

Debate, examined.

A classroom discussion and feedback handout

Classroom pilot - synthetic speech demonstration

Engineering smoke - synthetic speech - 2026-09-06 03:40 UTC

Round 4 | British Parliamentary | 06 September 2026

THE MOTION This House would trial opening the school library on Saturday mornings

PROVISIONAL MATERIAL

A completed whole-round assessment is not available. This handout preserves the recorded speeches and any existing incremental structure or comments. It does not infer missing rankings, feedback, or debate outcomes.

HOW TO USE THIS HANDOUT

Read the motion and discussion prompts first. Follow the claim, response, and comparison across speakers. Use the source labels to return to the recorded words before selecting a revision to practise.

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1 Discussion guide

Use these prompts to lead discussion. They are facilitation questions, not findings about this round.

1. Reconstruct the argument. What exactly is being claimed, for whom, and under which conditions?
2. Test the mechanism. Which step connects the stated reason to the predicted effect? Is that step explained in the speech?
3. Locate the response. Does the reply address the premise, mechanism, scale, or comparison? Identify the original words on both sides.
4. Compare what remains. After the response, which benefits or harms still stand, and what common metric would make them comparable?
5. Choose one revision. Rewrite one missing link or comparison, then practise saying it concisely without changing the speaker's original position.

A QUESTION TO TAKE INTO DISCUSSION

2 Round record

The roster follows the saved recording order. A floor role does not identify an interruption or POI speaker.

No.	Recorded role	Audio / ASR state	Transcript coverage
1	PM	done; audio available	Final saved transcript
2	LO	done; audio available	Final saved transcript

3 Arguments and points of clash

NO WHOLE-ROUND VERDICT

The material below is an incremental record of what the extractor identified. It is provisional and may contain missed arguments, uncertain links, or ASR errors. No ranking is assigned.

Recorded structure: PM

N01 claim

complete

I support opening the school library on Saturday mornings.

[S02] I support opening the school library on

N02 claim / impact

complete

Our aim is to give students a quiet place to study when their homes are crowded.

[S03] Our aim is to give students a quiet place

[S04] to study when their homes are crowded.

N03 definition

complete

The proposal covers one room, one supervisor, and four hours each Saturday.

[S04] The proposal covers one room.

[S05] One supervisor, and four hours each Saturday.

N04 claim

open

Our first claim concerns quiet study.

[S06] Our first claim concerns quiet study.

N05 evidence

complete

Some students share one small room with several relatives.

[S07] Some students share one small room with several relatives.

N06 evidence

complete

At home, conversation and household work interrupt concentration.

[S08] At home, conversation and household work interrupt concentration.

N07 claim / impact

complete

A quiet library removes some of those interruptions.

[S09] A quiet library removes some of those interruptions.

N08 qualification

complete

This is a proposed causal mechanism, not proof that every student will obtain a higher examination score.

[S10] This is a proposed causal mechanism, not proof that every

[S11] student will obtain a higher examination score.

N09 qualification

complete

I have not established that Saturday opening is universally best.

[S12] I have not established that Saturday opening is universally best.

N10 claim

open

I have offered a reason for testing a small version. The claim is access.

[S13] I have offered a reason for testing a small version. The claim is access.

N11 warrant

open

The mechanism is fewer interruptions and shared resources.

[S14] The mechanism is fewer interruptions and shared resources.

N12 qualification

open

The limitation is cost and transport.

[S15] And the limitation is cost and transport.

N13 claim

complete

The next speaker can challenge any link in that chain using the words actually spoken.

[S16] speaker can challenge any link in that chain using the words actually spoken.

Recorded structure: LO**N14 claim**

complete

I oppose adopting Saturday opening before checking transport.

[S20] I oppose adopting Saturday opening before checking transport.

N15 rebuttal

complete

But those same students may live far away and lack a Saturday bus.

[S22] But those same students may live far away and lack a Saturday bus.

N16 claim

complete

Opening a room does not remove that barrier.

[S23] Opening a room does not remove that barrier.

N17 concession

complete

I can see that a quiet study space can help.

[S23] I can see that a quiet

N18 claim

complete

I instead propose extending a weekday afternoon when students are already at school while comparing costs and access.

[S24] I instead propose extending a weekday

[S25] afternoon when students are already at school while comparing costs and access.

N19 claim

complete

The first speaker claims that the library helps students with crowded homes.

[S21] The first speaker claims that the library helps students with crowded homes.

How the recorded arguments connect

Links describe the extractor's reading of a response, not proof that the response succeeded.

N02 supports N01

[S03] Our aim is to give students a quiet place

N03 qualifies N01

[S04] The proposal covers one room.

N05 supports N06

[S07] Some students share one small room with several relatives.

N06 supports N07

[S08] At home, conversation and household work interrupt concentration.

N07 supports N02

[S09] A quiet library removes some of those interruptions.

N08 qualifies N07

[S10] This is a proposed causal mechanism, not proof that every

[S11] student will obtain a higher examination score.

N09 qualifies N01

[S12] I have not established that Saturday opening is universally best.

N11 supports N10

[S14] The mechanism is fewer interruptions and shared resources.

N12 qualifies N10

[S15] And the limitation is cost and transport.

N13 extends N10

[S16] speaker can challenge any link in that chain using the words actually spoken.

N14 attacks N01

[S20] I oppose adopting Saturday opening before checking transport.

N15 attacks N02

[S22] But those same students may live far away and lack a Saturday bus.

N16 supports N15

[S23] Opening a room does not remove that barrier.

N17 concedes N02

[S23] I can see that a quiet

N18 answers N14

[S24] I instead propose extending a weekday

[S25] afternoon when students are already at school while comparing costs and access.

N19 attacks N02

[S21] The first speaker claims that the library helps students with crowded homes.

4 Speaker feedback and practice

Detailed coaching is reproduced only where it already exists. Incremental comments are identified separately and remain provisional.

PM / speech 1

Detailed feedback not available.

LO / speech 2

Detailed feedback not available.

Existing incremental comments Provisional; review the cited words.

The opposition clearly identifies the government's claim about crowded homes and then attacks it with a transport barrier, but the attack is conditional ('may live far away') and does not establish that the barrier applies to the target students.

[S22] But those same students may live far away and lack a Saturday bus.

The opposition concedes the value of a quiet study space before pivoting to a counterproposal; this concession is explicit and helps frame the alternative, but the counterproposal's feasibility is not yet developed.

[S23] I can see that a quiet

[S24] I instead propose extending a weekday

The opposition's counterproposal of a weekday afternoon is presented as an alternative, but it is not yet clear how it addresses the government's specific mechanism of crowded homes on Saturdays; further weighing of costs and access is needed.

[S25] afternoon when students are already at school while comparing costs and access.

5 POI record

No POI records have been captured for this round. This is not evidence that no POI occurred.

6 Source appendix

Source labels identify saved ASR segments; they are not evidence of real-world factual accuracy. Wording is retained as recorded, including recognition errors. Audio times are relative to each speech, and unknown speakers remain unassigned.

Document provenance

Handout format classroom-handout-v1

Round 4

Saved report Not available

Report model Not supplied

Report prompt Not supplied

Incremental structure Version 6; 6 completed analysis steps; run complete: false

Flow model deepseek-v4-flash / flow-json-fast-v1; thinking disabled

Flow prompt argument-flow-v2

Original transcript: PM / speech 1

This is a synthetic engineering test, not a student debate. Opening marker silver lantern. I support opening the school library on Saturday mornings. Our aim is to give students a quiet place to study when their homes are crowded. The proposal covers one room. One supervisor, and four hours each Saturday. Our first claim concerns quiet study. Some students share one small room with several relatives. At home, conversation and household work interrupt concentration. A quiet library removes some of those interruptions. This is a proposed causal mechanism, not proof that every student will obtain a higher examination score. I have not established that Saturday opening is universally best. I have offered a reason for testing a small version. The claim is access. The mechanism is fewer interruptions and shared resources. And the limitation is cost and transport. The next speaker can challenge any link in that chain using the words actually spoken. == Closing marker Violet compass This is the end of the first synthetic speech.

Original audio file PM.webm

Original transcript: LO / speech 2

This is the synthetic opposition response, opening marker amber bridge. I oppose adopting Saturday opening before checking transport. The first speaker claims that the library helps students with crowded homes. But those same students may live far away and lack a Saturday bus. Opening a room does not remove that barrier. I can see that a quiet study space can help. I instead propose extending a weekday afternoon when students are already at school while comparing costs and access. Closing marker Cobalt River, This is the end of the second synthetic speech.

Original audio file LO.webm

Citable source segments**S01 PM | 0:00.000 - 0:03.560**

This is a synthetic engineering test, not a student debate.

3-audio-0-3560; revision 1; actual speaker unassigned

S02 PM | 0:03.560 - 0:07.960

Opening marker silver lantern. I support opening the school library on

3-audio-3560-7960; revision 1; actual speaker unassigned

S03 PM | 0:07.960 - 0:11.250

Saturday mornings. Our aim is to give students a quiet place

3-audio-7960-11250; revision 1; actual speaker unassigned

S04 PM | 0:11.250 - 0:15.020

to study when their homes are crowded. The proposal covers one room.

3-audio-11250-15020; revision 1; actual speaker unassigned

S05 PM | 0:15.020 - 0:18.490

One supervisor, and four hours each Saturday.

3-audio-15020-18490; revision 1; actual speaker unassigned

S06 PM | 0:27.550 - 0:32.400

Our first claim concerns quiet study.

3-audio-27550-32400; revision 1; actual speaker unassigned

S07 PM | 0:32.400 - 0:35.660

Some students share one small room with several relatives.

3-audio-32400-35660; revision 1; actual speaker unassigned

S08 PM | 0:35.660 - 0:39.970

At home, conversation and household work interrupt concentration.

3-audio-35660-39970; revision 1; actual speaker unassigned

S09 PM | 0:39.970 - 0:42.990

A quiet library removes some of those interruptions.

3-audio-39970-42990; revision 1; actual speaker unassigned

S10 PM | 0:42.990 - 0:46.370

This is a proposed causal mechanism, not proof that every

3-audio-42990-46370; revision 1; actual speaker unassigned

S11 PM | 0:46.370 - 0:49.400

student will obtain a higher examination score.

3-audio-46370-49400; revision 1; actual speaker unassigned

S12 PM | 0:58.460 - 1:03.430

I have not established that Saturday opening is universally best.

3-audio-58460-63430; revision 1; actual speaker unassigned

S13 PM | 1:03.430 - 1:07.740

I have offered a reason for testing a small version. The claim is access.

3-audio-63430-67740; revision 1; actual speaker unassigned

S14 PM | 1:07.740 - 1:10.970

The mechanism is fewer interruptions and shared resources.

3-audio-67740-70970; revision 1; actual speaker unassigned

S15 PM | 1:10.970 - 1:14.110

And the limitation is cost and transport. The next
3-audio-70970-74110; revision 1; actual speaker unassigned

S16 PM | 1:14.110 - 1:18.570

speaker can challenge any link in that chain using the words actually spoken.
3-audio-74110-78570; revision 1; actual speaker unassigned

S17 PM | 1:21.590 - 1:25.990

== Closing marker Violet compass
3-audio-81590-85990; revision 1; actual speaker unassigned

S18 PM | 1:25.990 - 1:28.910

This is the end of the first synthetic speech.
3-audio-85990-88910; revision 1; actual speaker unassigned

S19 LO | 0:00.000 - 0:04.250

This is the synthetic opposition response, opening marker amber bridge.
4-audio-0-4250; revision 1; actual speaker unassigned

S20 LO | 0:04.250 - 0:08.140

I oppose adopting Saturday opening before checking transport.
4-audio-4250-8140; revision 1; actual speaker unassigned

S21 LO | 0:08.140 - 0:12.390

The first speaker claims that the library helps students with crowded homes.
4-audio-8140-12390; revision 1; actual speaker unassigned

S22 LO | 0:12.390 - 0:16.070

But those same students may live far away and lack a Saturday bus.
4-audio-12390-16070; revision 1; actual speaker unassigned

S23 LO | 0:16.070 - 0:19.990

Opening a room does not remove that barrier. I can see that a quiet
4-audio-16070-19990; revision 1; actual speaker unassigned

S24 LO | 0:19.990 - 0:23.760

study space can help. I instead propose extending a weekday
4-audio-19990-23760; revision 1; actual speaker unassigned

S25 LO | 0:23.760 - 0:28.510

afternoon when students are already at school while comparing costs and access.
4-audio-23760-28510; revision 1; actual speaker unassigned

S26 LO | 0:31.530 - 0:35.930

Closing marker Cobalt River,
4-audio-31530-35930; revision 1; actual speaker unassigned

S27 LO | 0:35.930 - 0:38.910

This is the end of the second synthetic speech.
4-audio-35930-38910; revision 1; actual speaker unassigned