



Law and order

Tutor Resources for the AMEP

Law

Intermediate

Tutor Resources for the AMEP

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Theme:

Law

Topic:

Law and order

| Task | Language focus | Learning activities | Resources |
|---|--|--|---|
| 1. Can demonstrate a basic understanding of the Australian legal system | <p>Vocabulary legal, solicitor, barrister, lawyer, will, JP, magistrate, contract, lease, witness, minister, administer, apply, represent, propose, debate, majority, evidence, innocent, guilty, court, random, jury, penalty, dismiss, independent, elect, hyperbole</p> | <p>Categorise legal words</p> <p>Answer questions about Australia’s legal system</p> <p>Answer questions about a newspaper article</p> <p>Match words to meanings</p> | <p>Worksheet 1: Legal language Dictionary</p> <p>Worksheet 2: Government and the law</p> <p>Worksheet 3: Australian law</p> <p>Worksheet 4: Crime</p> |
| 2. Can understand how to deal with neighbourhood disputes | <p>Vocabulary dispute, rights, responsibilities, unreasonable, resolve, negotiate, authority, mediation, complaint, Body Corporate, formal, addressee, evidence, justify</p> <p>Structure I look forward to hearing from you, yours faithfully</p> | <p>Find meanings of words</p> <p>Role play resolving neighbourhood disputes</p> <p>Label parts of a letter of complaint</p> <p>Identify elements of the body of a letter</p> <p>Match formal language to everyday expressions</p> <p>Write letter of complaint</p> | <p>Worksheet 5: Getting on with neighbours</p> <p>Dictionary</p> <p>Worksheet 6: A noise complaint</p> |

Theme: Law

Topic: Law and order

Australia's legal system

Task 1: Can demonstrate a basic understanding of the Australian legal system

Vocabulary: legal, solicitor, barrister, lawyer, will, JP, magistrate, contract, lease, witness, minister, administer, apply, represent, propose, debate, majority, evidence, innocent, guilty, court, random, jury, penalty, dismiss, independent, elect, hyperbole

Preparation

Ask learner to read worksheet 3 for homework prior to looking at it together.

Activity instructions

Categorise legal words

- 📄 Worksheet 1: Legal language
- 📄 Dictionary

Discuss the meanings of 'law' and 'legal'.

Ask: Have you ever needed legal advice?

Read the legal words and phrases on the worksheet together and discuss.

Encourage learner to look up unfamiliar vocabulary in their dictionary. Explain other unknown vocabulary and phrases.

Learner organises the words from the box into one of three categories.

Answers

1 – a solicitor, a magistrate, JP, a lawyer, a barrister

2 – a will, a birth certificate, an income tax return, a statutory declaration, a parking ticket, a marriage contract, a lease

3 – buying a house, making a will, a serious car accident, witnessing an accident

Answer questions about Australia's legal system

- 📄 Worksheet 2: Government and the law
- 📄 Dictionary

A. Learner reads the words in the box.

Learner looks up the meanings of any unfamiliar words in their dictionary.

Learner reads the text.

Explain any other unfamiliar vocabulary. Discuss.

B. Learner reads and answers the questions.

Ask: How is the Australian law different to the law in your country? Discuss.

- 📄 Worksheet 3: Australian law

A. Read the article together and discuss. (The reading can be given as homework)

Explain any unfamiliar vocabulary.

Discuss each section.

Ask: What information in the text was new to you?

Compare the information about Australian law to what happens in the learner's country.

- B. Learner reads the headings on the worksheet and writes the corresponding section number next to each.

Answers

a – 7, b – 4, c – 6, d – 1, e – 9, f – 5, g – 10, h – 3, i – 2, j – 8

- C. Learner reads and answers the questions.

Answers

1 – To protect us.

2 – everyone

3 – civil law, criminal law, family law, administrative law

4 – A legal system with two opposing sides.

5 – A legal document telling someone to go to court.

6 – Seek legal advice.

7 – A lawyer; solicitors prepare legal documents, give legal advice, and represent people in court

- D. Learner reads the statements and answers ‘true’ or ‘false’.

Answers

1 – False, 2 – False, 3 – True, 4 – True, 5 – False, 6 – True, 7 – True

Answer questions about a newspaper article

📄 Worksheet 4: Crime

📄 Dictionary

- A. Read the title of the newspaper article. Ask questions: What do you think the article is about? Do you know the names of different types of crime? Discuss
What crimes are common in your country? Discuss

Learner reads the article.

Learner looks up the meanings of any unfamiliar words in their dictionary.

- B. Learner reads the statements and ticks ‘true’ or ‘false’.

Answers

1a – True, 1b – False, 2a – False, 2b – True, 3 – False, 4 – True, 5 – False

Match words to meanings

📄 Worksheet 4: Crime

- C. Learner reads and matches the words with their meanings.

Answers

1 – f, 2 – h, 3 – a, 4 – j, 5 – b, 6 – g, 7 – i, 8 – d, 9 – c, 10 – e

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Neighbourhood disputes

| | |
|----------------------------|--|
| Task 2: | Can understand how to deal with neighbourhood disputes |
| Vocabulary: | dispute, rights, responsibilities, unreasonable, resolve, negotiate, authority, mediation, complaint, Body Corporate, formal, addressee, evidence, justify |
| Language structure: | I look forward to hearing from you, yours faithfully |

Activity instructions*Find meanings of words*

- 📄 Worksheet 5: Getting on with neighbours
- 📄 Dictionary
- A. Learner reads the information about neighbourhood disputes. Discuss.
Ask questions: Do you know your neighbours?
Did you know your neighbours in your country?
Do you get along well with your neighbours?
- B. Learner looks up the meanings of the words in their dictionary.

Role play resolving neighbourhood disputes

- 📄 Worksheet 1: Getting on with neighbours
- C. Learner reads the situations aloud.
Role play each situations (tutor as the neighbour).

Label parts of a letter of complaint

- 📄 Worksheet 6: A noise complaint
- A. Learner reads about Celia's problem with her neighbour and the letter of complaint.
Explain any unfamiliar vocabulary. (The letter is quite formal so it may be difficult for the learner to understand.)
Check for understanding by asking questions: What is the problem?
What has Celia already done about the problem?
What does she want the Body Corporate to do?
If they can't help, what will she do next?
- B. Learner reads the descriptions in the box.
Learner labels the parts of the letter with numbers from the box.

Identify elements of the body of a letter

- 📄 Worksheet 2: A noise complaint
- C. Learner reads the information about how the body of a letter is organised.
Learner locates and marks the different elements on the letter in part A.

Answers

- 1 – I wish to bring to your notice that there is a problem with noise, caused by the occupants of Unit 1, 74–76 Crown Street, Northside.
- 2 – Excessively loud music and party noise can be heard on at least two nights a week. This continues until 3 or 4 am on some occasions and prevents me from sleeping.
- 3 – I have spoken to one of the occupants of Unit 1 but she indicated she was not prepared to reduce the noise. I consequently informed her that I would take further action if the noise persisted.
- 4 – Could you please assist to reduce the noise level? If the matter cannot be settled in a friendly manner, I intend to contact the police.

Match formal language to everyday expressions

📄 Worksheet 2: A noise complaint

- D. Learner reads the information about using formal language in a letter of complaint. Learner reads the everyday expressions and locates the formal equivalents in the letter in part A. Learner writes the formal language next to the corresponding everyday expressions.

Answers

- 1 – I wish to bring to your notice
- 2 – caused by the occupants
- 3 – some occasions
- 4 – prevents
- 5 – indicated she was not prepared to
- 6 – I consequently informed her
- 7 – take further action
- 8 – persisted
- 9 – assist
- 10 – the matter cannot be settled
- 11 – intend to contact
- 12 – I look forward to hearing from you

Write letter of complaint

📄 Worksheet 2: A noise complaint

- E. Learner reads the problem aloud. Help learner to write a letter of complaint. (Aim for approximately 120-150 words. It's a good idea to do a draft before learner writes out the final copy.)

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Worksheet 1: Legal language

The law can be confusing because the language that's used for legal matters is often difficult. There is a special language of the law.

Look at these common legal words and phrases. Some of them are about people who work in the legal professions, some of them are about legal documents, and some of them are about things that might happen to you where you could need legal advice.

Organise these words under the appropriate headings. Use your dictionary to help you.

| | | | |
|-------------|---------------------|---------------------|-------------------------|
| a barrister | a solicitor | a birth certificate | an income tax return |
| a will | a parking ticket | a magistrate | a statutory declaration |
| JP | a marriage contract | making a will | a serious car accident |
| a lease | a lawyer | buying a house | witnessing an accident |

| 1. People in legal work | 2. Legal documents | 3. Reasons you might need legal advice |
|-------------------------|--------------------|--|
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Worksheet 2: Government and the law

A. Look up the meanings of these words in your dictionary and read the text.

| | | | | | |
|----------|------------|----------|------------|-------------|--------|
| minister | administer | apply | represent | propose | debate |
| majority | evidence | innocent | jury | guilty | court |
| random | penalty | dismiss | magistrate | independent | elect |

In Australia power is divided between three groups; the Parliament, Government ministers and departments, and courts and judges.

The Parliament is responsible for making the laws. The Government Ministers and departments administer the law. Courts and judges apply the law. This equal division means that no one person or group has all the power.



In Australia, citizens elect people to represent them in Parliament. These elected members can propose new laws or changes to laws. The proposals, called Bills, are debated and voted on in the parliament. If the majority of the parliament supports the proposal it will become a new law.

It is the role of the police to keep law and order and to protect life and property. The police are independent of the government. If they think someone has broken the law, they bring them to court. The police often give evidence in court but it is the court that decides if a person is guilty or not.

According to Australian law, a person is innocent until proven guilty and everyone has the right to be represented by a lawyer in court. A court often uses a jury, a randomly chosen group of citizens, to decide if someone is guilty. The judge explains the law to the jury. If someone is found guilty, a judge or magistrate will decide the penalty. Like the police, the courts are independent of the government. The government chooses the judges and magistrates but they can't dismiss them if they are unhappy with a decision.

B. Answer the questions.

1. Which three groups share the power to govern Australia?
2. Who makes the laws in Australia?
3. What is the job of the police?
4. What is a jury?

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Worksheet 3: Australian law

A. Read the article.

1. Laws affect every area of your life. For example, there are laws about immigration. There are laws about how much you are paid at your job and about how you can rent a place to live. Laws also affect our private lives.

2. Laws are not just to punish people who commit crimes. Laws also protect ordinary people. For example, there is a law which says that nobody can discriminate against you in any way because of your colour, race or sex.

There are other laws that protect you from being cheated when you buy something and that set safety standards at work.

3. Everyone has to obey the law — that includes the politicians, the judges, the police and members of the military. If you are a visitor to Australia, or if you have not yet become an Australian citizen, the laws still apply to you.

4. There are different kinds of law to deal with different kinds of problems. Four important kinds of law are civil law, criminal law, family law and administrative law.

Civil law deals with disputes between individuals; for example, if someone sells you goods that are faulty, or that cause you injury or damage, you can take that person to court.

Criminal law deals with disputes between the state and individuals. A crime is seen as an offence not just against the person who is the victim, but against the whole society, the state. Crimes can be very serious — murder and sexual assault are examples. And crimes can be less serious, such as traffic offences. If a police officer charges you with a crime, remember that, in Australia, you are innocent until you are proved guilty in a court.

Family law deals with disputes between people who are married or living in a de facto relationship. It deals with separation and divorce. It also deals with what should happen to the children of the couple and to any property the couple may own.

Administrative law deals with government decisions; for example, government officials decide who should receive Social Security benefits and who should not. This kind of law gives ordinary people the right to question the decisions made by public administrators. You do that in a tribunal or a court.

5. In our legal system, you have two sides which oppose each other. Each opposing side has to put forward the very best argument it can, to bring out all the facts. This system is called an adversary system because there are two opposing sides. The idea is that after each side has presented its arguments, the judge will decide whose case is the stronger. Usually each side gets a lawyer to present its case in court.

6. If the police think that you have committed a crime, they may want to ask you questions. You do not have to answer any questions. It's a good idea to be polite, but you do not have to say anything. If the police say "You are under arrest", you have to go with them to the police station. But you have the right not to say anything. There are a few other things to remember about the police.

- The police are not connected in any way with the military. They are two completely different things in Australia.
- The police have to obey the law just like everyone else. If you have a complaint about a police officer, get some legal advice.
- Never offer a police officer money.

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7. If you have a dispute with somebody which involves the law, you can go to court to protect your rights. There are different kinds of courts for different kinds of problems. As well as courts there are tribunals.
8. The local court is the most common court. Local courts deal with the less serious crimes. They also deal with civil disputes between individuals.
9. A summons is a document that says you have to go to court. It tells you where the court is and what day you have to be there.
- Never ignore a summons. Get some legal advice and make sure you go to the right court on the right day. If you don't go to court, you won't have a chance to explain your side of the story.
10. If you have a legal problem you may need a solicitor. A solicitor is a lawyer. Solicitors are specially trained in the law. A solicitor can advise you about your rights, and tell you if it's a good idea to go to court. He or she can prepare the documents you need to begin your case in court. And a solicitor can go to court to present your case for you.

B. The article is divided into 10 sections. Below is a list of headings that give the main idea for each of the sections. Match the heading to the section number.

| Heading | Section number | Heading | Section number |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| a. The courts and tribunals | <input type="text"/> | f. Adversary system | <input type="text"/> |
| b. There are different kinds of laws | <input type="text"/> | g. Solicitors | <input type="text"/> |
| c. If the police want to question you | <input type="text"/> | h. The laws apply to everyone | <input type="text"/> |
| d. Introduction | <input type="text"/> | i. Laws give rights and protections | <input type="text"/> |
| e. Never ignore a summons | <input type="text"/> | j. Local courts | <input type="text"/> |

C. Answer the questions.

1. Why do we have laws?

2. Who has to obey the laws in Australia?

3. Name four different types of law.

4. Explain what the adversary system is.

5. What is a summons?

6. If you receive a summons, what should you do?

7. What is a solicitor? What do solicitors do?

D. Write *True* or *False* to these statements.

| | True/False |
|--|------------|
| 1. Judges are the only people who don't have to obey the law in Australia. | |
| 2. It's okay to offer money to an Australian police officer. | |
| 3. A solicitor is a type of lawyer. | |
| 4. Visitors to Australia have to obey Australian laws. | |
| 5. Local courts deal with serious crimes. | |
| 6. If the police arrest you, you must go with them to the police station. | |
| 7. In Australia you are innocent until proven guilty. | |

Worksheet 4: Crime

A. Read the newspaper article.

The police are responsible for making people obey the law. How effective are they? What do people think?

4 The Sydney Morning Herald

Crime fears drop slightly: survey

By ELIZABETH JURMAN

Fear of being a victim of certain crimes has declined slightly in the past six months, according to a police survey.

The Minister for Police, Mr Pickering, attributed this to the success of community-based policing. The director of the Bureau of Crime Statistics and research, Dr Don Weatherburn, said it probably resulted from more responsible media reporting of crime.

The crime most feared was housebreaking. Forty-one per cent of people in the latest survey feared this compared with 55 per cent in the April to September survey.

Thirty-nine per cent of people feared drink-driving, compared with 44 per cent in the previous survey, and 33 per cent feared theft, compared with 38 per cent previously.

“Because crime statistics are not a political football any more, there is less news about crime trends,

and there is nowhere near as much hyperbole about crime trends,” Dr Weatherburn said.

But the fear of being affected by a crime was usually far out of proportion to the likelihood of being a victim.

Dr Weatherburn said that there was only a 5 per cent chance of being a victim of housebreaking. While 31 per cent of people feared assaults in the street, the risk was only 2 per cent.

Community attitudes had changed, but the incidence of crime had remained stable, Dr Weatherburn said.

Dr Weatherburn said that while older people feared crime most, they were the least likely to be attacked. Women were much less likely to be a victim of crime than men.

There was a 3 per cent drop in people fearing vandalism, domestic violence and armed robbery, and a 13 per cent drop in people fearing drug offences.

B. Answer *True* or *False* to these statements.

True/False

1. The crime survey shows that:
 - a. people are less afraid of crime than they were six months ago. _____
 - b. there is less crime than there was six months ago. _____
2. The Police Minister thinks this is:
 - a. because police are catching more criminals. _____
 - b. because of community-based policing. _____
3. Murder was the crime feared by most people. _____
4. 41 per cent of people fear a housebreaking. _____
5. 41 per cent of people experience a housebreaking. _____

C. Match the words with their meanings.

- | | |
|---------------|---|
| 1. victim | a. a little bit |
| 2. declined | b. earlier, the one coming before |
| 3. slightly | c. physical attack |
| 4. media | d. possibility, chance |
| 5. previous | e. steady, constant |
| 6. statistics | f. someone who is harmed or killed by another person |
| 7. hyperbole | g. data, information |
| 8. likelihood | h. decreased, reduced in number |
| 9. assault | i. exaggeration |
| 10. stable | j. types of communication such as TV, radio, newspapers |

Worksheet 5: Getting on with neighbours

A. Read about neighbourhood disputes.

Disputes between neighbours can arise over a number of issues such as fences, noise, trees and pets.

Neighbours have rights and responsibilities. For example, it's your right to have peace and quiet at certain times of the day. It's your responsibility to find out when you must be quiet.

Problems occur when people don't understand their responsibilities or when they fail to respect their neighbours' rights.

If a neighbour is doing something that is disturbing or unreasonable, a good way to resolve the problem is to talk things over in a calm but direct manner and try to negotiate an agreement.

Often when there is a neighbourhood dispute, people write about it to the person causing the problem or to someone in a position of authority.

Other means of resolving disputes include mediation and legal action. Free community mediation services are available in most states to help people deal with neighbourhood disputes. Legal action is usually seen as a last resort.

B. Look up the meanings of these words in your dictionary.

| Word | Meaning |
|------------------|----------------|
| dispute | _____ |
| rights | _____ |
| responsibilities | _____ |
| unreasonable | _____ |
| resolve | _____ |
| negotiate | _____ |
| authority | _____ |
| mediation | _____ |

C. Role play these situations.

Try to reach an agreement with your neighbour. Remember to use polite language.

You could begin the conversations by:

1. greeting the neighbour, e.g. Hello/Hi, how are you?
2. politely introducing the topic, e.g. I just wanted to talk to you about...
3. making a request, e.g. I was wondering if you could...

One strategy for sorting out problems is to suggest possible solutions.

Examples:

I thought that maybe you could...

Maybe it would help if you ...

Have you tried...?



Scenario 1

Your neighbour has a big tree that leans into your garden and drops leaves. It also blocks all the sun from your yard in winter, so you can't dry the clothes.

Your tutor will play your neighbour and will argue that it's a beautiful tree that attracts lots of birds. Your neighbour thinks that trees are important, especially in the city.



Scenario 2

Your neighbour's dog barks all day while your neighbours are at work. The dog seems to be lonely and wanting attention. Your baby tries to sleep during the day but the dog always wakes her up and then you can't get her back to sleep.

Your tutor will play your neighbour and will argue that he/she can't stop the dog barking because he's/she's at work. He/She doesn't have time to walk the dog or keep it company. He suggests you put the baby in another room further away from the dog.



Scenario 3

Your neighbour's children are always kicking balls over the fence. They land on your vegetable garden and destroy the plants.

Your tutor will play your neighbour and will argue that the kids are just having fun and they don't mean to destroy your garden.

Worksheet 6: A noise complaint

A. Read about Celia's problem and the letter she writes.

Celia has a problem with her neighbours making too much noise late at night. She has talked to them about the problem but the neighbours don't think that they are doing anything wrong. They are not prepared to change their behaviour.



Celia's neighbours live in a unit. She writes a letter of complaint to the Body Corporate of the building. The Body Corporate is the owners' and residents' committee in a block of units which is responsible for managing it and solving any problems between owners and tenants.

72 Crown Street
Northside NSW 2000
Tel 9841 7562

The Secretary
The Body Corporate
74–76 Crown Street
Northside NSW 2000

28 June 2005

Dear Sir/Madam,

I wish to bring to your notice that there is a problem with noise, caused by the occupants of Unit 1, 74–76 Crown Street, Northside. I am the owner of 72 Crown Street and share the eastern boundary of your building. Unit 1 is opposite my bedroom.

Excessively loud music and party noise can be heard on at least two nights a week. This continues until 3 or 4 am on some occasions and prevents me from sleeping.

I have spoken to one of the occupants of Unit 1 but she indicated she was not prepared to reduce the noise. I consequently informed her that I would take further action if the noise persisted. Could you please assist to reduce the noise level? If the matter cannot be settled in a friendly manner, I intend to contact the police.

I look forward to hearing from you soon.

Yours faithfully,

Celia Brown

Celia Brown

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B. Look at the layout of Celia's letter.
Draw an arrow and label the parts of the letter with numbers (descriptions) from the box.

- | | | |
|--|--------------------------|-----------------------------|
| 1. sender's address and telephone number | 2. name of the addressee | 3. address of the addressee |
| 4. greeting or salutation | 5. body of the letter | 6. complimentary closing |
| 7. sender's signature | 8. sender's name | 9. date |

| | |
|----------------------------|---|
| <input type="checkbox"/> | 72 Crown Street Northside NSW 2000 Tel 9841 7562 |
| <input type="checkbox"/> | The Secretary The Body Corporate 74-76 Crown Street Northside NSW 2000 |
| <input type="checkbox"/> | 28 June 2005 |
| <input type="checkbox"/> | Dear Sir/Madam, I wish to bring to your notice that there is a problem with noise, caused by the occupants of Unit 1, 74-76 Crown Street, Northside. I am the owner of 72 Crown Street and share the eastern boundary of your building. Unit 1 is opposite my bedroom. |
| <input type="checkbox"/> | Excessively loud music and party noise can be heard on at least two nights a week. This continues until 3 or 4 am on some occasions and prevents me from sleeping. |
| <input type="checkbox"/> | I have spoken to one of the occupants of Unit 1 but she indicated she was not prepared to reduce the noise. I consequently informed her that I would take further action if the noise persisted. Could you please assist to reduce the noise level? If the matter cannot be settled in a friendly manner, I intend to contact the police. |
| <input type="checkbox"/> | I look forward to hearing from you soon. |
| <input type="checkbox"/> | Yours faithfully, |
| <input type="checkbox"/> 7 | → <i>Celia Brown</i> |
| <input type="checkbox"/> | Celia Brown |

Organising the body of a letter

C. Read about what elements are in the body of a letter of complaint and how they are organised.

Look at the body of Celia's letter (part A) and mark where each element begins and ends.

Letters of complaint usually contain the following elements:

1. the reason for writing and an introduction to the problem
2. factual information about the problem being complained about
3. evidence to support or justify the complaint
4. a request for action.

Using formal language in a letter

D. Read about using formal language in letters.

Find the formal language in Celia's letter (part A) and match it with the everyday expressions.

The language that we use in formal letters depends on who we are writing to, the purpose of the letter, and the topic. When we do not know the person we are writing to and we are writing about something serious, we usually choose to be fairly formal.

When we write a formal letter, we avoid language with:

- contractions, e.g. didn't, can't, won't
- abbreviations, e.g. ASAP
- question tags, e.g. You will do it, won't you?
- phrasal verbs, e.g. get up, get along with
- colloquial words or everyday expressions.

Everyday expression

Formal language

- | | |
|--------------------------------|-------|
| 1. I want to tell you | _____ |
| 2. the tenants did it | _____ |
| 3. sometimes | _____ |
| 4. stops | _____ |
| 5. said she didn't want to | _____ |
| 6. then I told her | _____ |
| 7. do something more | _____ |
| 8. continued | _____ |
| 9. help | _____ |
| 10. the problem can't be fixed | _____ |
| 11. will call | _____ |
| 12. hoping to hear from you | _____ |

