**Activities to do on your own**

**ESOL Stage 3**

This resource contains different tasks you can do on your own to help you improve your English skills.

There are tasks for:

* Listening
* Speaking
* Writing
* Reading

For each task you can complete a ‘Task Reflection Sheet’ to write what you thought about it, what was easy and what was hard.

**There are 10 different texts to read with different activities**. For each text, you can complete the reading log, so you have a record of your reading.

You can complete a reading log page for other reading you do.

If you are not sure what to do, ask your tutor or somebody else who can help you.

**Listening**

### 1. Make a listening glossary

Make your own glossary of new and interesting words that you hear.

Find out the meaning and check the spelling in a dictionary.

Make a new page for different sections.

You can include:

* New words you hear spoken around you
* Words from TV programmes or radio broadcasts
* Words from films you watch
* Words and phrases from songs you listen to
* Words from podcasts.

**Listening log**

|  |  |  |
| --- | --- | --- |
| **Interesting Words** | | |
| **New word** | **What does it mean?** | **Where did you hear this word?** |
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### 2. Keep a viewing journal

Keep a journal of what you watch and listen to on TV and in films, including music.

You can include:

* Your own review of the film or programme, including what it was about, characters and people, a summary of what happened and your opinions with reasons
* Short extracts or quotes
* Music lyrics that you like.

**Viewing log**

|  |  |
| --- | --- |
| **Date:** | **Title of film/programme:** |
| **What sort of film/programme was it?**  **romance / comedy / action / drama / history / cartoon / other** | |
| **What happened?**  **…………………………………………………………………………………………………………………………………………** | |
| **What was the programme about?**  **………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………** | |
| **What did and didn’t you like about it?**  **………………………………………………………………………………………………………………………………………………………………** | |
| **Favourite quote or music lyrics:**  **…………………………………………………………………….…………………………………………………………………….** | |

### 3. What’s in the news?

Listen to or watch the news at least once a week. Make a note of the most interesting news items. Summarise what has happened in your journal.

Remember to include your own views. Items might include:

* Sport
* Politics
* Famous people
* Special events
* International events
* Things that have happened in your home country or a country of interest to you
* Environmental issues.

**News log**

|  |  |
| --- | --- |
| **News topic** |  |
| **What was it about?**  ………………………………………………………………….………………………………………………………………….………………………………………………………………….……………….………………………………………………….…………………...….…………………………………………………………………… | |
| **News topic** |  |
| **What was it about?**  ………………………………………………………………….………………………………………………………………….………………………………………………………………….………………………………………………………………….……………………………………………………………………………………………. | |

**Speaking**

For speaking activities, you can keep a notebook of what you say or find out to use in class or for your own writing.

**1. Any questions?**

* Design and carry out a survey on something that is important to you e.g. prison food, facilities, sport etc.
* Make up and play games and quizzes in English that include questions.

**2. Say what you think**

Have a discussion with people about what you think:

* About a sport
* About a film or TV programme
* About life in prison
* About an event
* About an important issue
* About something in the news

Remember to be positive and polite, even when you don’t agree!

**3. Have a conversation**

Have a conversation when you are with fellow learners or other prisoners. For example:

* Discuss and agree what to watch on TV
* Watch a film or TV programme and say what you think about it
* Talk about issues in prison
* Play a board game or cards and explain the rules
* Discuss playing or watching sport.

4. Prepare **a broadcast item for prison radio**

Imagine you have been asked to contribute to prison radio. You could work with others for this and send your ideas in to a real radio station. Think of items you could include. For example:

* Interview a member of staff about a specific issue
* Interview fellow learners or other prisoners about life in prison
* Select music to play and what you will say about each item
* Read aloud a short story or play.

**Broadcast plan**

*Example – Interview about life in prison*

|  |  |
| --- | --- |
| **Prisoners name:** |  |
| **Do they give permission for their real name to be used in the broadcast?** | **YES / NO** |
| **Question 1** |  |
| **Question 2** |  |
| **Question 3** |  |
| **Question 4** |  |
| **Question 5** |  |
| **Music:** | **1.**  **2.**  **3.** |

**Writing**

### 1. Keep a journal

Keep a journal - weekly or daily - including what you did and your thoughts.

Write the date and decide what you want to include, for example:

* Events of the day or the week
* What you thought about them
* Problems and how you resolved them
* What went well and what you want to improve
* Something you have learned
* Things that made you think, feel happy, feel sad
* Anything unusual that happened.

**Writing journal**

|  |  |
| --- | --- |
| **Date:** | **What do you want to write about?** Example: Today I learned a new song |
| **What did you do, what do you think or how do you feel?**  **……………………………………………………………………….……………………………………………………………………….……….……………………………………………………………………………………………………………………………………….……………….……………………………………………………………………………………………………………………………….……………………….……………………………………………………………………………………………………………………….……………………………….………………………………………** | |

### 2. Be creative

Write for yourself and others. Share what you write with friends, fellow learners, family.

* Write poems expressing thoughts and feelings or including descriptions.
* Write stories for adults or for children. You could:
* adapt a story from your home country
* base your story on something you have seen, done, viewed, heard
* illustrate your story.

### 3. Describe what you see and learn

* Produce articles, reviews and letters for a newspaper or magazine.
* Write a summary of research carried out on a subject of personal interest.
* Produce writing to go with a picture e.g. a news item, description or piece of creative writing.
* Write letters home about your life and hopes for the future.
* Write letters to prison publication such as *Inside Time* about issues that concern you.

**Reading**

For any reading you do – don’t forget to complete the reading log!

**1. Practise your dictionary skills.**

From reading and viewing, make a note of words you don’t understand.

Write them down and look up the meaning in a dictionary. Find out the meaning in your own language to help you. Think about how you could use the new words in your own speaking and writing.

**Using a dictionary**

|  |  |  |
| --- | --- | --- |
| **Word:** |  | |
| **Where did you see this word?** | | **What does it mean?** |
|  | |  |
| **Word:** |  | |
| **Where did you see this word?** | | **What does it mean?** |
|  | |  |
| **Word:** |  | |
| **Where did you see this word?** | | **What does it mean?** |
|  | |  |

**2. Read for enjoyment**

* Find a story and add it to your reading log.
* Find a poem and say why you like it. Try and write your own poem in the same style.

**3. Read for information**

* Research a topic of personal interest.
* Find articles about issues that are important to you.
* Use information you find to create advice leaflets on different issues.

**4. Work with texts**

* There are 10 texts in this resource.

Choose one you like.

Read the text and do the activities that go with it.

Fill in the reading log.

Carry on with the others!

* Choose a text of your own from a book, a newspaper or a magazine.

Read it and fill in the reading log.

You can make up your own activities to do as well.

Share them with other people – you could make up some questions to go with your texts and write instructions for activities.

**Reading log**

|  |  |
| --- | --- |
| **Date completed:** |  |
| **Title of text:** |  |
| **What is this text?** (e.g. email, advert, letter, webpage, blog, poster, leaflet) | |
| **What is this text for?** (e.g.it tells you how to do something; it is a warning; it gives you advice) | |
| **Key words** Use a dictionary if you don’t know what a word means. Write down these words and what they mean.  **……………………………………………………………………….……………………………………………………………………….……………………………………………………………………….……………………………………………………………………….** | |
| **Key information** What is the text telling you? Note the main points in bullets. | |
| **How easy did you find it to read this text?** (Circle one)  **easy / quite easy / ok / quite hard / hard** | |
| **If you found it hard/quite hard,**  - what do you need to practise?  - how could your tutor help?  **Make some notes below.** | |
| **……………………………………………………………………….……………………………………………………………………….……………………………………………………………………….** | |

**Reading Texts**

1. Exploring Employment Opportunities in Prison

2. Working in Hospitality and Catering

3. Breaking the cycle: a second chance

4. A to Z of things I am looking forward to… (poem)

5. Prince of Wales visits Dartmoor Prison

6. The importance of languages

7. Effects of sleep deprivation

8. Tales of Wisdom- The Teapot

9. A home of your own

10. Lean on Pete – film review

# Text 1

Exploring Employment Opportunities in Prison

Level 1 is the secret to success. Escape from your cell, come and work with us to develop your skills. Once you have reached Level 1 in maths and English, opportunities will open up for you!

We can help you gain experience and skills in many potential areas of employment. The following are some examples:

* Hospitality and Catering
* Cleaning Services
* Design and Printing
* Construction
* Bricklaying
* Painting and Decorating
* Plastering and Tiling
* Wood working
* Engineering
* Manufacturing and Assembly
* Horticulture and Amenities
* Upholstery and Recycling
* Waste Management

No previous experience is required to apply for a place in any of the workshops or activities. However, you will need to have been assessed at Level 1 for both maths and English before your application can be considered.



### Activities

Skills and requirements:

**Communication**

- Read induction booklet

- Communicate clearly

- A good work ethic,

- An appetite to learn

- Work safely

- Be tidy

**Calculation**

- Accurately measure time, distances and weights

- Calculate volumes and areas

- Understand percentages

- Good practical skills

Don’t waste your time here:

make good use of your opportunities.

Use a wing application form to apply for a place.

1a For each of the different areas of employment mentioned, list where you might work outside of the prison e.g.

* Hospitality and catering – restaurant, canteen, café

2a Even though you don’t need work specific skills, what skills and requirements do you need to have if you want to apply? Make a list of them.

3a Make an action plan of what you need to do if you are going to apply.

Start with a mind map for ideas! Put the workshop or activity in the middle.

**Text 2**

**Working in Hospitality and Catering**



The hospitality and catering industry is currently the 4th largest industry in the UK employing over 2.5m people.

It covers accommodation, food services, entertainment, bars, clubs and pubs. Its workforce is diverse with a range of careers and jobs available, including chefs, housekeepers, waiters, banqueting and front of house managers. It is a people-orientated industry where no two days are the same; not only in terms of the hours you work, but also the work you do during those hours.

Employers tend to hire people who have great energy in order to ensure their customers are happy. They want staff who are friendly to customers and have good customer service skills. Working conditions in an industrial kitchen can be stressful as deadlines must be met but standards of quality maintained. It can be hot, noisy and frantic.

You will be required to wear appropriate clothing for the work environment. You may have to work unsociable hours, so you need to be flexible with your work routines and leisure time. You can expect to start working as a pot washer or kitchen porter but then opportunities will open up for you.

To work in the prison kitchen, no previous experience or skills are required. We will give you the opportunity to experience this type of work. However, you will be required to be assessed at Level 1 for both English and maths before being considered. You will be trained and become experienced in basic catering and food hygiene practices and learn how to work safety. By gaining these essential skills, you will be able to demonstrate productivity, team working and a good work ethic.

|  |  |
| --- | --- |
| **Communication**   * **Speaking**   *Technical words*  *Informative*  *Descriptive*  *Formal and informal speech*   * **Listening** * **Reading** * **Writing** * **Body language** * **Facial expressions** * **Hand gestures** | * Report for work on time showing interest and a desire to work * Read and demonstrate understanding of health and safety procedures * Answer oral questions to demonstrate knowledge and understanding of tasks * Report health and safety risks in the workplace * Complete all documentation clearly, especially customer orders * Record stock items and quantities accurately * Follow written and spoken instructions for production schedules * Demonstrate understanding of operating equipment and completing tasks * Communicate information so that the meaning is clear * Read and understand a standardised recipe for a range of food preparations * Follow a routine to ensure work is completed within timescales and to the required standard * Talk clearly and actively listen to managers, customers and team members * Be polite and courteous to customers and clients * Report faults in an appropriate manner to your tutor or instructor |
| **Calculation**   * **Maths**   *Adding up numbers*  *Mental Arithmetic*   * **Problem solving**   *Working out how* | * Recognise and use familiar measures: time, weight, temperature, volume, capacity, mass and areas * Measure our individual ingredients for a recipe * Use conversion rates to calculate volumes of ingredients needed * Collect the correct amount of ingredients from stock or fridges * Check items for quality and in date value * Understand portion sizes and apply correct volumetric control measures * Use working methods that keep waste to a minimum * Programme oven temperatures and cooking times * Count stock levels to support production schedules * Understand a four-week menu rotation * Use codes to log items on to freezer store sheets and fridge stock books * Carry out regular stock takes, rotate stock and keep fridges tidy * Manage distribution of items from stock * Make up breakfast packs and other pre-packed options * Use historical data to calculate expected volumes of different menu options * Process orders from the wings * Apply good problem-solving skills * Pay attention to detail even when tasks are repetitive * Check quality of own work during various stages of production * Devise and propose new recipe ideas * Give correct change to customers |

**Activities**

2a Summarise what it is like to work in Hospitality and Catering.

Use the following bullets to help you:

* Where you might work and what jobs you might do
* What employers look for in staff
* Advantages and disadvantages of working in this industry.

2b Read the Communication and Calculation skills. Highlight or underline in different colours:

* What you could do easily
* What you can’t do now but could learn quickly
* What you would find hard.

**Text 3**

**Breaking the Cycle: A Second Chance**  
  
Since 2006, at Sue Ryder, we have been supporting the rehabilitation of currently serving offenders by offering volunteering placements in our shops and central offices. We work with offenders from over 45 open and closed UK prisons, all of whom are reaching the end of their custodial sentence and are being released on temporary licence to help them in the process of rehabilitation and resettlement.   
  
Many of our Prison Volunteer Programme (PVP) volunteers have said the programme played a key role in helping them develop the experience, communication skills and references needed to secure a job after their release. With 94% of all our prison volunteers saying they been offered formal job specific training opportunities. The scheme has also been praised by the prisons we work with, recognising the long-term impact the scheme has on prisoners’ lives following their release.

**Paul's story**

**For Paul, having been given the unexpected chance to work within the community, a Sue Ryder shop would not have been at the top of the list**.

Preconceptions come to mind - run by the elderly and for the elderly - but this was not the case. The placement has given me an insight into the world of retail, which was an avenue that I had not considered open to me. But me being me, I grabbed the bull by both horns and put body and soul into doing my utmost to achieve the best that I could. I was made welcome by the staff and volunteers, which was a huge weight off my shoulders and took a lot of pressure off of me. For that I will be forever grateful.

**Developing skills**

It has been a fascinating time, from knowing next to nothing about ladies’ fashions, bric-a-brac, etc. to having a small working and passable knowledge of the various avenues in what will sell and what will not. Having been involved in all aspects of the day-to-day running of the business I find it an absolute pleasure and look forward to the following day's challenge, whatever that might be.

**Treated as an equal**

What I found the most surprising was the acceptance of myself as a person and not being judged for my crime. As well as this, it's the level of trust that I have been given. I've been given the same responsibilities as the other managers. It's a wonderful thing to regain after so long with not having it.

I have thoroughly enjoyed working within Sue Ryder. I'd like to think that I could be deemed suitable to be employed on a part or full-time basis anywhere within the country if the opportunity arose.

**Mirriam's story  
Mirriam, one of the last Sue Ryder Prison Volunteer Programme (PVP) participants from HM Holloway Prison, shares her volunteering experience and the impact PVP has had on her life.**

When I heard the name Sue Ryder, my mind conjured up an image of some sort of charity shop selling second hand clothes. Put simply, I was utterly wrong.

Charity shops are just one of the ways in which Sue Ryder raises funds to support their health and social care services across the UK. There is much more to this wonderful organisation than I could have known.

**An invaluable opportunity**

Going to prison is probably one of the lowest points for most individuals, particularly if one had a job and a career prior to this. Thank goodness for organisations such as Sue Ryder. I am one of the lucky few to have been taken up on the PVP programme, and it is no exaggeration to say that it has changed my grim outlook of life after prison to a brighter one.

Being allowed to work alongside staff and being treated with appreciation and respect by all helped me regain my self-esteem and confidence - helping me overcome the main barriers I feared would hold me back on my release. Working at Sue Ryder gives you a sense of normality, allowing you to work in a formal work environment. It also gives you a sense of perspective and the opportunity to rediscover and use your people, time management, and organisational skills.

I found all the members of staff at the charity I volunteered in were supportive and understanding of my situation and I felt supported emotionally. This had a positive effect on myself. I was no longer an embarrassment, but someone with potential and a sense of purpose.

Sue Ryder also helps PVP participants develop transferable skills through in-house courses covering areas such as retail, IT, and management to mention a few. These are invaluable, as for many offenders they are the only qualifications they have been given the chance to develop.

**Thank you for giving us hope**

"I have been immensely touched by the way that Sue Ryder is proactively leading the way in supporting offender rehabilitation. This will, no doubt, in the long run, be of benefit to society as a whole through a reduction in re-offending rates. Those who choose to work elsewhere are provided with credible references, allowing them to rebuild their lives as best they can. I am in no doubt that I speak for many male and female ex-offenders or serving offenders, as well as family and friends of those on the programme, by saying thank you to Sue Ryder for giving us hope."

**Activities**

3a Highlight or underline in different colours:

* the words you know
* the words you can guess
* the words you need to find out.

3b Design a leaflet for other prisoners outlining the key benefits of being part of the Sue Ryder Prison Volunteer Programme.

**Text 4**

**A to Z of things I’m looking forward to...**

**A**s long as I want in the shower! (Better still, a bath!)

**B**ox sets with plenty of munchies!

**C**hewing gum Duvet days

# Earrings – big hoops if I fancy

# Freak shake – can’t wait to try one!

# Get a phone!!

# Heels and a handbag!

# I choose! Who I wanna be around, what I wanna eat, when I get up...

# Jewellery! Necklaces, bracelets, rings...

# Kiss!

# Live and love every second! Also luxury toilet roll!

# Mattress that’s not as flat as a pancake!

# Nighttime star gazing in the garden!

# Overjoyed (if not a little overwhelmed) at being able to choose from more than three pairs of shoes!

# PJs all day – and perfume!

# Quiet lie-INS...no jingle jangles of keys, flickering night-light

# Restaurants and every kind of food you can think of...

# Shopping!!! Enough said!

# Taking nothing for granted

# Umbrella! No more using a T-shirt to stay dry!

# Very bad dancing when a little tipsy!

# Walk for as long as I want in the fresh air!

# Xtra portions of mum’s cooking!

# Yell, “I’m free!” at the top of my lungs!!

# Zoo!! A trip to the zoo is a must... tigers, lions, monkeys!

***By Mindy in HMP Foston Hall***

**Activities**

1a Highlight or underline all the things that you are looking forward to in this poem.

1b Write your own A to Z poem about things you are looking forward to or another topic if you prefer.

|  |  |
| --- | --- |
| **A** |  |
| **B** |  |
| **C** |  |
| **D** |  |
| **E** |  |
| **F** |  |
| **G** |  |
| **H** |  |
| **I** |  |
| **J** |  |
| **K** |  |
| **L** |  |
| **M** |  |
| **N** |  |
| **O** |  |
| **P** |  |
| **Q** |  |
| **R** |  |
| **S** |  |
| **T** |  |
| **U** |  |
| **V** |  |
| **W** |  |
| **X** |  |
| **Y** |  |
| **Z** |  |

**Text 5**

**Prince of Wales visits Dartmoor Prison**



**The Prince of Wales watched inmates performing songs from Carmen and Les Miserables during a visit to a prison.**

Charles was at Dartmoor Prison in Princetown, Devon, to find out about the work of the Prison Choir Project, which is aiming to find a way to reduce reoffending by building self-esteem.

The inmates were joined by professional performance artists for the show, which included songs from Bizet’s Carmen and finished with a moving rendition of Do You Hear the People Sing from Les Miserables.

More than a dozen prisoners belted out the tune in the prison chapel, which includes the lyrics “singing the songs of angry men” and ends with the words: “There is a life about to start, when tomorrow comes.”

Adam Green, the founder of the Prison Choir Project – which aims to rehabilitate prisoners, ex-offenders and people experiencing mental disorder through the study and performance of opera, song, and choral music, said the project was a wonderful experience for the prisoners.

The professional musician added that it was a “huge honour” to perform in front of Charles and show what they were doing in prisons, which was “an unusual environment to hear Carmen the opera”.

Of the prisoners’ talents, he said: “They can really sing, they really can.

“I think they would stand up against any professional chorus.”

Mr Green said the inmates had “thrown themselves headlong into this opportunity and I think bettered themselves through music”. He added: “It has been, for all, an extraordinary experience.”

More than 400 prisoners and prison staff have engaged with the project’s work to date. Kate Symons-Joy, who was playing Carmen in the performance, said she wanted as many people as possible to see what the inmates were doing and the effort they had put in.

“They are all so committed,” she said. “We are very privileged to be here with them, but they also I think see it as a privilege that they are involved and they take it very seriously and support each other. “It is quite amazing to watch actually.”

Her co-star Clara Kanter said Charles’ visit showed the prisoners there were “really important people aware of them, listening to them (so they) feel like they matter”.

The prince also spoke to one of the inmates involved in the facility’s garden project and admired the well-tended borders. He asked the man, who cannot be identified, whether he was a vegetable expert and laughed when the man agreed and said he also liked the flowers.

**Activities**

5a Highlight or underline in different colours:

* the words you know
* the words you can guess
* the words you need to find out.

5b Write a similar article for a prison publication about an event that happened in the prison where you are.

**Text 6**

***The Blog***

**The importance of languages**

I am a Malaysian Chinese. Although my parents can speak Mandarin and Cantonese, English is primarily spoken at home. I can understand some Cantonese, but can't exactly speak it. I attended Chinese school every Saturday for a few years, but I took it for granted and didn’t try very hard.

However, when I visited Beijing at the age of 14, I saw the importance of Chinese. I stayed with my Singaporean relatives, who lived there. I discovered that there are many foreigners in Beijing who

hold high positions in companies, and my relatives really showed me the importance of knowing the language. Last year, I visited Switzerland and I was astonished to observe that there were both Chinese assistants and Swiss workers who could speak Mandarin in high-end luxury shops due to the high demands of Chinese customers. Languages can ultimately open up opportunities, especially for careers.

In my opinion, today, learning a language isn't stressed enough, and isn't enforced at a young age, which is arguably the best time to start learning a language. When I was a kid, I wasn't inspired to learn another language because I simply thought it wasn’t important. I thought, "Well, if I live in England, all I need to know is English, right?"

But when you travel to a foreign country, how can you get around? If you put a little bit of effort into learning phrases, locals will appreciate it. You can interact with people more freely, make new friends, and have more fun!

Currently, I'm learning French in school. I love learning it -- some aspects of it are similar to English, and not to mention it sounds lovely. I'm lucky to have a brilliant French tutor; we talk as much as possible in French. I hope that in the future when I travel to France, I can put my French to use.

Fundamentally, if we study a language, it gives us the ability to have a different perspective and context so we can understand different beliefs and see beyond stereotypes. This way we can break the barriers of cultural insensitivity and build stronger relationships internationally.

All those years of Chinese school wasted, my Mandarin is very primitive. By the time I discovered the importance of the language, it was a little too late to master it at school. However, I plan to study the language sometime in the future and hopefully become more fluent. Anyone can learn a language, no matter how young or old you are.

**Activities**

6a Highlight or list the benefits of speaking more than one language mentioned in this article.

6b Write an article about what speaking different languages means for you e.g.

* Which languages you speak
* Where you learnt them
* Why they are important to you
* How you use different languages
* Future language learning.

**Text 7**

**EFFECTS OF SLEEP DEPRIVATION**

We surveyed 6000 people aged 13-65 (schoolchildren, students and workers) and found the average Briton is getting just 6 hours and 21 minutes sleep per night – well below the recommended 8 hours.

**BRAIN AND CENTRAL NERVOUS SYSTEM**

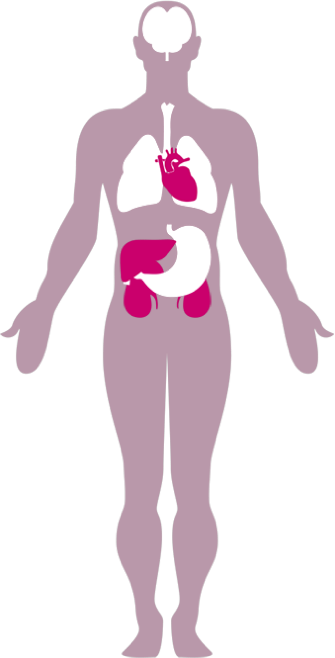
Sleep deprivation leaves the brain exhausted, so it can’t perform well. Obvious effects are excessive sleepiness, yawning, and sluggishness. Lack of sleep weakens your ability to concentrate and learn new things. In our survey, 54% blame a lack of sleep for their inability to concentrate at work, school or college and 47% admitted to taking longer to complete their work. It can negatively affect both short- and long-term memory. It gets in the way of decision-making and stifles creativity. Your emotions are also affected, making you more likely to be short-tempered, irritable and moody. 70% said they are a 'horrible person' when they have not had enough sleep and difficult to work with. Other risks include impulsive behaviour, depression, paranoia, and suicidal thoughts.

A side effect of sleep deprivation is micro-sleep. That’s when you’re asleep for a few seconds/minutes, but don’t realise. If you’re sleep deprived, micro-sleep is out of your control and can be extremely dangerous if you’re driving. You’re also more prone to injury due to trips and falls.

**IMMUNE SYSTEM**

Sleep deprivation compromises this system so you’re more prone to respiratory problems like the common cold and flu. It can take longer to recover from illness. Long-term sleep deprivation raises your risk of developing chronic illnesses like diabetes and cardiovascular diseases.

**CARDIOVASCULAR SYSTEM**

Sleep is vital for your body’s ability to heal and repair your blood vessels and heart. Sleep deprivation can lead to higher risk of problems like high blood pressure, heart disease, and stroke.

**DIGESTIVE SYSTEM**

Along with eating too much and not exercising, sleep deprivation is one of the risk factors for obesity. Sleep deprivation prompts your body to release higher levels of insulin after you eat, promoting fat storage and increasing your risk of type 2 diabetes.

**SICK DAYS**

Estimated UK sleep shortfall results in 8 million sick days per year at a cost of £1 billion to employers.

**Activities**

7a From the article, list the negative effects of too little sleep. Which of the effects do *you* think are the worst? Use the table below to sort them.

|  |  |  |
| --- | --- | --- |
| **Terrible effects** | **Annoying effects** | **Would not bother me** |
|  |  |  |

7b Research a different health issue and write your own article for a prison publication e.g.

* + The effects of obesity
  + The effects of too little exercise
  + The effects of drug or alcohol dependency
  + Mental health problems

**Text 8**

**Tales of Wisdom – The Teapot**



Zyphir was a young man who lived in a big city with his parents and who, each holiday, would go and stay in the countryside nearby with his grandparents. His grandmother was a gentle woman who had a prize possession – a large china teapot that had been passed down through her family and which stood on the dresser in the front room of her cottage. Zyphir had never seen the teapot used; it was too valuable to his grandmother to risk it getting broken; so, there it remained in pride of place on the dresser.

One afternoon whilst staying at the cottage, Zyphir was playing with a kitten; he was pulling a ball of fluff along the ground on a string for the kitten to chase. The kitten would lunge and pounce on the ball of fluff and Zyphir squealed with delight. As he ran backwards, tugging the fluff behind him, he entered the front room and smacked right into the dresser. He watched with horror as the teapot toppled off the dresser and hit the ground, breaking into many pieces. Zyphir quickly picked the pieces up and placed them in a bag. Just as he had picked up the last piece, his grandmother came into the room.

Zyphir held the bag behind him and quickly asked her: “Why do people have to die?” Grandmother thought for a few moments and replied, “It’s natural, it’s the way it is. Everything dies eventually, and everything has just so long to live.” At this, Zyphir held forward the bag with the broken teapot – “It was time for your teapot to die”.

We all experience the loss of loved ones, made worse in part because we fail to accept that nothing lasts or lives forever. Giving us good reason to make the most of time and to appreciate what we have whilst we have it.

*Sid Arter*

**Activities**

8a Make a time line of the events in this story.

8b Create a cartoon for this story.

8c Write a traditional tale of your own. You could base it on a story from your home country. Write it for children or for adults.

**Text 9**

**CONGRATULATIONS!**

You are now a tenant with a home of you own. But remember **you have to look after your home** and **pay the rent** and this is due from the date of the tenancy agreement.

**FURNITURE AND STUFF**

OK, so now you need some furniture! You may have as little as a week or as much as a month to get sorted before your move. Just remember – you **don’t need a fully furnished home straightaway,** so don’t blow cash you don’t have.

**Concentrate on the basics –** a bed and a cooker, pots and pans, kettle, bedding, towels, crockery and cutlery, etc.

**Don’t be embarrassed if you don’t have much furniture –** most of us start off with only a few things and add to it as time goes by.

**THINGS TO CONSIDER:**

1. Can you get a grant? You may be entitled to some help with the costs of setting up home. Ask at your local Citizens’ Advice Bureau.
2. Ask your mates and family if they have anything that may be useful to you in setting up home.
3. Some faith groups and community associations may help out with small items and even furniture.
4. Look around in local charity shops and boot fairs – you never know what you might find!
5. Check local papers and notices in shops for any bargains.
6. Remember to check delivery costs.
7. Make sure your furniture will fit through all doors, up the stairs and around corners, etc.
8. You don’t have to take other people’s dirty second-hand furniture (especially mattresses).
9. Don’t accept stolen stuff.
10. 10.Be careful with second-hand or faulty electrical items – they can be dangerous!

You may need to store your stuff somewhere clean, dry and secure. With big stuff like beds and sofas, ask the shop or charity to deliver it on the day you move in.

Find some friends and family to help with the move. Do you know anyone with a van? Ask for their help: if not, remember to budget to hire a van and driver to do the job for you.

If friends and family are helping, don’t forget to thank them and remember to offer something towards petrol or other expenses.

Now that you have got all this stuff to go in your flat, try to sort out contents insurance in case anything gets nicked or damaged after you move in.

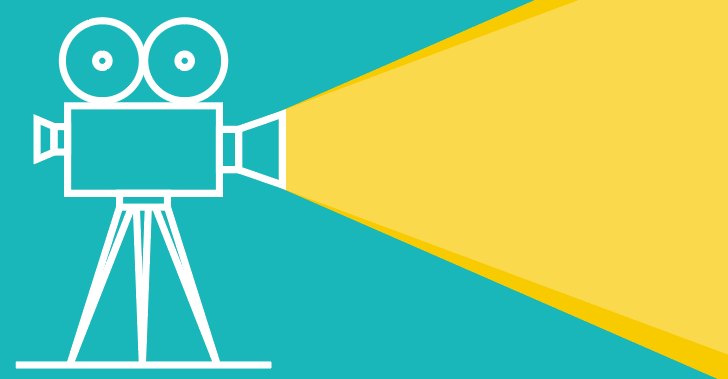
**Activities**

9a Highlight all the command verbs used in this text.

9b Imagine you are about to move into a flat. Make an action plan based on the advice given here. Use a mind map if you want to:

9c Write a set of instructions for somebody newly arrived in prison. You can include for example: dos and don’ts, where to get support, where to get what they need, visiting, activities, facilities etc.

**Text 10**



Film Review

**LEAN ON PETE**

**Recently moved to Portland, Oregon with his deadbeat dad, 15 year-old Charley Thompson (Charlie Plummer) gets a job with horse trainer Del Montgomery (Steve Buscemi). However, when Del threatens to send horse, Lean on Pete, to the knacker's yard, Charley takes to the road in search of his long-lost aunt.**

Forced to follow his good-for-nothing father Ray (Travis Fimmel) to Oregon, teenager Charley Thompson (Plummer) is drawn to the Portland Downs racetrack, where he befriends shifty trainer Del (Steve Buscemi), pragmatic jockey Bonnie (Chloë Sevigny) and Lean On Pete (Starsky), a five year-old horse who is just one bad race away from being sent to a Mexican slaughterhouse. When the inevitable happens to both Ray and Pete, the motherless Charley hits the road in the hope of finding his long-lost aunt.

So far, so standard rite-of-passage road movie. But the director Andrew Haigh keeps his distance from horse and boy and allows the boy to learn from his mistakes, as he gets caught dining and dashing, accepts the strange hospitality of a couple of war veterans and falls foul of a drunken drifter. Yet there isn't a hint of sentimentality, as Charley ploughs on across a wilderness that emphasises his insignificance.

The cross-country segment lacks the intimacy and intensity of the early sequences, in which Ray and Del make clumsy macho attempts to mentor the trusting Charley. But Magnus Jønck's sublime photography brings a humanist eye over Charley's plight and a little-seen aspect of the American Dream. The supporting cast respond splendidly to the low-key characterisation, but the picture rests on Plummer, who rolls along calmly until he breaks down harrowingly at the journey's end.

Detached, but never dispassionate, this may not be Andrew Haigh's best film. But its slow-burning realism shows his skill for creating credible characters in recognisable situations**.**

**Activities**

10a Underline or highlight all the vocabulary and expressions related to describing a film.

10b Make a cast list for this film with a brief description of who each character is.

**Cast list**

|  |  |  |
| --- | --- | --- |
| **Name of character** | **Character description** | **Name of actor** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

10c Write your own review of a film you have seen recently or a favourite film.