

LESSON 1: THE SLOW MOVEMENT

TEACHER NOTES

Age: Young adult
Level: Intermediate (B1)
Time: 60 minutes + Project
Focus: Reading, Vocabulary
Materials: One copy of the worksheet per student
Overall Aims: In this lesson, students will:

1. develop an awareness of big city problems and several solutions to 'slow down'
2. learn new vocabulary to talk about cities and the environment
3. be able to find main ideas and supporting details in texts

LEAD-IN

Aims: to lead in to the lesson by activating students' previous knowledge/experience of living in urban centres; to build expectations; to raise awareness of the issues discussed in the lesson.

Approximate time: 15 mins

PROCEDURE:

1. Distribute the worksheet and ask the students what they know about the cities in the pictures. Check that they know where they are located and that they are all big cities (The population of Tokyo is above 35 million, NYC above 20 million and Auckland above 1.5 million).

Ask them to complete activity 1 (the matching activity) by paying attention to the clues given in the explanations. This may be pair work or individual work. Elicit the answers.

Answers:

City	Scheme	Explanation
Auckland, New Zealand	The Walking School Bus	This scheme from the Pacific involves having groups of students walk to their schools under the supervision of parents. It aims to reduce traffic pollution and create liveable, walkable streets.

New York City, NY, USA	Micro Units	This scheme is based on the idea of 'humane and minimal living spaces'. Many Americans today live in huge homes with huge costs. The scheme aims to reduce housing costs by eliminating unnecessary space.
Tokyo, Japan	Candle Night	This Far Eastern scheme has the motto 'Turn off the lights, Take it slow'. It advises turning off the lights for two hours on summer and winter solstice from 8 to 10 p.m. in order to slow down and spend quality time with our loved ones. Recommended activities include listening to music, having a special meal or storytelling.

GLOCALISATION IDEA: Look around you to find local initiatives that aim to slow down the pace of life. Bringing these to class will enable students to better conceptualize the idea. A Google search may help you find a local initiative. For example, the Walking School Bus (or its sister Bicycle Train) exists in some form or another in many parts of the world. Also, a number of big cities with populations over 50,000 now express an interest in applying Slow Life principles. They are known as 'Cittaslow Metropole' cities. They include Barcelona in Spain, Busan in South Korea and Wenzhou in China among others. Check the Cittaslow website to find out what is happening in your country: <http://www.cittaslow.org>

2. Ask students to discuss the common goal of these schemes with a partner. When they are done, hold a short discussion. While there is no right or wrong answer, make sure you emphasize the concept of 'slow and simple living'.

NOTES ABOUT VOCABULARY IN THIS COURSE: The vocabulary covered here is based on Averil Coxhead's (2000) Academic Word List, a well-recognised list of academic words. Each lesson includes a list of **Key Words** and **Academic Words**. **Key Words** are topic based words necessary to understand and speak/write

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about the topic. They are introduced early on in the lesson. **Academic Words** are high-frequency academic words mentioned in Coxhead's list. These may be words that express abstract concepts such as 'theory', descriptions such as 'unique', processes such as 'evaluation', and academic tasks such as 'definition'. These words are not taught explicitly but students are exposed to them throughout and a short set of exercises provided at the end of each lesson. You may encourage students to keep a vocabulary journal and review these words on their own outside class times.

KEY WORDS

Aims: to learn new vocabulary to talk about cities and the environment

Approximate time: 15 mins

PROCEDURE:

1. Tell the students they need to know several key words to understand the passage they will read. The words are given in a list here. Ask them to work through the list in pairs and distinguish the words they already know from those they do not. They should then use an online dictionary (e.g. the [Macmillan English Online Dictionary](#)) to look up any new words. The aim here is to foster ownership of learning and collaboration.
2. Get them to match the underlined words in sentences a - h with the definitions 1 - 8.

Answers:

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

READING TEXT

Aims: to become acquainted with Cittaslow; to be able to find main ideas and supporting details in texts

Approximate time: 30 mins

NOTES ABOUT READING IN THIS COURSE: In order to foster critical thinking and creativity, the reading tasks involve both lower and higher order questions. The first few questions, which check that students can understand literal information from the text (e.g. Questions 1 and 2), are aligned to Bloom's levels of Knowledge and Comprehension. Others are at higher levels of the taxonomy, such as Application, Analysis, Synthesis and Evaluation, which require students to engage with the text at a deeper level (e.g. Questions 7 and 8 here). For more information on Bloom's taxonomy – a set of hierarchical models of learning objectives based on complexity in cognitive, affective and sensory domains – go to www.bloomstaxonomy.org.

PROCEDURE:

1. Let students read the text and answer the questions.

TEACHING TIP: We language teachers generally do not like silent time in class. For an alternative view on the value of silent reading/thinking in the classroom, visit: <https://aylingraves.wordpress.com/2016/05/01/honouring-silence/>

2. When students have answered all the questions, let them compare their answers briefly with a partner before you elicit them.

TEACHING TIP: Comparing answers with others gives students confidence and ensures higher participation during elicitation. The flipped learning approach introduces students to content at home so they have had time to think before interaction takes place in the classroom. If you have shorter time with your students than envisioned here, you may also choose to flip your classroom (e.g. by encouraging students to do the reading before class). There is a lot of information on the Internet about flipped classrooms, but this may provide a good starting point: <http://flippedlearning.org>

Possible Answers:

1. When the people of Rome started to protest against fast food.
2. According to the Slow Food Movement, eating is not just satisfying hunger. It should also be a fair and

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enjoyable experience.

3. The Slow City Movement was born out of the Slow Food Movement (You may wish to teach the word 'offshoot' here: The Slow City Movement is an offshoot of the Slow Food Movement).

4. Slow City is a movement which values local foods, small shops, unique cultural traditions, quality of life, fair use of resources, participatory democracy and the environment.

5. The six criteria are:

- Having small population
- Using local products
- Protecting traditional architecture
- Encouraging traditional arts and crafts
- Preventing air pollution
- Encouraging slow food restaurants

6. There are many criteria to be fulfilled to become a Cittaslow.

7. This must be the main idea because the paragraph starts with the sentences 'So how can a city or town apply to become a Cittaslow? There are many criteria to be fulfilled.' (You may want to mention the concept of 'topic sentence' at this point, or you may introduce them to the concept of 'main idea' and wait for the formal term 'topic sentence' to come up in Lesson 4). Normally the topic sentence is a single sentence that summarizes what the paragraph is about, but in the example above the main theme in the paragraph is dependent on the question and answer. It is usually at the very start of the paragraph.

8. Treat this question as a **Post-Reading Discussion Activity**. Answers will vary based on where your students come from.

PROJECT

Ask your students to develop a scheme similar to the ones they studied at the beginning to slow down the life of residents in their city. Give them 2-3 minutes to present their schemes. This may be done individually or in groups, inside or outside class, depending on the time available. With this project, you will give students a chance to practice the following Four Cs: Communication and Collaboration.

LESSON 1 WORD LIST

Each lesson finishes with a two-column word list. The Key Words column includes topical words explicitly taught in the lesson. These words will be recycled in Lesson 2. The other column, Academic Words, includes words from Coxhead's Academic Word List that university students frequently encounter in English medium classes (and may already be familiar with). These are peppered in each given lesson and are presented in a list so that students can pay attention to them. A short vocabulary exercise follows each word list.

Academic Vocabulary Exercises

Answers:

1. environment
2. goal
3. approximately
4. major
5. scheme
6. create

HOMEWORK AND INDEPENDENT LEARNING

You may ask the students to complete the online quiz at the following link to find out if they live in the fast lane: <http://www.richardwiseman.com/quirkology/pace.html>

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WORKSHEET

LEAD-IN

1. Below are three cities, three schemes (ideas) from them and their explanations. Can you match the cities with the right scheme and explanation?

Cities:

Tokyo

Auckland

NYC



Schemes:

Micro Units

Candle Night

The Walking School Bus

City	Scheme	Explanation
		In this scheme from the Pacific, groups of students walk to their schools under supervision of adults. The scheme reduces traffic pollution and creates liveable, walkable streets.
		This scheme is based on the idea of 'humane, minimal living spaces'. Many Americans today live in huge homes with high costs. The scheme encourages people to live in mini apartments to reduce housing costs and simplify their lives.
		The motto of this Far Eastern scheme is 'Turn off the lights, take it slow'. It advises turning the lights off several nights a year to spend quality time with our loved ones. Recommended activities include listening to music, having a special meal and storytelling.

2. Is there a common goal in these schemes? Make some notes and then discuss your ideas with a partner.

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WORKSHEET

KEY WORDS

1. Work with another student. Look at the words below and put them in two groups.

<i>cuisine (n, u)</i>	<i>advocate (v, tr)</i>	<i>establish (v, tr)</i>	<i>apply (v, tr)</i>
<i>local (adj)</i>	<i>unique (adj)</i>	<i>criteria (n, c, pl)</i>	<i>display (v, tr)</i>

Words we know ...	Words we are not sure about ...

2. Match the underlined words in sentences a–h with the definitions 1–8.

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|---|--|
| <p>a. When most people think of French <u>cuisine</u>, they think of expensive restaurants, seafood and wine. _____</p> <p>b. Environmentalism is a philosophy that <u>advocates</u> protection of the environment. _____</p> <p>c. Greenpeace was <u>established</u> to protect the environment and promote world peace. _____</p> <p>d. If you have lost your student ID card, you must <u>apply</u> for a new one. _____</p> <p>e. <u>Local</u> food is fresher than food that has travelled from the other side of the country. _____</p> <p>f. Cappadocia in Turkey is a <u>unique</u> town with its geographical formations known as 'fairy chimneys'. _____</p> <p>g. The <u>criteria</u> to become a UNESCO World Heritage Site include having natural or architectural importance, or representing a major stage of human history. _____</p> <p>h. Traditional arts and crafts are <u>displayed</u> in the farmer's market on Sundays. _____</p> | <p>1. special, rare, only, one of a kind</p> <p>2. regional, from the same city or town</p> <p>3. cooking, food</p> <p>4. basis, guidelines</p> <p>5. create, set up, found, build</p> <p>6. support, promote, argue for</p> <p>7. show, exhibit</p> <p>8. make a formal request</p> |
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WORKSHEET

Now let's read the text and learn about Cittaslow.

READING TEXT

Cittaslow: Life in the Slow Lane

Cittaslow — the Slow City Movement — started in March 1986 with the opening of the first McDonald's in Italy. After this opening, the people of Rome, who are proud of their national cuisine, started a protest against fast-food. This was the beginning of the 'Slow Food Movement'. It advocates the view that eating is not just satisfying hunger. The experience of eating should also be a fair and enjoyable one, from initial production all the way to the presentation of food on the table.

Thirteen years later, Cittaslow was established in Orvieto, Italy by applying the 'Slow Food philosophy' to cities. Cittaslow means 'Slow City' and values local foods, small shops, unique cultural traditions, quality of life, fair use of resources, participatory democracy and the environment.

Today, there are approximately 150 slow cities around the world.

So how can a city or town apply to become a Cittaslow? There are many criteria to be fulfilled. First, the population of the town needs to be under 50,000. Obviously, a large metropolis cannot become a slow city. Secondly, people should use local products. Slow cities do not transport their food and products from the other side of the country. Of course, it is not enough to eat locally-grown foods; these should be organic



too. Thirdly, traditional architecture should be protected. In other words, people should look after old and traditional buildings. Next, traditional arts and crafts should be encouraged. These should be displayed and sold in small shops. Another criterion is that pollution should be prevented and air quality should be improved. This is done through reducing traffic and using alternative energy sources. Last but not least, slow cities should of course encourage slow food restaurants!

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? QUESTIONS

1. How did the Slow Food Movement start?
2. How is eating defined by the Slow Food Movement?
3. Explain the relationship between the Slow Food and Slow City Movements.
4. Define the Slow City Movement in one sentence.

Slow City is a movement which ...

5. List the six criteria mentioned in paragraph 3 to become a Cittaslow.

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6. Look at paragraph 3 again. What is the main idea of this paragraph?
7. How do you know that this is the main idea?
8. Do you think your hometown can become a Cittaslow one day? Answer by referring to the criteria in the text.

PROJECT

Create a scheme similar to Candle Night or Micro Units to slow down life in your city or town. Note down some ideas for discussion. Prepare a mini talk to present to your classmates.

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WORKSHEET

LESSON 1 WORD LIST

Key words	Academic words
advocate	approximately
apply	create
criteria	environment
cuisine	goal
display	major
establish	paragraph
local	scheme
unique	text
	topic

In this lesson, you studied the Key Words on the left.

You also encountered the Academic Words on the right. These words are frequent in academic life. Here are some exercises with them:

ACADEMIC VOCABULARY EXERCISES

Use the words below to complete the sentences. Do not change them:

create goal major environment approximately scheme

1. You can help protect the _____ by not wasting water and electricity.
2. The _____ of Cittaslow is to introduce an alternative way of life.
3. Tokyo is a densely populated city with _____ 35,000,000 residents.
4. Air pollution is a/n _____ problem in big cities.
5. The increasing number of accidents made the government start a new road safety _____.
6. Many people are nowadays trying to _____ a slow lifestyle for themselves in big cities.