

# Embedding Adult ICT into Skills for Life Programmes

## Example Activities

These tasks were developed by ESOL practitioners during a workshop on Embedding at the Edexcel ESOL Conference

## Delivering Adult ICT (SFL)

### Embedding ICT into ESOL and Adult Literacy

| Task - Creating written instructions for using a computer  | Task develops the following:   |
|--|--|
| <p>Organise according to computer skills e.g. beginners, intermediate etc.<br/>Group work to create set of instructions</p>                  | <p><b>Entry 3 Writing</b></p> <ul style="list-style-type: none"> <li>▪ Write in Short paragraphs in order e.g. first, second (or use no's)</li> <li>▪ Write in sentences using correct grammar</li> </ul> <p><b>ICT Level as appropriate E1 -E2</b></p> <ul style="list-style-type: none"> <li>▪ Use the computer to write instructions/fit for purpose document, Choose programme</li> <li>▪ Enter &amp; edit data</li> <li>▪ Identify &amp; correct mistakes (e.g. using spell check)</li> </ul> |
| <p>In groups plan their writing e.g. bullet points each stage and expand it. (Learners decide context and content e.g. for their child).</p> |  |
| <p>Use computer to develop set of instructions (e.g. group together, as individuals in pair's etc.</p>                                       |  |
| <p>Type up individually.<br/>Swap text correct each other's errors.</p>  |  |

### Delivering Adult ICT (SFL)

Embedding ICT into ESOL and Adult Literacy Task.

Expecting 2.1 & 2.2. before starting as part of every

| Task - Setting up a birthday list  | Task develops the following:  |                        |                    |  |   |
|--|---|------------------------|--------------------|--|---|
| Gather information<br>Design a form, in word, using full sentences   | <table border="0"> <tr> <td><b>Entry 3 Writing</b></td> <td><b>Entry 2 ICT</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>▪ Plan a draft into complete sentences</li> <li>▪ Use correct grammar</li> <li>▪ Spell correctly</li> <li>▪ Proof read</li> <li>▪ Produce legible text</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.2</li> </ul> </td> </tr> </table> | <b>Entry 3 Writing</b> | <b>Entry 2 ICT</b> | <ul style="list-style-type: none"> <li>▪ Plan a draft into complete sentences</li> <li>▪ Use correct grammar</li> <li>▪ Spell correctly</li> <li>▪ Proof read</li> <li>▪ Produce legible text</li> </ul> | <ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.2</li> </ul> |
| <b>Entry 3 Writing</b>   | <b>Entry 2 ICT</b>  |                        |                    |  |   |
| <ul style="list-style-type: none"> <li>▪ Plan a draft into complete sentences</li> <li>▪ Use correct grammar</li> <li>▪ Spell correctly</li> <li>▪ Proof read</li> <li>▪ Produce legible text</li> </ul> | <ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.2</li> </ul>   |                        |                    |  |   |
| Collate and organise   | <table border="0"> <tr> <td><b>Entry 3 Writing</b></td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>▪ Punctuation</li> <li>▪ Spell</li> <li>▪ Proof read</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>6.1</li> <li>7.1</li> <li>7.2</li> </ul> </td> </tr> </table>   | <b>Entry 3 Writing</b> |                    | <ul style="list-style-type: none"> <li>▪ Punctuation</li> <li>▪ Spell</li> <li>▪ Proof read</li> </ul>   | <ul style="list-style-type: none"> <li>6.1</li> <li>7.1</li> <li>7.2</li> </ul> |
| <b>Entry 3 Writing</b>   |   |                        |                    |  |   |
| <ul style="list-style-type: none"> <li>▪ Punctuation</li> <li>▪ Spell</li> <li>▪ Proof read</li> </ul>   | <ul style="list-style-type: none"> <li>6.1</li> <li>7.1</li> <li>7.2</li> </ul>   |                        |                    |  |   |
| Update   | <table border="0"> <tr> <td><b>Entry 3 Writing</b></td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>▪ Punctuation</li> <li>▪ Spell</li> <li>▪ Proof read</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>7.1</li> <li>7.2</li> </ul> </td> </tr> </table>  | <b>Entry 3 Writing</b> |                    | <ul style="list-style-type: none"> <li>▪ Punctuation</li> <li>▪ Spell</li> <li>▪ Proof read</li> </ul>   | <ul style="list-style-type: none"> <li>7.1</li> <li>7.2</li> </ul>              |
| <b>Entry 3 Writing</b>   |   |                        |                    |  |   |
| <ul style="list-style-type: none"> <li>▪ Punctuation</li> <li>▪ Spell</li> <li>▪ Proof read</li> </ul>   | <ul style="list-style-type: none"> <li>7.1</li> <li>7.2</li> </ul>  |                        |                    |  |   |
| Design a form in word using full sentences.<br><br><b>Expansion</b><br>Email the list and print out)<br>Use text messages.   |   |                        |                    |  |   |

## EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Create a Poster  | Task develops the following:  |
|---|---|
| <p>Introduce topic of presenting information about a country in most cases the country of origin.<br/>Work together with a partner.</p> | <p><b>Entry 3 Writing</b></p> <ul style="list-style-type: none"> <li>▪ Plan a draft writing</li> <li>▪ Organise writing</li> <li>▪ Write in sentences</li> </ul>  |
| <p>Use Search Engines to find material - information and images<br/>Draft a design on paper</p>   | <p><b>Entry 3 Writing</b></p> <ul style="list-style-type: none"> <li>▪ Use correct basic grammar</li> <li>▪ Punctuate</li> <li>▪ Proof read</li> </ul>  |
| <p>Compose text, choose images.<br/>Use word to create a document,<br/>Import and position images</p>                                   | <p><b>Entry 3 ICT</b></p> <ul style="list-style-type: none"> <li>▪ 1.1, 1.2, 1.3</li> <li>▪ 4.2, 4.3</li> <li>▪ 6a. 1, 2, 3</li> </ul>  |
| <p>Create and edit text<br/>Add colour, borders</p>   | <p>7.1 7.2</p> <ul style="list-style-type: none"> <li>▪ Opening applications</li> <li>▪ import images</li> <li>▪ resize move</li> <li>▪ create text</li> <li>▪ copy paste text</li> <li>▪ change appearance</li> <li>▪ add border colour</li> </ul> |

EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Using the web to find information                              | Task develops the following:  |
|---|---|
| Access relevant/appropriate website for enquiry. (e.g. child benefit) | <ul style="list-style-type: none"> <li>▪ Selecting home page</li> <li>▪ Key using vocabulary re: web information/web layout</li> <li>▪ Refine Search</li> <br/> <li>▪ Complete personal information</li> <li>▪ Produce four sentences using subject verb agreement</li> </ul> |
| Locate appropriate forms and complete                                 |   |
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EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Write an email to express an interest in a job   | Task develops the following:   |
|---|--|
| <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>▪ Search web pages for jobs.</li> <li>▪ Print out relevant jobs</li> </ul> | <p><b>Entry 3 ICT</b></p> <ul style="list-style-type: none"> <li>▪ Enter &amp; edit information</li> <li>▪ Check contents and correct errors</li> <li>▪ Print copy for own reference</li> <li>▪ Use ICT &amp; communicate</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Prepare an email expressing an interest in the job</li> </ul>                                  | <p><b>Entry 2 ICT</b></p> <ul style="list-style-type: none"> <li>▪ Send information from ICT based sources</li> </ul>  |
|   | <p><b>Entry 3 ICT</b></p> <ul style="list-style-type: none"> <li>▪ Plan and draft writing</li> </ul>   |
|   |  |

EXAMPLE

## Delivering Adult ICT (SFL)

### Embedding ICT into ESOL and Adult Literacy

| Task - Use email to arrange outing   | Task develops the following:   |
|--|--|
| Elicit where student should go with friends and how they organise such outings                                   | <ul style="list-style-type: none"> <li>▪ Planning and drafting</li> <li>▪ Spelling/punctuation</li> <li>▪ Sequencing/chronology</li> <li>▪ Proof reading</li> <br/> <li>▪ Email list- copying email</li> <li>▪ Entering texts</li> <li>▪ Using spell check</li> <li>▪ Enter subject</li> </ul> |
| Learners work in pairs to identify required information.   |  |
| Organise the information in paragraphs   |  |
| <ul style="list-style-type: none"> <li>▪ Type</li> <li>▪ Proof read</li> <li>▪ Send to group (tutor).</li> </ul> |  |

EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Plan and draft a letter to a friend  | Task develops the following:   |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Plan a letter to a friend, which will include an image.</li> <li>▪ Prepare the letter, using an appropriate ICT package</li> </ul> | <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Plan and draft text</li> <li>▪ Organise paragraphs</li> <li>▪ Sequence chronological writing</li> <li>▪ Use correct grammar, punctuation</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>▪ Enter and align text</li> <li>▪ Format text</li> <li>▪ Insert and position images (photograph)</li> </ul> |
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EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Research free activities in local area  | Task develops the following:  |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Internet search on local activities</li> <li>▪ Further research in local magazines/publications</li> <li>▪ Telephone library</li> </ul> | <p><b>Entry 3 Writing</b></p> <ul style="list-style-type: none"> <li>▪ Plan a draft</li> <li>▪ Organise in paragraphs</li> <li>▪ Write in sentences</li> <li>▪ Grammar, punctuation etc.</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Write a short report on what is available to local residents for free.</li> </ul>   | <p><b>ICT - Level 1</b></p> <ul style="list-style-type: none"> <li>▪ 3.1, 3.2, 4.1, 4.2, 4.3</li> </ul>   |
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## EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Write an advert for a flat to let or looking for a flat<br>Including pictures, titles and abbreviations  | Task develops the following:  |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Elicit from students different types of houses in the UK i.e. flat, terraced.</li> <li>▪ Students to search the web for images/Save in folder to be used later on</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Reading ads</li> <li>▪ Writing ads</li> <br/> <li>▪ Learning about housing in general and abbreviations in particular</li> <li>▪ Search for images</li> <li>▪ Word processing</li> <br/> <li>▪ Importing graphics</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Students learn the standard abbreviations used in house/classified and practice through a matching exercise i.e. central heating = c/h</li> <li>▪ Go onto an estate agents site and look at their ads, possibly take a virtual tour or look at floor plans.</li> </ul> |   |
| <ul style="list-style-type: none"> <li>▪ Write and produce their own ad - print out and put into students portfolio.</li> </ul>   |   |
|   |   |

## EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Filling in a online job application   | Task develops the following:   |                              |     |                                    |     |                             |     |   |     |                                |     |
|--|--|------------------------------|-----|------------------------------------|-----|-----------------------------|-----|---|-----|--------------------------------|-----|
| <ul style="list-style-type: none"> <li>▪ Discuss with group information commonly requested/given in job applications.</li> <li>▪ Choose a job to apply for from a jobs website</li> </ul>  | <p><b>Level 1 Writing</b></p> <ul style="list-style-type: none"> <li>▪ Plan &amp; draft writing</li> <li>▪ Judge how much detail</li> <li>▪ Present information in a logical sequence</li> <li>▪ Use language for purpose and audience all elements e.g.</li> </ul> <p>N.B. This activity will cover all the level 1 writing standards except 'produce legible text'.</p> <p><b>ICT</b></p> <table border="0"> <tr> <td>▪ Enter and edit information</td> <td style="text-align: right;">6.1</td> </tr> <tr> <td>▪ Check content and correct errors</td> <td style="text-align: right;">7.1</td> </tr> <tr> <td>▪ Keep copy for own records</td> <td style="text-align: right;">7.2</td> </tr> <tr> <td>▪ Find information from ICT based sources</td> <td style="text-align: right;">4.1</td> </tr> <tr> <td>▪ Use ICT to communicate email</td> <td style="text-align: right;">5.1</td> </tr> </table> | ▪ Enter and edit information | 6.1 | ▪ Check content and correct errors | 7.1 | ▪ Keep copy for own records | 7.2 | ▪ Find information from ICT based sources | 4.1 | ▪ Use ICT to communicate email | 5.1 |
| ▪ Enter and edit information   |  | 6.1                          |     |                                    |     |                             |     |   |     |                                |     |
| ▪ Check content and correct errors   |  | 7.1                          |     |                                    |     |                             |     |   |     |                                |     |
| ▪ Keep copy for own records  | 7.2  |                              |     |                                    |     |                             |     |   |     |                                |     |
| ▪ Find information from ICT based sources  | 4.1  |                              |     |                                    |     |                             |     |   |     |                                |     |
| ▪ Use ICT to communicate email   | 5.1  |                              |     |                                    |     |                             |     |   |     |                                |     |
| <ul style="list-style-type: none"> <li>▪ Students work individually on their application form (taken from a job agency website or designed as a pro forma by the teacher and access via website</li> <li>▪ Student prepare a draft and discuss with tutor</li> </ul> |  |                              |     |                                    |     |                             |     |   |     |                                |     |
| <ul style="list-style-type: none"> <li>▪ Students access website and fill out application form</li> </ul>  |  |                              |     |                                    |     |                             |     |   |     |                                |     |

## EXAMPLE

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| Task - Various   | Task develops the following:   |
|--|--|
| Listen to ansaphone recorded messages in a company setting (receptionist) or at home   | <p>Entry 3 Writing</p> <ul style="list-style-type: none"> <li>▪ Build a database of message templates so student could record the information on the template and save.</li> </ul> |
| Design a poster for your local estate agent. Use clip art to insert a picture or search online for a photo then describe your house. |  |
| Make a timetable in Microsoft Word. Showing your class times.  |  |
|  |  |

## EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Job hunting   | Task develops the following:  |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Decide criteria for a suitable job</li> <li>▪ Search web to match the criteria</li> <li>▪ Print off the 'matched' jobs</li> </ul> | <p>Entry 3 Writing</p> <ul style="list-style-type: none"> <li>▪ Enter and edit information Entry 2      6.1</li> <li>▪ Check content and correct errors      7.1</li> <li>▪ Keep copy for own records      7.2</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Prepare an email expressing an interest in the relevant job</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Find information from ICT based sources      4.1</li> <li>▪ Using ICT to communicate email      5.1</li> </ul>   |
| <p>This activity could be further developed by students preparing a CV and completing a job application form</p>   |   |

EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Interviewing and recording information | Task develops the following:   |
|---|--|
| interview on future plans                     | <ul style="list-style-type: none"> <li>▪ Enter text</li> <br/> <li>▪ Align text</li> <li>▪ Format</li> <br/> <li>▪ Check meaning and accuracy</li> <li>▪ Check spelling</li> <li>▪ Include images</li> </ul> |
| Prepare draft<br>Check grammar and spelling   |  |
| Write final draft                             |  |
|   |  |

EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Investigating on line job applications  | Task develops the following:    |
|--|---------------------------------|
| Investigate an online job application agency form. (Plan to apply to them).<br>Plan your entry into the form using word processing. <ul style="list-style-type: none"> <li>▪ Check spelling</li> <li>▪ Check layout</li> <li>▪ Proof read</li> </ul> | ICT<br>4.1<br>4.2.              |
| Copy and paste into job application form.<br>Send  | 6a.1 6a.1<br>6a.3<br>7.1<br>2.4 |
|  |                                 |
|  |                                 |

EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

| Task - Using the citizenship file<br>NB - Use Thesaurus (Tools/Lang.) to search for any difficult words)   | Task develops the following: |
|--|------------------------------|
| Election (refer to if relevant from the pack)<br><ul style="list-style-type: none"><li>▪ Students read about parliamentary system</li><li>▪ Whole group feedback</li></ul> | 1.2                          |
| Look at pictures of six politicians - who are they?<br>Internet search - profile of a politician/or one they didn't know about.  | 4.1<br>4.2                   |
| Copy and paste pictures into word.<br>Write a paragraph/summarising what you have read.<br>Using email send your politicians profile to another student.                   | 6a.1<br>5.1                  |
| Whole group: questions and answers on the profile.   |                              |

## Delivering Adult ICT (SFL)

### Embedding ICT into ESOL and Adult Literacy

|   |  |
|---|--|
| <p>Task - Respond to an informal email to a friend about your course teacher/lesson</p>   | <p>Task develops the following:</p>  |
| <ul style="list-style-type: none"> <li>▪ Elicit who learners identify what they want to tell then</li> <li>▪ Introduce genre of e-mail</li> <li>▪ Organise topics into paragraphs and prepare a draft on paper</li> </ul> | <ul style="list-style-type: none"> <li>▪ Plan &amp; draft</li> <li>▪ Organise ideas into paragraphs</li> <li>▪ Use correct grammar</li> <li>▪ Spell check</li> <li>▪ Proof read</li> </ul>     |
| <p>Learners type email, proof read and check grammar and spelling.<br/>Rewrite</p>  | <ul style="list-style-type: none"> <li>▪ Enter text</li> <li>▪ Align text</li> <li>▪ Format formation</li> <li>▪ Check accuracy and meaning</li> <li>▪ Spell common words correctly</li> </ul> |
|   |  |
|   |  |

## Delivering Adult ICT (SFL)

### Embedding ICT into ESOL and Adult Literacy

| Task - Surveying attitudes to: healthy eating/fast food   | Task develops the following: |
|---|------------------------------|
| Tutor explains closed questioning for survey, questionnaire design<br>Group input/discussion on possible questions<br>Internet sites - (given by tutor) for research  | ICT<br>4.1 4.2               |
| Students decide how many questions<br>Students decide how many people<br>Insert table/key in questions<br>Differentiate questionnaire by inserting images and reposition<br>Email 1 <sup>st</sup> draft of questionnaire to tutor for comments              | 4.3                          |
| Student to conduct survey and bring back their findings<br>Key in their results and collate/enter text, enter numbers align text<br><br>Formatting: <ul style="list-style-type: none"> <li>▪ shades and borders</li> <li>▪ font</li> <li>▪ style</li> </ul> | 7.2<br>7.2                   |
| Write a report<br>Spell check, paragraphs, grammar check, and page set-up.  |                              |

EXAMPLE

### Delivering Adult ICT (SFL)

#### Embedding ICT into ESOL and Adult Literacy

|  |  |
|--|--|
| <p><b>Task - Using Voicemail</b></p> <p>(Student is supplied with pre-prepared database, and audio tape for message)</p> |  |
| <p>Student access the audio tape and transcribes the message onto the database to send.</p>                              |  |
| <p>Print out report<br/>Email to other student with notification of new messages</p>                                     |  |
|  |  |

## Delivering Adult ICT (SFL)

### Embedding ICT into ESOL and Adult Literacy

| Task - Devise a questionnaire on health  | Task develops the following:  |
|--|---|
| Review topic and questions for questionnaire<br>Discuss use of open/closed questions                                     | <ul style="list-style-type: none"> <li>▪ Plan a draft writing</li> <li>▪ Rewrite complex sentences</li> <li>▪ Use correct grammar</li> <li>▪ Use punctuation correctly</li> </ul>   |
| Learners individually write questions for queries with tutor support.  |   |
| Prepare ICT questionnaire - enter text.  | <ul style="list-style-type: none"> <li>▪ Enter text and appropriate graphics</li> <li>▪ Edit text</li> <li>▪ Align/format text</li> <li>▪ Higher levels introduce pictures</li> <li>▪ Use open check</li> <li>▪ Print</li> <li>▪ Save text</li> </ul> |
| Collate responses and enter data onto a table (higher levels can use graphs/charts)<br>Present findings on OHT to class. | <ul style="list-style-type: none"> <li>▪ Create document (table)</li> <li>▪ Enter data. edit</li> <li>▪ Create chart</li> <li>▪ Print, save, retrieve</li> </ul>  |

## Delivering Adult ICT (SFL)

### Embedding ICT into ESOL and Adult Literacy

|  |   |
|--|---|
| <p><b>Task - Devise a questionnaire on health</b></p>  | <p><b>Task develops the following:</b></p>  |
| <p>Review topic and questions for questionnaire<br/>Open/closed questions</p>  | <p><b>Entry 3 Writing</b></p> <ul style="list-style-type: none"> <li>▪ Plan a draft writing</li> <li>▪ Rewrite complex sentences</li> <li>▪ Use correct grammar</li> <li>▪ Use punctuation correctly</li> </ul>   |
| <p>Learners individually write questions for queries with tutor support.</p>   | <p><b>Entry 3 ICT</b></p> <ul style="list-style-type: none"> <li>▪ Enter text and appropriate graphics</li> <li>▪ Edit text</li> <li>▪ Align/format text</li> <li>▪ Introduce pictures</li> <li>▪ Use open check</li> <li>▪ Print</li> <li>▪ Save text</li> </ul> |
| <p>ICT questionnaire - enter text.</p>   | <p><b>Entry 3 ICT</b></p> <ul style="list-style-type: none"> <li>▪ Create document (table)</li> <li>▪ Enter data. edit</li> <li>▪ Create chart</li> <li>▪ Print, save, retrieve</li> </ul>  |
| <p>Collate responses and enter data onto a table (higher levels can use graphs/charts)<br/>Present findings on OHT to class.</p> |   |

## Delivering Adult ICT (SFL)

### Embedding ICT into ESOL and Adult Literacy

| Task - Writing a letter of complaint   | Task develops the following:   |
|--|--|
| Elicit different types of real complaint that learners might have. Identify a suitable topic for each learner                                | <p><b>Entry 3 Writing</b></p> <ul style="list-style-type: none"> <li>▪ Plan a draft writing</li> <li>▪ Rewrite complex sentences</li> <li>▪ Use correct grammar</li> <li>▪ Use punctuation correctly</li> </ul> <p><b>Entry 3 Developing and Presenting Information</b></p> <ul style="list-style-type: none"> <li>▪ Enter text</li> <li>▪ Align text</li> <li>▪ Format Formation</li> <li>▪ Check meaning and accuracy</li> <li>▪ Spell common words correctly</li> </ul> |
| Learners individually identify the areas that they want to cover in their letter. Prepare the draft on paper in consultation with the tutor. |  |
| Learners are introduced to formal letter writing and shown a proforma in the computer  |  |
| Learners type the letter and do amendments - draft and re-draft using the spell check. Letter is reviewed for tone, emphasis etc.            |  |