

# Discussion planner

Name \_\_\_\_\_ Date \_\_\_\_\_



## Discussion

Topic:

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### 1. The topic

- What is your first reaction to the topic?
- What are the first ideas that come to your head?

### 2. Planning

- Write down 3 ideas you can talk about.

<u>Idea 1</u>	<u>Idea 2</u>	<u>Idea 3</u>

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## 3. Extended Contribution

- Pick one idea or reason that you can talk about the most
- Write down some extra details, examples and evidence for this one
- In the discussion, you will need to talk about this for 30 seconds – 1 minute

<u>Extended Contribution</u> <u>Idea</u>	<u>Extra ideas and evidence</u>

## 4. Decide on roles

- Every person in the group needs at least one role. This is a special job during the discussion

<b>Opener</b> – introduce everyone and the topic. Start the discussion.	<u>Person:</u>
<b>Includer</b> – make sure everyone has an opportunity to speak.	<u>Person:</u>
<b>Move on</b> – move on the discussion if the topic is too repetitive.	<u>Person:</u>
<b>Closer</b> – finish the discussion. Summarise the main points and thank everyone for their time.	<u>Person:</u>

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## 5. Phrases for use during the discussion

Type	Phrase	✓
<i>Open</i>	Hello everybody. Today we're going to talk about... I'd like to start the discussion by asking...	
<i>Make a point</i>	Well, I think that... It's obvious to me that... Everybody knows that...	
<i>Interrupt</i>	Excuse me, but I'd like to say that... Okay, but let me just say one thing...	
<i>Agree</i>	Yes, that's right. Of course! I completely agree with you.	
<i>Disagree</i>	Yes, but... That's not true! I don't believe that.	
<i>Move on</i>	Okay, let's move on to something else. We're going round in circles. Why don't we talk about...?	
<i>Involve other people</i>	We haven't heard from... in a while. What do you think? Let's bring... into the discussion.	
<i>Close</i>	Unfortunately, that's all we've got time for today. We talked about a few ideas, such as... and .... Thank you everyone for taking part.	

Reformed Functional English assessments include group discussion at all levels from Entry 2 (E2) upwards. This planner can be used (with varying amounts of teacher support) from E2 through to Level 2. This resource is not directly mapped to the SL&C content as this will depend on the learner group, how the planner is used by the teacher / student and the complexity of the discussion. However, for teacher guidance, the most likely content descriptors are in normal typeface, others are greyed out.

## Speaking, Listening and Communicating content descriptors – reformed Functional English (effective from Sept 2019)

‘Speaking, listening and communicating’ within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include ‘virtual’ communication methods such as telephone or spoken web-based technologies. The terms ‘speaking, listening and communicating’ are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

**Learning aims for speaking, listening and communicating: E1, 2 & 3** Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. **L1-2** Listen, understand and make relevant contributions to discussions with others in a range of contexts. Apply their understanding of language to adapt delivery and content to suit audience and purpose.

Entry Level 2 (E2)	Entry Level 3 (E3)	Level 1 (L1)	
E2.1 Identify and extract the main information and detail from short explanations E2.2 Make requests and ask clear questions appropriately in different contexts E2.3 Respond appropriately to straightforward questions E2.4 Follow the gist of discussions E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic	E3.1 Identify and extract relevant information and detail in straightforward explanations E3.2 Make requests and ask concise questions using appropriate language in different contexts E3.3 Communicate information and opinions clearly on a range of topics E3.4 Respond appropriately to questions on a range of straightforward topics E3.5 Follow and understand the main points of discussions E3.6 Make relevant contributions to group discussions about straightforward topics E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	L1.1 Identify relevant information and lines of argument in explanations or presentations L1.2 Make requests and ask relevant questions to obtain specific information in different contexts L1.3 Respond effectively to detailed questions L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 Express opinions and arguments and support them with evidence L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection	L2.1 Identify relevant information from extended explanations or presentations L2.2 Follow narratives and lines of argument L2.3 Respond effectively to detailed or extended questions and feedback L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required L2.6 Express opinions and arguments and support them with relevant and persuasive evidence L2.7 Use language that is effective, accurate and appropriate to context and situation L2.8 Make relevant and constructive contributions to move discussion forward L2.9 Adapt contributions to discussions to suit audience, purpose and medium L2.10 Interject and redirect discussion using appropriate language and register
<b>Scope of study should include:</b>  simple narratives, explanations and instructions; discussions and straightforward information and instructions.	include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.	narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.	extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.

**Source:** DfE (Feb 2018), *Subject content functional skills*: <https://www.gov.uk/government/publications/functional-skills-subject-content-english>