**Working and studying in prison**

**Unit 2**

**Studying in prison**



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**Unit 2: Studying in prison**

**Introduction:** This unit uses a range of activities to explore the subject of studying in prison, providing an introduction to vocabulary and use of tenses while considering study choices and options for ESOL learners in prison**.**

**Level :** Entry1-3 Scottish National 2-4 / CEFR A1 - B1

**Time**: Approximately 100 minutes

**Aims**

*For all learners:*

* To introduce vocabulary related to studying in prison
* To provide opportunity to read, speak and use these words in reading and writing activity
* To extend each learners’ speaking and listening skills

**Objectives**

*Learners at Entry 1 / National 2 will be able to*

* recognise and understand at set of words associated with studying in prison
* construct simple sentences about this topic.
* use present tense to discuss the topic.

*Learners at Entry 2 / National 3 and above will be able to*

* identify and use different tenses to talk and write about the present, past and future
* formulate and ask questions about study options
* read a range of texts to contextualise vocabulary learned

**You will need:**

* **Resource 1 –** image cards for display or cut up, 1 set per group or 3 or 4
* **Resource 2a –** word and image cards cut up,one set per learner at beginner levels
* **Resource 2 b –** word and definition cards, one set each for higher level learners (E2/N3)
* **Resource 3** – tasks to check vocabulary learnt at different levels
* **Resources 4a** and **b** –case studies, one copy each of 4a for each pair of lower- level learners, and copies of both for each pair of higher levels.
* **Resource 5** writing frame, one copy for each learner
* **Resource 6** education flyers, enough copies for .
* Flip chart or A3 size paper
* Felt tip and highlighter pens
* A selection of course information from various sections of the prison
* Audios and a device to play them.

**Procedure**

**Warmer – What do you need to study? (10 minutes)**

* Ask learners to suggest ways they have learned how to do things in the past. This may be learning how to do a practical task, learning for work or in education.
* List some of the ways that have been successful on the board. This may include learning by doing, watching someone, reading, taking notes and repeating what they have learnt.
* Distribute or display **resource 1**; ask learners to identify items that help someone study.
* Elicit what other resources/people/facilities help e.g. reference books, writing equipment, a quiet place to study. List the ideas on the board.

**Activity 1 – Vocabulary for studying (10 minutes)**

* Pre-teach the six words used in this activity in the box below using the following differentiated activities.
* Show the word cards from **resource 2a**, say the word aiding understanding by using gestures or mime or the matching images. Let learners translate the words for each other or use dictionaries if available.
* Use the word in context in a sentence, using a substitute word where necessary , for example*: ‘I can pass my Entry 1 test’, ‘I will progress (move on to) Entry 2’, ‘I will improve (get better at) my English speaking’, ‘I study new words in my cell / pad (learn), ‘I will learn new skills (ways of doing things) in the workshop’, ‘I will get a certificate (paper showing I’ve passed) at the end of the course’*.

|  |
| --- |
| study pass certificate skills improve progress |

**Differentiation**

* Ask learners at beginner levels in reading to work in pairs, use 2 sets of cards made from **resource 2a**,to play pelmanism. .Learners start with the 12 cards face down and take turns to turn over two cards. The learner who turns over a matching word and picture keeps the cards, if they don’t match s/he turns them face down on the table for the next player to try and make a pair.
* Higher level learners can play the same game using **resource 2b** by matching the cards with their definitions.
* If you have more advanced learners who finish the game quickly, ask them to write a sentence using each of the words.
* At the end of the game either bring the class back together or group them by ability to check pronunciation and understanding by (lowest to highest level)
* holding up an image card and nominating one or two learners to say the word.
* reading a definition and asking for the word
* saying a word and asking for the definition

**Extensions**

* Building from the warmer activity, ask pairs of learners to make a sentence up to say aloud to the rest of the group, using one of the six words studied.
* Draw attention to spelling patterns in the six words and any others that come up, for example soft ‘c’ in certificate. Group any with similar spelling patterns. Add the words to vocabulary books with sample sentences.

**Activity 2: Building vocabulary – optional (10 minutes)**

* The tasks on **resource 3**.are graded. Learners at the lowest level should start with gap-fill 1 or 2. They can either write in the words or copy them using the cards from **resource 2.**
* Next they can rewrite the scrambled words to make sentences. You could cut up one or two sentences for beginners to reassemble.
* Give learners the answer sheet to check and correct their answers in pairs.

**Higher level learners**

* Write the word ‘study’ on the board and elicit other family words using tenses and derivations, e.g. studying, studied, student. .On the whiteboard extend word families from other key vocabulary words used in activity 1.
* You could also revise other words from previous lessons to draw attention to suffixes such as ion/ ment / ing to extend and develop vocabulary.
* Give them **resource 3b** to complete the word family task them to compare their answers with a partner.
* You could make it a competitive activity with the learner or small group with the most correct words as the winner/s.

**Activity 3 Me and my learning (15 minutes)**

Distribute A3 or half flip chart sheets with felt tip pens.

* Ask learners: *What do you like to do? What are you good at? What skills do you have?* You will most likely need to give examples and steer them away from anti-social activities – if you know of any of their hobbies or interests mention these: *Are you good at driving / painting / sewing / writing / speaking languages / cooking/ fishing / helping other people / growing plants / making things / fixing cars? and so on.*
* Use mime or props if possible and encourage learners to do the same.
* Ask learners to draw or write some of the activities they have thought of.
* Monitor and support as they are doing their drawing or writing. Ask a confident learner to talk about one of the skills / activities they have recorded. Help them to expand on what they are saying with questions and support e.g. *How did you learn to do \_\_\_? Tell us how to \_\_\_? What do you do first? And then \_\_\_\_\_? Can you learn to do \_\_\_\_ in this prison? Have you got a certificate in \_\_\_\_\_\_\_?*
* In groups of three or four, ask learners to ask and tell each other about their drawing or writing. Encourage them to ask similar questions. Work with the lowest-level learners.
* Ask learners to suggest the different ways they can learn in prison eliciting the difference between formal (class/ workshop) and informal learning (self-taught / picked up). You do not need to use the terms formal and informal learning. Brainstorm ideas and write them on the board. Ideas may include doing a course, learning from a friend, trying out a practical skill, learning on the job, but will highlight a range of ways to learn in prison.

**Activity 4 Ali and Anna’s stories (10 minutes)**

* Distribute **resource 5** that tell Anna and Ali’s stories. Give lower-level learner’s Anna’s story only. Higher-level learners can have both.
* Play or read the stories or ask a learner to volunteer to do so.
* Between and after the stories ask questions to check understanding. There are some questions on the resource sheets you can use. Ask lower-level learners questions about Anna’s story

Pre entry / E1/N2

* Distribute highlighting pens. Ask learners to highlight all the verbs in Anna’s story.
* Tell learners to make a list of all the verbs they find in the stories.
* Use each verb in a short sentence of their own. Learners can work in pairs to do this.

E2 /N3 learners and above

* Ask higher level learners to highlight verbs in the past tense.
* Write them up on the board/flipchart – middle column below. Elicit what they notice about them – some have the same endings (regular) some are different (irregular).
* If the simple past / irregular verbs are new to your class, copy and display the table below to introduce them, or for revision.

|  |  |  |
| --- | --- | --- |
| Present tense | Past tense | action |
| work | worked | add ‘ed’ to the verb stem |
| study / try/ | studied | ‘y’ removed and ‘ied’ added |
| like/ advertise | liked | vowel at end add ‘d’ |
| make | made | irregular |
| find | found | irregular |
| do | did | irregular |

**Activity 5 My story (15 minutes)**

* Refer back to Ali and Anna’s stories. Draw attention to the adverbs: first, then, next.
* Check learners’ understanding by demonstrating doing something in three stages e.g. want to make some tea. *First I boil water, next I pour it into a cup or mug, then I put in a tea bag* (and milk / sugar / lemon). Next nominate on or two confident learners to give an example of something they do in three steps – e.g. make a sandwich, clean teeth, wash hands, a gym activity.
* Tell learners this structure can be used in the next activity.
* Distribute copies of **resource 5**. This is a writing frame to help learners tell a little bit about their learning. It can be formal or informal learning. It can be outside prison or inside prison. All learners can include pictures as well as words.

**Differentiation**

* If you have a classroom supporter s/he could help scribe for beginner writers and support them to read what they have said. Or they could just write short phrases.
* Ask learners at E2 / N3 to try to write at least two sentences in each box. More proficient learners could do free writing using the questions at the bottom as prompts.

**Activity 6 Choosing courses – reading for detail (10 minutes)**

* Distribute **resource 6** to pairs of learners. There are two texts so give each one to alternate pairs. Learners read the course information and then take turns to choose and ask a question from below the text and respond to their partner to consolidate speaking and listening practice. Encourage them to ask their own questions if possible.
* They then join a pair from another group to share what they have found out.

**Differentiation**

* Pair lower and higher level learners. Rehearse the questions with the lower level learners. Ask the more proficient learners to read the text aloud to their partner – if they speak the same language let them clarify anything in that language but encourage them to ask and answer in English.

**Activity 7 Learning opportunities in prison (10 minutes)**

* Hand out the course information about study/ training opportunities in your prison.
* The language is likely to be at too high a level for many of your learners so just ask those at lower-levels to identify course names and the day / time they are held. .
* Nominate higher level learners to say more about any courses that link to skills / subjects mentioned in Activity 3 or that interest them. Support with questions: *When is the course? How long is the course? One year, one month, one week….Can anyone do it? Do you have to do an exam at the end of the course? Do you get a certificate?*
* Write up any key words or information that comes up and encourage learners to copy it into their vocabulary books / learner dictionaries.
* Note any courses that are of interest to particular learners - you could use these for the content of future lessons to increase learner motivation.

**Cooler: Checking learning (10 minutes)**

* Play a game to recycle and reinforce learning and assess what you may need to go over in future lessons.

**Last one standing**

* Ask learners to stand in a circle if possible.
* Clap out a beat and say, one, two, three followed by a word learned in the session.
* After the next three beats, the next learner has to say a word from this topic.
* Anyone who can’t say a word, or repeats one already said has to sit down and it’s the next learner’s turn.
* You could vary it by nominating a learner to say a word starting with the more confident ones so that the beginners get the idea. The last learner standing is the winner.

**Back to the board**

* Split the class into teams.
* The first member of the first team comes to the front of the class and sits with their back to the board.
* Write a word on the board behind them and draw an illustration / stick a picture if needed.
* The team needs to describe the word without saying the word.
* If the learner at the front gets the word, their team gets a point.
* Continue with the next learner from the next team and so on.
* You can choose whether to allow mime as well. Even very low-level learners with very limited vocabulary can play this game. You might need to take the role of a describer at first to get them going, but take care only to use language you might reasonably expect them to use.

**Answers**

**Resource 3**

Task 1 Why study in prison?

Studying in prison can help you to learn and **pass**exams. It can help you **improve** skills like speaking, reading and writing English.

You can **study** maths and **improve** your skills. Perhaps you can get a **certificate** to show your **progress**.

It can help you learn new **skills** in the prison workshops.

**Task 2** and **3**

I can **study** ESOL in prison.

I get a **certificate** at the end of the course.

I sing English songs to **improve** my speaking skills

I can **progress** from Entry 2 to Entry 3

I can **improve** my skills in the workshop.

I want to **pass** the exam to become a hairdresser.

**Task 4**

study / student / studies / studious /studied

improve / improvement / improving

progress / progression

**Resource 1 What can help you study?**

✂

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

**Resource 2a Study words**

✂

|  |  |
| --- | --- |
| study |  |
| pass |  |
| certificate |  |

|  |  |
| --- | --- |
| skills |  |
| improve | **Good Very good** |
| progress | |  |  |  |  | | --- | --- | --- | --- | |  |  |  | **Level 1** | |  |  | **Entry 3** |  | |  | **Entry 2** |  |  | | **Entry 1** |  |  |  | |

✂

**Resource 2b Words and definitions**

✂

|  |  |
| --- | --- |
| **study** | learn a subject or skill |
| **pass** | succeed in a test or exam |
| **certificate** | official paper to show you have passed an exam |
| **skills** | ways of doing things |
| improve | get better at something |
| progress | move up a level |

**Resource 3 Using the new words**

Task 1 Fill in the missing words. The first letter is there to help you

skills certificate. Improve pass progress improve study

Studying in prison can help you to learn and p \_\_\_\_\_\_\_\_\_\_exams. It can help you i\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ skills like speaking, reading and writing English.

You can s\_\_\_\_\_\_\_\_\_\_\_\_\_- maths and i\_\_\_\_\_\_\_\_\_\_\_\_ your skills. Perhaps you can get a c\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to show your p\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . You can make good progress.

It can help you learn new s\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the prison workshops.

✂………………………………………………………………………………………

Task 2 Use the words in the box to fill in the gaps

skills certificate improve pass progress improve study

I can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ESOL in prison.

I get a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the end of the course.

I sing English songs to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my speaking skills

I can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_from Entry 2 to Entry 3

I can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_my skills in the workshop.

I want to \_\_\_\_\_\_\_\_\_\_\_\_\_ the exam to become a hairdresser.

**Resource 3 Using the new words**

Task 3 Make sentences from these words

ESOL in prison. can study I

course. I of certificate get end the at get a the

skills. sing I my songs to improve speaking

Entry 3. Entry 2 from progress can I

workshop. improve skills my can I the in

to want the become exam to a hairdresser I pass

✂………………………………………………………………………………………

Task 4 Find words in the same families as:

**skills improve certificate progress study**

Can you think of any more?

|  |
| --- |
| Omar’s teacher says...  Omar has made good progress. He enjoys his studies. He is very studious. He works hard in the workshop and in his cell. He studied English and made great improvement to his skills. His maths is improving all the time. He has passed his exams and gained three certificates. I am pleased with his progression and Omar is proud to be a good student. He wants to progress to a catering course. He worked as cook before prison and just needs certification. |

**Resource 4a Anna’s story**

Hi, my name is Anna

I study at HMP Redwood. First I want to improve my English skills. I speak and understand a little. I want learn to read and write. I work hard. I listen to the teacher and English TV. I practise talking in English outside the class. I like learning very much.



Next, I want to do maths. I need a maths certificate for many courses.

Then I’ll work in the hairdressing workshop. I’ll learn to wash and cut hair. I’ll learn to colour hair.

I want to pass exams in English, maths and hairdressing. I want to get certificates to show what I can do.

I want to set up my own business one day and these skills will help me

................................................................................................................................................

1. Where does Anna study?
2. What does she study?
3. What does Anna want to study next?
4. What can Anna learn to do in the hairdressing workshop?
5. What does Anna want to do to get certificates?
6. What does Anna want to do when she gets out?

**Resource 4b Ali’s story**



Hi. My name is Ali

I studied at HMP Stonebeck.

First I studied maths and English. I found it difficult. I did homework every night in my cell. I worked very hard.

Next I tried a course in woodwork. I liked studying woodwork when I was at school. I made furniture in the workshop. I learnt about different types of wood and how to make chairs and tables. I achieved a certificate at level 1 and progressed to level 2.

Then I did a course in business. It used my skills in English and maths. I learnt to record information about the furniture on spread sheets. I wrote leaflets to advertise the furniture.

Next year I would like to progress my business skills. I have found something I really enjoy!

................................................................................................................................................

1. Did Ali find English easy?
2. What did he do to help him improve English and maths?
3. Does Ali like woodwork?
4. What did he learn to make in woodwork classes?
5. Did Ali get certificates in woodwork?
6. What was the third course Ali studied?

**Resource 5 Your story**

Now you have read what Ali and Anna have studied it’s your turn to write your story.

Hi my name is ..................................

I can … , I like to……., I am studying…., I will study……

|  |
| --- |
| I study  First I |

|  |
| --- |
| Next I want  I’ll learn |

|  |
| --- |
| Then I’ll  One day I want to |

…………………………………………………………………………………………………………What do you like doing?

What have you studied?

What are you studying now?

What would you like to do next?

**Resource 6**

|  |
| --- |
| HMP Grangetown Education Department  Courses for everyone!  Study for a qualification, get a certificate.  ESOL beginners – every afternoon 2.00 – 5.00  Functional Skills English – every morning 8.30 – 12.00  Functional Skills Maths – every afternoon2.00 – 5.00  Prison Education  Gym work, manufacturing, catering, warehouse work, gardening.  Ask your PO for an app or speak to a careers adviser |

1. What can you study?
2. When is the maths course?
3. When is the English course?
4. Tell me one course that prison education does.
5. How do you get on a course?
6. Who can you talk to?

|  |
| --- |
| Join our Gym course  Do you like exercise? Do you like being active?  Get fit and learn about fitness.  Learn to use the gym equipment safely.  Get a personal fitness certificate  Every Friday 4 – 6 in the gym  You must attend 10 sessions  All gym kit provided  You must try hard  Ask your PO for an app |

1. When is the gym course?
2. How would you get on the course?
3. Can you just go for 1 session?
4. Do you need your own kit?
5. How do you get on a course?
6. What can you learn about?
7. What will you get if you pass the course?
8. Would you like to do a gym course? Why?