**Working and studying in prison**

**Unit 1**

**Working in prison**





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**Overview**

This teachers’ pack includes speaking and listening, writing and vocabulary activities centred on the topic of jobs commonly undertaken in prisons.

In Activities 1 and 2, learners will have the opportunity to talk about jobs they do in prison, or would like to do. They will ask and answer questions to find out about each other’s current and previous jobs. Activities 3 and 4 incorporate speaking, listening and writing; learners listen to two people filling in a form for change of employment and then interview each other and fill in a form for their partner. In Activities 5 and 6, they use vocabulary for duties of typical prison jobs.

**Level:** Entry level 1-3 / National 2 – National 4 / CEFR A1 - B1

**Time**: 100 minutes

**Aims**

* discuss and ask questions about prison jobs
* fill in an application for a change of employment
* understand vocabulary connected to prison employment to describe duties

**Objectives**

Pre-entry learners will be able to:

* say a simple sentence describing their job type
* express job preferences
* fill in part of a prison application form for change of employment with key information *(name, number, wing and cell)*
* understand 5 common phrases connected to a common prison job

Entry level learners will be able to:

* name 8 types of employment commonly found in prisons
* discuss the good and bad points of a number of jobs
* ask a friend at least 5 questions relating to jobs
* understand and answer 5 questions relating to jobs
* complete a prison application form for a change of employment
* demonstrate understanding of vocabulary connected to 4 common prison jobs
* describe the duties of at least 4 prison jobs

**You will need:**

* **Resource 1** – one copy per pair of learners, cut up. NB: There are 4 blank cards for you to add jobs relevant to your prison. This could be done by you prior to class, or ask your learners to do this as an extension task in Activity 1.
* **Resource 2** (optional) - Look, Say, Cover, Write, Check, one per learner if practising spelling.
* **Resources 3 to 7** – one copy per learner. NB **Resource 6** has a male and female version respectively
* **Resource 8** – one copy for every two learners (Entry 1-3), cut in half where indicated
* **Resource 9** – one copy per beginner learner
* Facilities to play audio
* Audio – choose Men or Women
* Optional: Photo dictionaries for learners to find vocabulary for any previous jobs
* Optional: Source authentic change of employment form from your prison, simple job application forms and a sample CV.

**Consider:**

* Find out what jobs are commonly done, or could be done, by ESOL learners in your prison and add them to **resource 1** before the session or as part of Activity 1.
* Check your prison’s policy and procedure for changing jobs. If it is significantly different from the application in **resource 7**, you wish to omit Activities 4 and 5.
* Find an authentic employment application form from your prison for extension activities or as an alternative to **resource 7**.

**Working in prison**

**Introduction (5 minutes)**

* Divide the class into two teams.
* Mime a job that you know is available in your prison.
* The first team to guess and shout out the job gets one point.
* Repeat with several more jobs.
* After 5 minutes, add up the points and applaud the winning team.

**Learning check**

* This activity will help you assess which job names learners already know.
* Ask questions to check if learners know any vocabulary associated with different jobs, e.g. mime chopping food and ask *‘What am I doing?*’ to see if learners can tell you vocabulary such as *preparing food / chopping* etc.

**Activity 1: Lead-in - Jobs in our prison (15 minutes)**

* Divide your class into with beginner and E1/N2 learners in one group and E2/N3 and above in the other. If you have classroom support, ask him / her to sit with the higher level group and help them. If you don’t have classroom support, start the higher levels on their activities. Check they understand the tasks and encourage peer support. When you are confident they know what they are doing, focus on your lower level learners for a while.
* Indicate that you want learners to work in pairs or small groups.
* Distribute **resource 1** to each pair. Ask higher-level learners to work in pairs to quickly match the images to the words.
* Check as a whole class and drill any unfamiliar words.
* Ask learners if they know which jobs people do in their prison and if they do any of these jobs.
* Option: if learners know of other jobs in their prison, they can write them in the empty boxes in **resource 1**.
* Next, ask the learners to rank the jobs best job to worst job in their opinion. They must give reasons for their choice.
* Give learners 5 minutes and ask a few pairs to explain their choices.

**Learning check** Notice what language learners are using. If they are using the words represented by the images and simple language such as ‘It’s good / bad’ then consider doing some work on adjectives, (e.g. *interesting / boring / tiring*) in subsequent lessons.

**Differentiation**

**Beginner / Entry 1 / National 2**

* Learners work together to match the words to the pictures. Limit the number of words / images to no more than six.
* When they are finished, model and drill the phrase ‘*I work in .........................*’ plus the phrases on the card.
* Set aside the word cards and place the picture cards in a pile face down.
* Learners take it in turns to turn over the top card and make a sentence with the target phrase and the picture.
* Learners record the words in their notebooks, or practise the spelling using Look, Say, Cover, Write, Check (**resource 2**).

**Activity 2: Talking about jobs (15 minutes)**

* Ask learners to make some guesses about your job. Ask questions such as *‘What’s my job?’ ‘How long have I been doing this job?’ ‘Do you think I like it?’ ‘Do you think I’ve done other jobs in the past?’*
* Tell learners you want to find out about them, the work they do or would like to do in prison and any jobs they have done in the past.
* Explain that you want them to complete **resource 3** by ticking the appropriate boxes and filling in the gaps.
* Distribute **resource 3** to Entry 1- 3 learnersand allow them 5 minutes to complete it.

Tip: Photo dictionaries are useful for the last section of the form in case learners don’t know the word for a job they have done outside prison.

* When finished, pair learners up with someone they don’t usually sit with and ask them to tell each other information about themselves based on **resource 3**.

**Differentiation**

**Pre-entry**

* Using the pictures from **resource 1**, learners work together to say if they like or don’t like the job. Model and drill the phrases *‘I want to work in... / I don’t want to work in .....’* and ask learners to tell each other one sentence for each image.
* When finished, they can write one sentence using this phrase for the job they like best.

**Activity 3: Asking questions about prison jobs (15 minutes)**

* Choose a couple of confident speakers the following questions; *Do you have a job? (If yes) What do you do? How long have you worked there? Do you like it? What job would you like to do in future? Why do you want to do that job?*
* Draw a question mark on the board and say *‘What questions did I ask?’* Elicit responses but don’t correct grammar at this stage.
* Give out **resource 4**, folded where indicated.
* Learners match the questions to the answers (Task 1), then check with their partner.
* When finished, they turn **resource 4** so they can only see the gap-fill (Task 2).
* They complete the gap-fill then check answers against the original questions in Task 1.
* Give the learners 5 minutes or so to complete Tasks 1 and 2 then rearrange the group so they are working with a different partner.
* Learners interview two different classmates using the grid on **resource 5**.

**Differentiation**

**Beginners**

* Drill the questions *‘Do you have a job?’* and ‘*What do you do?’* and their answers ‘*Yes, I do / No, I don’t’* and *‘I work in...’* They place the picture cards (**resource 1**) in a pile upside down and use them as cues to ask and answer these questions.
* Option: If appropriate for your learners’ literacy level, write out the questions on card, cut up the words and shuffle. Have the learners work as a group to reassemble the questions.

**Stronger Entry 2 and Entry 3**

* Don’t give out **resource 4** immediately. Instead, write up the answers one of your confident speakers gave to the questions.
* Ask learners to write a suitable question for each answer on lined paper.
* When finished, they should check their answers against the examples in **resource 4**.
* In **resource 5**, fold under the left-hand column containing the whole questions. Learners must ask the questions using the key words in the right hand column as prompts.

**Learning check**

* Monitor for commonly occurring errors in question forms and pronunciation and address these at the end.
* Encourage learners to check their own work where possible (e.g. for Task 2 in **resource 4**)

**Follow-up activities**

* There are examples of present simple, present perfect, past simple and *would like* for future wishes in **resources 4 and 5**. Grammar activities appropriate to level could be introduced at this point.
* The teacher’s pack ‘Looking for work outside’ has a unit on CV writing. Some of the language used here could be used in sections of a CV. Collect **resource 3** as a starting point for information for their CVs if you intend to use this teacher’s pack.

**Activity 4: Filling in an app for change of employment (10 minutes)**

* Hold up a copy of **resource 7** and ask learners to tell you, generally, what it is *(an application form or app).*
* Tell learners you are going to listen to someone asking a friend for help filling in the form. Ask them to listen and tell you why the person needs to fill in the form *(he / she wants to change jobs)*
* Play the audio (choose MEN or WOMEN).
* Give out **resource 6** (choose MEN or WOMEN). Explain that the audio and the form don’t match; the friend has made some mistakes on the form. Play the audio a second time. Learners circle the mistakes.

**Differentiation**

* **Beginner/pre-entry learners**

Do not give pre-entry learners **resource 6**. Give learners the pictures only from **resource 1**. They listen and pick out the two jobs they hear (*laundry* and *gardens*)

* **Entry 1 and Entry 2**

Entry 1 learners just circle the mistakes in **resource 6**. Entry 2 learners can be encouraged to correct the mistakes.

* **Entry 3 learners**

Do not give Entry 3 learners resource 6. Instead, give them the blank form in **resource 7**. Learners listen and fill in the information they hear.

**Learning check**

* It can be sometimes be off-putting if the teacher is walking around during a listening task. Wait until the audio has stopped playing. Ask learners to check in pairs, and whilst they do so, circulate the room and quickly check to see if everyone has understood the task and how many mistakes they have found. Repeat the audio once or twice as necessary.
* Elicit the answers from the learners in whole-class feedback, preferably on a screen or enlarged copy of **resource 6**. Encourage learners to check their own answers.

**Activity 5: Asking questions to fill in a form (15 minutes)**

* Ask the learners to match the questions on the bottom of **resource 6** to the form, by writing the question number next to the appropriate part of the form.
* After checking, model and drill the questions.
* Pair the learners with a partner of similar ability.
* Distribute **resource 7** – a blank application for change of employment.
* Learners ask their partner questions and fill in the form with their partner’s information.

**Learning check**

* When finished, learners give the form to their partner to check they have recorded the correct information.
* This activity re-uses language from Activity 1 (job types and spelling) and Activity 2 (reasons for trying a new job) so check for this as you monitor.

**Differentiation**

**Beginner/pre-entry**

* In **resource 7**, learners focus on the top row of the form only. (Cut or fold the form so only this row is visible)
* They practise their handwriting and spelling of their personal details (name, number, wing and cell) before filling in the form.
* Drill the questions for these parts of the form (*What’s your name / number / wing / cell number?*) then have them ask another learner. They do not need to write down the other learner’s information.

**Literacy needs**

* If you have learners who often make mistakes with capitals, complete a copy of **resource 7** with fake information, making lots of mistakes with capital letters (e.g. lower case i, missing capitals at beginning of names, random capitals in the middle of words)
* Ask your learners to correct the mistakes.

**Optional spelling activity:**

* Prior to the activity in **resource 7**, check your learners know the letter names by spelling aloud some of the names of people in the class.
* Don’t tell the learners whose name you are spelling. Spell the name aloud.
* Learners must write down the letters as they hear them in large handwriting on scrap paper (or mini whiteboards if you have them) and guess whose name it is.
* They then hold the paper up for the class to see.
* The person whose name you have spelled must check the other learners’ spellings to make sure they are correct.
* Repeat with another name.

**Follow-up activities**

* Ask your learners if they have ever filled in an application form for a job outside prison.
* Elicit examples of questions that are often asked on job application forms (mention there is often a question asking why you have applied for a job, which would re-use some of the language they practised in Activity 1).
* Have learners match parts of a job application form, then fill it in for themselves.

**Activity 6: Duties (20 minutes)**

* As a lead in, choose a job that you know your learners will know but which is not on **resource 8** (i.e. NOT a kitchen assistant / chef, gardener, laundry assistant or cleaner). Ask learners, ‘*What’s my job? Where do I work?’* List your duties without giving the job title / place of work. e.g. *Where do I work? I measure and cut material. I repair and alter clothes. I sew on buttons. I make clothes.* Learners shout out guesses until they get it right. Make sure learners understand the word *duties.*
* Write up some of the duties on a whiteboard / flipchart. Check learners understand what a verb is by asking them to identify the verbs in the sentences. Elicit other examples of verbs.
* Divide your class into two mixed ability groups, Group A and Group B.
* Give Group A **resource 8 Learner A**, and Group B **resource 8 Learner B**.
* Ask learners to work in their groups to identify and circle the verbs, and tell each other what each one means (this could be with mime).

**Learning check**

* This is an opportunity for peer teaching of the vocabulary, but monitor closely and be on hand to explain new words and phrases.
* Regroup the learners; pair learners from A and B together so there is one Learner A and one Learner B in each pair. NB: A quick way of doing this is to point to all the Learner A students in turn, giving each of them a number (e.g. 1 to 6 if you have 6 Learner As). Repeat this with all the Learner B students, using the same numbers (e.g. 1 to 6 again). Ask everyone to stand and to go and sit with the person with the same number.
* Learners take it in turns to read aloud their duties whilst the other learner listens and guesses the job.

**Differentiation**

* **Pre-entry** learners can do **resource 9** as an alternative activity. Pair them together. Mime and elicit or give words. Drill and read words together. Match words to pictures on the worksheet. When finished, learners work in pairs. One learner gives an order and the other must mime what he / she hears.
* **Strong Entry 2** and abovecan do the extra activity at the bottom of **resource 8**.

**Follow-up activities**

* Explain that job application forms often contain a section for previous experience including duties. This is a good opportunity to do some work on past simple. Learners put the verbs they circled in **resource 8** into the past simple then fill in a simple application form outlining the jobs and duties they have done in previously.
* Learners could pretend they are supervisors and write a note or list for another student explaining their duties for today.

**Cooler (5 minutes)**

* *Divide learners into two or three mixed ability teams. Each team chooses one ‘worker’,* and the rest of the team are ‘supervisors’ (or the term used for this role in your prison.)
* The workers come and sit at the front of the class with their back to the whiteboard / flipchart. You write a job type on the board. The workers must guess the job type with the help of their team.
* The supervisors give their worker instructions connected to the job type, politely, using the phrase *Could you please...?* They cannot mention the name of the job or the workplace. For example, they might say ‘*Could you please mop the floor?’*
* The first worker to shout out the correct job type wins a point for his / her team.

**Resource 1 ✂**

|  |  |
| --- | --- |
| the laundry |  |
| cleaning | cleaning trolley_service cart_iStock_000022195683Small |
| the gardens |  |
| the kitchens | kitchen_iStock_000019304549Small |
| Another job you can do in your prison: | Another job you can do in your prison: |
| packing |  |
| the gym | leisure_Centre_inside_iStock_000032879596Small |
| the textiles workshop |  |
| furniture assembly |  |
| Another job you can do in your prison: | Another job you can do in your prison: |

**Resource 2 - Look, say, cover, write, check**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Add your spelling to learn here 🡪 |  |  |  |  |
| Look carefully at the word and say it.  Cover the top row and try to remember the spelling.  Write it then check it.  Repeat. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Add your spelling to learn here 🡪 |  |  |  |  |
| Look carefully at the word and say it.  Cover the top row and try to remember the spelling.  Write it then check it.  Repeat. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Resource 3**

Tick the sentences that are true for you and fill in the gaps.

|  |
| --- |
| About me Name: ................................................................ |
| * I don’t have a job. * I’m studying. |
| * I have a job. * I work in .................................................................*(where do you work?)* * I’ve worked there for .............................................................*(how long?)* * I like it. * I don’t like it. |
| I would like to work in ...................................... because   * I want to learn a new skill. * I have experience in this type of work. * I like cooking. * I like being outdoors. * it sounds interesting. * I’m good at it. * I like working with other people. * it will help me improve my English. * ...................................................................................... *(your idea)* |
| * I had a job in the past. I worked in .......................................................... ............................................................*(your job inside or outside prison)* |

**Resource 4**

Task 1 – Match the questions to the answers. Write the question number next to the correct answer.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | |  | Answer | |
| 1 | **Do you have a job?** |  | I work in the textiles workshop. |  |
| 2 | **What do you do?** |  | I’d like to work in the kitchens. |  |
| 3 | **How long have you worked there?** |  | Yes. I do. |  |
| 4 | **Do you like it? Why?** |  | Because I like cooking. |  |
| 5 | **What job would you like to do in the future?** |  | Yes, I do. It’s a good job. I like the people I work with. |  |
| 6 | **Why do you want to do that job?** |  | For three months. |  |

Fold..................................................................................................................................................................................................................

Task - 2

Can you remember the questions? Fill in the gaps, then check your answers with the questions in Task 1.

1. \_ \_ you have a job?
2. What \_ \_ you do?
3. How long \_ \_ \_ \_ you worked there?
4. \_ \_ you like it? Why?
5. What job \_ \_ \_ \_ \_ you like to do in the future?
6. Why \_ \_ you want to do that job?

**Resource 5** – Questionnaire Ask one or two people the questions. Make notes.

|  |  |  |  |
| --- | --- | --- | --- |
| (Fold under) |  |  | (Fold under) |
| Questions | **Person 1** | **Person 2** | **Questions** |
| Do you have a job? |  |  | Do......job? |
| What do you do? |  |  | What job? |
| How long have you worked there? |  |  | How long...? |
| Do you like it? |  |  | ...like...? |
| What job would you like to do in the future? |  |  | What job...future? |
| Why do you want to do that job? |  |  | Why...? |
| Your question |  |  | Your question |

**Resource 6** - WOMEN

Valeria wants to change jobs. She asks a friend to help her. Has her friend filled in the form correctly? Circle the mistakes you hear.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HMP Norton  Change of Employment Application | | | | |
| Name: Viliria Gorolova | No: **C172BA** | Wing and cell: **Red Wing, Cell 12** | | |
| Current employment: | **Laundry** | | | |
| Employment requested: | **Kitchens** | | | |
| Reason for change: | **The laundry is boring.** | | | |
| Signed: | **Valeria Gorolova** | | Date: | **24 Feb** |
| Now give this form to your current employer | | | | |
| FOR OFFICE USE: | | | | |

Which questions did Valeria’s friend ask for each part of the form? Match the question to the

part of the form. Write the question number next to the right part of the form.

|  |  |
| --- | --- |
| 1. Why do you want to change jobs? 2. What job do you do now? 3. How do you spell that? 4. What’s your number? | 1. What’s your surname? 2. What’s your wing and cell number? 3. You just need to sign it and write the date. 4. What job would you like to do? |

**Resource 6** - MEN

Mariusz wants to change jobs. He asks a friend to help him. Has his friend filled in the form correctly? Circle the mistakes you hear.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| HMP Norton  Change of Employment Application | | | | | |
| Name: Meriucz Jablonski | | No: **C172BA** | Wing and cell: **Red Wing, Cell 12** | | |
| Current employment: | **Laundry** | | | | |
| Employment requested: | **Kitchens** | | | | |
| Reason for change: | **The laundry is boring.** | | | | |
| Signed: | **Mariusz Jablonski** | | | Date: | **24 Feb** |
| Now give this form to your current employer | | | | | |
| FOR OFFICE USE: | | | | | |

Which questions did Mariusz’s friend ask for each part of the form? Match the question to the part of the form. Write the question number next to the right part of the form.

|  |  |
| --- | --- |
| 1. Why do you want to change jobs? 2. What job do you do now? 3. How do you spell that? 4. What’s your number? | 1. What’s your surname? 2. What’s your wing and cell number? 3. You just need to sign it and write the date. 4. What job would you like to do? |

**Resource 7 Fill in a form**

Your friend wants to change jobs. S/he asks you for help filling in an app. Work in pairs Ask questions and fill in the form with your friend’s details.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| HMP Norton  Change of Employment Application | | | | | |
| Name: ..................................... | | No: ........ | Wing and cell: .................................. | | |
| Current employment: | ......................................................................................... | | | | |
| Employment requested: | ......................................................................................... | | | | |
| Reason for change: | .........................................................................................  ......................................................................................... | | | | |
| Signed: | .......................................... | | | Date: | ................... |
| Now give this form to your current employer | | | | | |
| FOR OFFICE USE: | | | | | |

**Resource 8 - What’s my job?**

**Learner A** - Read these duties aloud to your partner. Can he / she guess your job?

|  |  |
| --- | --- |
| I wipe down food preparation areas.  I prepare vegetables.  I clean the fridge.  I dispose of food waste.  I put away food deliveries.  Where do I work?  *(Answer: the kitchens)* | I plant seeds.  I dig flower beds.  I remove weeds.  I clean tools.  I water plants.  Where do I work?  *(Answer: the gardens)* |

Extra activity (Entry 3/National 4)

Can your partner guess these jobs? Don’t say the name of the job but describe your duties.

**hairdresser / barber gym instructor warehouse assistant**

✂................................................................................................................................................

**Resource 8 - What’s my job?**

**Learner B** - Read these duties aloud to your partner. Can he / she guess your job?

|  |  |
| --- | --- |
| I sort the clothes  I load the washing machine.  I load the dryer.  I iron the clothes.  I deliver the clean clothes.  Where do I work?  *(Answer: the laundry)* | I empty the bins.  I sweep the floors.  I mop the floors.  I dust and wipe the surfaces.  I clean the bathrooms.  What job do I do?  *(Answer: cleaning)* |

Extra activity (Entry 3/National 4)

Can your partner guess these jobs? Don’t say the name of the job but describe your duties.

**furniture assembler decorator packer**

**Resource 9 Match the words to the pictures.**

|  |  |  |
| --- | --- | --- |
| clean |  | C:\Users\Ali\Dropbox\EMW_images (1)\Nexus istock images\broom_iStock_000033123590Small.jpg |
| sweep the floor |  |  |
| mop the floor |  | **C:\Users\Ali\Dropbox\EMW_images (1)\Nexus istock images\cleaning_counter_iStock_000021441008Small.jpg** |
| dust |  | **C:\Users\Ali\Dropbox\EMW_images (1)\Nexus istock images\mop_iStock_000033121964Small (1).jpg** |
| empty the bin |  |  |

**Answers**

**Resource 4 Task 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | |  | Answer | |
| 1 | Do you have a job? |  | I work in the textiles workshop. | *2* |
| 2 | What do you do? |  | I’d like to work in the kitchens. | *5* |
| 3 | How long have you worked there? |  | Yes. I do. | *1* |
| 4 | Do you like it? Why? |  | Because I like cooking. | *6* |
| 5 | What job would you like to do in the future? |  | Yes, I do. It’s a good job. I like the people I work with. | *4* |
| 6 | Why do you want to do that job? |  | For three months. | *3* |

**Task 2**

*Do* you have a job?

What *do* you do?

How long *have* you worked there?

*Do* you like it? Why?

What job *would* you like to do in the future?

Why *do* you want to do that job?

**Resource 6 WOMEN – Answers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HMP Norton  Change of Employment Application | | | | |
| Name: Viliria Gorolova  *Valeria* | No: **C172BA** | Wing and cell: **Red Wing, Cell 12**  *Blue 15* | | |
| Current employment: | **Laundry** | | | |
| Employment requested: | **Kitchens** *Horticulture / Gardens* | | | |
| Reason for change: | **The laundry is boring.** *To try something different and learn new skills.* | | | |
| Signed: | **Valeria Gorolova** | | Date: | **24 Feb** |
| Now give this form to your current employer | | | | |
| FOR OFFICE USE: | | | | |

**Resource 6 MEN – Answers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HMP Norton  Change of Employment Application | | | | |
| Name: Meriucz Jablonski  *Mariusz* | No: **C172BA** | Wing and cell: **Red Wing, Cell 12**  *Blue 15* | | |
| Current employment: | **Laundry** | | | |
| Employment requested: | **Kitchens** *Horticulture / Gardens* | | | |
| Reason for change: | **The laundry is boring.** *To try something different and learn new skills.* | | | |
| Signed: | **Mariusz Jablonski** | | Date: | **24 Feb** |
| Now give this form to your current employer | | | | |
| FOR OFFICE USE: | | | | |

Transcript WOMEN

* Could you help me with this form, please?
* Yeah. Sure. OK...Your name is Valeria. How do you spell that?
* V – A – L – E – R – I – A.
* And what’s your surname?
* Gorolova.
* And how do you spell that?
* G – O – R – O – L – O – V – A.
* What’s your number?
* C172BA
* And what’s your wing and cell? You’re in Blue wing, aren’t you? Which cell?
* Yes. Blue Cell 15.
* So...let me see...current employment. What job do you do at the moment?
* I work in the laundry.
* OK. This next bit says ‘Employment requested’...that means what job would you like to do?
* I want to try horticulture. I’d like to work in the gardens.
* Right. It’s asking for a reason, so why do you want to change jobs?
* I’d like to try something different and learn some new skills.
* OK. That’s everything. You just need to sign it and write the date, then give it to the laundry supervisor.
* Oh. Thanks. That’s great.

Transcript MEN

* Could you help me with this form, please?
* Yeah. Sure. OK...Your name is Mariusz. How do you spell that?
* M – A – R – I – U – S - Z
* And what’s your surname?
* Jablonski.
* And how do you spell that?
* J – A – B – L – O – N – S – K - I
* What’s your number?
* C172BA
* And what’s your wing and cell? You’re in Blue wing, aren’t you? Which cell?
* Yes. Blue Cell 15.
* So...let me see...current employment. What job do you do at the moment?
* I work in the laundry.
* OK. This next bit says ‘Employment requested’...that means what job would you like to do?
* I want to try horticulture. I’d like to work in the gardens.
* Right. It’s asking for a reason, so why do you want to change jobs?
* I’d like to try something different and learn some new skills.
* OK. That’s everything. You just need to sign it and write the date, then give it to the laundry supervisor.
* Oh. Thanks. That’s great.