



## Primary 6 English

### Term 1

### TOPIC 2/2: Debating

**Learning Outcome** The learner argues out issues fluently, confidently and convincingly on any given topic.



## Teaching activities

- (i) Constructing sentences using the vocabulary and structures learnt.
- (ii) Listening to and responding to arguments in a debate appropriately.
- (iii) Reading and interpreting motions.
- (iv) Writing points on given motions.
- (v) Writing notes during a debate.
- (vi) Formulating motions and critiquing them before a debate.

## Debating Terms and Meanings

Term	Meaning
<b>Speakers</b>	The people who present arguments in a debate.
<b>Motion</b>	The statement or topic being debated (e.g., Mothers better than the fathers).
<b>Opposer</b>	The person or team arguing <b>against</b> the motion.
<b>Proposer</b>	The person or team arguing <b>for</b> the motion.
<b>Point of order</b>	A request made during the debate to correct a mistake in procedure or rules.
<b>Point of information</b>	A short question or comment made to challenge or clarify what a speaker is saying.
<b>Point of inquiry</b>	A question asked to seek clarification about the debate or motion.
<b>Audience</b>	The people listening to the debate.
<b>Points</b>	The ideas or reasons given to support or oppose the motion.
<b>Argue</b>	To give reasons for or against something.
<b>Argument</b>	A set of reasons used to support a point of view.
<b>Chairperson</b>	The person who controls the debate, introduces speakers, and keeps order.
<b>Secretary</b>	The person who records what happens in the debate.
<b>Time keeper</b>	The person who keeps track of speaking time for each speaker.
<b>Roles</b>	The responsibilities each participant has in the debate (e.g., proposer, opposer, chairperson).
<b>Opinion</b>	A personal belief or view about the motion.
<b>Conclude</b>	To finish a speech by summarizing the main points.
<b>Previous</b>	Something that happened earlier in the debate.
<b>Current</b>	Something happening now in the debate.

**Exercise1:** use the following words to complete the sentences: **concluded, motion, arguments, audience, current, time keeper, points, previous, opposer, and secretary.**

1. The proposer gave strong ..... to support the motion.
2. The ..... raised a point of information to challenge the speaker.
3. The chairperson reminded the ..... to stay quiet.
4. The ..... rang the bell when the speaker's time ended.
5. The ..... wrote down the ..... made by each speaker.
6. The ..... was about protecting the environment.
7. The speaker ..... by giving his final **opinion**.
8. The ..... speaker referred to the ..... arguments made.

### Direct and Indirect Speech

**Direct speech** is when we report the exact words spoken by someone.

We use **quotation marks** (" ") to show the speaker's words.

**Example:**

- Sarah said, **"I am going to school."**

**Indirect speech** is when we report what someone said, but not using their exact words.

We often change pronouns, verb tense, and remove quotation marks.

**Example:**

- Sarah said that she was going to school.

### Rules for Changing Direct to Indirect Speech

1. **Remove quotation marks.**
2. **Change pronouns** (I → she/he, my → her/his).
3. **Change tense** if needed (present → past).
4. **Use connecting words** like *that, if, whether*.

## Examples

Direct Speech	Indirect Speech
John said, "I like football."	John said that he liked football.
Mary said, "I will help you."	Mary said that she would help me.
The teacher said, "Open your books."	The teacher told us to open our books.
Peter asked, "Where are you going?"	Peter asked where I was going.
Anna said, "I am reading a story."	Anna said that she was reading a story.

**Exercise 2:** Change the following sentences to indirect speech.

1. Peter said, "I am reading a new book today."
2. The teacher asked, "Who can answer this question?"
3. Anna shouted, "Look at the big bus outside!"
4. James told his friend, "We will play football after school."
5. The driver said, "Fasten your seat belts before we move."
6. The pupil said, "I finished my homework yesterday."
7. The teacher asked, "Have you understood the lesson?"
8. The farmer said, "I will plant maize this season."
9. The doctor told the child, "Take your medicine on time."
10. The shopkeeper said, "This bread costs two thousand shillings."

**Exercise 3:** Change the following sentences to direct speech.

1. The head teacher said that the pupils were going to have a debate tomorrow.
2. The farmer explained that he had sold all his bananas at the market.
3. The nurse told the children that they should wash their hands before eating.
4. The librarian said that the new storybooks were available for borrowing.
5. The prefect announced that the class meeting would begin at noon.
6. The shopkeeper mentioned that sugar had become more expensive that week.
7. The football coach told the players that they must practice harder.
8. The visitor explained that he was looking for the school office.
9. The judge said that everyone must obey the traffic rules.
10. The pupil reported that his friend had helped him with homework.

### Using ... even though ...

The phrase **even though** is used to show **contrast**. It means *despite the fact that* or *although*. It connects two ideas where one is surprising compared to the other.

#### Structure

- **Main idea + even though + contrasting idea**

#### Example

1. **Even though** the previous speaker said father buys clothes, mother loves me more.
2. He ate fast **even though** the food was hot.

**Exercise 4:** Rewrite the following pairs of sentences using: ‘even though’

1. The cyclist rode without a helmet. He knew it was dangerous.
2. The motorist drove fast. The road humps were ahead.
3. The traffic lights were red. The pupils crossed the road.
4. The journey was short. The driver wore a seat belt.
5. The police officer stood at the black spot. It was risky.
6. Bus was already full. The bus carried many passengers.
7. There was a side path. The pedestrian walked on the road.
8. The signal was green. The taxi driver stopped.
9. The children played near the rail crossing. It was unsafe.
10. Others motorists were careless. The motorist obeyed the Highway Code.

### Using ... although ...

The word **although** is used to show **contrast** between two ideas. It means *in spite of the fact that* or *even if*. It connects two sentences where one idea seems surprising compared to the other.

#### Structure

- **Although + contrasting idea, main idea**
- **OR Main idea + although + contrasting idea**

## Examples

1. **Although** the traffic was heavy, the bus arrived on time.
2. **Although** the cyclist wore a helmet, he still rode carelessly.
3. **Although** the motorist followed the Highway Code, an accident happened.
4. **Although** the pupils used the side path, they were still late for school.
5. **Although** the driver fastened his seat belt, he felt nervous.
6. The police officer stood at the black spot **although** it was dangerous.
7. The taxi driver stopped at the junction **although** the road looked clear.
8. The pedestrian crossed carefully **although** the traffic lights were not working.
9. The bus carried many pupils **although** it was already full.
10. The motorist slowed down **although** the road was wide and empty.

### Exercise 5: Write as one sentence using: **although**

1. The pupils were tired. They finished their homework.
2. The bus was full. More passengers entered.
3. The teacher was sick. She came to class.
4. The road was narrow. The motorist drove fast.
5. The shop was closed. James waited outside.
6. The rain was heavy. The children played football.
7. The cyclist wore a helmet. He rode carelessly.
8. The traffic lights were red. The driver moved forward.
9. The pupil was late. The teacher allowed him in.
10. The exam was difficult. Mary passed with good marks.

### Using ... if ...

The word **if** is used to show a **condition**. It tells us that one action depends on another action happening.

### Structure

- **Main idea + if + condition**
- **OR If + condition, main idea**

## Examples

1. You will be safe **if** you use the zebra-crossing.
2. The motorist will cause an accident **if** he drives carelessly.
3. Pupils will reach school early **if** they walk on the side path.
4. Cyclists will be protected **if** they wear helmets.
5. The bus will stop **if** the traffic lights turn red.
6. The driver will be fined **if** he breaks the Highway Code.
7. Pedestrians will be injured **if** they cross without looking.
8. The car will slow down **if** it reaches the road humps.
9. The police officer will help you **if** you ask politely.
10. The journey will be safe **if** everyone is careful.

**Exercise 7:** Join the following pairs of sentences into one sentence using: ...if....

1. The pupils study hard. They will pass the exam.
2. The driver obeys the traffic lights. He will avoid accidents.
3. The children eat healthy food. They will grow strong.
4. The motorist wears a seat belt. He will be safe.
5. The bus stops at the junction. Passengers will get off safely.
6. The pupils listen carefully. They will understand the lesson.
7. The cyclist rides slowly. He will avoid falling.
8. The shopkeeper opens early. Customers will buy more goods.
9. The teacher explains clearly. The pupils will answer correctly.
10. The pedestrian uses the side path. He will be safe from vehicles.

- You're reminded that *if* shows a **condition** — one action depends on another.

**Thank You**

**Dr. Bbosa Science**