, seleccionando las estrategias más adecuadas y eficaces para superar esas dificultades y consolidar el aprendizaje, realizando actividades de planificación del propio aprendizaje, autoevaluación y coevaluación, como las propuestas en el Portfolio Europeo de las Lenguas (PEL) o en un diario de aprendizaje, haciendo esos progresos y dificultades explícitos y compartiéndolos.</p>	<p>eficazmente y con un alto grado de autonomía, adecuación y corrección a una necesidad comunicativa concreta superando las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.</p> <ul style="list-style-type: none"> - Estrategias para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.
<p>CE6. Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, reflexionando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma empática, respetuosa y eficaz, y fomentar la comprensión mutua en situaciones interculturales.</p>	<p>CCL5 CP3 CPSAA3 CC3 CCEC1</p>	<p>6.1 Actuar de forma adecuada, empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas, analizando y rechazando cualquier tipo de discriminación, prejuicio y estereotipo, y solucionando aquellos factores socioculturales que dificulten la comunicación.</p> <p>6.2 Valorar críticamente la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera teniendo en cuenta los derechos humanos y adecuarse a ella, favoreciendo el desarrollo de una cultura compartida y una ciudadanía comprometida con la sostenibilidad y los valores democráticos.</p> <p>6.3 Aplicar estrategias para defender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos y respetando los principios de justicia, equidad e igualdad.</p>	<ul style="list-style-type: none"> - Estrategias y herramientas, analógicas y digitales, individuales y cooperativas para la autoevaluación, la coevaluación y la autorreparación. - Expresiones y léxico específico para reflexionar y compartir la reflexión sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje). - Comparación sistemática entre lenguas a partir de elementos de la lengua extranjera y otras lenguas: origen y parentescos. <p>C. Interculturalidad.</p> <ul style="list-style-type: none"> - La lengua extranjera como medio de comunicación y entendimiento entre pueblos, como facilitador del acceso a otras culturas y otras lenguas y como herramienta de participación social y de enriquecimiento personal. - Interés e iniciativa en la realización de

			<p>intercambios comunicativos a través de diferentes medios con hablantes o estudiantes de la lengua extranjera, así como por conocer informaciones culturales de los países donde se habla la lengua extranjera.</p> <ul style="list-style-type: none"> - Aspectos socioculturales y sociolingüísticos relativos a convenciones sociales, normas de cortesía y registros; instituciones, costumbres y rituales; valores, normas, creencias y actitudes; estereotipos y tabúes; lenguaje no verbal; historia, cultura y comunidades; relaciones interpersonales y procesos de globalización en países donde se habla la lengua extranjera. - Estrategias para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos. - Estrategias de detección, rechazo y actuación ante usos discriminatorios del lenguaje verbal y no verbal.
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**Los saberes básicos se corresponden con los contenidos de algunas normativas autonómicas, como en la Comunidad de Madrid

* Estos elementos se pueden encontrar en la concreción curricular de cada comunidad autónoma a través de este [enlace](#).

ÁREA DEL PACTO EDUCATIVO GLOBAL QUE SE VA A TRABAJAR (NUESTRA VISIÓN DE LOS ODS)

El trabajo de esta situación de aprendizaje estará centrado principalmente en las áreas de Dignidad y Derechos Humanos y Ecología y Tecnología Integral. Al poner el foco en el consumo extremo de moda de usar y tirar y en las condiciones de trabajo y desigualdad de las personas implicadas en la producción de esos productos intentaremos sensibilizar y comprometer al alumnado para cambiar esa situación.

CRITERIOS DE EVALUACIÓN

METAS DE APRENDIZAJE (para cada criterio de evaluación recoger las metas de aprendizaje para el alumno)

Criterio 1.1.	Soy capaz de extraer y analizar ideas de textos de una extensión máxima de 400 palabras sobre la industria de la moda y su repercusión social y medioambiental.
Criterio 1.2.	Soy capaz de interpretar y valorar críticamente el contenido y la intención tanto de textos académicos como de medios de comunicación.
Criterio 1.3.	Soy capaz de aplicar estrategias y conocimientos previos para comprender la información global de un texto, así como distinguir la intención comunicativa y las principales opiniones que se exponen en dicho texto.
Criterio 2.1.	Soy capaz de expresarme oralmente con fluidez y corrección manteniendo un discurso coherente y bien estructurado en una situación comunicativa con registro formal.
Criterio 2.2.	Soy capaz de redactar y difundir textos académicos con coherencia y cohesión tanto en formato analógico como digital respetando las normativas de citación y evitando el plagio.
Criterio 2.3.	Soy capaz de seleccionar, organizar y aplicar los conocimientos adquiridos con el fin de elaborar textos académicos en formato analógico y digital adecuándose a los posibles destinatarios.
Criterio 3.1.	Soy capaz de planificar, participar y colaborar asertiva y activamente en debates sobre la problemática de la industria de la moda, mostrando iniciativa, empatía, respeto y siguiendo las normas de cortesía. En dicho discurso seré capaz de expresar mis argumentos, y contraargumentos.
Criterio 3.2.	Soy capaz de seleccionar, organizar y utilizar estrategias comunicativas que me permitan iniciar, mantener y finalizar una conversación tanto en un role-play como en un debate. Así como saber ceder la palabra, reformular y solicitar aclaraciones en situaciones de debate.
Criterio 5.1.	Soy capaz de comparar y argumentar las semejanzas y diferencias entre distintas lenguas mediante la creación de subtítulos en inglés y español.
Criterio 5.2.	Soy capaz de utilizar estrategias para la mejora de la capacidad comunicativa y el aprendizaje de la misma mediante la interacción con el alumnado y profesorado utilizando soportes analógicos y/o digitales.
Criterio 5.3.	Soy capaz de registrar y reflexionar mi propio proceso de aprendizaje a través del proceso de autoevaluación y

	coevaluación reflejado en el diario de aprendizaje de mi portfolio.
Criterio 6.1.	Soy capaz de empatizar y respetar la diversidad cultural analizando y rechazando la discriminación, así como desterrando estereotipos.
Criterio 6.2.	Soy capaz de valorar la diversidad lingüística, cultural y artística apreciando los derechos humanos y el compromiso con los valores sostenibles y democráticos.
Criterio 6.3	Soy capaz de apreciar la diversidad lingüística, cultural y artística atendiendo a valores ecológicos, de equidad y de justicia social mediante el estudio de casos de India y Bangladesh.

DUA: PERSONALIZACIÓN DEL APRENDIZAJE E INCLUSIÓN (en diseño de tareas y en la evaluación)	
Proporcionar múltiples formas de compromiso	Se utilizarán distintos recursos: vídeos, imágenes, textos e infografías con el fin de facilitar la inclusión y la diversidad de estilos de aprendizajes. Además el entorno digital permitirá
Proporcionar múltiples formas de representación	Los textos y vídeos estarán adaptados al alumnado, es decir, se podrán incorporar subtítulos y utilizar auriculares en el caso de que existiera algún alumno/a con dificultad auditiva. Por otro lado, la propuesta se caracteriza por la gran diversidad de materiales y fuentes de información que pueden ser seleccionadas según sus intereses y preferencias.
Proporcionar múltiples formas de Acción y Expresión	El alumnado podrá elegir el tipo de producto final que desee crear, de este modo se le permite comunicar el contenido trabajado conforme a su estilo de aprendizaje y, al mismo tiempo, fomentamos su motivación e interés.

SECUENCIA DIDÁCTICA (ordenadas por actividades de entrada, de desarrollo, de cierre y comunicación)*

CRITERIOS DE EVALUACIÓN	TIPO DE TAREA/ACTIVIDAD	DESCRIPCIÓN DE LA TAREA/ACTIVIDAD POR ORDEN CRONOLÓGICO	EVIDENCIA DE APRENDIZAJE	INSTRUMENTOS DE EVALUACIÓN	AGENTES DE EVALUACIÓN
1.1. 2.1. 3.1. 3.2.	MOTIVACIÓN	<p>El alumnado deberá reflejar en su portfolio las tareas realizadas y los aprendizajes adquiridos a lo largo de las sesiones. Las diversas propuestas pueden ser llevadas a cabo tanto de manera individual como en parejas.</p> <p>Los contenidos a desarrollar en la sesión son los siguientes:</p> <ul style="list-style-type: none"> - Preguntas de motivación 	Portfolio	Rúbrica de portfolio	Heteroevaluación Autoevaluación

		- Introducción al concepto de <i>fast fashion</i> mediante el análisis de material audiovisual mediante el uso de la rutina de pensamiento 5-3-1.			
1.1. 1.2. 1.3. 2.1. 3.1. 3.2. 5.1. 5.2. 6.1. 6.2. 6.3.	Introducción al concepto de Fast Fashion	El alumnado deberá reflejar en su portfolio las tareas realizadas y los aprendizajes adquiridos a lo largo de las sesiones. Las diversas propuestas pueden ser llevadas a cabo tanto de manera individual, como en pequeño y gran grupo. Los contenidos a desarrollar en las dos sesiones correspondientes son los siguientes: - Preguntas de motivación - Vocabulario - Phrasal Verbs - Texto de comprensión lectora - Vídeo con preguntas de reflexión	Portfolio	Rúbrica de portfolio	Heteroevaluación Autoevaluación
3.1. 3.2. 5.1. 5.2.	Estudio gramatical	El alumnado deberá reflejar en su portfolio los ejercicios realizados y los aprendizajes adquiridos a lo largo de las sesiones. Dichos ejercicios se realizarán individualmente. Al finalizar la sesión de los modificadores de grado, se incluye una actividad de gamificación en la que el alumnado, dividido en equipos, practicará lo aprendido mediante el juego de dominó. Los contenidos a desarrollar en las dos sesiones correspondientes son los siguientes: - Modal verbs - Modifiers	Portfolio	Rúbrica de portfolio	Heteroevaluación Autoevaluación

<p>1.1. 1.2. 1.3. 2.1. 3.1. 3.2. 6.1. 6.2. 6.3.</p>	<p>La industria de la moda y los derechos humanos Estudio de casos: India y Bangladesh</p>	<p>El alumnado deberá reflejar en su portfolio las tareas realizadas y los aprendizajes adquiridos a lo largo de las sesiones. Las diversas propuestas pueden ser llevadas a cabo tanto de manera individual, como en pequeño y gran grupo. Los contenidos a desarrollar en las tres sesiones correspondientes son los siguientes:</p> <ul style="list-style-type: none"> - Vocabulario - Vídeos con actividades y preguntas de reflexión - Texto de comprensión lectora - Debate informal - Preguntas de motivación - Análisis- investigación de sus prendas de ropa - Role-play - Representación gráfica de datos 	<p>Portfolio Role-play (speaking)</p>	<p>Rúbrica de portfolio Rúbrica de speaking</p>	<p>Heteroevaluación Autoevaluación</p>
<p>1.1. 2.1. 3.1. 3.2. 5.2. 6.1. 6.2. 6.3.</p>	<p>Economía circular</p>	<p>El alumnado deberá reflejar en su portfolio las tareas realizadas y los aprendizajes adquiridos a lo largo de la sesión. Las diversas propuestas pueden ser llevadas a cabo tanto de manera individual, como en pequeño y gran grupo. Los contenidos a desarrollar durante la sesión son los siguientes:</p> <ul style="list-style-type: none"> - Preguntas de motivación - Contenido teórico - Brainstorming grupal para la creación de propuestas - Vídeos explicativos 	<p>Portfolio</p>	<p>Rúbrica de portfolio</p>	<p>Heteroevaluación Autoevaluación</p>

1.1. 1.2. 1.3. 3.1. 3.2. 6.1. 6.2. 6.3.	Moda sostenible	<p>El alumnado deberá reflejar en su portfolio las tareas realizadas y los aprendizajes adquiridos a lo largo de las sesiones. Las diversas propuestas pueden ser llevadas a cabo tanto de manera individual, como en pequeño y gran grupo.</p> <p>Los contenidos a desarrollar en las tres sesiones correspondientes son los siguientes:</p> <ul style="list-style-type: none"> - Análisis de etiquetas - Encuesta sobre la procedencia de las prendas de ropa - Mapamundi de la procedencia de las prendas de ropa - Debates informales - Preguntas de comprensión audiovisual - Vocabulario - Debate 	Portfolio Debate (speaking)	Rúbrica de portfolio Rúbrica de speaking	Heteroevaluación Autoevaluación
2.2. 2.3. 5.1. 5.2.	Cómo escribir un ensayo	<p>El alumnado deberá reflejar en su portfolio los ejercicios realizados y los aprendizajes adquiridos a lo largo de la sesión. Las diversas propuestas pueden ser llevadas a cabo tanto de manera individual como en parejas.</p> <p>Los contenidos a desarrollar en la sesión son los siguientes:</p> <ul style="list-style-type: none"> - Enlaces - Estructura y organización del texto - Redacción de un ensayo 	Portfolio	Rúbrica de portfolio	
1.1. 1.2. 1.3.	Comprensión y expresión escrita	<p>El alumnado deberá leer un texto de extensión máxima de 400 palabras. Así como responder a unas preguntas de</p>	Examen	Test de evaluación de comprensión y expresión escrita	Heteroevaluación

2.2. 2.3. 5.1. 5.2. 6.1. 6.2. 6.3.		<p>comprensión:</p> <ul style="list-style-type: none"> - Contesta con tus propias palabras. - Verdadero o falso justificando la respuesta. - Búsqueda de sinónimos en el texto. <p>Finalmente, el alumnado deberá escribir un ensayo de opinión (120-150 palabras). Esta prueba tiene un formato tipo EBAU.</p>			
1.1. 1.2. 1.3. 2.1. 2.2. 2.3. 3.1. 3.2. 5.1. 5.2. 5.3. 6.1. 6.2. 6.3.	<p>Creación del PRODUCTO FINAL: CONGRESO</p>	<p>Los alumnos, divididos en equipos de trabajo, tendrán que presentar los siguientes productos finales:</p> <ol style="list-style-type: none"> 1. Vídeo promocional de la campaña con subtítulos en inglés. 2. Ted talks: el alumnado preparará diversas charlas de duración breve (máx. 10 minutos). 3. Mesa redonda: un pequeño grupo de (6-8 alumnos/as) discutirán un tema de interés común. 4. Museo siglo XXI: en este museo el alumnado deberá crear pósteres con imágenes muy visuales e impactantes junto con datos que pongan de manifiesto las consecuencias del fenómeno de <i>fast fashion</i>. En cada póster creará un audio que podrá ser escuchado mediante un código QR. Esta tarea tiene como destinatario al alumnado de ESO con el objetivo de reflexionar sobre la realidad social a través de la rutina de pensamiento VEO, PIENSO, ME PREGUNTO (“See, think, wonder”). 	<p>Vídeo</p> <p>Portfolio</p> <p>Exposiciones orales</p>	<p>Lista de cotejo</p> <p>Rúbrica de rutina de pensamiento: “Veo, pienso, me pregunto”</p> <p>Rúbrica exposición oral</p>	<p>Heteroevaluación</p> <p>Coevaluación</p> <p>Autoevaluación</p>

		<p>5. Póster científicos: cada equipo de trabajo explicará su póster a un grupo reducidos de alumnos/as con una duración máxima de 10 minutos.</p> <p>6. Evento de intercambio de ropa: una oportunidad para que los estudiantes eviten que la ropa y los accesorios que ya no usen vayan al vertedero y contribuyan al sistema de moda circular. Este evento se anuncia con unas semanas de antelación mediante carteles y la distribución de flyers. Las personas interesadas podrán llevar un máximo de tres prendas de vestir y accesorios que ya no usan y, a cambio, recibirán fichas para comprar ropa en el evento. Si los participantes no tienen ropa que quisieran intercambiar, podrán adquirir ropa en el evento comprando tokens por 3€ cada uno. El dinero recaudado será destinado a una ONG.</p>			
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*En el diseño de las tareas competenciales no olvidar DUA, ODS/PEG y competencia digital del alumnado.

PRODUCTOS FINALES (recopilación de las evidencias de aprendizaje)	
GRUPAL	INDIVIDUAL
Vídeo promocional de la campaña.. Ted Talks. Mesa redonda. Museo siglo XXI. Póster científicos. Evento de intercambio de ropa.	Resultados de cada una de las actividades realizadas de manera individual o grupal recopiladas en el portfolio. Pruebas de comprensión y expresión tanto oral como escrita.

PÚBLICO DESTINATARIO DEL PRODUCTO FINAL	
NIVEL EDUCATIVO Y GRUPO CLASE	<input checked="" type="checkbox"/>
COLEGIO	<input checked="" type="checkbox"/>
FAMILIAS	<input checked="" type="checkbox"/>
BARRIO O LOCALIDAD	<input checked="" type="checkbox"/>
INSTITUCIONES/ORGANISMOS	<input checked="" type="checkbox"/>
EXPERTOS	<input type="checkbox"/>
WEB	<input checked="" type="checkbox"/>
OTROS COLEGIOS	<input type="checkbox"/>

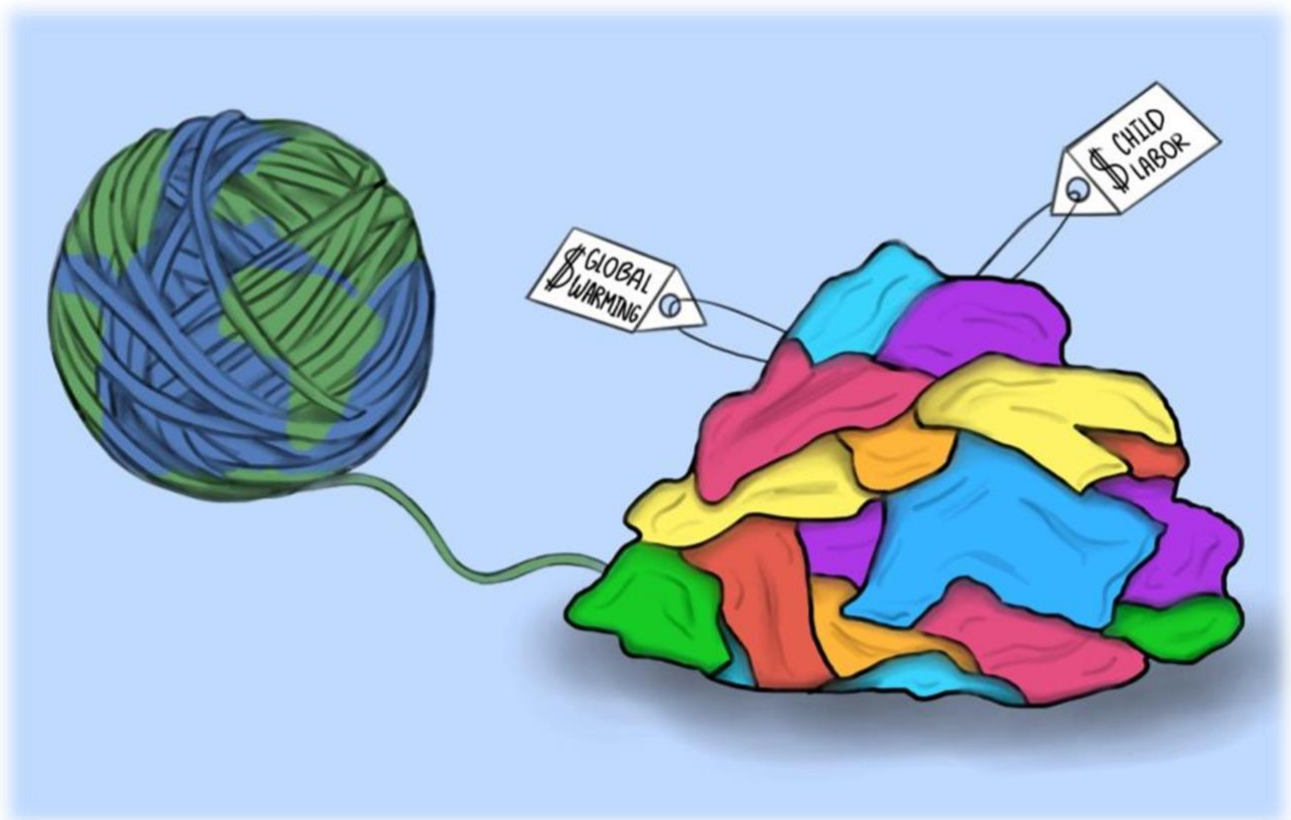
PLANIFICACIÓN Y RECURSOS	
MATERIAL	Vídeos que visibilicen el impacto de la industria de la moda en el medioambiente y sus repercusiones en los derechos laborales Vídeos gramaticales (opcional) Fragmentos de textos Fotos, infografías y mapamundi
ESPACIOS ANALÓGICOS	Aula ordinaria para el trabajo diario Aulas y/o pasillos tanto para las exposiciones (museo y pósteres) como para el evento de intercambio de ropa Auditorio o sala de exposiciones
EXPERTOS EXTERNOS	-

SALIDAS/ VISITAS	-
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RECURSOS TIC	
HERRAMIENTAS TIC	<p>Para el docente: guía de actividades, ordenador, proyector, altavoces.</p> <p>Para el alumno: dispositivo electrónico (ordenador, tablet o móvil), auriculares, portfolio. Opcional: material fungible (folios, cartulinas, pinturas, tijeras, pegamento,...).</p>
APLICACIONES TIC	<p>Google Classroom como medio para compartir material y presentar sus trabajos.</p> <p>Aplicaciones de edición de video y audio.</p> <p>Aplicaciones de creación de presentaciones y/o pósteres (Canva, Genially,...).</p> <p>Aplicación para la generar y escanear códigos QR</p>
PÁGINAS WEB	<p>Enlázate por la Justicia: https://www.enlazateporlajusticia.org/ropa/</p>

EVALUACIÓN PARA LA MEJORA DE LA PRÁCTICA DOCENTE	
ASPECTOS A MEJORAR	
ASPECTOS POSITIVOS	
OBSERVACIONES	

FAST FASHION



Teacher Resource
(English 1º Bachillerato)

LESSON 1: MOTIVATION

1) Warm up (10 minutes)

To tune students into the idea of fashion consumption before introducing the concept of 'fast fashion', start the lesson by generating discussion around students' current fashion choices.

Consider asking question such as:

- How many items of new clothing have you purchased during the past three months? (Consider providing a range of options to choose from — e.g. less than three items, 3–5 items, more than five items.)
- Have you any items in your wardrobe you have not worn more than three times?
- What happens to your clothes when you no longer wear them? (If necessary, prompt students with the following options —discard in rubbish, pass onto friends, siblings or second-hand clothing stores, recycle as rags).
- Do you make conscious decisions about your fashion purchases? (Ask those who respond positively to explain their decision-making process).

2) Introduction to Fast Fashion (45 minutes)

Provide each student with the *5-3-1 Fast fashion* worksheet.

5-3-1 Fast Fashion worksheet

Five facts	Three insights	One question

Explain that you will be watching three videos that explore the concept of 'fast fashion' and its impact both on the people and places that produce the fashion items and the places that manage the waste produced at the 'end of life' for each garment.

Ask students to record their observations on their *5-3-1 Fast fashion* worksheet as they watch the videos. Ask students to record five facts, three insights and one question for each video.

Share with students the following videos:

- Fashion Waste: <https://www.youtube.com/watch?v=6xLoVWVOBfc>
- Fast Fashion: Sweatshops: <https://www.youtube.com/watch?v=b11vIX7OdLM>
- War on Waste- Fast Fashion: <https://fb.watch/ksxxS8ISPT/> (0.00-12.50 min and 30.15-42.00 min)

Use a think-pair-share (T-P-S) activity as a reflective strategy using the information collected on their *5-3-1 Fast fashion* worksheet.

Break students into pairs to discuss their facts, insights and questions. Ask each pair to share with the class two points of interest from their discussion about the videos.

LESSON 2: FAST FASHION I

1) Warm up (10 minutes):

Task 1: Ask the whole class

- Do you purchase clothes from Primark, Pull and Bear or Zara?
- Do you throw clothes away? Should we buy cheap clothes?
- What is the real cost of buying cheap clothes?

Task 2: Definition of fast fashion

- Students work in groups. They have 2 minutes to think of as many words as possible associated with “fast fashion”. One person in each group should write them down.
- After two minutes, ask each group to share their words.
- Read the definition of fast fashion from goodonyou.eco: *Fast fashion can be defined as cheap, trendy clothing that samples ideas from the catwalk or celebrity culture and turns them into garments in high street stores at breakneck speed to meet consumer demand. The idea is to get the newest styles on the market as fast as possible, so shoppers can snap them up while they are still at the height of their popularity and then discard them after a few wears.*
- Ask students how many of their words were in the definition you read.

2) Vocabulary (15 minutes):

Task 3: Match the words and definitions

1) item (n)	a) a place where large amounts of rubbish are buried
2) produce (v)	b) natural materials, such as cotton or wool
3) carbon emissions (n)	c) material used to make clothes etc.
4) landfill site (n)	d) one object or unit
5) biodegradable (adj)	e) break up into small parts and disappear with time
6) decompose (v)	f) chemicals that are dangerous for the environment
7) recyclable (adj)	g) relating to the whole world
8) raw materials (n)	h) make, create
9) textile (n)	i) able to be recycled, used again
10) global (adj)	j) able to decay naturally, without causing harm

Task 4: Match the following clothing/fashion related Idioms with their meanings

1. What a dress! You're really dressed to kill tonight.	a. in your place
2. He will have to pull his socks up if he wants to be manager.	b. is exactly the right size
3. That suit fits her like a glove . Did she have it specially made for her?	c. wearing clothes that people will notice or admire
4. That sounds like a difficult situation. I wouldn't like to be in your shoes .	d. start trying harder

3) Phrasal Verbs (15 minutes):

Task 5: Fill in the blanks using the following phrasal verbs

get rid of/be rid of	go with	try on	put on	stand out	fold up
wear out	grow out of	put away	pick out	take off	

1. His orange tie _____ against his black outfit.
 2. Last fall Shirley wanted to buy a new dress for her graduation in the spring but her mother didn't agree. Her mother felt that Shirley would _____ the dress before graduation time came around.
 3. Could you help me _____ something for my wife? It's our anniversary and I really don't know what to get her.
 4. Please _____ your shoes and coat; they belong in the closet.
 5. You really need to _____ that jacket; it's completely _____.
 6. Okay children, it's bedtime; so, please _____ your clothes and _____ on your pajamas.
 7. Salesperson: "May I help you?"
 1. Client: "Yes. I'd like to _____ that leather jacket you have in your display window."
 8. Alfred, you'd best* _____ a raincoat. According to this morning's forecast, you're really going to need it.
 9. Hope you had fun camping but it's time to _____ the tent, pack the car and head home.
 10. Honey, does this tie _____ this suit?
- * "You'd best" means "you should" in this context.

Task 6: Answer the questions using the previous phrasal verbs

1. When you get rid of something, you can:
 - a) give it to someone or throw it away.
 - b) wear it often till it's no longer wearable.
 - c) iron it.
2. Sally put her raincoat on because:
 - a) it was very cold outside.
 - b) it was too dry.
 - c) it was raining outside.
3. You should take off your shoes when you enter:
 - a) a supermarket.
 - b) a public bathroom.
 - c) when visiting a friend at their home.
4. When Suzanne put away her toys, she:
 - a) gave them to the Salvation Army.
 - b) put them in her closet.
 - c) hid them in the kitchen.
5. Sometimes, Billy needs help picking out his clothes because he:
 - a) is colour blind
 - b) doesn't like to shop
 - c) prefers not to change his clothes.

6. When you grow out of your clothes, you usually become:
 - a) taller.
 - b) smarter.
 - c) funnier*.
7. These shoes don't go with the rest of your clothes because they are:
 - a) too big.
 - b) too small.
 - c) inappropriate.
8. Once you have finished folding up your clothes, please:
 - a) put them into the washing machine.
 - b) put them on your bed.
 - c) put them away in your dresser.
9. Before you buy that coat, you should:
 - a) put it on.
 - b) try it on.
 - c) give it away.
10. When you stand out in a crowd, people tend to:
 - a) not see you.
 - b) notice you.
 - c) like you more.

4) Fast Fashion and the problem with our 'throwaway' culture (15 minutes):

Task 7: Read the text and answer the questions



A £2 T-shirt, a £5 dress and a pair of £7 jeans. These might seem like great bargains, but low prices are hiding a huge hidden cost. As items of clothing are so inexpensive, we don't keep them for very long and it is estimated that one truckload of clothes is sent to landfill or incinerated every second. Indeed, this is an expensive habit for our planet.

When people think of environmental issues, they imagine smoke from factories or plastic bottles in rivers. But some of our most harmful pollutants could actually be hanging up in our wardrobes. Indeed, the fashion industry is causing dramatic environmental damage.

It is estimated that the fashion business creates 1.2 billion tonnes of greenhouse gas emissions every year. Producing raw materials such as cotton, manufacturing the items, and stock transportation add up to a big carbon footprint — in fact, only oil companies produce more pollution.

The environmental impact does not stop there. Many garments are made from cheap synthetic materials. When these are washed they release thousands of tiny plastic microfibres. This means clothing-based pollution is also reaching the sea. In fact, half a million tonnes of this plastic is released into the ocean every year — the equivalent of more than 50 billion plastic bottles.

Many blame this damage on the 'throwaway' culture of fast fashion. The term refers to clothes that are produced in bulk quantities quickly and cheaply. Think of high-street stores such as Primark, or fashion websites such as Boohoo and Misguided. The problem is that when people buy cheap garments, they quickly bin them. This is the fate for a staggering number of clothes. In fact, half of the clothes we buy are thrown away in less than a year. This, in turn, only fuels more consumption. On average, people in Britain buy 26.7 kilograms of new clothes per year, the highest of all European countries.

Despite these negative impacts, change is coming. For instance, several new start-ups encourage people to rent clothes instead of buying them. The environmental benefits of renting clothes are obvious, but it is also where society in general is heading for. Young people rent everything -- from houses and cars, to films and music. Why should clothes be different? Renting would allow people to experiment with very different styles and to keep up with fast trends.

Besides, there are others who want to revolutionise the fashion industry as a whole: imagining a circular economy which prioritises recycling instead of the “take-make-dispose” model that currently exists.

Is it wrong to buy a T-shirt for £2?

Definitely, some argue. By supporting fast fashion with your wallet, you are supporting environmental destruction and worker exploitation. Buying long-lasting items instead may even save you money in the long run. Furthermore, having fewer clothes makes you take better care of the items you already have. We must end our current fast-fashion culture.

No, others respond. Cheap clothes are essential for people on a budget, and we should not judge people negatively who need to save money. Furthermore, fashion is constantly changing. Young people, in particular, feel the need to keep up with the latest trends. Ultimately, it is the companies who should be forced to make clothes in a sustainable way.

1. What is this news item about?
2. Is it wrong to buy a T-shirt for £2?
3. Do you tend to make your clothes last or do you dispose of them quickly?
4. What sort of things do we rent out now that it was unthinkable to rent out in the past?
5. Should we rent out our clothes?

LESSON 3: FAST FASHION II

1) Watch this video by The Economist entitled "The True Cost of Fast Fashion" (10 minutes):

The true cost of fashion: <https://www.youtube.com/watch?v=tLfNUD0-8ts>

2) Fill in the blanks using by adding a prefix or a suffix to give the correct word form to complete the sentences (10 minutes):

- a) Fast Fashion makes clothing very _____ (dispose).
- b) We must _____ (consider) our plan to buy clothes that we only wear for only 3 to 4 times.
- c) It is so easy to _____ (grow) a fashion trend after just one season.
- d) Brands like H&M and Zara, or ASOS make trendy clothing _____ (access).
- e) Rent the Runway allows you to rent clothes made by _____ (prestige) and expensive brands.
- f) The apparel industry has become one of the most _____ (waste) in the world.

3) Rate the following statements below from 1 to 5 using the following scale then give your reason why (15 minutes):

1 totally disagree	2 somewhat disagree	3 neutral	4 somewhat agree	5 totally agree
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- a) It's important for people to always be fashionable.
- b) Wearing second hand clothes or used clothing is okay.
- c) Clothing quality is more important than price.
- d) What you wear says a lot about who you are.
- e) We should always have the habit of updating our wardrobe.

4) Discuss the following (20 minutes):

- 1. What do you think are the advantages and disadvantages of fast fashion? Do you think that the disadvantages outweigh the advantages or vice versa?
- 2. What is Savanna Rags and what kind of business is this? Why do you think the owner Mohammed Patel says that he is uncomfortable with the throwaway culture of the fashion industry?
- 3. How does Rent the Runway work? How do they help curb the bad habit of fast fashion's throwaway culture?
- 4. What basically is Patagonia's anti-fashion environmental message? How effective is their strategy?
- 5. What suggestions did the video give when it comes to taming the throw away culture in fashion in both the personal and industry level?

LESSON 4: MODAL VERBS

1) Explain the theory (15 minutes):

1. Ability

Can and be able to: to talk about ability, or lack of ability to do something

Can / can't and could / couldn't

Be able to: present perfect, past perfect, future and conditional tenses

Could vs. was / were able to

- **Could** in the past for general ability
- **Was / were able to** to talk about ability in a specific situation

Remember – in this type of specific situation, we often use managed to instead of be able to.

2. Recommendation/advice

Should and ought to to give advice

3. Possibility in the present and in the past

PRESENT

- **Certainty: must (very likely/probable) and can't (very unlikely or impossible)**
- **Possibility: may, might and could (only in the affirmative)**

PAST

Must / can't / could / may (not) / might (not) + have + past participle

- **Could / may (not) / might (not) + have + the past participle** when we are not absolutely certain about the speculations we are making
- **Must + have and can't + have + past participle** when we are almost certain about the speculations we are making

4. Obligation, lack of obligation and prohibition

Have to and don't have to

- **Have to:** things we are obliged to do or which we feel are necessary for us to do
- **Don't have to:** when there is no obligation to do something

Must and have to

- **Must:** - to talk about what **we** feel it is necessary to do

***Mustn't:** for prohibition

- in written rules and instructions

- **Have to:** - for facts or when somebody or something else obliges us to do something
- to express obligation in tenses other than the present tense

Remember – we use these modals with the infinitive without to of the main verb.

Possible videos to watch:

- "Modal Verbs": <https://www.youtube.com/watch?v=Xhd1bEVXoZk>
- "Verbos modales de deducción": https://www.youtube.com/watch?v=rrziOeh_9TI
- "Modals of deduction": https://www.youtube.com/watch?v=eZPgGAJ_12Y
- "Past modals of deduction": https://www.youtube.com/watch?v=2aaMn_5tkUA

2) Let's practice (40 minutes):

ABILITY

Task 1: Choose the best answers to express ability.

1. a. I can help you if you want.
b. I can sew on a button.
2. a. Can you open the wardrobe?
b. We'll be able to find new trends more easily.
3. a. In two years' time, I'll be able to organize a fashion event.
b. In two years' time, I will organize a fashion event.

RECOMMENDATION/ADVICE

Task 2: Match situations 1–5 with the advice a–e.

1. This shirt is too tight. _____
2. Joe likes those boots. _____
3. I spend too much money. _____
4. These trousers are too long. _____
5. I'm going to ride my bike to work today. _____
 - a) a You ought to make the hem shorter.
 - b) b You should wear a looser one.
 - c) c You shouldn't buy so many clothes.
 - d) d You should wear your helmet.
 - e) e We ought to buy them for his birthday.

POSSIBILITY (PRESENT)

Task 3: Complete the dialogue. More than one answer may be possible.

Alice: Happy birthday! Here's your present.

Laura: Oh, thank you! What is it? 1 It / not be / a CD. _____ It's too big. 2 It / not be / _____ a bottle of perfume because the present is soft. 3 It / be / _____ a teddy bear.

Alice: No, it isn't. Guess again.

Laura: 4 It / be / clothes.

Alice: Possibly.

POSSIBILITY (PAST)

Task 4: Write two sentences using the prompts given.

1. Damian is late for school. He / must / miss / the bus / .

2. That book was published last year. You / can't / read / it two years ago / .

OBLIGATION/LACK OF OBLIGATION/PROHIBITION

Task 5: Complete the sentences with must, mustn't or don't have to.

Before the fashion show starts, listen to the rules:

1. You _____ wear clothes by the designer. You can wear anything you like.
2. You _____ be well-dressed or you won't be allowed in.
3. You _____ show your ticket to get in. No ticket – no entrance.
4. You _____ talk during the show. It's not allowed.
5. You _____ turn off your phone.

6. You _____ take any photos. It's forbidden.

DON'T FORGET!



ALL MODAL VERBS IN USE

Task 6: Rewrite the sentences with a modal verb.

- 1 Wearing short skirts to school is forbidden.
We _____.
- 2 I recommend that you wear warm clothes.
You _____.
- 3 It isn't obligatory to wear a tracksuit to school, but I do.
You _____.
- 4 You are able to wear what you want to the party.
You _____.

Task 7: Complete the text with a suitable modal verb. Sometimes more than one option is correct.

SPOT THE DIFFERENCE!

You need a new suit and you've seen one online for a really good price. It 1 _____ look like a designer suit but surely it 2 _____ be the real thing at that price. How do you know? Cheap doesn't always mean fake, but you 3 _____ check the price of a designer item before buying it when it's from a seller. A designer suit 4 _____ look and feel good on the inside and the outside. Fake designer suits may look expensive on the outside but they 5 _____ use cheap material on the inside. Feel the fabric! Designer shirts always have the name on the buttons. You 6 _____ see the name on the buttons? It's a fake! High-end designers use high-quality materials and zips. Fake designer products 7 _____ use cheap zips. Try before you buy! Follow these simple steps and you 8 _____ have any problems spotting a fake designer item!

WHAT DO YOU USE TO EXPRESS:

1. Ability in the present and in the past: _____
2. Obligation/lack of obligation/prohibition: _____
3. Possibility in the present and in the past: _____
4. Advice: _____

LESSON 5: MODIFIERS

1) Explain the theory (15 minutes):

Do you know how to use adjectives in phrases like a bit cold, really cold and absolutely freezing? Most adjectives are gradable, and they have different levels of quality. Look at these examples to see how gradable and non-gradable adjectives are used.

It's **really** cold.

It's **absolutely** freezing.

This exercise is **really** difficult.

This exercise is **completely** impossible.

MODIFIERS

Gradable: make them weaker or stronger.

Non-gradable (absolute): Absolute qualities. They don't allow for comparisons.

Non-gradable (extreme): They already contain the idea of 'very' in their definitions. If we want to make extreme adjectives stronger, we have to use absolutely or really.

Watch the video "Gradable and Non-gradable adjectives":

<https://www.youtube.com/watch?v=aR2NdeLNpU0>

Study the example with EXCITED



EXTREME ADJECTIVES

NORMAL - EXTREME

Angry	Furious
Big	Huge
Good	Fantastic
Tasty	Delicious
Sad	Miserable
Nice	Lovely
Small	Tiny
Pretty	Beautiful
Ugly	Hideous
Long	Endless

NORMAL - EXTREME

Bad	Awful
Cold	Freezing
Tired	Exhausted
Hot	Boiling
Dirty	Filthy
Clean	Spotless
Old	Ancient
Scary	Terrifying
Happy	Thrilled
Funny	Hilarious

Extreme adjectives have strong meanings.

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2) Let's practice (40 minutes):

Task 1: Fill the gaps using the words in brackets:

1. She finished the day exhausted (a bit/totally).
2. Tammy Payne isn't a good singer. She's fantastic (absolutely/very).
3. The Serrano Towers in Valencia are high (absolutely/pretty).
4. Jerez de la Frontera is a interesting place (quite/rather).
5. That boy of yours islazy (absolutely/extremely).
6. It was freezing this morning (a bit/absolutely).
7. Victoria, in my opinion, is mad (completely/highly).
8. Scarlett Johansson looked gorgeous at the Golden Globe Awards ceremony (absolutely/totally).
9. María is nice (absolutely/really).
10. Godella is a pretty town (quite/rather).
11. Ecuador is a great country (really/very)
12. It was a simple invention (quite/remarkably).
13. Samantha is a skilled computer technician (completely/highly).
14. Sean lives in a stressful life (quite/very).
15. Gerard cooks well (absolutely/fairly).
16. The concert was wonderful (absolutely/extremely).
17. Rodin's sculptures are well-known (absolutely/very).

Task 2: Sort the adjectives from the previous task into gradable and non-gradable

Gradable	Ungradable

Task 3: Play Dominoes

Cut up the dominoes and divide equally among students. One student lays a domino at random to start the activity.

Students must then add the previous or next domino to continue the chain, matching the response with the original statement or question.

It is important that they do this one domino at a time; trying to match all the dominoes at once tends to result in chaos.

gradable and ungradable adjectives practice

[Zoom in (Ctrl+Plus)]

It's absolutely enormous.	I heard the English test was a bit difficult.	It was absolutely impossible.	Would you be afraid if you had to spend the night alone in an old country house?
I'd be absolutely terrified.	I guess it was cold in Toronto.	It was absolutely freezing.	Was your customer angry when you told her you'd lost her order?
She was absolutely furious.	Those prawns look tasty.	Yes, they're absolutely delicious. Try one.	I've heard the food in the canteen is quite bad.
You can say that again. It's absolutely disgusting.	You must be tired after your long journey.	We're absolutely exhausted.	If you haven't had breakfast, you must be hungry.
I'm absolutely starving. I could eat a horse.	Look at this tablecloth. It's really dirty.	Yes, it's absolutely filthy. I'm going to complain.	I heard Suzie looked nice in her new dress.
She looked absolutely gorgeous.	I've heard that new comedy show on TV is quite funny.	It's absolutely hilarious.	I heard it was a good party.
It was absolutely brilliant. You should have come.	It's a bit hot in here, isn't it?	Hot? It's absolutely boiling.	Were you surprised when he asked you to marry him?
I was absolutely astonished.	I bet you were pleased when you won first prize.	I was absolutely delighted.	Were your kids interested in the dinosaur museum?
They were absolutely fascinated.	Did you get wet in the rain?	We got absolutely soaked.	What was Mandy's flat like? I heard it's quite big.

LESSON 6: FAST FASHION AND HUMAN RIGHTS I (Indian Clothing)

1) Who makes our clothing? (20 minutes):

Before watching

Task 1: Explain the vocabulary

- It was a **game changer**.
- We were **shocked**.
- I had started a **rapport**.
- a **rundown** building
- no **fire escape**
- a **toilet break**
- to be **fired**
- to be exposed to the **harsh** reality

Watch the video: “Who makes our clothing?”: <https://youtu.be/D2rJZlvNezY>

After watching

Task 2: Ask the whole class

- What is this video about?
- Are you after **value for money** when you're shopping for fashion?
- Have you ever thought about how it's possible to sell clothes so cheaply?
- Are fast fashion brands **turning a blind eye to** the exploitation which takes place in the countries where clothes are made?
- Do you think expensive clothes are likely to be more ethical or not? Do you have to be **well off** to be an ethical shopper?

2) Reading comprehension (35 minutes):

INDIAN FASHION INDUSTRY

India is a country with an ancient clothing design tradition, yet in many aspects still an emerging industry. This is the result of an increase in the role the country plays in global clothing and also of the economic boom after the liberalization of the Indian economy in 1990. An early representation of the textile industry of India was Bollywood where costume designers started experimenting with **film fashion** in the 1960s. Delhi, Kolkata, and Mumbai are examples of some of the important centres of clothes' designing and **manufacturing** in India. Thus, India's textile industry is a key element in the growth of the country's economy, but what is the price the environment has to pay for it? An incredible amount of textile waste is dumped. The chemicals used for **dying clothing** create a massive quantity of diverse elements, from **sludge** and **fibers** to chemically polluted waters. Thus, the poor quality of the soil and water deteriorates the natural resources and the surrounding habitats. Among the **production facilities**, the level of toxicity in the water used in the textile industry is varied, as it includes salt, surfactants, ionic metals and their metal complexes; toxic organic chemicals, biocides, and toxic anions. As a consequence, it is crucial to reduce the amount of wastewater, not only for the environment, but also for humans, as studies have shown that it can cause hemorrhages, ulceration of the skin, sickness, stress, and dermatitis. Additionally, it is necessary to take into consideration the percentage of young children, especially girls, who are working in this sector, willing to work for very low prices **under appalling conditions**. Let's say that fashion is another sector that has two faces: the one built by globalization, and the real one.

Task 3: VOCABULARY

Look at the words and expressions in bold in the text. Write their meanings once you have read the text and you have looked at their context. Then, check them with the rest of the class.

Task 4: TRUE OR FALSE?

After reading the text, guess and circle if these statements are true or false.

“In the fashion industry, some tasks are even better suited to children than adults.”

“Indians have not absorbed westernized fashion concepts.”

“The fashion industry accounts for between 5% and 10% of global greenhouse gas emissions.”

“An estimated 10 million children are engaged in child labour.”

Task 5: THE GLOBAL GOALS

Watch “World’s Largest Lesson - Emma Watson Introduction”:

https://www.youtube.com/watch?v=Qx0AVjtdq_Q

THE GLOBAL GOALS



Match the problems shown in the text with The Global Goals.

Task 6: INTERACTION

Discuss in a team of four people the following points. You can search for information if you need it. Then, share your ideas with the rest of your classmates.

- The concept of fast fashion and its global impact.
- Advantages and disadvantages of film fashion.
- How many Sustainable Development Goals (SDGs) can be developed in this industry?

LESSON 7: FAST FASHION AND HUMAN RIGHTS II (Bangladesh, Rana Plaza)

1) Warm up (15 minutes):

- Ask students to check the label of their bag or jacket. Where was it made?
- Mark the country of origin on the map. Do this for all students. If more than one person has something from the same country, count the total. (e.g. China - 5).



- Ask: What do the countries marked all have in common? (Likely answers: developing countries, outside Europe). Why do many of our clothes come from these countries? (lower standards of living, cheaper labour, less government oversight).

Watch the video *“Suffered a concussion while shopping for shoes”*:

<https://www.youtube.com/watch?v=VcmfgtVTVXI>

2) Rethinking Fast Fashion After Bangladesh (15 minutes):

Task 1: Analysing our tags

1. Look at the tag on an item of clothing you're wearing right now. Where was it made? Look up the conversion rate of currency between the U.S.A. and the country where your clothing was manufactured. How much money would your item of clothing cost in the country where it was made?
2. What is the average salary in the country where your clothing item was made?

Task 2: Discussion Questions

- How much thought do you put into what clothes you wear?
- How do you prioritize style versus price when you make a purchase?

Watch the video *“Rana Plaza Collapse Documentary”*:

<https://www.youtube.com/watch?v=9Fkhzdc4ybw>

3) Role-play (25 minutes):

- Tell students they will be exploring the conditions in a factory in one of the countries that makes our clothes. Don't tell students about the Rana Plaza disaster yet.
- Put students in groups of five. Give each student one card, and some time to read it. When they have finished reading, they should put the card on the table, face down.
- Introduce the scenario by reading this aloud:
 - *"You all work in a factory that is home to five different companies. These companies make clothes that are sold to major brands. One day, you are sent home from work because you hear there is a problem in the building and it is not safe. The next day, everybody comes to work in the morning. You are all standing outside the factory gates. Introduce yourself to the rest of the group by saying your job. Then discuss: should you go to work today?"*
- Give the students some time to discuss. If they are getting off topic, remind them that the clock is ticking, and every moment they delay is costing them money. They need to decide what to do about the problem.
- After all students have made their decision, ask them to share with the group. What did they choose to do? Why did they make that decision?

Role-play cards

You are a **sewing machine operator**.

- You are originally from the countryside but have moved to the city because the money you earn at the factory is much more than working on a farm.
- You earn \$60 per month, which is not enough to pay the rent. Therefore, you rely on overtime to make another \$30 per month.
- It's hot and dark in the factory, where you stitch seams and pockets on denim jeans. You stitch 120 pairs an hour, 10 hours a day, six days a week, 50 days a year.
- You have a very good relationship with your supervisor, and your manager seems nice, although you don't really know them.
- You have heard that the building is not in good condition, and may be dangerous.

You are a **supervisor**.

- You watch over 15 sewing machine operators and five helpers, all of whom you trust and have a good relationship with.
- Your manager is a well-mannered person, and you have no complaints about them.
- Your team has strict targets to meet, although because work was cancelled yesterday, you are behind on the current order of 500,000 pairs of jeans.
- You earn about \$100 per day. This is just about enough for you to pay the rent and eat, although you don't have much money left over at the end of the month.

You are the **manager** of one of the clothes manufacturing companies.

- You currently have an order for 500,000 basic shirts at \$6 per piece from a famous clothing brand.
- Your company needs to fulfil this current order on time, or the buyer may not pay in full. If that happens, you won't be able to pay the very high rates of rent that the owner of the building charges.
- Yesterday, someone reported a crack in a pillar in the building. In the interests of safety, you sent all your workers home. However, this means you are delayed on the current shipment, and need to catch up today.
- If your employees don't want to work, you can stop their overtime pay until the order is completed.

You are a **buyer for a clothing brand** that is very famous in Ireland.

- You have ordered 500,000 pairs of jeans from the company. These need to be in stores in Ireland in two months.
- This country has a lot of problems; electrical blackouts, political unrest, strikes and blockades all threaten to make your shipment delayed. You cannot afford any more delays to the production schedule.
- If the deal is late, your company will deduct 5% for every week that the clothes are overdue by. You will therefore lose some of your commission.

You are an **engineer** working for the local municipality.

- You know that the city has a poor power grid, and can't supply enough electricity to meet demand. Therefore, most buildings have generators to make sure they can work all day.
- Yesterday, a crack was discovered in the building. You were called in to inspect.
- You discovered that the owner of the building did not follow safety guidelines when building the factory. They put heavy electricity generators on the top floor, and when they vibrate, they shake the building and have cause weaknesses.
- The cracks are in pillars that are essential to support the whole building. You are concerned that, if the generator turns on today, the building may collapse.

LESSON 8: FAST FASHION AND HUMAN RIGHTS III (Bangladesh, Rana Plaza)

1) Rana Plaza (20 minutes):

Watch the video (5 minutes) from Human Rights Watch about the Rana Plaza disaster.

Rana Plaza (Human Rights Watch): <https://www.youtube.com/watch?v=pH7AoEBN2yY>

NOTE: This video contains descriptions of injury that some students may be uncomfortable with. You may want to warn them first.

Task 1: Ask the whole class

- Why did the workers continue to work in the factory, even though they knew it was dangerous? (No choice, they may not be paid, physical force e.g. Beauty)
- According to the video, what other problems do Bangladeshi garment workers experience? (Uncomfortable environment, risk of low pay, threats of physical harm, required to work overtime, pay delayed)
- The video suggests forming a union is a solution to these problems. Why would that help? What stops workers from unionising?
- Why don't companies work harder to make better conditions for garment workers?

2) Responsibility (20 minutes)

Task 2: Responsibility

- In the same groups, ask students to decide who bears responsibility for the Rana Plaza disaster. They should represent their answer in a pie chart and apportion blame in percentages for different groups (see right). They should include the following groups:
 - Garment workers
 - Manufacturing company managers
 - Building owners
 - Government of Bangladesh
 - Clothing companies (e.g. Penney's, Adidas, etc.)
 - Consumers in wealthy countries who buy products from those companies
- Give the students some time to draw their pie charts, then ask them to share with the class.
- Show the quote from the clothing company executive.

People portray companies as evil by definition, and in many aspects they are. But often times a company is forced to behave in certain ways by consumer behaviour. If no one buys your product, you are out of business. Consumers take decisions for companies, but often [they] don't, which means they don't care.

Companies do very precise work on this to understand the consumers and what level of quality they are willing to pay for, and [it shows that] a large number of consumers prefer inexpensive over respect for human rights or environment. After all, if you buy a pair of jeans at \$9.99, what are you really expecting about the working conditions of those who made them?

Anonymous senior executive at a big European high street brand.

Source: The Guardian, Rana Plaza: One Year on from the Bangladesh Factory Disaster

Ask the whole class:

- Does this change their pie charts?
- Do you agree that consumers are responsible for companies' behaviour?

- Is it true that people prefer inexpensive clothes over human safety or the environment? If so, why?

3) Action (10 minutes)

Task 3: Ask the whole class

- How could these actions would make life better for people in places like Rana Plaza?
- Which of these actions would you take individually? Which of these would you take as a group?

4) Reflection (5 minutes)

Task 4: Answer this questions in your portfolio

- What did you learn in today's lesson?
- Do you feel differently now about clothing?
- What will you do differently now?

LESSON 9: CIRCULAR FASHION ECONOMY

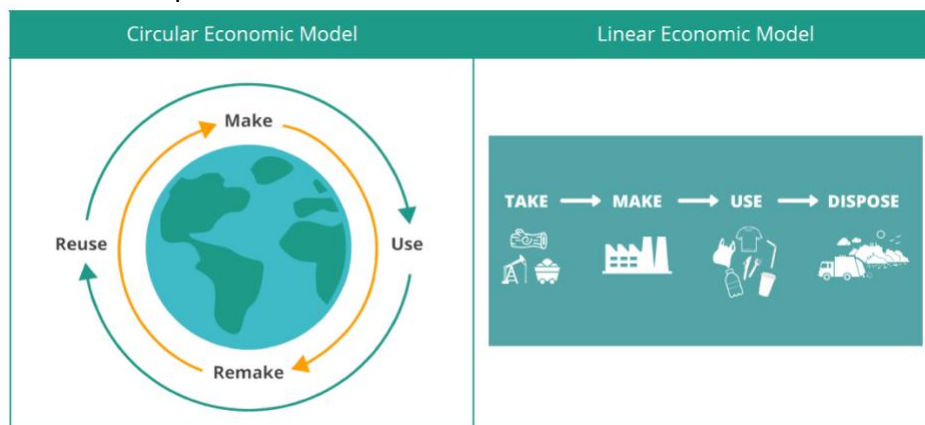
1) Warm-up (5 minutes):

Task 1: Ask the whole class

- How has the way we make and buy our clothes changed in the last few decades?
- How are the problems of overproduction and overconsumption linked?
- How do marketing and social media affect our decisions about what we buy and wear?
- What impact does overproduction and overconsumption have on our planet?
- How is this relevant to the lives of students? What can students do to reduce their own “fashion footprint”?

2) Comparison Between the Two Economic Models (50 minutes):

Task 2: How is a circular economic model different from our current economic model? Explain the theory and provide an example to demonstrate.



Task 3: In pairs

1. What are the problems with a linear economic model?
2. How can the circular economy help solve some of the complex problems of waste that we are faced with today?

Task 4: Watch the following videos

What if we don't buy products and we buy service?: https://www.youtube.com/watch?v=Cd_isKtGaf8

Make a circular economy for fashion: <https://youtu.be/3iKHr-JnWYA>

Task 5: Create groups of 4-5 students and ask them how to contribute to the circular fashion economy. They have to brainstorm through these questions in order to create proposals for to promote more sustainable fashion:

- What do we mean by a “circular economy”? How is it different from a linear, aka “take, make and dispose”, economy? Why is a circular economy better for the environment?
- How can we apply circular thinking to the fashion industry?
- How is innovation reducing fashion's environmental impact, and increasing the re-use and recycling of clothing?
- Why is recycling clothing difficult? What are some of the challenges?

Task 6: Watch this example

Petit Pli: Clothes that grow: <https://www.youtube.com/watch?v=hQ4czgXyPC4&feature=youtu.be>

LESSON 10: SUSTAINABLE FASHION I (Environment)

1) Warm-up (5 minutes):

Task 1: Ask the whole class

- How do our clothes affect the environment, locally and globally? How do our clothes contribute to pollution, waste and climate change?
- How do our clothes affect people and communities around the world, for example people who live near clothing factories? How does the way that they use their environment differ to how we use our local environment? Why does that make those people more vulnerable to the effects of pollution, waste and climate change from clothing?

2) What's on a label? (50 minutes):

What does your clothing label tell you? Ask each learner to turn a piece of clothing inside out and read the garment care labels. What information is on there?

Task 2: Learners collect the information their labels tell them and complete survey A. Working in small groups learners share information and continue to complete survey A, adding the information about garments that others in their group are examining.

Survey A

Whose clothing?	What is it?	Where was it bought?	Where was it made?	What is it made from?

At this point it is useful to check understanding of certain materials and discuss what materials are and what their properties are that make them appropriate for garments.

Cotton	a fibre from the seed of a plant, mainly grown in India and the USA.
Polyester / nylon / acrylic / neoprene / spandex	all synthetic fabrics which are made in factories. They are mainly made from non-renewable coal and oil that have been refined.
Viscose	a manufactured fibre made from wood pulp which is known to use a lot of chemicals in its production and pollute environments close to factories.
ECONYL	this uses recycled ocean plastic and waste fabrics to form new nylon fabrics.
Lyocell / TENCEL	made from the pulp of eucalyptus trees which don't need much water or pesticides.
Modal	made from the pulp of beach trees.

Task 3: Display Survey B and Survey C on the board. Learners work as a class to complete a version of surveys B and C. Learners contribute names of countries/materials to complete the left hand column. Ask for raised hands to see how many garments were made in which country/from which material, so that this information can be added to each survey. You might like to photograph, save or print your completed surveys for later.

Survey B

Where made?	How many?

Survey C

Made from what?	How many?

Task 4: Learners plot the country their garments were made in on the world map. This could be done using the Activity print out or done on a board/ display. Individual garments could be plotted, or the total number made in each country could be plotted.



At this point it is useful to reflect on the journey the garments have been on and note that 10% of all global carbon emissions are linked with the fashion industry.

(Note: there is a potential issue with the comparison made by this source between the fashion industry and maritime shipping/ international flights, as one impacts on the other e.g. cargo transported by these methods includes fashion items.)

The raw material will have been grown / made in one place and transported to factories where it will be made into thread. This may well be a different factory to the place it is then made into cloth. This

cloth will then be transported to the factory where it will be made into a garment. From here, the garment will be transported (by ship, train or truck) to warehouses where they will be sent on to shops, or sent directly to homes.

- Ask learners to reflect on this journey – is it more complicated than they first thought?

Task 5: Discussion points

- Is there anything you are surprised by from the data collection?
- What do you notice about where your clothes were made?
- What do you think the impact of your clothing being made in these places and out of these materials might be?
- How does that make you feel? How might we reduce the impact?

LESSON 11: SUSTAINABLE FASHION II (Environment)

1) Fast fashion and the environment (15 minutes)

Task 1: Watch the video “*Is fast fashion destroying our environment?*” and complete the following prompts while you watch. Be prepared to share and discuss your answers.

Is fast fashion destroying our environment?: <https://www.youtube.com/watch?v=YOA0D0i5-fA>

1. What is fast fashion?
2. What is the impact of fast fashion...
 - On the environment?
 - On the consumers?
3. What’s a consumer to do? List as many as apply...
4. Explain how the bell ringer quote “out with the old and in with the new” applies to fast fashion.
5. Identify other concerns that may exist with fast fashion that weren’t mentioned in the video.

2) The life cycle of a t-shirt (15 minutes)

Task 2: Watch the video “*The life cycle of a t-shirt*” and answer the following questions.

The life cycle of a t-shirt: https://www.youtube.com/watch?v=BiSYoeqb_VY&feature=youtu.be

1. Where in the world is cotton commonly grown?
 - a. India
 - b. China
 - c. America
 - d. A and b only
 - e. All of the above
2. To produce the average t-shirt takes:
 - a. 225 kg of cotton
 - b. Large amounts of pesticides
 - c. 2700 liters of water
 - d. C only
 - e. Both B and C
3. Of the 22.7 million metric tons of cotton produced, ____ is grown organically.
 - a. Less than 1%
 - b. Approximately 10%
 - c. None
 - d. All of it
4. The snowy ropes of cotton produced to create fabric are called:
 - a. Yarns
 - b. Slivers
 - c. Bales
 - d. Knits

5. After t-shirts are made and shipped to high income countries, often the ____ footprint of the item increases drastically.
 - a. Cadmium
 - b. Cotton
 - c. Carbon
 - d. Lead

6. If you decreased the amount of laundry loads in your household to 100 less than the average, how much water would you save per year?
 - a. 200 gallons
 - b. 400 gallons
 - c. 600 gallons
 - d. 800 gallons

7. Create a list of all the countries that may be involved in creating the t-shirt you might be wearing today.

8. The environment has been affected by the creation of cheaper garments and the willingness of the public to buy them. How?

9. What are some ways to decrease the environmental impact of your fashion?

3) The life cycle of a pair of jeans (15 minutes)

Task 3: Watch the video “*The life cycle of a pair of jeans*” and answer the following questions.

The life cycle of a pair of jeans: <https://youtu.be/qmGjkXlql08>

1. The true cost of a pair of jeans considers the following stages:
 - a. Production
 - b. Consumption
 - c. Disposal
 - d. Production, Consumption, and Disposal
 - e. Consumption and Disposal

2. To reduce the environmental impact of denim jeans:
 - a. Buy less
 - b. Wash less
 - c. Air dry
 - d. Buy used
 - e. All the above

3. It takes almost _____liters of water to grow the cotton needed for one pair of denims.
 - a. 5,000
 - b. 7,000
 - c. 10,000
 - d. 12,000
 - e. Unknown

4. Plastic used in denim affects
 - a. The life of denim jeans
 - b. The stretchability of jeans
 - c. The durability of jeans
 - d. The amount of microplastic in the environment
 - e. All of the above

5. The production of a pair of denims can result in the emission of
 - a. 10 kilograms of methane
 - b. 10 kilograms of carbon
 - c. 33 kilograms of carbon
 - d. 100 kilograms of carbon
 - e. No adverse greenhouse gases

6. The indigo color associated with denim comes from
 - a. A plant
 - b. A chemical dying process
 - c. Petroleum byproducts
 - d. B and C
 - e. All the above

7. How can understanding the life cycle footprint of a consumable product promote behavioral change?

8. If prices reflected a product's life cycle impact on the environment, would they be higher? Would this affect how much people purchase?

9. How has fashion affected the purpose of clothing? Do you believe that fashion is justified if it reduces the use life of a product?

4) Our jeans and the Planet (10 minutes)

Almost everyone owns at least one pair of jeans – but what impact does it have on the world? **Our Jeans and the Planet** is an interactive website that helps explain the process of how jeans are made, the impact this has on the environment and the inspiring, innovative new technologies that are making fashion more sustainable than ever!: <https://www.makeyourjeans.redress.com.hk/>

LESSON 12: SUSTAINABLE FASHION III (Animal Testing)

1) Warm-up (10 minutes):

Task 1: Pre-teach the following vocabulary before the speaking activity

- animal rights activists
- real fur
- fake fur
- the fashion industry
- fashionable
- wealthy
- barbaric
- ill-treated
- animals are skinned alive.
- it's like something out of the Dark Ages.



1. What are these pictures about?
2. Should animals have similar rights to humans?
3. Why do real fur coats keep being sold?
4. Do you think wearing fur is any different from wearing leather or wool?
5. Do you think killing animals for fur is any different from killing animals for meat?

2) Save Ralph (10 minutes)

Watch the video "*Salve Ralph*" – A short film with Taikai Waititi:

<https://www.youtube.com/watch?v=G393z8s8nFY>

1. What's the matter with Ralph. Tick the health problems he talks about.
 1. His left leg is broken.
 2. He's blind in his right eye.
 3. He's got a sore throat.
 4. One ear can hear nothing but a ringing.
 5. He's got bruises on his legs.
 6. He's got chemical burns on his back.

2. What does Ralph do? Choose the correct answer.

- _____ 1. He's a space bunny.
_____ 2. He's a race bunny.
_____ 3. He's a tester.
_____ 4. He's a fair rabbit.

3. Why does he do his job?

4. According to Ralph, what would happen if countries didn't allow animal testing?

5. These symbols can be found on cosmetics. Match the symbol with the meaning.



- _____ 1. The manufacturer does not perform any animal testing.
_____ 2. At least 95% of the product's ingredients are organic.
_____ 3. It tells you how long the product will stay good after it's been opened in months and/or years.
_____ 4. Keep flames or high heat away from the product.
_____ 5. There is information or instructions contained on a leaflet, booklet, or another insert which can't be listed on the primary label.
_____ 6. The container is recyclable.

3) Animal rights debate (35 minutes)

Divide students into three groups: group 1 will argue for the issue, group 2 will argue against the issue, and group 3 will prepare comments and questions about the issue.

Below I present some statements that can help students shape their speech.

Agree:

- All animals (human included) have the right to life, dignity and a pain-free existence.
- Scientists are able to test vaccines on human volunteers. Unlike animals used for research, humans are able to give consent to be used in testing and are a viable option when the need arises. Besides, drugs that pass animal tests are not necessarily safe.
- Animal testing is cruel and inhumane. Animals used in experiments are commonly subjected to force feeding, food and water deprivation, the infliction of burns and other wounds to study the healing process.
- Circuses contribute to unnecessary animal suffering, for the sake of human entertainment.
- Using animals in circuses, especially wild ones, is unsafe for the spectators as they could become victims of animal attacks.

- Circuses can continue without using animals (especially exotic or endangered ones) by using other acts.

Disagree:

- Animal testing is crucial to ensure that vaccines are safe. Scientists racing to develop a vaccine for coronavirus during the 2020 global pandemic need to test on genetically modified mice to ensure that the vaccine doesn't make the virus worse.
- Animal research is extremely tightly regulated by independent authorities.
- Animal testing contributes to life-saving cures and treatments. Animal research has contributed to major advances in treating conditions such as breast cancer, brain injury, childhood leukemia, cystic fibrosis, multiplesclerosis, etc.
- There is already enough laws preventing animal abuse. If animals are abused in circus those laws should be enough.
- Circuses are not kept to the same high standards that most zoos are. Circuses rely on entertaining people while many zoos are focused on conservation and education.
- If the animals are not being harmed in any way there is no legal basis to ban them from circuses, this should be decided on a case to case basis.

LESSON 13: HOW TO WRITE AN ESSAY

1) Warm up (10 minutes)

Look at the following phrases. Can you put them in the correct groups according to their function in an opinion essay

<ul style="list-style-type: none"> • In my opinion / view... • However, ... • I partly / fully agree that... • Although... • In addition to this, ... 	<ul style="list-style-type: none"> • Firstly / Secondly / Thirdly ... • Moreover, ... • Finally... • Consequently... • In conclusion... • Furthermore, ... 	<ul style="list-style-type: none"> • Another reason why... • To sum up... • I firmly believe that...
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Giving your own opinion	Structuring and sequencing your ideas	Adding ideas	Contrasting two ideas / examples / statements	Explaining

2) Generate and organise ideas (30 minutes)

'Teenagers are too young to teach other people about anything.'
Do you agree?

Notes

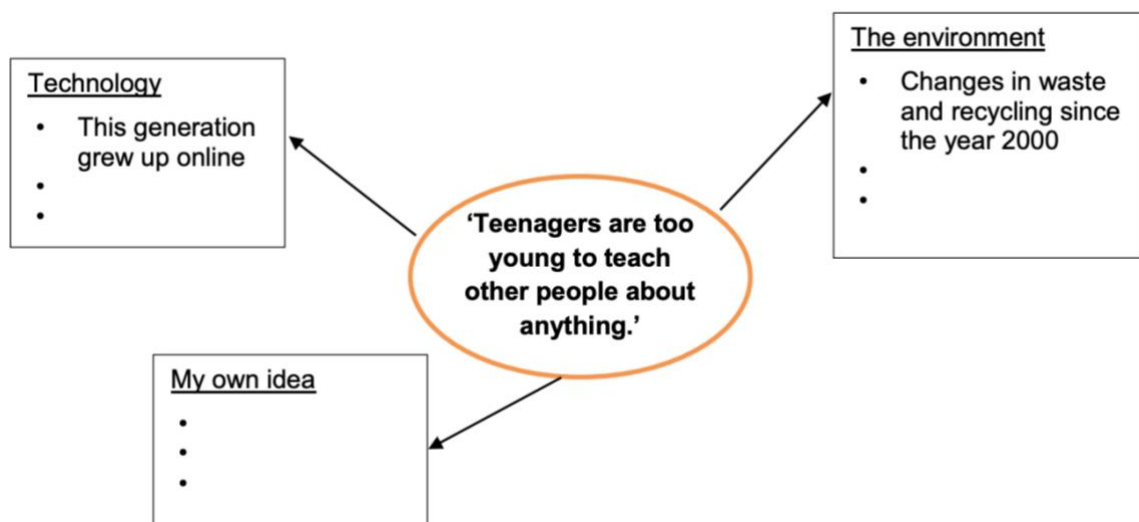
Write about:

1. technology

2. the environment

3. (your own idea)

How could you develop these first two ideas? Take notes in your notebook using a mind map like this:



3) Structure (5 minutes)

Here's a useful structure for an opinion essay:

Paragraph 1	Introduce the topic using a general statement and <u>give your opinion</u> . Say whether you agree or disagree with the statement.
Paragraph 2	Give the first reason to support your opinion. Provide specific justifications for your opinion, using examples if necessary.
Paragraph 3	Give the second reason to support your opinion. Provide specific justifications for your opinion, using examples if necessary.
Paragraph 4	Give the third reason to support your opinion. Make sure this is clearly different from the points you made in the previous 2 paragraphs.
Paragraph 5	Summarise your ideas and repeat your opinion <u>using different words</u> to provide a strong conclusion.

4) Example (10 minutes)

Adults often think teenagers to be noisy, childish and violent. Some of them even don't think they have any adult senses or wise thoughts at all but, as a teenager, I think we're intelligent enough to teach other people some things, and, according to this, I'm not agree with the quotation on top of the page.

For example, lots of teenagers have better knowledge in technology, so they can teach the older generation how to deal with gadgets. In our gymnasium there are special classes for the senior people where they are taught to work on computers, and their teachers are teenagers.

Moreover, teenagers have the great knowledge in ecology, and they are really concerned on saving the planet alive. We talk a lot about environment on classes, we take part in ecology olympiades and contests for the best ecological projects and often won them, so we have a lot to tell the others about environmental problems and ways of their solving.

Besides this, teenagers can teach adults foreign languages. According to the statistics, 50% of adult generation of our country don't know any foreign languages, so we can help them to come by the new knowledge or to improve that what they have. And, of course, students from foreign countries can teach Russian students their language, and Russians can teach them Russian. It is sometimes done in linguistic centres.

To sum up I can say that teenagers have great knowledge in many fields of study, so they can also teach the people of older generation and their classmates and friends.

LESSON 14: READING AND WRITING TEST

FAST FASHION

Buying clothes used to be an occasional event. It happened a few times a year when the seasons changed or when people had a special celebration. Then, about 20 years ago, something changed. Clothes became cheaper, fashion cycles accelerated and shopping came to be a form of entertainment.

It was the beginning of Fast Fashion and it was too good to be true. Everybody could buy stylish clothing for very little money. Fashion lost its sense of exclusivity and everyone could afford to dress like their favourite celebrity.

In 2013, however, the world got a reality check when the Rana Plaza clothing factory in Bangladesh collapsed, killing over 1,000 workers. That was when consumers really started questioning Fast Fashion and thinking about the true cost of cheap clothes.

The truth is that the Fast Fashion industry has a negative impact on workers, who carry out their tasks in dangerous environments for very low salaries. Many of them work with toxic chemicals that can have devastating consequences for their physical and mental health. This happens because the pressure to reduce costs and to speed up production time requires the use of cheap, toxic colour pigments and low-cost textiles such as nylon and polyester derived from fossil fuels. As a result, Fast Fashion also has an impact on the environment, pollutes clean water and contributes to global warming.

Fast Fashion can affect consumers themselves, encouraging the “throw-away” culture. This industry makes us believe that we need to shop more and more to stay on top of trends, creating a constant sense of need that may cause dissatisfaction.

It is very difficult not to follow the fashion sector, which is particularly influential and powerful. Nevertheless, some consumer associations are starting to react. They recommend going back to basics and following the 3R's rule: “Reduce, Reuse, Recycle”. They suggest that consumers should choose better and buy less. In addition, as alternatives to recycling, they promote other actions, such as exchanging clothes with friends, reselling them or donating them to a local charity.

- I. Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (4 marks)
 1. Why did the clothing industry lose its sense of exclusivity with the arrival of Fast Fashion?
 2. Why did consumers start having doubts about whether Fast Fashion is really positive?
 3. How does Fast Fashion reduce its production costs?
 4. Apart from recycling, what could people do with their used clothes?

- II. Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)
 1. Before Fast Fashion, people would buy clothes from time to time.
 2. Workers in the Fast Fashion industry earn a lot of money.

III. Find the words or expressions in the text that mean: (1 mark)

1. to have enough money to buy something
2. fell down, broke apart, came down
3. having or expressing doubts about whether something is reasonable or worthwhile
4. unhappiness, disappointment, frustration

IV. Write a **composition** of 120-150 words on **one** of these topics. Specify your option. (3 marks)

1. "It is difficult to know how our clothes are made but we have the responsibility to shop ethically. The way we spend our money can help to change the world." Do you agree? Write an opinion essay on this.
2. Do you think the clothes we wear say something about us? Have you ever judged somebody because of their clothes? Explain.

LESSONS 15-20: CONGRESS PREPARATION

The students, divided into work teams, will have to present the following final products:

1. **Promotional video** of the campaign with English subtitles.
 - Aim: they will have to collect the essential information developed throughout the sessions to create a video that creates an impact on the viewer and promotes social change.
 - Tasks:
 - i. Write a script
 - ii. Video recording and editing
 - iii. English subtitle creation

2. **Ted talks:** students will prepare various short talks (max. 10 minutes each).
 - Aim: Individually or in pair they will prepare talks with the aim of publicizing the problem of this phenomenon. The talks must be based on objective facts and may include opinions of both their own and experts.
 - Tasks:
 - i. Write a script
 - ii. Create a digital presentation
 - Possible topics:
 - i. Fast fashion and human rights
 - ii. Fast fashion and environment
 - iii. Possible alternatives

3. **Roundtable Discussion:**
 - Aim: a small group of students (6-8) discussing a shared topic of interest.
 - Tasks:
 - i. Write a draft with your speech
 - ii. Look for and write down information that supports your arguments and anticipate possible rebuttals.
 - Possible topics:
 - i. Sustainable fashion is the responsibility of the fashion industry — not the responsibility of the consumer.
 - ii. Consumers influence the environmental impact of the fashion industry, one purchase at a time.
 - iii. Should we boycott fast fashion brands?
 - iv. Greenwashing, does the market manipulate us?

4. **21st century museum:**
 - Aim: in this museum, students must create posters with very visual and impressive images together with data that show the consequences of the phenomenon of “*fast fashion*”.
 - Tasks:
 - i. Create visual posters with a possibility of incorporating thoughtful quotes that help to understand and reflect on the topic to be discussed.
 - ii. In each poster they will create an audio that can be listened to through a QR code. This task is aimed at ESO students with the aim of reflecting on social reality through the thinking routine “*SEE, THINK, WONDER*”.

5. **Scientific Poster:**

- Aim: each work team will explain their poster to a small group of students with a maximum duration of 10 minutes.
- Tasks:
 - i. Each pair of students selects an investigation based on the social and environmental impact of the fashion industry.
 - ii. They should produce a poster including the most relevant aspects of the investigation including graphic elements.

6. **Clothes Swap Event:** an opportunity for students to save unused clothing and accessories from going to landfill and contribute to the circular fashion system.

- Procedure:
 - I. This event is announced a few weeks in advance through posters and the distribution of flyers. Interested people will be able to bring a maximum of three pieces of clothing and accessories that they no longer wear and, in exchange, will receive tokens to buy clothes at the event. If the participants do not have clothes that they would like to exchange, they will be able to acquire clothes in the event by buying tokens for €3 each. The money raised will go to an NGO.
 - II. Clothes must be clean and in good condition.
- Tasks:
 - I. Contact the NGO with which you are going to collaborate.
 - II. Create posters announcing the event which will be displayed at various points in the school.
 - III. Post the event on social media.
 - IV. Print out tokens to give to people as they donate.
 - V. Record an inventory of donated clothing.
 - VI. Classify and label the clothes.

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