

The true cost of clothes

LEARNING OUTCOMES

- I can learn about the environmental impact of cheap clothing worldwide and use what I learn to make connections with my own culture.
- I can talk about fast fashion and how people buy clothes in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

- brand [n]:** a particular company
charity shop [n]: a shop belonging to a charity that sells things that people have given to it
community [n]: the people who live in an area
cost [n]: the amount of money that is needed to buy something
cotton [n]: a cloth made from the white fibres of a plant
economy [n]: the system by which a country's trade, industry and money are organised
energy [n]: the supply of power to produce something
environment [n]: the natural world, including land, water, air, plants, and animals
fashion [n]: the activity that involves styles of clothes
fibre [n]: a long thin piece of a natural substance, like a thread
garment [n]: an item of clothing
guaranteed [adj]: something you will definitely get
impact [n]: an effect, or an influence
invest [v]: to use your money with the aim of making a profit
look after [v]: to take care of something or someone
material [n]: cloth
natural [adj]: not caused or created by people
pesticide [n]: a chemical used for killing insects
production [n]: the process of making something
recycle [v]: to use something again
second-hand [adj]: owned or used by someone else before you
swap [v]: exchange

WARMER

Ask students where they buy their clothes. Which brands are popular? Do a class survey and write the results on the board. Ask them if they know where their clothes are made (they can check the labels if they like!). Which countries do they come from? Write the names of the countries on the board.

- In pairs, students discuss the statistics and answer the question.

Possible Answer

Students might be surprised that so much water is used to make one T-shirt, and that the T-shirt travels many thousands of miles.

- Ask students to read the texts quickly and find the answer. Elicit that 'green' means 'environmentally-friendly'.

Answer

Edun, Pachacuti

- Students read the article again and circle the correct answer option. When students have finished, check the answers as a class.

Answers

- 1 uses a lot of pesticides 2 are buying cheap clothes
 3 keep our clothes for many years 4 it's good quality
 5 traditional 6 live in the Andes

- Students read the sentence beginnings 1–6 and match them with the endings a–f. Check the answers as a class.

Answers

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

Gateway to culture

- Students work in pairs and discuss their answers to the questions. Invite some students to share their ideas with the class.

PROJECT

- Explain to students that they are going to work in groups of three or four to prepare a project. They will need Internet access to do their research, and this can either be done in class or at home.

For Step 1, students work with their group to choose one of the items from the box and a country they are interested in, to research information about the true cost of some popular consumer items. Try to ensure a good mix of countries between groups. They should also research their own country. For Step 2, students follow the points for their Internet research to find information. If working at home, each group member can do some individual research and then share their ideas and findings with the rest of their group in the next class. For Step 3, students share the results of their research and discuss their findings. Ask students to decide how they would like to present the information they found. Allow some time for class preparation before each group presents their ideas to the class.

- Students present their information to the class. They should compare the countries they researched with their own country, considering the similarities and differences.