Year 8 Debate Knowledge Organiser

Why debate?

"The skills one learns through a good debate are crucial for modern life. Political events continue to remind us of the importance of persuasive arguments and good oratory that appeal not only to our rational side, but our emotional side too. The essence of free speech is that we allow people with whom we disagree to speak. Wrongheaded views will be aired. But free speech means no one gets the last word. We can – and indeed, we should – use our own right to free speech to challenge expression we think is unpleasant or wrong. To do this we need to be equipped to argue in public."

Key terms in formal debating

house The room where the debate takes place.

floor The members of the audience.

motion The subject or issue to be debated, usually beginning with 'This House Believes', 'This House Would' or similar.

rebuttal To rebut, or give rebuttal, is to provide an opposing argument in response to a point put forward by the other team.

proposition The team that argues in favour of the motion.

opposition The team that argues against the motion.

adjudicator An individual responsible for deciding which team has won. Where there is more than one judge, they act as a judging panel.

chairperson The person who is responsible for introducing speakers, thanking them for their speech, and ensuring that the rules of the competition are explained and followed.

Sentence Stems for Debate

Clarifying

Is it your position that…?

To be clear, you're saying that…

Could you elaborate?

Building On

Adding to what X said,…

If we change X's position just a little, we can see…

Furthermore,…

Paraphrasing

Put another way, you're saying…

Is it fair to say that you believe…?

I hear you saying that…

In other words, you are suggesting that…

Summarising

More than anything else, I believe that…

My argument, in one sentence is…

Overall, what I'm trying to say is…

The key point is that…

Agreeing

I agree with Y because…

Z's point about X was important because…

The evidence for Z is overwhelming when you consider that…

Despite disagreeing about Y, I agree with Z that…

Disagreeing

I see it differently because…

The evidence I've seen suggests something different.

Although some of that is fact, some of it is opinion as well.

I agree that …, but we also have to consider that…

English Grammar Knowledge Organiser

Pronouns – a **closed word class**

Demonstrative pronouns:
show distance in time or space.
Singular: *this vs that*
Plural: *these / those*

Relative pronouns:
used at the beginning of a **relative clause**
which / who / that

Personal pronouns	First person – refers to speaker or writer	Second person – refers to audience	Third person – refers to anyone else
Singular (one person/thing)	*I-me*	*you*	*he/she-him/her-it*
Plural (more than one person/thing)	*we-us*	*you*	*they-them*
Possessive (shows ownership)	*mine-yours*	*yours*	*his-hers-its-ours/theirs*
Reflexive (refers back to the **subject**)	*myself-yourself*	*yourself*	*himself-herself-itself-oneself-ourselves-yourselves-themselves*

Nouns – an **open word class**

Use: to name people, places, animals, things or qualities (called **abstract nouns**)

Tests:
- ✓ Does it follow a **determiner**? *The* cat / *an* island / *some* happiness / *That* boy
- ✓ Can you make it **plural**? *Frog>frogs / language>languages*
- ✓ Can you replace it with a **pronoun**? *Sheila* ate beans > *she* ate beans
- ✓ Can you make it **possessive**? *Beyonce's* hat / *The girls'* hat
- ✓ Is there an **adjective** before it? *The black cat / A cold drink*
- ✓ Is there a **preposition phrase** or **subordinate clause** after it? *The ship on the ocean / The ship moved slowly, its sails shaking in the wind*

Prepositions – a **closed word class**

Use: to give information about where or when something happens

Tests:
- ✓ Does it tell you where something happens? *The witch flew over the moon. The man was on top of the world.*
- ✓ Does it tell you when something is happening? *I ate before I left. I don't need it at the moment.*

Adjectives – an **open word class**

Use: to give extra information about nouns

Tests:
- ✓ You can't make it plural: *soft* ☑ *softs* ☒
- ✓ You can't change the tense: *soft* ☑ *softed* ☒
- ✓ Can come before a noun: *the soft sheep*
- ✓ Can come after a noun: *the sheep is soft*
- ✓ Can be changed by **degree adverbs**: *very soft*

Comparative form: used to make a comparison
A sheep is softer than a crocodile. English is more enjoyable than maths.

Superlative form: used to show the noun shows the highest degree of a quality
That is the softest sheep. English is the most enjoyable subject at school.

Common endings: -able -ible -al -ful -ic -ive -less -ous

Adverbs – an **open word class**

Use: to give extra information about
- **adjectives**: *She is extremely strong.*
- **verbs**: *He sings beautifully.*
- **adverbs**: *They sing very quietly.*
- **clauses/sentences:** *Fearfully, she stepped out onto the stage.*

Tests:
- ✓ It can't change a noun: *the quietly girl* ☒
- ✓ It can't be plural or carry tense: *quietlies* ☒ *quietlied* ☒ *almosts* ☒ *almosted* ☒
- ✓ Can it be made **comparative** or **superlative?** *She dances well > she dances better > she dances best / She speaks quietly > she speaks more quietly > she speaks most quietly*
- ✓ Does it tell you about the intensity of something (**degree adverbs**)? *Very hot / Quite annoying / Quiet enough*

Main Verbs – an **open word class**

Use: to refer to actions (*I jumped*), thoughts and perceptions (*I felt*) and speech (*I yelled*)

Tests:
- ✓ Can it take a **tense**? *Is > was / run > ran / jog > jogged*
- ✓ Can it take present or past participle forms? *She is cooking dinner. She has cooked dinner.*

Auxiliary Verbs – a **closed word class**

Use: to help make the meaning of **main verbs** clear. The auxiliary verbs are *be (is/was), have (has/had), do (does/did)*, and the* **modal verbs.**

Modal verbs: used to show the possibility or necessity of something. The modal verbs are *will, must, should, would, can, could, may, might*

NICE:
Negation: auxiliaries can be used to make a sentence negative by adding *not* or *n't* (*I can sing > I can't sing*)
Inversion: auxiliaries can be used to turn a statement into a question (*I can sing > Can I sing?*)
Code: auxiliaries can be used to avoid using the main verb twice (*I can't sing, but my sister can.*)
Emphasis: auxiliaries can be used to add emphasis (*I do love singing.*)

*when used with no other verbs they are **main verbs**

Determiners – a **closed word class**

Use: before a **noun** and any **adjectives** that modify the noun to tell us which specific thing is being referred to, the quantity of things being referred to, or who owns it.

Specific: *the / a / an / any / that / those / this / some / whatever / whichever*

Quantity: *all / both / many / each / every / several / few / enough / no / one-two-three etc.*

Possession: *my / your / his-her / our / their*

Conjunctions – a **closed word class**

Use: to connect words, phrases, clauses, or sentences.

Coordinating conjunctions: used to connect two equal things (*They ate chicken and chips / I hate chips, so I had mash instead*).
Use FANBOYS to remember the coordinating conjunctions: **f**or/**a**nd/**n**or/**b**ut/**o**r/**y**et/**s**o

Subordinating conjunctions: used to introduce **subordinate clauses**
Examples: *although, after, because, before, if, that, since, though, unless, when, while, whereas, why*
- *I went swimming (before I did the shopping)*

Clauses that come after subordinating conjunctions can also be used at the beginning of a sentence.
- *(After we had eaten) we went to the cinema.*

Adverbial – a grammatical **function**

Use: to give information about how, when, where, or why a **clause** happens
How: *We began the day in good spirits*.
When: *In the morning we went swimming*
Where: *She played cricket over by the pavilion*.
Why: *We went left at half time because the match was so awful*.

Also used to connect a **clause** to the information that comes before it:
She could be a witch. Alternatively, she could just be an old lady.
I believe in miracles, however I don't think wishes come true.

Tests:
- ✓ Adverbials can be removed, but what's left still makes sense
- ✓ Adverbials can be used in more than one position in a clause

Sentence types

Clause: must contain a verb and a **subject** (*She ran = subject+verb*)
Subject: performs the verb in a clause
Object: has verb in a clause performed to it (*She ran the tap*)
Phrase: a group of connected words (*the fluffy white dog / far too fast / has been swimming*)

Sentences can be **single clause** or **multi clause**:

Single clause: contains only one **clause**. Can be short and simple, or long and complex: *The girl ran down the road > Terrified and crying, the skinny, shabby girl clung to a toy rabbit and ran down the long, deserted road.* There is only one subject > *the skinny, shabby girl*

Multi clause: contains two or more clauses, which may or may not be subordinate:
- *I went to the park before I met my friends.*
- *Since she had already eaten we decided to go straight to the theatre so we could get the best seats.*

Sentence functions

Declarative: used to make a statement. The **subject** will come before the **verb**: *The Prime Minister is in favour of banning cheese / The goat has escaped again!*

Interrogative: used to ask a question. The **verb** will come before the **subject**: *Is the Prime Minister in favour of banning cheese?*
Can also use question stems: *who, what, where, when, why, how*

Imperative: used to issue a command (popular with teachers!). Has no **subject**. *Put that down / Leave here at once / Don't throw paint*

Exclamatory: used to show shock, surprise, anger. Usually start with a **phrase** containing *what* or *how*: *How sweet it is to be loved by you!*

Interjections

Use: to show surprise, shock, anger etc. in speech

Examples: *wow / huh? / oops / ssh / yuck / oh*

Can be used alone (*Ssh!*), combined with other interjections (*Oh ssh!*) or at the beginning of a sentence (*Oh ssh, you silly cat*)

Active vs Passive Voice

Active: to focus attention on the subject of a clause.
The **subject** comes before the **main verb**: *The girl ate the apple.*

Passive: to focus attention on the object of a clause.
The **object** comes before the **main verb**: *The apple was eaten by the girl.*

Grammatical form: working out what different parts of a sentence are based on how they look.

Grammatical function: working out what different parts of a sentence are based on what they do.

Closed word class: word classes that are fixed and rarely have new words added.

Open word class: word classes that regularly welcome new words. E.g. 'Google' started as a noun, but is now used as a verb: *I googled*

Abstract noun: an idea, quality, or state (rather than a solid object). E.g. *love, truth, danger, sadness*

Preposition phrase: gives extra information about where something is in space or time

Subordinate clause: a clause that only makes sense when combined with the rest of the sentence (the main clause). Can be removed from the sentence, and what's left will still make sense. Does not make sense on its own. E.g. *The chickens, which were battery farmed, did not survive long > The chickens did not survive long*