



3.6 Group Discussion

ICE BREAKERS

- You must have discussed many things with your friends, classmates in a group. It might be about going on a picnic or selecting a gift for your teacher.

(i) What do you think are the benefits of a group discussion?

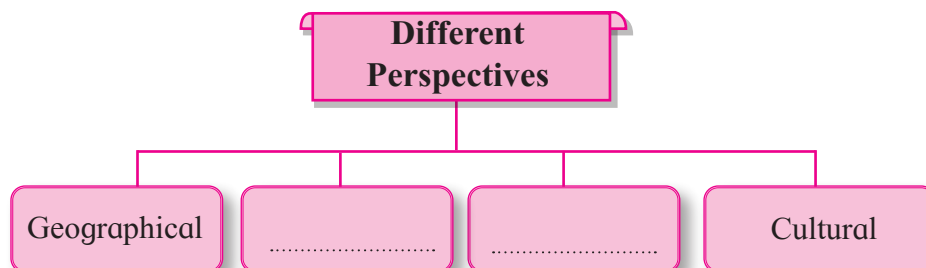
(a)

(b)

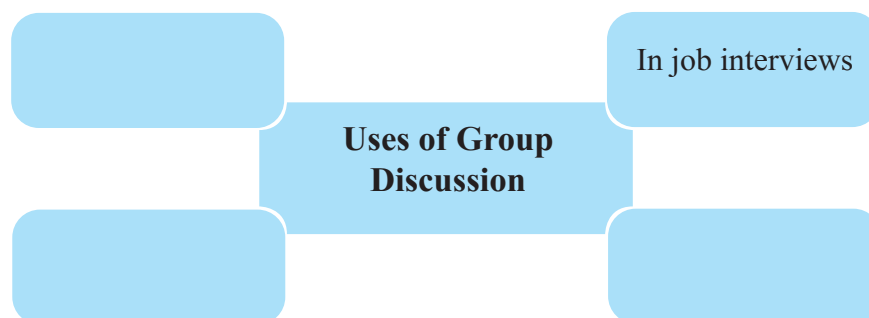
(c)

(ii) Do you think some people are right and some are wrong in a group discussion? Why?

(iii) People have different views and opinions because:



- Complete the web highlighting the uses of 'Group Discussion'. One is done for you.



Group Discussions

A group discussion is a formal discussion conducted on a topic among a group of ten to twelve participants. The participants analyse the topic from their respective angles and present their views and opinions. The group is given a topic. They contemplate on it for a few minutes and then start discussions. The discussion is usually for ten to fifteen minutes. Experts listen to the members and evaluate them.

Group discussions are usually held on topics of four kinds: (a) factual, for example 'Plastics should be banned' (b) a social or political issue, for example 'moral policing', (c) abstract, for example 'conscience' and (d) case study based, where the group discusses a case study and analyses it or offers solutions.

Group Discussions are one of the effective interactive methods of classroom learning. They are used to select candidates for different courses or for jobs by employers. They are used to gauge whether a candidate possesses certain skills required for pursuing a particular course or a job that involves working in groups, giving opinions and solve problems together to achieve common goals. The candidates are tested for their knowledge and communication skills as well as their ability to work as a part of a group and to lead other towards conclusions and solutions. One should be able to use his understanding of a subject to give opinions on it and support his ideas with logical arguments.

Since communication is a two-way process, it is important that besides speaking, one listens to the participants in the group discussion and respond to their ideas or take them forward. You can contribute to a group discussion in some of the following ways: helping it start, giving direction to it, making sure that everyone's views are heard and thought about so that the group moves towards some kind of agreement and closing it with a summary or a conclusion.

The Language of Group Discussions

Here are some expressions you can use to perform different functions during a group discussion.

Expressing opinions

I believe.....

I think.....

Could I make a point, please?

In my opinion.....

It seems to me.....

Expressing agreement

Absolutely

You're right.....

I fully agree with.....

Expressing disagreement

I'm afraid I don't agree with.....

I'm sorry but I see it a little differently.

I can see your point but.....

You may have something there but.....

I respect your point of view, but I'm sorry I can't go along with you on.....

Suggesting

I think we should.....

Why don't we.....?

Let's.....

Couldn't we.....?

Don't you think we could....?

Asking for opinion

What is your opinion on....?

What do you feel about...?

I wonder what do you think about.....? I'd like to know your stand on.....

Interrupting

I'm sorry to interrupt but....

Excuse me. Could I add something, please?

That's true. Sorry, but.....

Handling Interruptions

Just a moment please.

Could I finish what I am saying?

If you would just let me finish.....

Could you wait for a minute, please.

Concluding

To summarise/conclude,.....

We can conclude by saying.....

Let's run quickly through the main ideas before concluding the discussion.

Sample Group Discussion

Evaluator : You've all been given a few minutes to think on your topic for today's group discussion, which is 'Do you think teenagers should be given a separate mobile phone?' You may now begin the discussion. Who would like to start?

Manisha : I think the topic of this discussion is very relevant to all of us here. As teenagers, we are so fond of our mobile phones, and its different features that have become irresistible to us. I feel mobile phones are quite necessary, they are quite helpful for educational purpose, we can get support for their various subjects just at the click of a button.

Anamika : I also agree with Manisha because now-a-days people use smartphones and they can get access to any information they want like travel information, recipes, courses, colleges etc

John : Yes, I would like to add to it. I don't think students use the mobile phones only for seeking useful information. They use it for entertainment too. They listen to songs, watch movies etc. I am afraid they see unsuitable things too. Moreover they spend long hours on phone.

Anamika : Yes John, you are absolutely right. But, I think parents have made them aware of the abuses of the mobiles and they are mature enough to understand how to use the mobile phone productively.

- Ananya** : Yes, all this is true but don't you all agree that they do see unwanted things and waste their time in things not suitable for their age group.
- John** : I agree with what Ananya says. It is a sheer wastage of time, money and energy.
- Anamika** : I feel that most of the students have forgotten the basic use of mobile phones; they have to travel long distances for tuitions and other purposes. The parents can keep a track of their children. That is the main reason why parents have given them mobiles.
- John** : Yes, but students have become lazy. They lack concentration, they don't read books, the phone keeps ringing and disturbs them now and then.
- Manisha** : Parents, institutions block some sites so that students are not able to view unwanted material. The risk is there but with advantages there are disadvantages too.
- Evaluator** : All right, everyone. Your time's nearly up. Could someone conclude, please?
- John** : Taking the points into consideration mobile is a good and useful tool but a time period should be allotted to the students to use mobile so that students do not become couch potatoes. Eye problems, posture problems, psychological problems have increased. They sometimes become violent if mobile phones are taken away from them. They can use these phones but they should be made to use them judiciously.

BRAINSTORMING

- (A1)** Rama, Asif, Rachana and Aarav are participating in a group discussion. The evaluator has given them a topic 'Teenagers are more inclined towards junk food nowadays'. Write suitable dialogues for each participant giving his/her opinion on the topic.

Evaluator: You've all been given a few minutes to think on your topic for today's group discussion, which is 'Teenagers are more inclined towards junk food'. You may now begin the discussion. Who would like to start?

Rama :

Asif :

Aarav :

Rachana :

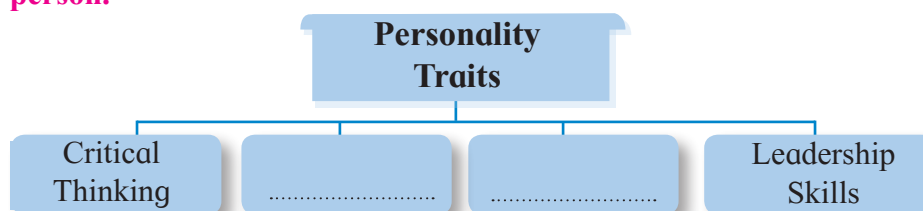
Evaluator : Please conclude.

Aarav :

(A2) Read the following statements. If you agree say 'Yes' and if you don't agree, say 'No'. State the reason for your opinion.

S.N	Statement	Yes/No	Reason
1.	It is not possible to guess the topic for group discussion. Then there is no need to prepare.		
2.	Always have discussion with your family and friends on different topics.		
3.	You must aim to get noticed by the evaluators.		
4.	Forget the evaluator and look at the participants while discussion.		
5.	You should raise your voice to be heard by everyone and speak for a long time to show your knowledge.		
6.	You should always take the opportunity to begin the discussion.		
7.	Take a strong position/view and defend it till the end.		
8.	Do not keep waiting for your turn to speak. You have to be alert and quick.		
9.	Listening to others also plays an important role in a group discussion.		
10.	You must interrupt a person if you do not agree to his opinion.		
11.	Show your leadership skills by being assertive not aggressive.		
12.	Participating in a group discussion also means helping everyone to reach a consensus in spite of difference of opinion.		

(A3) (i) Group discussion helps to unravel the following personality traits in a person.



(ii) Match the following.

Discuss	Give special importance or value to something in speaking or writing
Argue	Say something again, a number of times
Deliberate	Express opposite views in a heated or angry way
Reiterate	Engage in long and careful consideration
Emphasize	To talk about a subject with someone and tell each other your ideas and opinions

(A4) (i) Write the following sentences in reported indirect speech:

- (a) He said, "If you find my answers satisfactory, will you give me five rupees?"
- (b) The astrologer said, "You were left for dead. Am I right?"
- (c) "I should have been dead if some passerby had not chanced to peep into the well," exclaimed Guru Nayak.
- (d) He told her, "Do you know a great load is gone from me today."

(ii) Read a part of a conversation between Neha and Nidhi.

Neha: Where are you going, Nidhi?

Nidhi: I am going for my music lessons.

The above conversation is written in exact words spoken. If this conversation was to be reported by a third person then it would be written as:

Neha asked Nidhi where she was going. Nidhi replied that she was going for her music lessons.

Notice the changes in the reported sentence. Note the changes in pronouns, tenses, reporting and reported verbs and other changes.

(iii) Now find sentences from the text in the direct speech and convert them into the reported speech.

Read the following sentences given in the indirect speech and convert them into the direct speech.

- (a) Shirish said that he would not be able to solve the problem.
- (b) Lata told me to give her a glass of water.
- (c) Ananya exclaimed with joy that she had received the Ph.D. degree.
- (d) Shilpa asked us if there was any other document to be typed.
- (e) Swati said that she would not get the money.

(A5) (i) An economically deprived girl student in your class who has received admission in a reputed college abroad needs monetary help to pursue further studies there. Have a group discussion amongst your friends to seek solutions to help her. Write four/five views in the form of dialogues.

(ii) There is an inter-school cricket match and your school is losing. As you are the captain, have a group discussion with your teammates in the tea-break about the strategy to be followed to save your school from losing the match. Give at least four/five suggestions.

(iii) Form four groups in your class and have a group discussion on the following topics.

- (a) Role of ICT in education
- (b) Clean India

SECTION FOUR

NO	TITLE/TYPE OF THE TOPIC	AUTHOR	GENRE	TYPE	WRITING SKILLS FUNCTIONAL/ CREATIVE	SKILLS/FEATURES
4.1	History of Novel	=	-	-	Writing a note on character, theme, plot, language, setting	Understanding, imagining, connecting the past and present
4.2	‘To Sir, with Love’	E. R. Braithwaite	Novel	Autobiographical	Activities on character, plot, setting, theme, language	Dealing with troubles, problem-solving, sympathy
4.3	‘Around the World in Eighty Days’	Jules Verne	Novel	Adventure	Activities on character, plot, setting, theme, language	Touring the whole world, meeting different people and learning about different cultures, exchange of ideas
4.4	‘The Sign of Four’	Arthur Conan Doyle	Novel	Mystery/Suspense	Activities on character, plot, setting, theme, language	Solving mystery, handling stressful situation bravely and rationally