PAGE 4:1
Checking and editing text

Learners are presented with many tasks relating to the correct input of text and need to be aware that they can improve their proofreading and editing skills. Learners will also need to identify the correct keys which relate to editing. The editing task here focuses on straightforward errors including extra/no spaces, full stops, capital letters and deleting additional letters. It would be most useful to copy the text into a word-processing program and do the task using an interactive whiteboard.

Materials

Highlighter pen, keyboard, PC, interactive whiteboard

Learning outcomes (objectives)

1 To understand that proofreading and editing can improve the accuracy and understanding of a text.
2 To develop an understanding of simple punctuation and editing skills.
3 To proofread and edit a text.

Suggested teaching activities

- Ask learners what they do when they have finished word processing a text (e.g. leave it, check it for spellings, use the spell checker). Discuss why it is important to aim for 100% accuracy (prompt: it looks professional, it's easier to read and understand).

- Look at the learner page and explain that checking involves detailed reading for content, spelling and grammar errors and then editing these using the correct keys.

- Look at the proofread text and work through the numbered points, explaining why this text is clear and easy to follow. Ask learners to come up with examples for each point and highlight it on the text, e.g. highlight a capital letter being used to start a sentence.

- Direct learners to the text which hasn't been proofread or edited. Ask learners what they notice about this text (prompt: lines beneath the text). Explain that the 'check as you type' function in Word shows errors as they occur, so mistakes can be edited as you go along. Explain that it is a useful guide to spotting errors, but that it is not

comprehensive (see the next page about spellcheckers) and not always correct UK English usage.

- Direct the learners to the tips. You may need to spend some time discussing the use of capital letters for proper nouns (give further examples) and the use of full stops at the end of a sentence.

- You may need to discuss how to spot and check spelling errors (Note: the next learner page is about using spell checks). The errors here are typographical, with additional letters finding their way into words.

- Ask the learners to find and edit the errors in the three sentences. (Note: learners will need to know how to use the keys to make the necessary changes.)

- Feedback to the group, comparing and discussing differences.

Suggestions for learners who are having difficulties

- Learners who are having difficulty following the 'check as you type' lines may need to have the task broken down. Ask them to find the simpler errors first, e.g. capital letters at the beginning and full stops at the end. Then direct learners to the use of the capitals for names, etc.

- Auditory learners may benefit from text to voice software (e.g. Windows Narrator – accessed through the Accessibility menu), so that they can hear the errors.

- Learners working in pairs or small groups can read together and support one another. They are more likely to achieve the learning outcomes in this way.

Suggestions for advanced learners

Proofread and amend a longer piece of text, taken from their course book.

Curr ref	Standards	Key Skills
Ws/L1.3	E3/6a.1; E3/7.1; E3/7.2	C1.3

Checking and editing text

You need to check your work (proof read) and make any changes (edit) before it is complete. Watch out for red and green lines appearing under the text. Red lines show spelling errors and green lines show grammar errors.

Text 1
Mars

Mars appears red in the sky. Mars has two moons called Phobos and Deimos. They are both very small and do not give much light.

Text 2
Saturn

titan is the largest satellite of saturn andwas discovered byby christian huygens in 1665 it is a large moon with a radius of 2575km and is the largest mooon inthe solar system tittan has a nitrogen and methane-rich atmosphere

Text 1 has been proof read. ✔

1 Capital letters start each sentence.
2 Capital letters have been used for names of people or places.
3 Full stops end each sentence.
4 There are no spelling mistakes.
5 There are no lines underneath the text. This shows that the computer has identified no errors.
6 There are spaces between each word.
7 It makes sense and is easy to read.

Text 2 has not been proof read. ✘

1 The meaning isn't clear – it is difficult to make it make sense.
2 Capital letters are not used to start sentences.
3 Capital letters have not been used for names of people or places.
4 There are no full stops.
5 There are spelling mistakes.
6 Red and green lines appear, showing that the computer has identified errors.
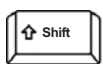7 There is too little or too much spacing.
8 It is difficult to read.

Task

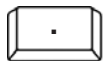**Edit text 2.**
You will need to use these keys.

Caps Lock		⬆ Shift
6 times	or	6 times
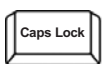
.		Space
3 times		3 times

← Backspace		Delete
5 times	or	5 times

The numbers give a clue to how many errors are present.

Tips

1 Read through for **meaning** first: does the text make sense?
2 Read again to find **spacing and other typing errors**: put in spaces between words, delete extra spaces or letters.
3 Look for **punctuation errors**: full stops at the end of each sentence, capital letters used at the start of sentences and for proper nouns.
4 Look for **spelling mistakes** – read the sentence backwards, so you focus on the words, check any words you are not sure of.
5 **Edit** – make changes – as you go along.

Always check as you type and then again at the end.

PAGE 4:2
Using the spell checker

Learners need to know how to access and use spell checkers. They also need to understand that spell checkers do not recognise homophones (words with the same sound but different spellings, e.g. where/wear) and the reasons why they will not identify this type of error.

Materials

Access to a spell check facility, hand-held spell check machine if available with audio facility and meanings, dictionary

Learning outcomes (objectives)

1 To understand that the spell checker is not fully comprehensive and that there is a category of spelling errors that the spell checker will not identify.

2 To develop detailed reading skills in terms of context and understanding at word level.

3 To recognise and understand a range of common homophones.

4 To develop spelling skills using visual and sound patterns to aid memory and recall.

Suggested teaching activities

- Ask the learners if they use the spell checker, e.g. when typing in Word or e-mail. You might want to demonstrate the location of the spell checker and how it operates. If possible, look at a range of other spell check machines and their different facilities. Note: some are available with an audio facility and some give meanings as well as spellings.

- Discuss whether it is reliable and whether they have the experience of assuming a text has been spelt correctly, to discover that there are spelling errors.

- Look at the text in the window on the learner page. Explain that the spell checker did not select any errors other than 'the'. Ask the learners if they can identify any other mistakes.

- Confirm that the spell checker is good for identifying the type of spelling error where letters are in the wrong order or omitted. However it does not identify the type of spelling error that is a homophone, i.e. the sound is more or less the same, but the spelling and meanings are quite

different. What strategies can learners think of that might help to identify this type of error? Unfortunately the most reliable strategy is to remember the different spellings. This takes effort and understanding, but they will be working on some ideas to help.

- Look at the task on the page. Demonstrate that proofreading for spelling can be difficult with homophones, as they often sound right when you read the text quickly or aloud to yourself.

- Advise learners that a strategy is to read carefully, word by word, and question the relationship between words. For example, threw-winter-whether doesn't fit in with the theme of the French army and winter. However, the word 'winter' leads us to think about 'weather', and knowledge that there are two ways to spell this sound can tell you that that there is a possibility that the wrong choice of homophone has been made and it is probably wise to check. 'Weather' fits in better.

- Learners should work on the task individually or in pairs. They may already know the differences between words and be able to write sentences where the words are used correctly. If they are uncertain, they should use a good dictionary to check. It is a good idea to write these sentences using the word-processing program they normally use.

- Feed back to the group and discuss any errors. Ensure that errors are corrected and that all learners have a correct version. They can then use their correct version as a memory aid for future use. It might be a good idea for all learners to have a copy of all sentences and make a file of correct usages, for future reference.

- Explain that some other words, e.g. abbreviations, ICT technical language, may also not be recognised by the spell checker; however, these will be identified and shown with suggestions closest to the spelling.

- Explain also that the spell checker will not recognise names of people. Point out that you would not find these in a dictionary, so the computer can't find it either. Spell checkers will often identify names as incorrect for this reason but they may in fact be correct. Users will need to use their judgement regarding whether they need to be corrected or not.

- This is a good opportunity to advise learners that they can customise the spell checker by adding words that it doesn't recognise. Direct learners to the Add to Dictionary button on the screen print. Explain that this can be used in e-mail as well as Word.

- Those learners who find particular spellings difficult can be directed to the bottom of the page, where examples of visual/sound clues – mnemonics – can be discussed to help the learner associate with the correct homophone. This method of remembering spellings is very useful for particularly difficult spellings, but of limited use for remembering many spellings. The 'where, here and there' clue works by linking the spelling of words relating to place, or being 'here' (so not 'wear, hear and their'). 'Hear' and 'ear' links spellings where there is another link in meaning (you hear with your ear).

- Learners can use these ideas, but should develop their own mnemonic, as this will be more meaningful, e.g. to remember the spelling of 'place', someone from Manchester might remember: *Manchester is an ace place*; a card player might recall: *place the ace face up*.

Suggestions for learners who are having difficulties

- Learners may need additional work on knowing and understanding that there are different ways of spelling the same sounds and these words have totally different meanings. Learners, including those with dyslexia and ESOL learners, may find this a confusing area. It may be necessary to spend more time on looking at common homophones, such as the ones on the page, but also others. As a general guide it is better for learners to find the differences themselves and develop correct ways of using homophones, as demonstrated on this page, than to do the usual 'select the correct spelling' activities often used for this area of work.

- To reinforce the homophone, encourage learners to develop their own mnemonics to aid recall. Draw colourful pictures on cards, and underline any visual patterns or sounds. Learners can keep these cards.

- A personal glossary is a good idea, to which can be added examples of homophones and their meanings.
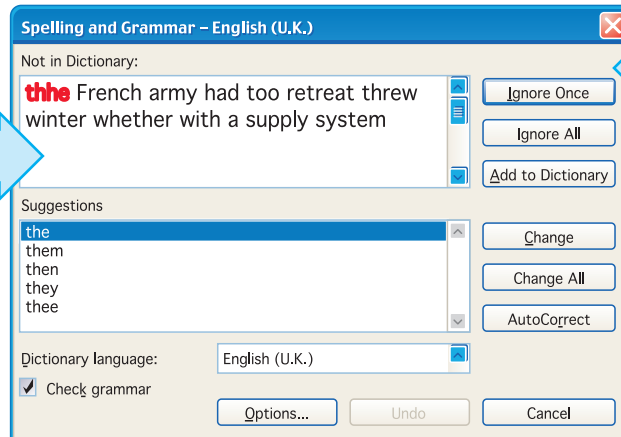
Suggestions for advanced learners

- Add technical words to the spell check dictionary.
- Create a handout/poster of different learners' mnemonics, using the scanner, DTP, digital camera, etc.

Curr ref	Standards	Key Skills
Ww/L1.1	E3/7.1	C1.3
Wt/L1.6		

Using the spell checker

Documents should be checked for spelling errors. The spell checker function can be used to check some spellings that the computer recognises as incorrect. But this function does not check spellings where words are used incorrectly, such as 'too' and 'to' in this example.

The spell checker highlights words that are spelt **incorrectly** or words **it doesn't recognise**.

Spelling and Grammar – English (U.K.)

Not in Dictionary:

thhe French army had too retreat threw winter whether with a supply system

Ignore Once
Ignore All
Add to Dictionary

Suggestions
the
them
then
they
thee

Change
Change All
AutoCorrect

Dictionary language: English (U.K.)
☑ Check grammar
Options...   Undo   Cancel

Ask questions as you check your work

Are the spellings correct? **Yes**

If I read aloud, does the sentence make sense? **Yes**

If I read it word for word, does it make sense? **No**

Why? You can't 'throw' (threw) winter and 'whether' means 'if'. Together, these words **don't** make sense.

There are two types of spelling error to watch for:

1 Spellings with letters missing or added, or in the wrong order, for example 'keyborad' instead of 'keyboard'.
2 Spellings of words which sound the same, but have a different spelling and meaning, for example 'weather' and 'whether', 'board' and 'bored'.

The spell checker will highlight type 1 as an error, but will not pick up type 2.

Task

Here are some words that sound the same but have different meanings. Check the meanings and write a sentence using each one correctly.

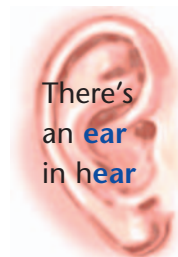| hear here | were where ware wear | their there they're | place plaice |
| right write | to too two | break brake | cheque check |

Tip
● Use your sentences to remind you about the correct way to use these words.
● Try to think of other ways to remember the differences – these examples give some ideas.

There's an **ear** in h**ear**

Wh**ere** is the Escape button?
H**ere**!
Oh, th**ere** it is!

PAGE 4:3

Writing an e-mail

Learners are often presented with both formal and informal e-mails in course books, sometimes with practice tasks in sending them. Learners need to be aware that their audience, the context and purpose of an e-mail affects the way it is written. This page gives the opportunity to consider the features of formal and informal language and when each is appropriate.

Materials

Examples of formal and informal e-mails, showing a range of language use in contexts appropriate to the learners, e.g. workplace e-mails

Learning outcomes (objectives)

1 To understand that e-mail content is dependent on audience, context and purpose.
2 To identify the key features of formal and informal e-mails.

Suggested teaching activities

- Ask learners for their experiences of sending e-mails to people they know well, e.g. friends. Ask about the greeting used in the e-mail (e.g. hi).

- Explain that the way you greet someone depends on how well you know someone, where you are (e.g. work or home) and what the e-mail is about (e.g. you would not say 'hi' if you were delivering bad news). So your choice of words in e-mails is determined by the audience, the context and the purpose of the e-mail. This is the same for all writing.

- Look at the two versions of the e-mail on the page. Explain that the purpose of the e-mail was to send a practice test. Which one is to someone the sender may know well and which one is to a work colleague? That is, which is formal and which is informal?

- Note that many learners, including those with ESOL needs, may find it difficult to differentiate between formal and informal language. This work also strays into the area of use of appropriate tone, which can be quite difficult. This is best demonstrated with specific examples, perhaps from the workplace.

- Use the checklists on the page to focus learners' attention on the particular features of formal and informal language in e-mails. Ask them to find examples of each of the features.

- You may need to discuss further what is meant by 'contractions'. Use the example in the glossary (is not/isn't) and ask learners to think of more. Confirm that it is not usually appropriate to use contracted forms in formal writing, but that it is an accepted feature of speech and informal writing. It might be an idea for learners to copy down the contracted forms discussed, in order to ensure they all understand how they are written and in particular the use of the apostrophe for contracted forms. Note: the general rule here is that the apostrophe is used to show the place in the words where letters are omitted. *Skills for Life* material, Level 2, Units 2 and 4, has further work on this.

- Point out that often in informal e-mails writers will not use correct punctuation – this is done for speed etc. but is not always appropriate in a workplace setting.

- This is a good opportunity to look at the layout and format of e-mails. Ask learners to look at the two e-mails again. Ask if they notice any similarities in layout and presentation (prompt: both have a subject, both are making a request, both have an ending 'Liz'). The structure of the communication (i.e. greeting, introduction, message, summing up, ending) is common to several types of writing, e.g. formal and informal letters, invitations, even longer presentations or reports. Direct the learners to the tip box about e-mail structure.

- Ask learners to send e-mails to each other, formal and informal. They could use the checklists on the page to confirm that they are using language correctly.

Suggestions for learners who are having difficulties

- Learners who have difficulties with understanding the differences between formal and informal language will need models of good practice to keep for referral. They could be encouraged to develop a bank of acceptable phrases for common workplace situations, listing a range of greetings, introductory sentences, models for the body of the text, closing remarks, etc. This would be particularly useful for ESOL learners.

■ Further support may be needed for developing technical accuracy in English. There is material for this aspect in this pack and also in *Skills for Life* materials at Entry 3, Levels 1 and 2. In particular you may find learners need to work on the use of the apostrophe for omission, differentiating this from the apostrophe for possession, spelling of technical words, other punctuation, basic grammar (e.g. subject-verb agreement).
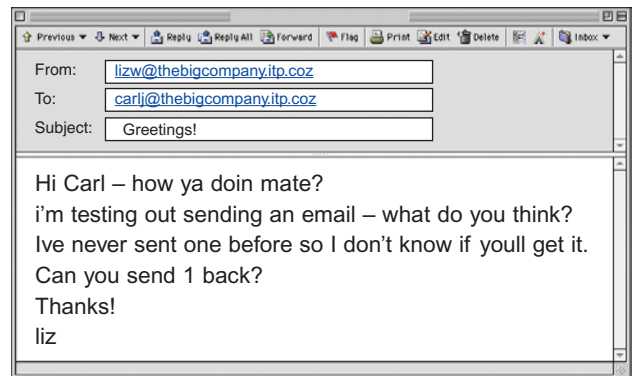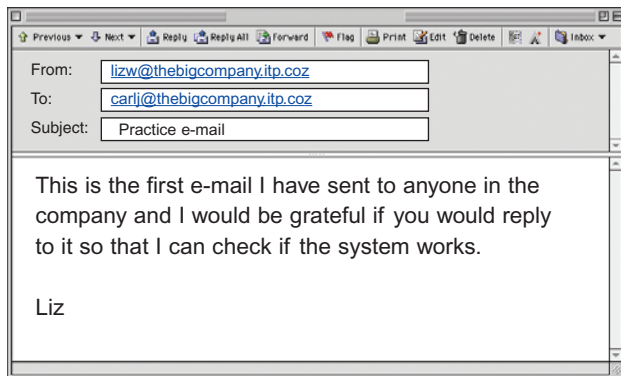
Suggestions for advanced learners

Learners should be encouraged to write longer e-mails and letters, both formal and informal.

Curr ref	Standards	Key Skills
Wt/L1.4	E3/6a.1; E3/5.1	C1.3
Wt/L1.6		
Ws/L2.4		

Writing an e-mail

Choosing the right words is important when writing an e-mail, to give the right impression. At work you may need to use a formal language style. If you are e-mailing friends from home, you can use a more informal style.

<table>
<tr><td>

Previous ▼ | Next ▼ | Reply | Reply All | Forward | Flag | Print | Edit | Delete | Inbox ▼

From: | lizw@thebigcompany.itp.coz
To: | carlj@thebigcompany.itp.coz
Subject: | Practice e-mail

This is the first e-mail I have sent to anyone in the company and I would be grateful if you would reply to it so that I can check if the system works.

Liz

</td><td>

Previous ▼ | Next ▼ | Reply | Reply All | Forward | Flag | Print | Edit | Delete | Inbox ▼

From: | lizw@thebigcompany.itp.coz
To: | carlj@thebigcompany.itp.coz
Subject: | Greetings!

Hi Carl – how ya doin mate?
i'm testing out sending an email – what do you think?
Ive never sent one before so I don't know if youll get it.
Can you send 1 back?
Thanks!
liz

</td></tr>
</table>

Formal or informal?

Which e-mail is brief and formal? Which e-mail has a chatty, informal style? Which one would you send to your work colleague? Why?

Look at these features of formal and informal language and pick out these features in the e-mails.

Formal language:
- reads like a letter or formal document
- does not use contractions or slang
- uses the correct technical terms
- is proof-read for spelling, grammar and punctuation
- is professional
- is best for use at work and for formal letters from home especially as it is a permanent record of what you have said.

Informal language:
- sounds more like a conversation, how you would speak to someone
- uses contractions and slang words
- uses exclamation marks
- may not use correct punctuation, grammar and spelling
- is not professional
- is fine for e-mailing friends.

Tip

Formal e-mails should have:
- a subject
- an opening line, saying why you're writing
- a greeting
- main details
- a closing remark
- an ending

PAGE 4:4
The e-mail address book

This page helps learners to use their e-mail address book effectively by developing the skill of scanning names in an alphabetical list. The emphasis here is on locating names using first, second, third and fourth place order. This is a good opportunity to develop the skills of locating the address book, entering, using and deleting names and how to use the search facility.

Learning outcomes (objectives)

1 To understand that names in e-mail address books appear in alphabetical order.
2 To develop scanning techniques to locate names.
3 To understand that first, second, third and fourth place order may need to be used.

Suggested teaching activities

■ Ask learners how they find a name when they want to send an e-mail (e.g. look in the e-mail address book, read the whole list, type in the first few letters of a name so that the rest of the name appears). Note that learners may not have developed a strategy as they may be unaware of the location of the address book, its function or search facility. This is a good opportunity to look at the address book and its functions.

■ Explain that like most address books and directories, names appear in alphabetical order and often need to be located quickly.

■ Explain that in an e-mail address book, entries often appear using a person's first name, or the name that you give them, e.g. a nickname. In contrast, other directories often organise names alphabetically according to surname.

■ Look at the learner page and highlight the fact that the whole list of addresses does not need to be read. Explain that scanning is a fast reading technique, when you read to find some specific information, like a name in an address book or a face in a crowd.

■ Discuss the worked example and explain that to find the name Soraya, you need to think of the whole alphabet and the location of 'S'. The letter 'S' is towards the end of the alphabet, so in a short address list like this, you could start scanning near the end of the list.

■ Explain that it may be necessary to look beyond the first letter 'S' and look at second place letters, as in this example. Give learners a few seconds to do the quick search on the page – scan and highlight the name Prakesh.

■ Direct learners to the tip and suggest that they may need to look carefully at third and fourth letters to locate information.

■ This is a good opportunity to demonstrate how to use the search facility on the address book by typing in the first letter or two and how to enter and amend addresses.

■ Explain that it is not necessary to enter names into an address book alphabetically, as this is done automatically. However, whichever method of selecting a name is used (address book or typing in first few letters) accuracy and attention to the first few letters of a person's name are important.

Suggestions for learners who are having difficulties

■ Learners who are having difficulty scanning may benefit from using their finger to track down the list. On the PC, learners can track using the mouse pointer.

■ Learners who are having difficulty remembering the alphabet (e.g. dyslexic learners) may benefit from using a crib card, letter cards or an alphabet reminder.

■ Encourage visual learners to colour code letters in words using highlighter pens, e.g. pink for first place, yellow for second.

Suggestions for advanced learners
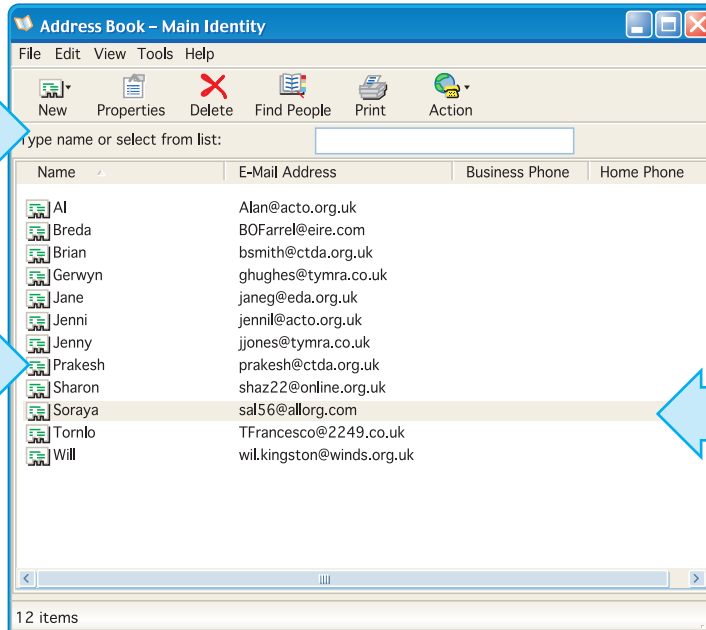
Find names in a longer e-mail address book on a PC. Practice entering names and addresses in an address book.

Curr ref	Standards	Key Skills
Rw/E3.4	E3/5.1; L1/5.1	C1.2
Rt/L1.4		
Rt/L1.5		

The e-mail address book

Names in your address book are listed in **alphabetical order**.

To find a name quickly, you **do not** need to read all the names in the list.

Address Book – Main Identity

File   Edit   View   Tools   Help

New   Properties   Delete   Find People   Print   Action

Type name or select from list:

Name	E-Mail Address	Business Phone	Home Phone
Al	Alan@acto.org.uk		
Breda	BOFarrel@eire.com		
Brian	bsmith@ctda.org.uk		
Gerwyn	ghughes@tymra.co.uk		
Jane	janeg@eda.org.uk		
Jenni	jennil@acto.org.uk		
Jenny	jjones@tymra.co.uk		
Prakesh	prakesh@ctda.org.uk		
Sharon	shaz22@online.org.uk		
Soraya	sal56@allorg.com		
Tornlo	TFrancesco@2249.co.uk		
Will	wil.kingston@winds.org.uk		

12 items

You need to send an e-mail to **S**oraya.

Scan read the list for names beginning with **S**.

Stop when you find the **S** names.

Soraya appears after **Sharon** on the list, because **So** comes after **Sh**.

Select **Soraya** by double clicking the name.

Tip

You may need to look at **f**irst, s**e**cond and th**i**rd letters (or more) to find a name in your address book.

Tip

You do not need to read every name in an address book. You can **scan** the page to find the information you need.

Scanning is reading to find out one piece of information only.

It is like looking for a familiar face in a crowd. Think about the shape of the word, the first few letters and any other features.

Tip

● A quick way to find names is to type in the first letter of the name of the person, using the search tool in the address book. This brings up all names beginning with the same letter and cuts down the number of names you need to look for.

● If there are many names starting with this letter, then you may need to type in the second or third letter.

Quick search

Can you find the entry for **P**rakesh quickly?

Jane   ………
Jenni   ………
Jenny   ………

PAGE 4:5
Presenting your work

Learners practise using a range of presentation styles in ICT and so need to understand that text purpose, audience and context affect choice of style. This page focuses on the features of different presentation styles. This is also a good opportunity to discuss the formatting options available in Word and other programs, designed to enable a variety of styles.

Materials

Access to a range of presentation styles on ICT, e.g. Word, web pages, spreadsheets, graphics programs

Learning outcomes (objectives)

1 To understand that choice of presentation style is affected by audience, purpose and context.
2 To identify a range of presentation styles.
3 To identify and use formatting in different texts.

Suggested teaching activities

- Ask the learners to suggest a range of presentation styles (e.g. letters and reports, presentations, spreadsheets, web pages, advertising, etc.) and formatting (e.g. bold text, colour, images) that can be developed using ICT. Note them on a flipchart.

- Discuss whether it is acceptable to use these styles in any document. For example, is it acceptable to use graphics on your CV? (Prompt: it is not acceptable; there are conventions relating to layout and presentation of CVs; it would look out of place; unprofessional; give a wrong impression, etc.).

- Ask learners to skim read the six texts on the learner page to get an idea of purpose (what they are for) and audience (who they are for). What is the likely context for each of them (i.e. when or in what circumstances might they be used)? There are prompts at the bottom of the page.

- Ask learners to consider why each of the texts has been written (e.g. to inform), in what context (e.g. business), and who the likely reader is (e.g. friend, unknown person).

- Note responses on the flipchart. Note: model answers are given in the answers section of these materials. Ensure that all learners understand these different presentation styles, and why and

when they are used. It is probable that they will not know how to use each of these presentation styles, though this activity may prompt them to find out.

- Ask learners how they were able to identify each text, for instance how they know that Text 1 is a letter. (Prompts: because there are addresses; it's got 'Dear'; it looks like a letter.)

- Lead this into asking learners to discuss the particular features of each of these presentation styles, i.e. what type of language is used, how the formats are different, use of graphics, alphabetic listing, formatting. Do learners know how to do each of these?

- Explain that there are conventions for writing and presenting different types of text. Explain that you need to consider **why** you are writing a text (purpose) and **who** is going to read it (audience). This will help to decide what kind of language to use (e.g. formal/informal) and what type of presentation style and format to use.

- This is a good opportunity to look at formatting text, using the range of formatting options available, e.g. bold, underlined or italic text, font styles and sizes, paragraphs, bullet points, use of colour, graphics, placing text on the page and so on, as appropriate.

- Now ask the learners to give reasons why each presentation style and particular formatting has been used (**paragraphs** in letter and advertisement feature – to organise and order information; **underlined text** on the letter – highlight what the letter is about and make it stand out; **bold/coloured headings and text** – draw attention to the titles, make key words stand out; **bullets** on PowerPoint – list key points in just a few words, as there is little space; **colour background and WordArt** on packaging – to make it bright, fun and attractive to buyers; **datasheet** – present lots of numerical information in a clear, easy to read way; **hyperlinks** on web page – direct the reader to more information; **images** on most texts – tell the reader visually what the text is about).

- Feedback and discuss any issues that arise.

- It would be appropriate to practise formatting at this point. Make it clear that formatting should be used to assist and enhance text, to make it more

readable and to draw attention to the message. It should be appropriate to the purpose and audience (for example it would not be appropriate to use a range of font styles in a formal letter, though it would be useful in an advertising leaflet).

Suggestions for learners who are having difficulties

- Learners who are having difficulty skim reading should be directed to the pages on skimming.

- Learners who are having difficulty matching the prompt words to the texts may want to cut them out or write them on sticky notes and put them on the relevant text.

- Learners whose experience is mostly in a different culture may have difficulties with establishing purpose and audience and would need assistance to be clear about this.

Suggestions for advanced learners

- Use one or several of these presentation styles and appropriate formatting to develop material, e.g. a letter to a known organisation, an advertising leaflet for a known product, a web page.

- Amend a text that has inappropriate use of presentation techniques, e.g. a PowerPoint slide with long paragraphs or a letter of complaint with images and overuse of colour.

Curr ref	Standards	Key Skills
Wt/L1.3	L1/7.2; E3/7.2	C1.3; ICT1.3
Wt/L1.5		

Presenting your work

How you present your work depends on why you are writing it – its purpose – and who is going to read it – the audience. Here are six different presentation styles. What is the purpose and audience for each of them? What are the features of each presentation style?

Text 1

14 The Stables
Middleton
Midshire
Tel: 06158 124 636

The Personnel Manager
Brown Smith & Co
Middleton
Midshire

Dear Sir,
Re: Post of Legal Secretary

I wish to apply for the above post, advertised in the Middleton Daily Star on the 12th June. I enclose a completed application form.

I am currently working as a secretary at J&B Ltd whilst studying towards my legal secretary diploma at Middleton college. I fully expect to complete the course and qualify at the end of this month.

Yours faithfully,

S. Ward

Text 2

Text 3

Welcome to The Mere Sports Centre

This page will tell you all you want to know about The Mere Sports Centre, and more!

The Mere Sports Centre runs many activies for everyone to take part in. Take a look at what we offer and come and join us soon!

Badminton every Monday 6-7pm.

Football every Tuesday 5-6pm U12, 6-7pm U15, 8-9pm Five-a-side.

Aerobics every Wednesday 7-9pm.

Circuit training every Thursday 7-9pm.

Tennis every Friday 6-8pm.

For more information about any of the activies above contact us by clicking on the envelope

For directions to The Mere Sports Centre click on the compass

Back to top

Text 4

Mokia mobile phone sales 2000 - 2005			
Country	**Year 1**	**Year 2**	**Year 3**
France	23,125,081	25,658,410	30,581,054
Germany	22,199,985	23,781,591	24,105,571
Great Britain	20,985,369	20,851,120	22,210,221
Italy	21,859,210	22,005,199	24,658,199

Text 5

Butterfly friendly garden

- **Which butterflies are in your area?**
  - *Spend some time outdoors*
- **Sunny and sheltered location?**
  - *Sheltered 5-6 hours of sun each day*
- **Water?**
  - *Mud puddle*

Text 6

The Mere Centre

A wide range of leisure and recreational opportunities are brought to you by eight independent Sports Trusts in the Middleshire area. The aims of the facilities are to meet the needs and aspirations of the District's residents. All the facilities strive to provide high quality, affordable and accessible leisure and recreational services for the local community.

The Mere Centre provides community and sports facilities plus a busy calendar of events to seven villages surrounding Middleton. The community shop and post office is open weekday mornings 9am-1pm. A large number of clubs and societies including tennis, football, judo, drama, gardening, keep-fit, watercolours, yoga and indoor bowls are based at the centre. The Mere facilities are available for hire for private parties, sporting events and drama productions. The centre has full male/female changing facilities and is accessible to wheelchair users.

The facilities include:
2 Indoor Halls
2 Football Pitches
Astro-Turf Pitch with Flood Lights
Tennis Court
Badminton Court
Squash Facilities
Kitchen Facilities
Meeting Rooms for hire
Grocery Shop and Post Office

Clubs & Societies
Twilight's: A wide range of sports, arts and leisure activities for 5-15 year olds. Details are delivered to each primary school in the area and are available from the Mere reception.
Carpet bowls: Regular indoor bowls club, meets afternoon and evenings. New players very welcome.
Pantomime: The Mere Panto Society meets every Thursday from October – January. Aspiring actors and actresses welcome.
Football: The Mere Eagles have made the centre their home. Training and matches throughout the season.
Computing: Middleton 'On Line' residents can gain free access to the internet and word processing at the centre. Full training given.
Mere Judo Club: Successful judo club for 5-16 year olds. Many young regional champions began training here. New competition mats mean that local and regional matches are held at the Mere.
Lunch Club: A weekly lunch and social club, run by volunteers, for senior citizens. Local transport provided.
August Summer Play scheme: Two weeks of sports, arts and creative activities for 5-15 year olds.
Half-Term Activities: Selected sports and arts activities for young people are offered each half-term.
Post Office: Full service sub-post office, open 9.00 am – 1 pm each weekday. No need to trek into Newmarket to collect your benefits or to mail those heavy parcels.
Adult Education: An eclectic mix of classes are on offer at the Ellesmere, ranging from computing to furniture restoration and watercolours.

For more details please ask at the office or log on at
www.sportsdec.org.uk/ellesmere.html

Presentation   Datasheet or spreadsheet
Advertising leaflet   Formal letter   Web page
Design for a package

Presentation styles for text
- Purpose – what it is for?
- Context – when or in what circumstances might the text be used?
- Audience – who it is for?