

Mediating on urban themes

by Carmen Müntzenberg



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Im Mittelpunkt dieser Materialsammlung steht die Mediation. Vielfältige Textsorten mit dem Fokus auf das Thema „Stadt“ werden durch Aufgaben zunächst inhaltlich erschlossen, bevor die Lernenden veranlasst werden, sie im Rahmen motivierender Situationen per Mediation in English wiederzugeben.

Gruppendiskussionen sowie anregende Gesprächsanlässe zu städtischen Wohnformen in der Gegenwart und in der Zukunft bieten den Schülerinnen und Schülern die Möglichkeit, über die Texte hinauszugehen und soziale sowie kulturelle Unterschiede in Städten zu erörtern.

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Competences and skills:

The main goal of the materials is for students to practice their **reading comprehension**, **analysing**, **mediating** and **writing competences**. To motivate the learners, the focus has been placed on urban themes. Texts, photos and cartoons are used as stimuli to generate ideas and, subsequently, verbal exchanges. Students discuss their findings from working with the texts in group contexts and, thus, train their **communicative competence**.

Overview:

List of abbreviations:

A Analysis

D Discussion/debate

P Working with a picture/cartoon

RC Reading comprehension

W Writing

CT Creative Task

MD Mediation

PR Presentation

T Working with a text

| Topic | Material | Methods/Skills |
|------------------------------------|----------|-----------------------|
| 1: Living in the city | M1–M5 | A, MD, P, T, W |
| 2: Sport in the city | M6–M7 | A, D, MD, T, W |
| 3: Nature in the city | M8–M9 | A, CT, D, MD, T, W |
| 4: Traffic – now and in the future | M10 | A, MD, P, PR, T, W |
| Test | M11 | A, MD, P, RC, S, T, W |

Topic 1: Living in the city

M1 Worksheet – Living in a city

Working with the pictures



Pick one of the cards that show buildings. Then try to sell or rent a flat to your classmates. Do not show the picture of the building until your “customer” has decided.



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M5 Worksheet, Part 1 – Cage people

Working with the text



1. Explain why these people are called "cage people".
2. Describe what the "flats" of these "cage people" look like.
3. Sum up the reasons that cause the housing crisis described.
4. Discuss whether being a "cage person" is a good or a bad thing.

Mediation



5. You have been invited to an international 6-day symposium for young future leaders on the topic "Urban life in the next decade". The theme for day 1 is "Living conditions around the world". All participants are required to give a brief presentation in English on a theme of their choice. You have decided to talk about the "cage people" in Hong Kong. Read the text and prepare a brief presentation.

Discussion



6. Group discussion
You are on a talk show that focuses on the size of houses and flats. Take on your assigned role in a convincing way but try to come to a final solution or compromise.

Person A: You and your spouse live in a house that is one hundred years old. It is small (two rooms, kitchen, bathroom) and the insulation is not up to date. Nevertheless, you think that it is important to use existing buildings. You plan to add a loft as soon as you have children because you are of the opinion that they need their own rooms.

Person B: You live in the country in a big house with your spouse and three children. Since both of you work from home, you have two offices in addition to your four bedrooms, kitchen, living room and two bathrooms. You also have a big garden with a shed and a garage for your two cars. In your opinion, space is important to reduce stress. You own a grand piano and a sauna. Everybody can enjoy their hobbies and privacy in your house.

Person C: You do not think that space equals money and since you do not earn a lot, you save every bit for trips. Therefore, you and your spouse live in a tiny house with only a kitchen that also includes the living room, a bathroom and a bedroom. You also think that children move out after only 15 to 18 years, which means that they leave unused space behind. Consequently, they can share rooms while they live at home.

Working with a cartoon



5. Describe, interpret, and comment on the cartoon.



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