

Government Interference

Do you have a point of view?

Author's notes

Here is a resource I use to cover curriculum point Rt/L2.4.
The worksheets on pages 3 and 4 are designed to help learners trace the development of an argument.

The views on page 2 are not necessarily those of the author: I tried to be deliberately controversial...

Extension activities:

1. Write a reply to this view, either agreeing or disagreeing with it.
2. Look at the letters page in a quality newspaper. Find a letter which is setting out an argument.
(Tutor could cut it up for students to reassemble into a logical sequence; then identify the features of a persuasive argument.)

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Main Curriculum References

Actual references will vary with the learner group and the way the resource is used.

Rt/L2.4 Read an argument and identify the points of view
(a) read about and distinguish the pros and cons of an issue and come to their own conclusion
(b) understand that texts presenting an argument are adopting a particular point of view
(c) understand the difference between objective fact and opinion/point of view

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THANK YOU

Any more government interference will turn us into a dictatorship!



Why is it that the Government today feels the need to interfere in every aspect of our lives?

Surely its primary role is to uphold the system of government, not to tell us what *it* thinks we should be doing.

We've had initiatives to ban smoking; to stop us disciplining our children in the way we, as parents, think fit; we must adhere to strict ways of behaving in our cars; and we must eat what we are told to and not allow our teenagers to have a glass of wine with Sunday lunch at home. Let's hope Gordon Ramsey's recent idea of making it illegal for restaurants to serve out-of-season foods never catches on. If it did, our freedom to enjoy food wherever we are would be gone in an instant, and add to the ever-growing guilt-trip that eating is creating today.

The danger of too much government interference is that Britain becomes a police-state, or a dictatorship.

In my opinion, that would be the end of our society as we know it.

Government interference causes us to look over our shoulders all the time; it creates guilt in us; and it causes us to lose confidence in the way we live our lives and raise our families.



Surely, as intelligent and educated adults, we should be able to make up our own minds about what we do, how we spend our leisure-time, etc.; as long as it does not morally and ethically affect the person next door.

Read the point of view that your tutor has given you.

1. What is your immediate response?
Do you agree with the writer, or disagree?
Or do you not have any opinion either way?
2. What point is the writer trying to make?
3. What do you suppose might have caused the writer to have these views? What evidence in the argument is there for this?
4. What is the writer most afraid of?
5. Highlight all of the words and phrases which are emotive. That is, used deliberately to make you feel certain emotions. How effective do you think they are in the argument?
6. Why do you think the writer starts with a question? Is this a good way to start?
7. What do you notice about the length and type of sentences, and the punctuation used? Why do you think such long sentences are needed? What would be the effect if they were all short?
8. Apart from emotive words and phrases, what other methods does the writer use to persuade the reader, or get the reader to agree with him/her?

To see how the argument develops, make a note in each bubble of the main idea in each paragraph.

