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## Auszug aus:

*Mediating on urban themes*

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### Mediating on urban themes

by Carmen Münzenberg



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Im Mittelpunkt dieser Materialsammlung steht die Mediation. Vielfältige Testorten mit dem Fokus auf dem Thema „Stadt“ werden durch aufgabenorientierte inhaltlich erschlossenen, bevor die Lernenden veranlasst werden, sie im Rahmen motivierender Situationen per Mediation in Englisch wiederzugeben.

Gruppendiskussionen sowie angelegte Gesprächsprotokolle zu städtischen Wohnformen in der Gegenwart und in der Zukunft bieten den Schülerinnen und Schülern die Möglichkeit, über die feste Wohnraumbauweise und soziale sowie kulturelle Unterschiede in Städten zu diskutieren.

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# Mediating on urban themes

by Carmen Müntzenberg



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

# Mediating on urban themes

## Facts

How people live is mostly defined by the society they live in. People's homes usually mirror the social class they belong to. But this has changed over the years and, nowadays, modern technology influences architecture as well as our way of life. All these aspects become especially visible in metropolitan areas and big cities. As with all other developments, there are positive and negative aspects. On the plus side, a large variety of jobs is available, and the existence of numerous museums and cultural events are also beneficial. Anonymity, homelessness and limited as well as expensive living spaces are some of the drawbacks.

## Notes on the material

For all assignments, this order applies: working with text, mediation and discussion.

**Topic 1:** There are many facets to living in the city. The size and design of one's house or flat is the first aspect students focus on. In an advance organiser activity, they take on the roles of realtors and try to sell different accommodations to classmates. The second task focuses on a mediation that describes the situation of "cage people" in Hongkong. Finally, students participate in a group discussion on how much living space one really needs.

After having looked at various kinds of accommodations, there is also a focus on homelessness in the city. Firstly, students analyse a chart that deals with youth's willingness to engage actively in decisions concerning the planning and development of residential environment. Secondly, the mediation is about the situation and the challenges of a homeless young man. The interpretation of a cartoon at the end of this topic offers students an opportunity to use their background knowledge as well as their visual skills.

**Topic 2:** Living in the city usually also means having a greater choice of leisure activities.

**M6** puts a focus on sport in the city. Students work in groups with different types of texts

centering on sport. Doing so, they not only enhance their skill to summarise a text, but they also work with expressions and common phrases typical in German but may pose difficulties in mediation. Moreover, this topic also encourages students to engage in a discussion about the role of sport in our society.

**Topic 3:** Mostly there is not much nature in cities besides parks and allotment gardens. This topic introduces an innovative technology of farming designed to feed urban residents. Students work with an interview in German on vertical farming and, through mediation, explain its concept in English. After that, they participate in a discussion on nature in a city. To broaden their knowledge on artificial farming, students do online research on aquaculture. At the end of this topic, learners combine facts and creative skills in the design of an ad for products cultivated by these modern “farmers”.

**Topic 4:** The biggest problem most cities must face is traffic. This topic offers pictures as well as texts that deal with that, and it addresses the question of what contribution bicycles can play in this context. Through mediation, students transfer a text into a different type of text. In this section, they also write their own blog and discuss and present practical solutions to traffic problems.

**Test:** The test offers a further mediation on an urban theme. It may either be in written or oral form, or it can be part of a partner exam. Both texts in this section deal with abandoned places that used to be part of cities. The test also includes a cartoon as an element of text production.

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