

Guided Activity:

The theme: "Slow Food"

1. Observe the following meme.

a) When selecting a text, there are three aspects that need to be considered: 1) language features; 2) conventions; and 3) cultural contents. What do you notice as you analyze the meme?



1) Language features:

e.g., vocabulary, spelling, tenses, metaphor, transition words, relative clauses, pronouns, active/passive voice, direct/indirect speech, etc.

2) Conventions: Predictable patterns that are specific to a genre; How meaning is communicated

e.g., organization, genre features, formatting, punctuation, page layout, camera effects/perspectives, genres (dialogue, problem-resolution, narrative, commentary, informational, description, etc.), turn taking, etc.

3) Cultural contents: What ideas/realities are represented?

e.g., products, practices, perspectives; background knowledge needed; gestures/body language; images; etc.

b) Create at least 3 questions about the meme that help learners engage with the topic of healthy eating, diet, false promises or other themes that the meme evokes.

Questions:

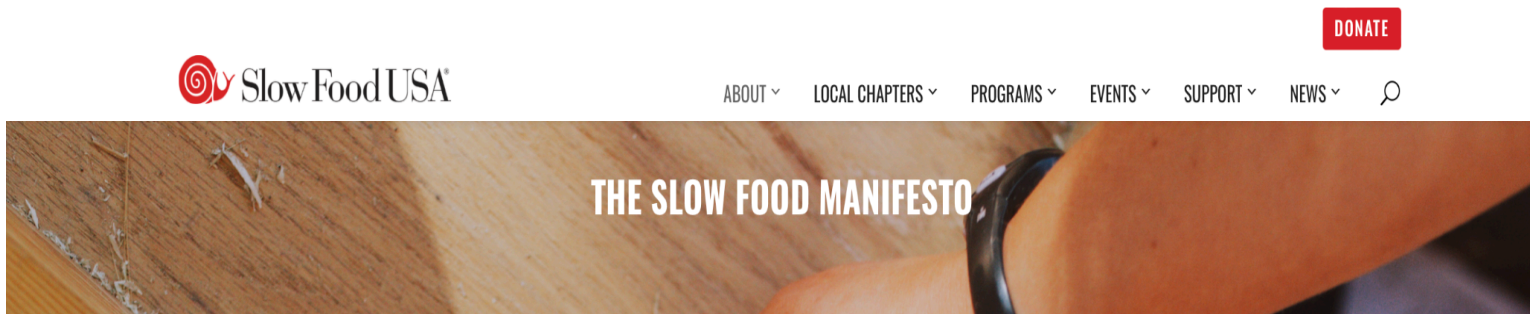
1)

2)

3)

2. The following text comes from the Slow Food USA website, which is a non profit organization known nationwide. Their motto is: Good, clean and fair food for all.

a) Identify some of the language features in the text and list them in the table below.



The Slow Food international movement officially began when delegates from 15 countries endorsed this manifesto, written by founding member Folco Portinari, on December 10, 1989.

Our century, which began and has developed under the insignia of industrial civilization, first invented the machine and then took it as its life model.

We are enslaved by speed and have all succumbed to the same insidious virus: *Fast Life*, which disrupts our habits, pervades the privacy of our homes and forces us to eat Fast Foods.

To be worthy of the name, *Homo Sapiens* should rid ourselves of speed before it reduces us to a species in danger of extinction.

A firm defense of quiet material pleasure is the only way to oppose the universal folly of *Fast Life*.

May suitable doses of guaranteed sensual pleasure and slow, long-lasting enjoyment preserve us from the contagion of the multitude who mistake frenzy for efficiency.

OUR DEFENSE SHOULD BEGIN AT THE TABLE WITH *SLOW FOOD*.

Let us rediscover the flavors and savors of regional cooking and banish the degrading effects of *Fast Food*.

In the name of productivity, *Fast Life* has changed our way of being and threatens our environment and our landscapes. So *Slow Food* is now the only truly progressive answer.

Language features (e.g., vocabulary, spelling, tenses, metaphor, transition words, relative clauses, pronouns, active/passive voice, direct/indirect speech, etc.)	Words from the text
Essential vocabulary	
Present tense	
Complex idiomatic expressions	
Past tense	
Anything else?	

b)How can the text be used/presented as a lesson material? Does it need scaffolding? If this text (screenshot) was in the language you teach, what kind of support would be needed?

C)What purpose can this text fulfill if it was used in the classroom? Choose all that apply:

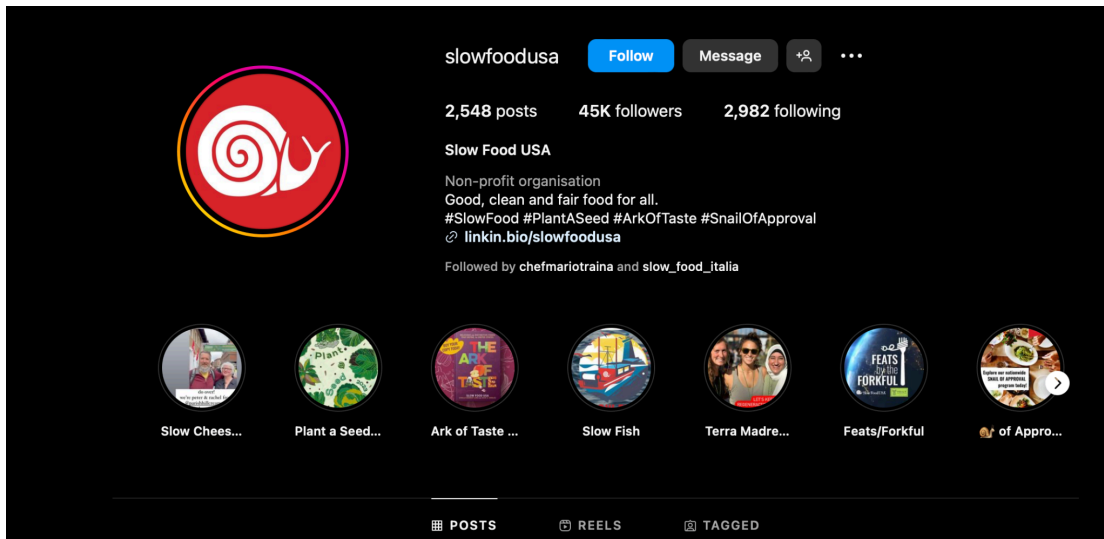
- A. Provide historical context
- B. Provide cultural content
- C. Teach the past /present tense
- D. Teach when and why to use italics and/or bold fonts
- E. Talk about own culture and experiences

F. Others (please explain)

3. Take a look at the following screenshot of the Slow Food organization's Instagram post.

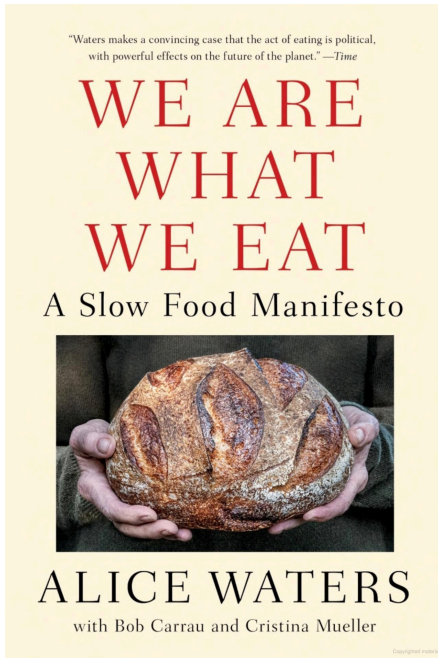
For what purposes could this screenshot be used as a text (cultural, linguistic features, conventions, cultural content)? Choose all that apply:

- A. Recognizing the organizational structure of a SNS's (Instagram) post
- B. Identifying the legitimacy of the site
- C. Understanding the recent events organized by SlowFood
- D. Analyzing the social and cultural meanings of the logo (symbol and color)
- E. Learning the forms of a word (Follow, followers, following)
- F. Learning the use of past tense
- G. Learning a great amount of vocabulary related to food
- H. Learning pragmatics

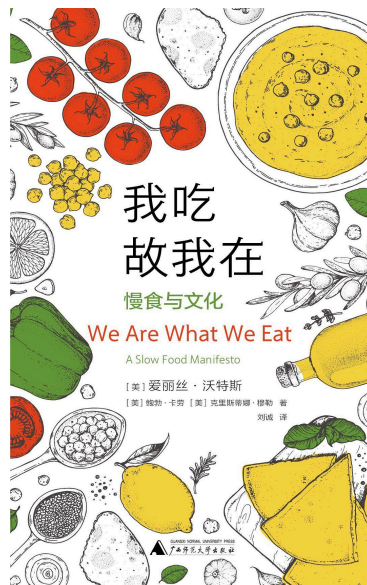
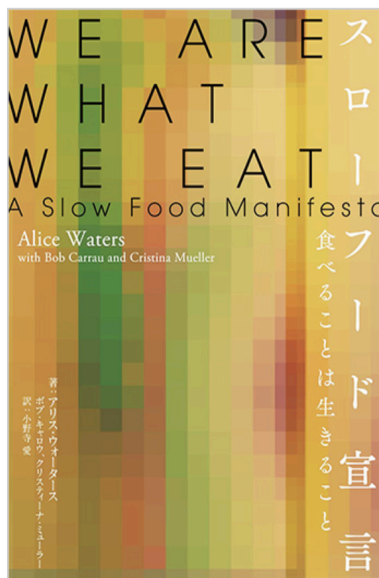


4. Take a look at the image of the front cover of a book, “We are what we eat.”

a) In what way do you think you can use this as a text for novice English learners.

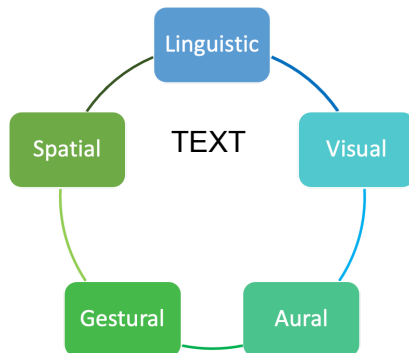


b) Now, the two images below are the covers of the translated versions of the book in Japanese (on the left) and Chinese (on the right). What do you think of the choice of cover images (and language, if you understand them)? Do they communicate different meanings? Can you think of any reasons (cultural, social, political, etc.) why they chose to make the covers look the way they do?



5. Take a look at this video. Read the text as well. For what purposes could a video like this be used? <https://www.instagram.com/reel/Bdsfw8RAkI9/>

- a) Would this video be useful for novice learners? The speaker is not a “native speaker” of English, therefore it provides an opportunity to introduce examples of diverse speakers of English. What could be done to make the video more accessible for novice learners?
- b) Do you think this video is effective in the storytelling? If so, what elements make it effective? If not, what changes can you suggest to make it more effective? Discuss camera effects/perspectives, use of lights, angles, movements and perspectives. What emotions and sensations did the video provoke in you as a prospective audience?



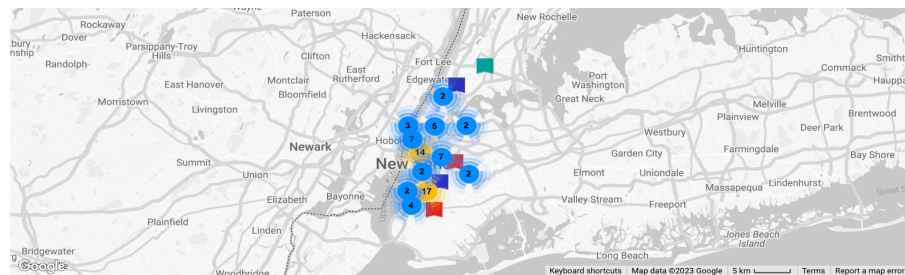
- c) Look at the images taken from the video (below). What topics of discussions or possibilities for activities do the images in the video introduce? What do we learn about this cheese? How does the process of creating this cheese connect to the Slowfood slogan (“Good, clean, and fair frood for all”)? What other examples of “Hands of the Makers” can learners think in their own communities?



6. Reading texts in social space: Linguistic landscape

As you click on the snail of approval* site (<https://slowfoodusa.org/snail-of-approval-map/>), you will get to the map of all SlowFood approved restaurants. Al di la Trattoria is one of them in New York City.

*Snail of approval is a recognition given to any food business/organization—restaurants, farms, cafes, bars, wineries, farmers markets, social enterprises—that are pursuing and practicing slow food values of good, clean, fair food for all.



AL DI LA TRATTORIA

restaurant

Website: <http://www.aldilatrattoria.com/>
Awarded By: Ny - New York City
Phone:

[Read More](#)

- a) Go to maps.google.com and put “Al di la trattoria” in the search. Walk around the area and answer the following questions.
- 1) In what area is this restaurant located? What did you see nearby? How does the restaurant look from the outside? What impressions do you get from the exterior?
 - 2) Why do you think this restaurant is popular in the area?
 - 3) The name of the restaurant Al di là means “beyond” in Italian. Why do you think the restaurant has this name? Is it a good decision to name an Italian restaurant in Italian in this neighborhood?
 - 4) Does the restaurant advertise the slow food movement on the building itself? Is there any indication of it?
- b) Go back to the [map](#) where Al di là is pinned. On the left, you see “reviews” of the restaurant. Browse through some reviews and choose one that you think is best to use for the novice learners. What language features, conventions, and cultural contents are there?

