

The 15-Minute City: Designing Better Living

VOCABULARY ACQUISITION

PART 01 Part 1: Warm-Up & Brainstorming

Imagine you are moving to a new city. What are the three most important things you need near your home (e.g., a park, a train station, shops)?

1. What are three things a "green city" must have?

PART 02 Part 2: Vocabulary in Context

Examine the sentences below. Use the context to deduce the meaning of the *bold* words.

PART 03 Part 3: Word Association & Application

Read the three scenarios below. For each scenario, choose the **two** target words that best fit the situation and explain **why** in one sentence.

SCENARIO A

A high-density area with many tall apartment buildings, a large underground subway system, and several small community gardens.

SCENARIO B

A spread-out area with large houses, wide roads for cars, and one giant shopping mall in the center.

SCENARIO C

Example: For Scenario A, I choose 'Urban' and 'Alternative' because the train is in a city and it is a different choice from driving.

1. SCENARIO _____ : I CHOOSE _____ AND _____ BECAUSE...

2. SCENARIO _____ : I CHOOSE _____ AND _____ BECAUSE...

PART 04 Part 4: Creative Writing Task

The "Green City" Proposal

Write a short proposal suggesting one change the city should make.

REQUIREMENTS CHECKLIST:

- ☒ **Think about:** Where will the **residential** buildings go? How will you support **pedestrians**? What kind of **infrastructure** is needed?

TEACHER'S GUIDE & ANSWER KEY

Level: **B1 (INTERMEDIATE)**

Objective: To enable learners to accurately use and understand core urban planning vocabulary in the context of modern city design.

ACTIVITY OVERVIEW

TOPIC CONTEXT

The 15-Minute City: Designing Better Living

TASK GOAL

To design and pitch a functional urban neighborhood layout.

VOCABULARY TERMS

INSTRUCTIONAL PROCEDURE

- **01. Next Day (Active Recall):** "The Category Game." Give students 1 minute to list as many things as possible that fall under "Urban Infrastructure" (e.g., pipes, roads, wires, bus stops).
- **02. One Week Later (Contextual Review):** Show a photo of a famous local landmark or street. Ask students to write three sentences about it using the target words (e.g., "This is a popular **public space** for **pedestrians** in our **urban** center.")
- **03. 03. HIGH INVOLVEMENT (20 MINS):**

ANSWER KEY & EXPECTED RESPONSES

Part 2: Meanings

Part 3: Word Association



NEXT DAY (ACTIVE RECALL)

"The Category Game." Give students 1 minute to list as many things as possible that fall under "Urban Infrastructure" (e.g., pipes, roads, wires, bus stops). *

ONE WEEK LATER (CONTEXT SHIFT)

Show a photo of a famous local landmark or street. Ask students to write three sentences about it using the target words (e.g., "This is a popular **public space** for **pedestrians** in our **urban** center.")