

OALCF Task Cover Sheet

Task Title: Write a Business Letter of Refusal

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School <input checked="" type="checkbox"/> Post Secondary <input checked="" type="checkbox"/> Independence ___	
Task Description: Write a business letter of refusal.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A1: Read continuous text B2: Write continuous text D2: Use Digital Technology
Level Indicators: A1.2: Read texts to locate and connect ideas and information B2.2: Write texts to explain and describe information and ideas B3.1b: Create very simple documents to display and organize a limited amount of information D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Computer• Scenarios - Attached• Pen and Paper Skill building or pre-requisite activities: format of a business letter, addressing an envelope	

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Learner Information and Tasks

This task set will demonstrate your ability to write a "bad news" business letter, how to provide details, and organize your writing.

Choose one of the following scenarios:

Scenario 1

An out-of-town friend has asked you to see his son, Paul Dubois, a young college graduate who wants a job in sales. As the sales director of *Lancer Foods*, you agree to talk to Paul about his plans, knowing that a junior sales position will soon become available.

During the interview, it becomes clear that, although Paul has a pleasant, outgoing personality, he has no sales experience. More importantly, he has no record of work or other experience to indicate that he is hard-working and reliable.

Since Paul is going home the next day, you promise to write to him within two weeks. When you discuss the job opening with your personnel manager, you find that other applicants are more qualified.

Write a letter of refusal to Paul. (He will probably show it to his father.)

Scenario 2

A neighbour and owner of Tastee Treats Franchises, Joe Carter, has applied for credit in buying kitchen equipment from your company, ABC Industries.

As credit manager of ABC, you discover that Carter has a record of late payment of his bills; his business appears to be financially shaky.

Write a letter to Carter refusing credit. You have always liked Joe and his family. Therefore, it is important to you that you do not arouse any animosity or create friction in the neighbourhood.

Task 1: Write a letter of refusal using proper business letter format. In your letter, give a detailed explanation of the reason for refusal.

Task 2: Use the computer to correctly address an envelope for your letter.

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	<ul style="list-style-type: none"> locates multiple pieces of information in simple texts 			
	<ul style="list-style-type: none"> makes low-level inferences 			
	<ul style="list-style-type: none"> makes connections between sentences and between paragraphs in a single text 			
	<ul style="list-style-type: none"> follows the main events of descriptive, narrative and informational texts 			
	<ul style="list-style-type: none"> obtains information from detailed reading 			
B2.2	<ul style="list-style-type: none"> writes texts to explain and describe 			
	<ul style="list-style-type: none"> conveys intended meaning on familiar topics for a limited range of purposes and audiences 			
	<ul style="list-style-type: none"> begins to sequence writing with some attention to organizing principles (e.g. time, importance) 			
	<ul style="list-style-type: none"> connects ideas using paragraph structure 			
	<ul style="list-style-type: none"> uses limited range of vocabulary and punctuation appropriate to the task 			
	<ul style="list-style-type: none"> begins to select words and tone appropriate to the task 			
	<ul style="list-style-type: none"> begins to organize writing to communicate effectively 			
B3.1b	<ul style="list-style-type: none"> follows conventions to display information in lists, labels, simple forms, signs (e.g. images support the message, text is legible) 			
	<ul style="list-style-type: none"> includes titles where required 			
	<ul style="list-style-type: none"> uses labels and headings to organize content 			
D.2	<ul style="list-style-type: none"> selects and follows appropriate steps to complete tasks 			

	<ul style="list-style-type: none">• locates and recognizes functions and commands			
	<ul style="list-style-type: none">• makes low-level inferences to interpret icons and text			
	<ul style="list-style-type: none">• performs simple searches using keywords (e.g. internet, software help menu)			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Instructor (print)

Learner Signature