

Do this activity after worksheet feedback on a place to live.

1. Elicit various types of accommodation: house, semi detached, flat, apartment, tower block. (You may wish to play hot seat to do this.)
2. Focus on towerblocks. In pairs Ls exchange opinions on what they think living in a tower block is like. Feedback some of their thoughts and write the word 'refurbished' on the board. Elicit the meaning and ask learners to make
3. Learners may remember from the museum that in recent years there has been a trend in demolishing or 'blowing up' tower blocks. Explain, that in some areas a lot of money has been put into refurbishing or 'doing up' the blocks. Review the phrasal verbs blow up and do up.
4. Split the board into two. Blow up and do up. In pairs Ls make notes on arguments/reasons for both, elicit a couple to get them started.
5. Explain that the learners are about to engage in a discussion. Talk about register and polite behaviour during a discussion. Select from the table which skills the class are to practise. Give examples and elicit a few more. Drill paying attention to intonation, body language and expression. Strong classes may practise all of these areas. Cut up the examples and Ls match them with their function in a discussion.

I take your point but perhaps we could think about.. Can I draw your attention to...	moves discussion forward
Indeed but Well yes, you're right about that but..	disagrees
I'd like to re-iterate the point that.. I think is being overlooked	Brings the discussion back.
I really believe if we don't do this we will face..., This is a serious issue,	Expresses strong opinions
Excuse me for interrupting, but.. Look, hold on a minute	Interruption
There is reason to believe that.. According to..	Supports opinion with evidence

6. Divide the class in to two groups, 'blow ups' and 'do ups'. Give the groups a couple of minutes to think about their arguments.
7. Create small groups of about 4-6 to debate the issue.
8. Monitor the discussion and make notes of mistakes.
9. When they have finished and briefly summed up. Correct a few common errors on the board.
10. You can repeat the activity with things that the learners feel strongly about in their own areas.

1. Do this activity after you have had a feedback session on the worksheet.
2. Split class into three groups give each group a flash card of an example of free speech, for two minutes then each group passes their picture to the group on their right, rotate until all groups have briefly discussed each picture. As feedback, elicit what is happening in each picture.
3. Discuss which freedoms are being exercised in each one: Freedom of speech, freedom to criticise government and freedom to practise religion.
 - At tutors discretion: You may wish your class to think about countries where it is difficult, forbidden or dangerous to exercise these freedoms. Ls may wish to compare with their own countries of origin.
4. Learners each write 2 or 3 things that annoy them on separate pieces of paper. Encourage political complaints rather than personal ones. Be ready with questions to guide; 'Do you like paying so much for food or petrol? What about the area where you live? What about crime? Do you feel safe walking alone at night? Fold the sentences and place in a box. Each learner takes a sentence and moves around the class to find its owner.
Feedback a few E.G. '*Ahmad gets annoyed by the social security system.*'
5. Each L chooses one thing that annoys them the most.
Explain that they are going to exercise their freedoms of speech by
 - a) Writing to an MP complaining about it.
 - b) Writing a leaflet that encourages people to come to demonstrate about it.
6. Think about:
 - Register
 - What information to include
 - Examples
 - What you want to happen.
7. Ask learners to plan the stages of their letter by making notes in the boxes on the planning sheet.
Allow about 10 minutes
8. Allow 20 minutes to write draft one.
9. For homework, ask Ls to self correct their work, and hand in draft one and a new revised draft two.
10. Tutor corrects draft 2 using correction code below:

S spelling

T tense

G grammar

WW wrong word

WO word order

P punctuation

? I don't understand

^ missing word



The following are other follow up ideas that you may wish to consider:

1. Write a review of the museum for a local newspaper or newsletter.
2. Write a report of the day
3. Write a leaflet encouraging people to visit the museum.
4. Write a letter to the museum suggesting improvements.
5. Write a piece in a tourist guide about the museum.
6. Hold a discussion about living in a diverse and multi-cultural society.
Encourage learners to express their opinions and feelings.

Remember the museum welcomes all feedback should you wish to send them to us!