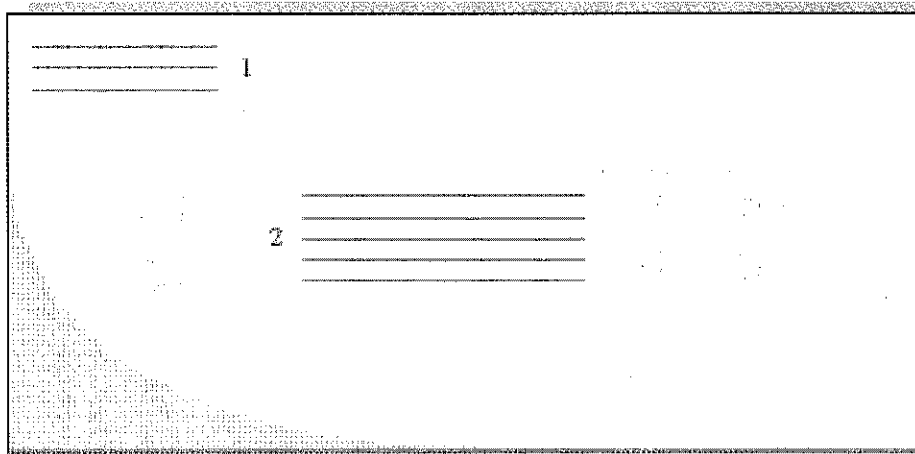


Name _____
HR _____

Addressing an Envelope



1. Return Address

The return address is the name and address of the person sending the letter. The return address appears in the top left corner of the envelope and consists of your name, post office box number (if applicable), apartment or unit number followed by a hyphen (if applicable), street address (if applicable), city or town, province, and postal code.

JEAN BROWN
PO BOX 8207
TORONTO ON L2R 3V6

JEAN BROWN
905-12963 61 ST
TORONTO ON L2R 3V6

2. Mailing Address

The mailing address is the name and address to which the letter is being sent. It always appears in the centre of the envelope. In a business letter, the address on the envelope is the same as the inside address of the letter. There may be separate lines for the title of the addressee (Editor, Director, President), the division or department in which the person works, and the name of his or her company, business, or organization.

SAM HUNT
DIRECTOR
THE KNITTING MILL
1409 3 AVE
TORONTO ON L3V 701

Envelope Format

1. Addresses should be typed or written in upper-case or block letters.
2. All lines of the addresses must be formatted with a uniform left margin.
3. Punctuation marks (such as commas and periods) should not be used unless they are part of a place name (e.g., ST. JOHN'S).
4. The postal code should always appear on the same line as the municipality and province or territory name, and should be separated from the province by two spaces.
5. The two-letter abbreviation for the province name should be used wherever possible (see next page); abbreviations for street (ST), avenue (AVE), and boulevard (BLVD) should also be used.
6. The return address should be formatted in the same way as the mailing address.

For more information, refer to the "Addressing Guidelines" in the *Canada Postal Guide* on the Canada Post website at canadapost.ca.

Format of a Business Letter

There are three basic business-letter formats. Any of these formats is appropriate and acceptable for the test. What is most important is that students choose one format and use it consistently so that the overall appearance of the letter is attractive.

Note: Students should double space word-processed work in order to make revisions more easily. This should be applied only to the body of the letter and not to the other parts.

Parts of the Business Letter

(see illustrations on the next page)

1. Heading

The heading consists of your address and the date.

PO Box 8207
Toronto ON L2R 3V6
May 14, 2012

905-12963 61 St
Toronto ON L2R 3V6
May 14, 2012

2. Inside Address

The inside address consists of the name and address of the person to whom you are writing. It usually appears four lines below the heading if a word processor is used or one line below if it is handwritten.

Sam Hunt, Director
The Knitting Mill
1409 3 Ave
Toronto ON L3V 7O1

3. Salutation

The most traditional salutation or greeting for a business letter is Dear followed by Mr., Ms., Mrs., or Miss, and the person's last name, followed by a colon.

Dear Mr. Smith: Dear Mrs. Brown:
Dear Ms. Black: Dear Miss Green:

4. Body

The body is the main part of the letter in which you write what you have to say to the addressee. Skip one line after the salutation.

- Be concise. Ensure that sufficient information is given so that your purpose is clearly understood and your request is well received.
- Business letters are usually formal, so the language that you use should also be formal.

5. Closing

The closing is the ending to your letter. It appears at the bottom of the letter, directly under the body. Only the first word in the closing should be capitalized. It is always followed by a comma.

Yours truly,
Sincerely,

6. Signature

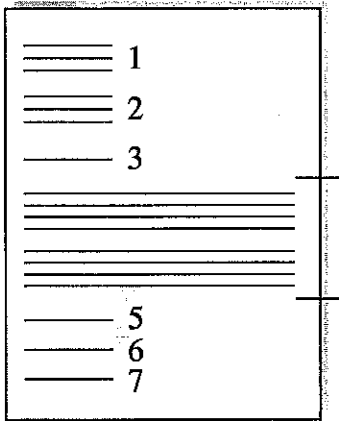
The signature is your full name signed. Your signature should appear directly below the closing. It should always be written in ink.

7. Your Name Printed

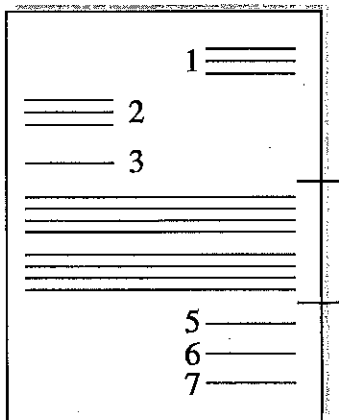
8. Commonly Used Abbreviations for Provinces and Territories

Province/Territory	Abbreviation
Alberta	AB
British Columbia	BC
Manitoba	MB
New Brunswick	NB
Newfoundland	NL
Northwest Territories	NT
Nova Scotia	NS
Nunavut	NU
Ontario	ON
Prince Edward Island	PE
Quebec	QC or PQ
Saskatchewan	SK
Yukon	YT

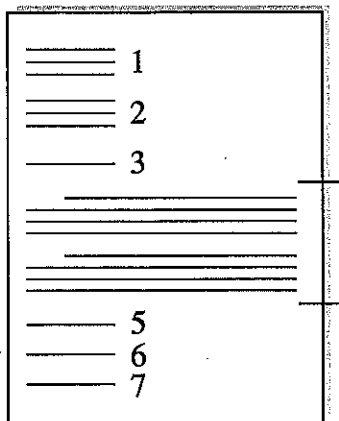
Business Letter Formats



The block format. In this format, all parts of the letter run along the left side of the page (margin). No paragraphs in the body are indented.



The modified block format. In this format, the heading, the closing, and the signature run along the right margin. All the other parts run along the left margin.



The semi-block format. This format is the same as the block format, except that the paragraphs in the body are indented.

B.P.DOG

for Business Letters

Background	Give the background to your purpose. For example if you are writing to apply for a job, how did you find out about the job – an ad in the paper, a friend or just interest in the field?	Introduction
Purpose	What is your purpose for writing?	
Details	Give details about the situation. Use any of the 5WH questions to help you.	Body Paragraphs
Operations	Tell the person about anything that they need to do or send, or that you are going to do or send, when and how.	
Goodwill closing	Conclude with a positive statement even if you are writing a letter of complaint. Your tone must always be positive.	Conclusi on

Business Letter Content Format

1. Always use Full Block form.
2. There are several types of business letters which include the following:
 - A. Request for Information
 - B. Complaint
 - C. Invitation to Speak at, or attend a function
 - D. Job Application
 - E. Request for action on a matter
 - F. Formal thank you

Content for each type:

1. Request

- A. Paragraph one: Introduce yourself and the reason for writing
- B. Paragraph two: Give the particulars and be specific as to the information required
- C. Paragraph three: Tell the person where they can send the information or how to get hold of you. [email; phone number, etc.]
- D. Paragraph four: Thank the person for responding in a timely fashion.

2. Complaint

- A. Paragraph one: Introduce yourself and the reason for writing. Be specific.
- B. Paragraph two: Give the particulars of the problem
- C. Paragraph three: Tell what steps you have taken to rectify the problem.
- D. Paragraph four: Tell what you would like to see happen to correct the problem.
- E. Paragraph five: Thank the person and tell them when you would expect a reply and how they can reach you.

3. Job Application

- A. Paragraph one: Introduce yourself and tell what job you are applying for and where you saw the ad.
- B. Paragraph two: List the experience or qualities you have that would make you a good candidate for the job.
- C. Paragraph three: Tell them how they can reach you and when. You may also tell them that references are available upon request.
- D. Paragraph four: Thank them for the time and consideration and that you look forward to an interview or hearing from them.

4. Request for Action

- A. Paragraph one: Introduce yourself, your job, and the reason for writing.
- B. Paragraph two: give background information regarding the reason for the request for action.
- C. Paragraph three: Give some possible solutions bearing in mind that there are some compromises that might need to be made.
- D. Paragraph four: Give information regarding possible meeting times or phone calls that could help to get the two sides talking.
- E. Paragraph five: Thank the person for their time and how they can reach you.

5. Formal Thank You

- A. Paragraph one: Introduce yourself and the reason for writing.
- B. Paragraph two: Give particulars about the performance, speech, etc, that were worthy of being noted.
- C. Paragraph three: Tell the person how you appreciated their time, etc.

Functional Writing Assignment

Content

When marking **Content** appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which

- ideas and development of the topic are effective
- the purpose of the assignment is fulfilled with complete and relevant information
- the tone is appropriate for a business letter, and awareness of audience is evident

Cross-Reference to Outcomes in the Program of Studies for Grade 9 English Language Arts: 2.1, 2.2, 2.4, 3.1, 3.3, 4.1, 4.3

Excellent E	<ul style="list-style-type: none"> • The ideas are perceptive, and development of the topic is clear and effective. • Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment. • A tone appropriate for the addressee is skillfully maintained.
Proficient Pf	<ul style="list-style-type: none"> • The ideas are thoughtful, and development of the topic is generally effective. • Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment. • A tone appropriate for the addressee is clearly maintained.
Satisfactory S	<ul style="list-style-type: none"> • The ideas are appropriate, and development of the topic is adequate. • Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment. • A tone appropriate for the addressee is generally maintained.
Limited L	<ul style="list-style-type: none"> • The ideas are superficial and/or flawed, and development of the topic is inadequate. • Information presented is imprecise and/or undiscerning. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled. • A tone appropriate for the addressee is evident but not maintained.
Poor P	<ul style="list-style-type: none"> • The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective. • Information is irrelevant and/or missing. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled. • Little awareness of a tone appropriate for the addressee is evident.
Insufficient INS	<ul style="list-style-type: none"> • The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess Content.

Note: Content and Content Management are equally weighted.

Student work must address the task presented in the assignment. Letters that are completely unrelated to the context established in the assignment will be awarded a score of **Insufficient**.

Content — x 2 =
Content Management — x 2 =

Content Management

When marking **Content Management** appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which

- words and expressions are used accurately and effectively
- sentence structure, usage, and mechanics (spelling, punctuation, etc.) are controlled
- the formats of an envelope and a business letter are consistently applied

Proportion of error to length and complexity of response must be considered.

Cross-Reference to Outcomes in the Program of Studies for Grade 9 English Language Arts: 4.1, 4.2

Excellent E	<ul style="list-style-type: none"> • Words and expressions used are consistently accurate and effective. • The writing demonstrates confident and consistent control of correct sentence structure, usage, and mechanics. Errors that may be present do not impede meaning. • The envelope and letter are essentially free from format errors and/or omissions.
Proficient Pf	<ul style="list-style-type: none"> • Words and expressions used are usually accurate and effective. • The writing demonstrates competent and generally consistent control of correct sentence structure, usage, and mechanics. Errors that are present rarely impede meaning. • The envelope and letter contain few format errors and/or omissions.
Satisfactory S	<ul style="list-style-type: none"> • Words and expressions used are generally accurate and occasionally effective. • The writing demonstrates basic control of correct sentence structure, usage, and mechanics. Errors may occasionally impede meaning. • The envelope and letter contain occasional format errors and/or omissions.
Limited L	<ul style="list-style-type: none"> • Words and expressions used are frequently vague and/or inexact. • The writing demonstrates faltering control of correct sentence structure, usage, and mechanics. Errors frequently impede meaning. • The envelope and letter contain frequent format errors and/or omissions.
Poor P	<ul style="list-style-type: none"> • Words and expressions used are inaccurate and/or misused. • The writing demonstrates a lack of control of correct sentence structure, usage, and mechanics. Errors severely impede meaning. • The envelope and letter contain numerous and glaring format errors and/or omissions.
Insufficient INS	<ul style="list-style-type: none"> • The response has been awarded an INS for Content.

Note: Content and Content Management are equally weighted.

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