

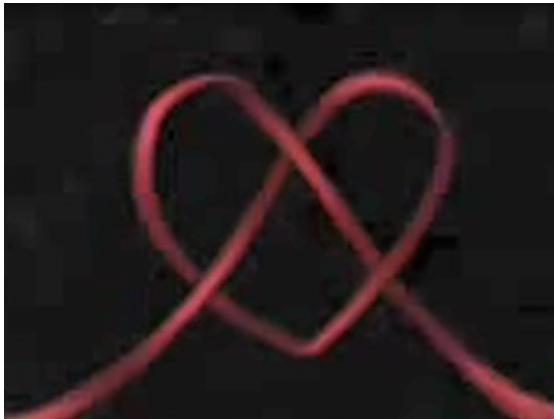
L.O. Use contrasting conjunctions to argue a point of view

Read the Highwayman poem once more, paying close attention to the roles of each character.

The Highwayman

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Watch the animated version of the poem. It has no words, but it does add to our understanding of the original poem.

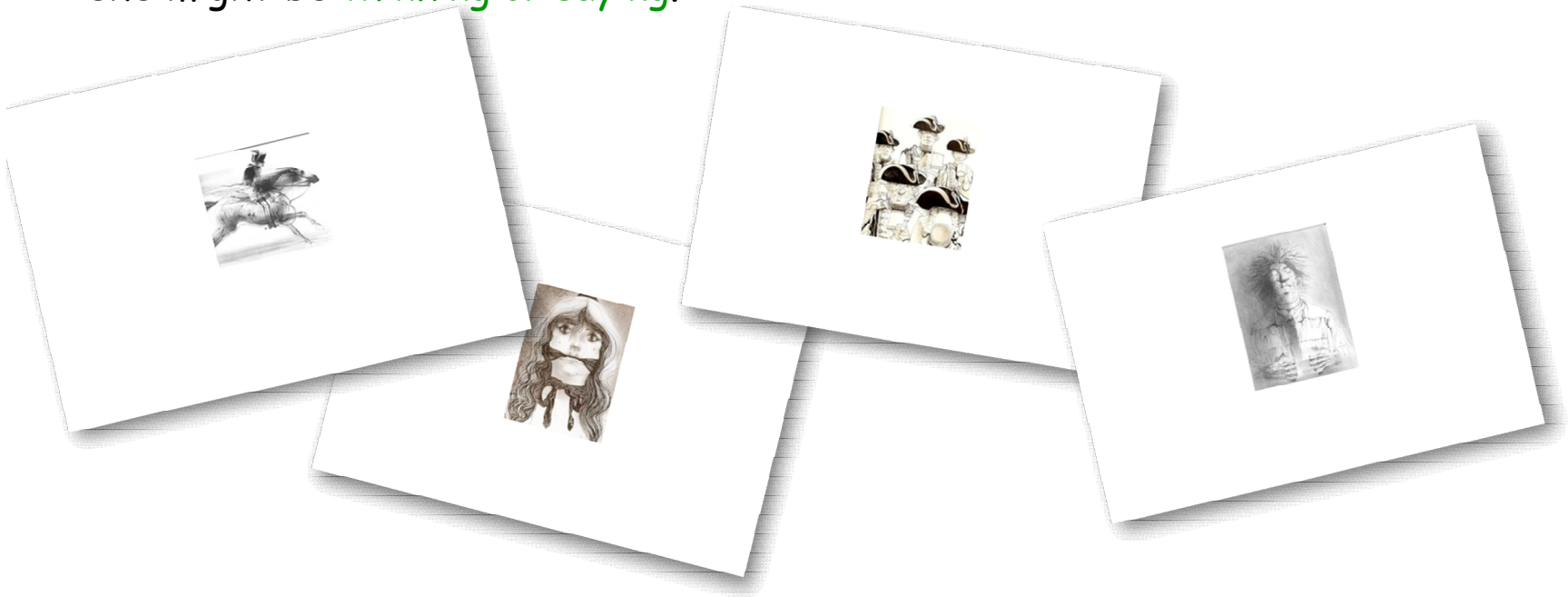


Now for some character analysis; who are the four main characters in the poem?



'Flat chat':

1. In four groups, each of you with a marker pen, **write key words or phrases** that relate to the character on your table. Work in **complete silence**, moving around the sheet to read what has been written - add your own ideas, add to other's ideas, or contrast them, writing *why* you disagree. Write neatly, so others can read your ideas.
2. Before your group move on to the next character, also record what he or she might be **thinking or saying**.

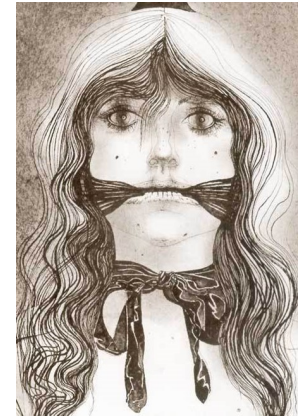


3. Return to your original character and discuss with your group what has been written.
4. Share all four sheets as a class. Has the activity helped you to understand the characters' motives more?

So who was responsible for the death of Bess?

In your books, list all possible reasons why each character was at fault. Use the character names as sub-headings, working through them one at a time:

- The Highwayman
- Bess the landlord's daughter
- Tim the ostler
- King George's Men



As you can see, it's not a clear-cut decision when deciding who is to blame.

Today, you are going to act as lawyers for the prosecution in a court of law. **You will need to decide who is most at fault and then you will argue your case against them.** However, there is (as you now know) plenty of contrasting evidence that could weaken your case.

So let's look at ways to deal with this problem.



When we argue a point, it is very easy to list all the evidence **for** our point of view.

E.g. *Children shouldn't have access to social media because of cyber-bullying and problems with Internet safety.*

However, it's just as easy for someone to then list some reasons against this.

E.g. *Social media is great for children to keep in touch outside of school.*

So now we have to start over again and think of something else to say.

It can actually be more effective to mention evidence **against** our argument first and then counteract it with a point that backs up what we believe in.

For example: *Some people believe that social media is great for children to keep in touch outside of school. However, cyber-bullying and problems with Internet safety are making many parents very concerned that it is harming their children.*

So now, someone can't use the 'keep in touch outside of school' point to argue back - they have to think of something else!

What kind of **conjunction** was used to do this?

Look at how the **contrasting conjunctions** have been used on the following page. Also, can you spot which clauses have been written in the **passive** form?

The **passive** form uses the verb '**to be**' as an auxiliary verb, and suggests that the **first noun or pronoun** in the sentence has no choice about what is being done.

e.g. The **bone** was eaten by the dog.

He is teased by his brother.

It could be said that... However...

It could be said that women are the best at cooking. However, some of the World's top chefs are men.

It has been claimed that... Nevertheless...

It has been claimed that dogs make great pets. Nevertheless, cats can be very loyal to their owners.

It has been reported in the press that... Despite this...

It has been reported that teenagers cause a lot of trouble. Despite this, we know that many young people raise a lot of money for charity.

It is well known that... On the other hand...

It is well known that eating chocolate makes us feel good. On the other hand, consuming too much is unhealthy and can lead to obesity.

Now look at evidence that supports your view, as well as the other contrasting evidence. Work with a partner to think of some contrasting pairs of sentences. Remember that the **second sentence** is the one that you are using to make your point.

Share your ideas with the class - can they easily tell who you think is to blame?

It could be said that... However...

It has been claimed that... Nevertheless...

It has been reported in the press that... Despite this...

It is well known that... On the other hand...



You will now take on the role of prosecuting lawyer.

It is your job to persuade The Judge and the jury who is really to blame for the death of the landlord's daughter.

Remember - this is a court of law, and so you must use a **very formal style** when you write your closing speech.

Example on the next page...



L.O. Use contrasting conjunctions to argue a point of view.

(What if it was the Third Little Pig who was standing trial for the attempted murder of the wolf....?)

Your Honour, Ladies and Gentlemen of the Jury,

I firmly believe that the defendant, Chris P. Bacon, is a despicable criminal, who has committed the worst of crimes. It is my intention to clearly reveal just how terrible and dangerous this individual really is.

It has been reported that Mr Wolf (the injured party) had intended to eat the Third Pig for his dinner and was climbing down the chimney of the brick house in order to do so. However, CCTV footage clearly shows that the wolf politely knocked several times on the front door, before being forced to enter the house by the only other way in. In addition, the chimney had not been swept in years, and so was full of soot. Consequently, the unfortunate wolf emerged covered from head to toe in black dust, sneezing and puffing as he did so.