

# Music

**Start-up** Use WB p15 for your notes.

▼ **Early Western music was played by small groups of musicians for a small audience. It was usually played in a small private room and became known as chamber music.**

Early chamber music group

▶ **Western classical music dates from about the 18th century. Composers from countries all over Europe wrote orchestral pieces for many instruments, which were performed to larger audiences.**

orchestra

In the phrase *pop music*, what does *pop* mean?  
How many of the kinds of music on this page do you know?  
Do you play an instrument? If so, which one? If not, would you like to? **Which one?**  
Have you heard music performed live? What kind of music was it?  
Which do you listen to most: recorded music or live music? Why?

## Reading

- You will read an email. The writer is a supporter of classical music. In the email he discusses the qualities of classical music. He says why pop music is not so good.  
**Do you think many young people share his view? Why? / Why not?**
- When you discuss different views in writing, it is called discursive writing. An email or an essay can be discursive. **Think of two other forms of writing that could be discursive.**

## Vocabulary

- These words are in the email: *conduct (v) genre emphasise schedule (n) unreliable enthusiastic*. **Circle any you cannot remember or guess. Look them up.**
- Find out what these phrasal verbs mean: catch on drop out.**

## Grammar

- You will learn more about **reported questions**. You already know how to report questions in the present tense. **Report this question: "Does the next train go to London?" asked Anna.**

## Word focus

- Dictionary: You will look at **words with two or more meanings** that are the same part of speech. **Find two meanings for these nouns: ruler club band.**
- Spelling: You will look at the different spellings for the **/u:/** sound. **Think of words of your own for these spelling patterns making a /u:/ sound: u\_e, oo, ew, ou, ue.**
- Word groups: You will look at adjectives and the prefix **inter-**. **Think of a word that uses the prefix inter- and write what the word means.**



soloist

▶ **Orchestras got even larger, with four sections: brass, strings, woodwind and percussion. Some classical pieces feature one instrument for a soloist who plays alongside the full orchestra.**



jazz band

▲ During the 20th century, when sound recording was invented, many different kinds of music became popular.

▼ Now, the biggest live audiences are at pop festivals: 100,000 and more watching one band.

pop band



swing band

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### Grammar in use

- You will hear a discussion about the music programme for the festival.
- You will study **transitive and intransitive phrasal verbs**. What does a **transitive verb** have that an **intransitive verb** does not have?

▲ All different kinds of music is heard all over the world and listeners can choose any music they like of any type.

### Listening and speaking

- You will study and practise expressions for asking for and giving opinions. **Think of three topics that you have strong opinions about.**
- You will discuss opinions on various topics of your choice in a group.
- You will listen to a conversation about the festival music programme in which strong opinions are put forward. **Do you have strong opinions about different kinds of music that you like or hate? What are they?**

### Conversation focus

Gustav helps to organise the school orchestra. Florence and Giorgio play in the orchestra.

- Listen to their conversation in the music department.
- Read the questions on Workbook page 15. Listen again and answer the questions.
- Talk in a group about the kind of music you like. Use the photos to help you, as well as any of your own ideas. Ask: *Do you like ...? Have you ever heard ...? Say: I love ..., I'd really like to see ..., I prefer ...*

### Writing

- You will write a discursive essay. You will be asked to work out what your **attitude** is to a particular question. **What does attitude mean?**
- You have heard part of the first meeting of the festival committee at the International School. **Do you think they are going to organise the festival well? Why? / Why not?**

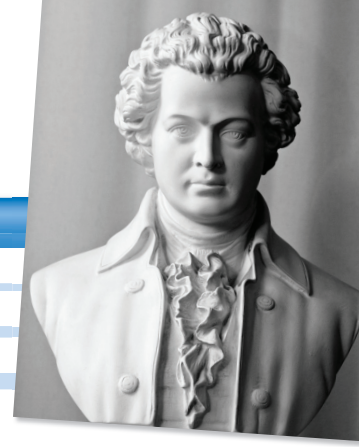


folk band



traditional music group

# Classical is best!



From Gustav Hindman  
 To Festival committee  
 Subject Music programme

Dear festival committee,

The kind of music that we include in our festival is very important and it is absolutely essential that we get it right. Obviously, the music programme must include a wide variety of events that will appeal to many different kinds of people but, at the same time, I feel that the festival should not attract people who do not really know anything about music. I know some people will argue in favour of including pop music but classical music is far more appropriate. We have the school's reputation for excellence to consider and we should not put this at risk.

The first point is that classical music is superior to any other type of music. It is called classical for a reason: it stands the test of time and people have been playing it, listening to it and appreciating it for centuries. They know it is the best.

Next, we want to attract a broad audience. With the classical genre, that is no problem at all. There is such a wide variety of music types, composers, instruments and orchestras within the classical repertoire that we could run a classical programme for years and not repeat ourselves. With a range from early music quartets to 70-piece orchestras and everything in between, frankly, we will be spoiled for choice.

Having attracted people to the festival, we want them to come to more than one kind of event. The audience for classical music is an educated group of people who will understand and appreciate other art forms. They will be loyal and enthusiastic supporters of other festival events, such as ballet and art exhibitions.

The field of classical music contains outstandingly talented musicians. It must be clear to everyone that this is what we need in order to establish a good musical reputation for the festival. I am in a unique position to help here. My uncle conducts a small London-based chamber orchestra. I asked him if he would be able to bring his orchestra to our festival and he said he would. This is very exciting. The orchestra is well-known internationally and has had some exceptionally good reviews recently. I'm attaching some photos taken at the Berlin festival. I've got some recordings you can listen to, as well.



Finally, it is important to point out that a classical repertoire is essential for all school students as part of their general education and especially in helping them to develop a truly discerning taste in music. More than 70% of students in this school play an orchestral instrument and they will benefit enormously from seeing professional orchestras perform live.

Some people will present pop music as being a desirable part of the programme because lots of people enjoy it. It is true. Lots of people do enjoy it. A tune catches on and you hear it on the radio, on TV, on the internet and even in the supermarket. You hear it everywhere, then suddenly, it's gone. It's only popular for a short time. Pop music has no staying power and justifiably so. Most of it is not worth listening to more than a few times.

People say that there are lots of great pop performers. There probably are but that's all they are: great performers. The point is that the music has little merit. It all sounds the same. It is basically guitars and drums and not much else. I heard a pop star being interviewed the other day. The reporter asked him how he wrote his music. He said that he couldn't even read music and did it all by ear. What will this type of performer add to the standard of the festival?

The point will be made that pop music will attract a larger, younger audience. It's true. The *City Pop! festival* attracted an average of 4,000 people to most events. I asked the head teacher if we had a space big enough for such a large audience and she said that we did not.

Some people will bring up the idea that pop music is more fun but this is not an advantage. A young and inexperienced audience will get over-excited and may start to behave badly. I asked the school caretaker if he had ever had trouble with pop concerts and he said he had but, fortunately, not at this school. However, an over-excited audience is definitely something we want to avoid.

Somebody might try to make the case that pop celebrities will give the school publicity. Again, this may be true but we have to remind ourselves that things can go wrong. Celebrities often show off and look terrible. They are notoriously unreliable, cannot keep to a schedule and may drop out at the last moment. There's every chance that the school's reputation could suffer.

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I conclude by emphasising the superiority of classical music and the dependability of classical musicians and the classical music audience. With this choice, the school's reputation and the events are guaranteed. In contrast, pop stars and their fans have little musical education or expertise, and the behaviour of both the performers and their audience is potentially a complete disaster. You wouldn't want to risk the school's reputation, would you? I hope you will think over my point of view and feel able to embrace a purely classical programme.

Best wishes,

Gustav

Assistant conductor, School Orchestra

# Reading comprehension

## 1 Discuss these questions.

- 1 What kind of music does Gustav think is appropriate for the festival?
- 2 How long have people been listening to classical music?
- 3 What other events does he think the classical music audience will enjoy?
- 4 What percentage of students at the school play an orchestral instrument?
- 5 What places does Gustav say you can hear pop music?
- 6 What instruments does Gustav say that pop musicians use?
- 7 Which staff at the school did Gustav talk to about pop concerts?
- 8 What does Gustav want the festival committee to do?



## 2 Match these phrases from the text to the correct definition.

<i>the test of time</i>	<i>spoiled for choice</i>	<i>staying power</i>	<i>make the case</i>
<i>in contrast</i>	<i>at risk</i>	<i>in favour of</i>	<i>by ear</i>

- 1 ..... the ability and strength to go on for a long time
- 2 ..... in danger
- 3 ..... having a large amount of something available
- 4 ..... how good something continues to be over a long period
- 5 ..... in support of
- 6 ..... using natural ability to recognise sounds accurately
- 7 ..... present the argument
- 8 ..... completely opposite to

Stuck? Remember to think about the words you already know within each phrase.

## 3 Discuss these questions about the discursive style of Gustav's email.

- 1 How does he divide up the email?
- 2 Which paragraphs mention both classical music *and* pop music?
- 3 How many paragraphs does he write that explain the good things about classical music?
- 4 How many paragraph does he write that explain the bad things about pop music?
- 5 What is the very last point that he makes?

## 4 Discuss your answers to these questions.

- 1 Do you agree with anything Gustav says about classical music? List the points you agree with. Say why you disagree with any others.
- 2 Do you agree with anything Gustav says about pop music? List the points you agree with. Say why you disagree with any others.
- 3 Do you think most people like a) only classical, b) only pop or c) a mixture of both? What reasons do you have to support your answer?

## 5 What do you think?

- If you were on the committee, what would you say about Gustav's email?
- Do you have a strong preference for either classical or pop music? Why? / Why not?
- Imagine you have a completely free choice. List three different pieces of music you would include in the festival programme. Explain why you chose them.



## 1 Read.

Gustav Hindman adores classical music but hates pop music. He did not want pop music to be included in the arts festival and he sent an email about this to the festival committee. He **wanted to know why they were thinking** of including pop music in the programme and he **asked whether they had considered** all the problems that a pop concert could cause for the school.

He **wanted to know where a large pop concert could be held**. He said that there certainly wasn't enough space at the school. He **asked the committee if they knew that young pop fans were sometimes badly behaved** and he **wondered if the school's reputation would be damaged**. He **asked the committee if they would reconsider** their plans and invite only classical musicians to the festival.

## 2 Cover the text and read the statements. Write True or False. Correct the false statements.

- 1 Gustav is a classical music fan. ....
- 2 He thinks pop music should be included in the festival. ....
- 3 He sent a text to the committee. ....
- 4 He thought a pop concert would not attract many people. ....
- 5 He thought a pop concert would be bad for the school's reputation. ....

## 3 Look at these direct questions. Match them to the reported questions in the text. Say how the underlined verbs change.

- 1 "Do you know that pop fans are sometimes badly behaved?"
- 2 "Have you considered all the problems that a pop concert could cause?"
- 3 "Why are you thinking of including pop music in the programme?"
- 4 "Will you reconsider your plans?"
- 5 "Where can a large pop concert be held?"
- 6 "Will the school's reputation be damaged?"

## 4 Report the following questions.

- 1 "Do you like pop music, Lucie?"  
Gustav asked Lucie ...
- 2 "Has anyone seen Rudi?"  
Todd wanted to know ...
- 3 "What are you discussing?"  
Rudi asked the committee ...
- 4 "Why did Gustav send an email?" Tasha asked ...
- 5 "Has Gustav been complaining?" Lucie asked ...
- 6 "What was the orchestra practising?"  
Ramon wondered ...

- 7 "When will the festival take place?"

Some students asked ...

- 8 "Can the committee answer my questions?"  
Gustav asked ...

## Reported questions

We report questions using *if / whether* or question words (*why, how, etc.*).

When the reporting verb is in the **present** tense, the tense of the verb in the question does not change.

"When is the orchestra arriving?" →

Jen wants to know when the orchestra **is** arriving.

When the reporting verb is in the **past** tense, the tense of the verb in the question usually changes.

**present simple / continuous / perfect** →

**past simple / continuous / perfect**

"Where **is** the orchestra?" →

He wanted to know where the orchestra **was**.

"Have the musicians **arrived**?" →

He asked if the musicians **had arrived**.

**past simple / continuous** →

**past perfect simple / continuous**

"Did you **buy** anything?" →

She asked me whether I **had bought** anything.

"What **has** Tom **been doing**?" →

He asked what Tom **had been doing**.

**will / can** → **would / could**

"When **will** the concert **start**?" →

They asked when the concert **would start**.

"Can I **buy** a ticket?" →

She wondered whether she **could buy** a ticket.

There are no question marks in reported questions.

Be very careful with word order!

## A Dictionary work Words with two or more meanings (1)

Some words have **more than one meaning**, even though they are the **same part of speech**.

**festival** /'festɪv(ə)l/ noun [C]

- 1 a series of performances of films, plays, music or dancing that is usually organised in the same place at the same time each year
- 2 a day or period when there is a public holiday, often to celebrate a religious event

### 1 Choose the correct definition for each word as it is used in the email.

- 1 instrument
  - a a tool that is used in science, medicine or technology
  - b piano, guitar, flute, etc.
- 2 broad
  - a wide
  - b including many different things or people
- 3 audience
  - a the people who watch or listen to a performance
  - b a formal meeting with a very important person
- 4 disaster
  - a something very bad that happens and causes a lot of damage or kills a lot of people
  - b a very bad or annoying situation, or a complete failure

### 2 Write a sentence of your own for each of the words above. Use the definition of each word that is not used in the email.

## B Spelling Words with the /u:/ sound

Words with the /u:/ sound can be spelled:

u\_e: **tune**    oo: **school**    ue: **true**  
 ew: **few**    ou: **group**

## C Word groups Positive and negative adjectives

### 1 Write the headings:

**positive**                      **negative**

### 1 Write the **u\_e** words for these definitions.

- 1 a plan of activities and events, and when they will happen    s \_\_\_\_\_
- 2 to make someone or something part of a group, collection or set    i \_\_\_\_\_
- 3 a musical instrument    f \_\_\_\_\_
- 4 another word for scent    p \_\_\_\_\_



### 2 Write the irregular past tense of these verbs.

**blow**    **draw**    **grow**    **throw**

### 3 Complete these words with **ou**, **ue** or **oo**.

- 1 ch \_\_\_ se                      2 y \_\_\_ th
- 3 arg \_\_\_                      4 thr \_\_\_ gh
- 5 f \_\_\_ lish                      6 gl \_\_\_

### Sort the adjectives under the correct heading as they are used in the email.

**superior**    **terrible**    **educated**  
**unreliable**    **over-excited**    **discerning**

### 2 Write a group of at least five words to do with music that you can find in the email.

## D Prefixes *inter-*

The orchestra is well-known **internationally**.

- The prefix **inter-** means 'among' or 'between'.

### 1 What do these **inter-** words mean? Use your dictionary to help you.

**interactive**    **intercept**    **interject**  
**interlude**    **intermediary**    **interview**

### 2 Use two of the **inter-** words in sentences of your own.



## 1 Listen and read.

**Todd:** OK ... I think we've all **looked through** Gustav's email.  
**Tasha:** I don't even know why we're discussing it. It's perfectly ridiculous!  
**Lucie:** **Calm down**, Tasha! Gustav **is putting forward** some serious points.  
**Rudi:** Well, it's true that we can't **put on** a pop concert for 4,000 people.  
**Ramon:** But 1,000 spectators would be perfectly OK.  
**Tasha:** Can I **point out** that not all pop fans are badly behaved?  
**Ramon:** And the pop group we're having is not going to **drop out**!  
**Lucie:** I **heard from** them this morning. They're **looking forward to** it.  
**Rudi:** **Hang on** a minute! Who is this band?  
**Lucie:** *The River Boys*. We **settled on** them last week.  
**Tasha:** You didn't **show up** for that meeting on time, Rudi ...  
**Todd:** So are we all agreed? We want to include all kinds of music?  
**Ramon:** Absolutely! We want pop, jazz, folk and classical.  
**Rudi:** Shall we **find out** if Gustav's uncle can bring his chamber orchestra?  
**Lucie:** Yes, definitely. They sound fantastic.  
**Todd:** OK. I'll contact Gustav today and see what we can **sort out**.



## 2 Answer these questions.

- 1 What does the committee think of Gustav's email?
- 2 How big a pop concert can they put on?
- 3 Do *The River Boys* sound like an irresponsible band? Why? / Why not?
- 4 What sort of music do they want at the festival?

## 3 Match the verbs in the box to the underlined phrasal verbs below.

*decide on    said, stated    left unexpectedly  
 organise, arrange    wait    appear, arrive*

- 1 Please, hang on a second! You're walking too fast!
- 2 After a lot of discussion we finally settled on Spain for our holiday.
- 3 We need to sort out our flights to Madrid.
- 4 John wasn't enjoying acting in the school play, so he dropped out.
- 5 The match was abandoned because the referee didn't show up.
- 6 Gustav pointed out that his uncle was a conductor.

## 4 Complete these sentences with the phrasal verbs in the box. Make sure you use the correct form of the verb.

*look through    calm down    put on  
 look forward to    find out    catch on*

- 1 He's a fascinating writer. I'd like to ..... more about him.
- 2 Her fashion designs were interesting but they ..... never.
- 3 Why are you all shouting? ..... at once!
- 4 Would you mind ..... my essay and checking the spelling?
- 5 The drama club is going to ..... a play by Shakespeare.
- 6 The students ..... really ..... their trip to London.

### Phrasal verbs

Some phrasal verbs are **transitive**. They always have an **object**.

*I'll **think over** your suggestions.*

Other phrasal verbs are **intransitive**. They do not have an **object**.

*He never **discovered** how the accident **came about**.*

Some phrasal verbs can be both transitive and intransitive.

*The doors of the bus opened and we **got on**.*

*We **got on** the bus.*

**Find examples of transitive and intransitive phrasal verbs in the dialogue in Activity 1.**



# Listening and speaking

## Functions of English: asking for and giving opinions

### 1 Look at these useful expressions.

*I think ... I believe ... I feel ... In my opinion, ... To my mind, ...  
As far as I'm concerned, ... If you ask me, ... To be honest, ...*

**Give your opinion. Answer these questions using the expressions above.**

- 1 What do you think of classical music?
- 2 What do you think of pop music?
- 3 What do you think of exams?
- 4 What do you think of zoos?

### 2 Look at these useful expressions for expressing strong opinions.

*I'm sure that ... I strongly believe that ... I definitely think that ...  
I'm absolutely convinced that ... I have no doubt whatsoever that ...*

**Give your opinion. Answer these questions using the expressions above.**

- 1 What changes do you think should be made in your school?
- 2 What problems will your town face in the future? How can these problems be solved?
- 3 What do you think you will be doing in ten years' time?

### 3 Group conversation

**How can you ask for opinions?**

*What do you think of ...? How do you feel about ...? What's your view on ...?  
What's your opinion of / about ...? Do you have any thoughts about ...?*

**What can you say if you don't have an opinion?**

*That's an interesting question. I haven't really thought about this before.  
I'm not entirely sure. Could I have a moment to think about this?*

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**Write three questions asking for opinions on any topic.**

**Work in small groups. Ask and answer. Find out each other's opinions.**

**Use expressions from all the boxes.**

## Listening comprehension

### 1 Listen to a conversation and answer these questions.

- 1 Who is Miss Jackson?
- 2 Why is this meeting taking place?
- 3 What is the outcome of the conversation?

### 2 Listen again and answer these questions.

- 1 Where do you think this meeting is taking place?
- 2 Who asked for the meeting? Why?
- 3 According to Gustav, how did the committee deal with his email?
- 4 Does Todd agree with him?
- 5 What is Gustav's main concern about pop fans?
- 6 What does Miss Jackson think about pop music? How do you know?
- 7 What is Miss Jackson's opinion of the festival committee?
- 8 Does she think the festival will be a success? How do you know?

### 3 Who do you agree with? Give reasons.



## Discursive writing

A **discursive essay** is one in which the writer presents facts, ideas and opinions about a given subject and arrives at a conclusion supported by reasons.



### Checklist

Look again at Gustav's email on pages 18 and 19.

- ▶ **Subject** A discursive piece of writing has a particular *subject*.  
What is the subject of Gustav's email?
- ▶ **Purpose** A discursive piece of writing has a particular *purpose*.  
Discuss the purpose of the email. Why is Gustav writing to the festival committee?  
What is he hoping to persuade them to do?
- ▶ **Opening paragraph** The *first paragraph* of a discursive piece of writing must make it clear to the reader what is being discussed and the attitude of the writer, i.e. which side of the argument he/she is on.  
Find one sentence in the opening paragraph that clearly states:
  - the subject.
  - the writer's attitude.
- ▶ **For and against** In discursive writing, the writer must look at *both sides of the argument*.
  - Gustav is for classical music.

Read paragraphs 2–6 of the email and make a list of why he wants **classical music** in the festival.

  - Gustav considers the arguments for including pop music but gives his reasons why the committee shouldn't include it.

Read paragraphs 7–11 of the email and make a list of why other people will want **pop music** in the festival, together with the reasons why he does not think it is a good idea.

Why does he use five paragraphs?
- ▶ **Final paragraph** The final paragraph of discursive writing summarises the points that have been made before and comes to a conclusion.  
What points does Gustav repeat that support including **classical music in the festival**?  
What points does Gustav repeat that are against including **pop music in the festival**?
- ▶ **Persuasive language** Obviously, Gustav wants the committee to agree with his arguments. He uses very *positive* persuasive language when he is arguing for classical music, e.g. superior, stands the test of time.  
Find other examples of **positive persuasive language in the email**.  
He uses *negative* persuasive language when he is discussing pop music, e.g. no staying power, little merit.  
Find other examples of **negative persuasive language in the email**.
- ▶ **Facts** Gustav uses *facts* to support his opinion of classical music and pop music.  
He **doesn't just write** a lot of students in this school play an orchestral instrument. **What statistic does he use?**  
He **doesn't just write** City Pop! festival attracted a lot of people. **What statistic does he use?**

### Writing assignment

You have read and discussed an email in a discursive style. You are now going to write a discursive essay.

Some people think that pupils should be involved in decisions about their school and should have a say in how things are run. Other people think that pupils are too young to take part in such important decisions. What can you say for and against pupils being involved in the running of their school?

Go to p22 in your Workbook for help with your planning.



# Study skills 1

## Paragraphs

### What is a paragraph?

A paragraph is a group of sentences about one main idea.

Paragraphs help the reader because they show how a piece of writing is organised.



### 1 How do I begin a new paragraph?

- In a **story** or **informal letter**, leave a space of about 20mm from the left hand margin each time you begin a new paragraph.
- When you are writing **non-fiction**, you can either leave a space from the left hand margin or leave a line between each paragraph.

On her way to school Amy was very worried. She had lost the letter Mum had asked her to post and she knew it was a very important letter!

When she came home from school, Amy began to search everywhere for the letter.

Keeping animals in zoos is cruel for many reasons.

Firstly, they have so little space in which to move around ...

Animals should find their food, not have it given to them at set times in the day ...

### 2 When do I begin a new paragraph?

When you begin a new paragraph depends on the type of writing you are doing.

#### • Story writing

Begin a new paragraph:

- when something new happens.
- when you introduce a new character.
- each time a character speaks.
- when the setting changes.
- when the time changes.

#### • Informal letter

Informal letters can be very like stories. You usually write about several different things. Begin a new paragraph when you write about a new subject, e.g.

- your family
- what you have been doing at home
- where you have been
- unusual news
- things you want to know

#### • Information writing

When you write an information text, you write about different aspects of the topic. Your first paragraph introduces the topic. Begin a new paragraph for each new aspect of the topic.

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#### Activity

Write the next two paragraphs of Amy's search for the letter.  
Does Amy find the letter? When? Where?  
Does Mum come home? When?  
Do they have a conversation?

#### Activity

Write a letter to a friend in three short paragraphs:

- 1 something unusual that happened in school
- 2 what you did at the weekend
- 3 ask when your friend is coming to visit you and suggest when would be a good time

#### Activity

Title: My Family  
Write a short paragraph on each member of your family who lives in your house.

• **Explanation**

A piece of writing that explains something needs to be written in a logical order. It explains how or why something happens. Your first paragraph says what you are explaining. Begin a new paragraph for each stage in the process.

**Activity**

Write an explanation of how you travel to school. Use a new paragraph for each different way you travel, e.g.

P1: walk (to the bus stop)

P2: ride (on the bus)

P3: walk (from the bus to the school)

**Useful paragraph beginnings:**

First ... Second ... Third ...  
Next ... After that ... Finally ...

• **Expressing a point of view**

When you express a point of view you give your opinion with reasons.

Order your paragraphs like this:

introduction: clearly state the issue

use a new paragraph for each reason

conclusion: summarise your reasons

**Activity**

Decide if you think you *should* or *shouldn't* clean and tidy your room weekly.

Think of at least two reasons for your point of view.

Express your point of view in four short paragraphs:

P1: what you are expressing your point of view about

P2: your first reason

P3: your second reason

P4: conclusion

**Useful paragraph beginnings:**

I do / don't believe ...

It is obvious that ...

One reason ...

Another reason ...

In conclusion ...

• **Balanced argument**

Sometimes you are asked to write arguments *for* and *against* an issue with reasons.

Order your paragraphs like this:

introduction: clearly state the issue

use a new paragraph for each reason *for*

use a new paragraph for each reason *against*

conclusion: state whether you are *for* or *against* with reasons

**Activity**

Think of one reason for and one reason against:

Students in secondary school should do two hours homework each night.

Write your balanced argument in four short paragraphs:

P1: explain the issue that people disagree about

P2: write the reason for

P3: write the reason against

P4: your conclusion

**Useful paragraph beginnings:**

People have different opinions ...

Some people think ... while others ...

The main reason for / against ...

Other reasons ...

Looking at both side of the argument

I think ...

WB p116

