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 In 11116 educatixyi prog13UU1:xd1jch.)wul axe ak.w
 ahd yqur f031cw Students w:?11 be Studying in.Q
 Or twcnty adult ptople will meet LCCCILUr
 wcek to study axioms courscs.
 togCW310r. DR35t (3f 1310 Tghne)W3u 101313110:
 . , with you :in your group. 1,0 how wij; you 51.133.
 you lecln?
 - you will learn by r'J'L11131y'313g fU501 Tor wLJt is wriiten
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 _ you U311 listcn f0 and lcnrn from audjOQCUSSGtte
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 M yuu wiJl work togC her on the (X01 cises 3nd hllpy
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 L_1
 .(ms you face
 U you W131 KOIk by ywursclves Cln the (OUliGS be :ween
 It is vzry diffxcult to study wifhout a teacher by yourself.
 'fhat is vhy in lhjs programme you axe being organisvd to
 study in groups. If the grrup meetings ifeftb DC3HPTPfU1
 they need to be.0rdcrly and organised. Your job as a sfudy
 grcup leader is to organise and lead your group'S mgdfings
 in an orderly way.
 . UUA1 ARE THE JCUS UP A _SIUDY GAUUP LEADER?
 Ix)
 A study group leader is NC? A TEACHER. You are NUT cxpeUted
 Lo KNJW EVERYTHING in the courses. As the group leader you
 must do the following things:

Your jobs

sieges. T

2

.1

you must ORGANISE the meetings

you must PREPARE for the beatings

you must HELP your fellow group members to learn

you must GUIDE your fellow group members to use

the courses

you must ENCOURAGE your fellow group members to

Study, to do the exercises and to take part in the

group discussions.

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group can be divided into three

they are:

Before the attendance meeting you next:

prepare yourself by becoming familiar with the unit

which your group will study in the meeting

filed cut, by reading the unit and the group leaders

notes how to read and guide your comrades in the

exercises and activities

get ready all the necessary course books and other

materials (audio (assessments, maths instruments, visual

aids etc.) which the notes tell you you will need

to find the meeting place by arranging the chairs

g

and make sure there is enough light

and by making sure there is not too much noise nearby.

Now members will be able to

attend the meeting and that there are 30 other

activities which will not disturb the programme. If

some members cannot attend you should know why.

0 .

2.2 During the meeting it is your job to do the following:

V.V. A.- 7 7 52.

to open the meeting by welcoming and greeting all

the members

to ensure that the members have all the right materials

They will need

to call for quiet and draw the attention of members to

the subject to be studied.

"111130335 in The unit and
notes ale fo330wvd
to make sure that all members o'o '5o.' 10 and
participate in lthe CkCVCiFfS a: 1V ussions and
:11? t :1ol1e (Ji TI;C Inaauinglos kqg'2311a1.e
f0 guiao and encourage fcjlow gemhers without talking
too much EJEHEle
to give a short gunnery as a teens
meeting to ellocu e fasks 3rd to
knows what to do before :he next meeting.
prepare a report on the w u v; '3 assistant
group leador/SecrotaryluL zir' : ' the tutor
refer unsolved problems and difii:' Ves to the
tufor or to seek help from anyone else who is
qualified.

4
collect god \$1010 or re.:1n materials and equipment
hhigh wore usud

1
follow up any mrmbers who oi M: inc meeting help
do the week they Awooeu, and enggurace them
Edibe6"%&& ;.:-'nceting.
Group leaders must therefore be firm but polite, patient'and
friendly. You mus; gain the respect and couoperation of your
fellow members. In Order to do this you must know how to use

5
course materials, the cassette und other cquipment. You
HQSt also master the techniques of how to lead study grcr1s
"Ctively. The next section gives you more details on how
ster these technique.

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3. HCWIO LtuJWMM (-gfmups
'u.
3.1 ;:gjp399
t':A-'-'stMHW'mmttm_t"_thMtvfnttmtttmttwgMNWt'w--wtth"uMImmwwv,
! hLQ(JRE BeI: are two stories about stuoy group leaders _
at work. Read tLIcm carefully and then ah:we.tr the queetions
,yglg_l .-oi;wc h:s had a V(Iy bnsv herring. Xe has to eat
sis luzch qu; ckly and hurl: y to the s-uVy grmup meeting. He for_
(34' ('
4,LS to pick up the tape recorder and cassette for today's
lesson. By the time he arrives the stl63nts ate all there. He
quitkly tells them to put the chairs in rows. The Jes son should
staIt with the talze recoIdihg. As he does not have it Ull"e
,_,_, _ V&_h _AA #A l, wad"-..
deCJUUb to teach the sturlents.liznself.9e can th' them what
it v.lu3d have intruduced and how that bit of Pt mg- ish granmar
works. He knr.s it himbmlf. "When he hes explained it he tells
them to get on with tr e 6.xelcjse by th("&GlVGS. He can nowv
mrite that le i:ter to his hi other! It's tee first time he has
set quietly tdday. Suddenly one of the students says he (Bees
net Indexstard something. tWhat don't you underrtzrd?' . I
8,1, IJI h
I
'zwe? without getting up. This comraGe really is a poor student
:e never seems to unders tend the les seems. The student does'
not like to tell the whole cl as what he docsn t know. Very
quietly he says he doesn't know what 'haypens' means. Sizwe
laughs; 'What! You don't understand a simple word like that,
yet? Well, loogt t up in the dictionaryi' Sudaenly he realises
there is a drill the students have to do in pairs. He hurriedly
tells them to get into pairs and to do the drill together. 'Some
students don't remember how to do this drill! Sifwet?gets very
angry with them and shouts at them. They have upset the whole
Class and LOW there is no time to finish. Well, It is too late
how. They Wlll just have to start their maths lesson. 80 he
telis them to put away their English and ge et out their maths.
Aft wards he remembers that he did not explain what they had
to do for tfre :tury. Ri?an, it .3 its r evn feuli!

pl;_2_ : Nawa is not vely confiee lt shout today" s lesson.
He read it ihteugh.yesterday and tho light it was diifj UJJt. So
he went through it again, with his lesson notes. He has pre-
pared all i;he drills and exercises ver carefull . Be hurries
Y
'1
chm work to g(t the tap e recorder a:Y cessctte He then goes
straiglxt to tle classroom, arranges the Chains in a circle.1E
Then he listens to the C&SSw te to make sure it is the right on
F)
As_the members of the group enter he greets them and asks about
their work, or -heir children. When it is time to start he
introduces the lesson and tells them what they are going to 60
today. He mckes sure they all have the 17ght unit to work
from. 'Fhen he plays tize cassette and quickly gets the students
. to practise the exercise; together. As soon as t..ey stynt to
work on the exercise he goes round from stll6(:;nt to qtuCent.
One of tiem does not uhder ttand the Word ihappens
him to look it up in his di(:tio naLy. ten Ye ghecks that he has
under stood it. The les son notes say that that exercise shoeld
'-._____.
take ten minutes only. Nawa cheeks everyone has been sibl e to
.
do most of it. Then he groups them into pairs for the next
drill. This is the 6ifficult one. 'E? explains it very cere-
fully and practises the first two_sehtences with them. Be-
caUse it is difficult he does not get angry when they do not
understand. He explains'it aeein. He heJJDfS them to do it by
go ng round z:ld J.i stenjng to them. He L alises ho w useful it
was to practise it himself while he was preparing. A few minutes
. before the end'of ihe lesson he tells them to stop working on
the last exercise. If anyone has not finished they Gen finish
it tonight, by themselves. He then i.ntrodu cos the home study
exercises to them. He makes sure they kncw what they have to
Go. There is just enough time for a three minute break.before
they start the maths lesson.
EXERCISE QUESTIONS Which of the two group leaders do you
think was a good g;oup leader, and which was a bad group
leader? Why do you think one was good and the other bad?
Discuss these questions with your fellow group leaders.
Note down your Lin: wers.

We will now explain some of the
needed for your job as group leader.
succeed. But methods by themselves, even when well GQLG,I
-4
do not make good group members. You must also be able to
work easily with your fellow members. They must learn to
4
and see you as a friend and helper. Then you will be successful.
1
methods of leading a group. WISE
, om- o. u.- W_,.7.,h.,rpowwow, ,.-.V:_A_ , . w _ v_.-
(a) Biatgri_1;g.iq_r'_ ULQJ 23.532113 To Go :7 "4!?" job well in
each lesson you must prepare your self carefully.
Here are the steps you should take to prepare:
youself:
. you read the 19590:) through in the course text
. carefully,
read the Group Leaders' Lesson Notes to that
I successfully /
"4 ;T:H;& _ifuvagote whotryooahgyoifo dB in each EGCLAUH
you ' ECLido uhvn to do each exercise and how long
it should last
be sure you know how to start and lead each
drill or exercise
_ be sure you know what you need - looks, pictures,
C?"FCTtGS, cqlpm:nt, r&oer, 016. m for the
lesson
. - , Le "ore you do: 1w 1t in time
_ be sure all the drills and exercises can be done
with the equipment and material you have. If
they can't, work out a similar drill or exercise
which can.
I ,A#_7A wm:_A# ofon %oy_yoomwifimittodfooitho lesson to'
your students
Am work out how to make sure they start the
work they have to do
a sometimes you have to break your group into.
small groups for drills and exercises. Work
out when and how you have to do this; Decide
who will lead each of the small groups
- prepare lists of questions about various sub-
jects in the lesson. This will help you to
involve your students in discussions. Often
this is needed in the lessons

uiBIfS hell. If it doesn't it will be Very
ifficult to make it suvceed. It is therefore lmg,
that you make it start well. Kare is a list of
things you Ccn do:
clabsrcom at leest
10 minutes gefore the lceeon
stdits.
ZZZJJ
make sure everything is reaay.
encourage your students to
K
4.-..
come on time.
introduce the lesson to your
students. Tell them what it is
Tell them
e going to
80 Guring the lesson.
show them Wnat they have to do
Vfired. Ask questions to in-
volve them in i . Make sure
they have under: 006.
Always follow what is written in each lesson and the
jn.ttuctions in your Group Leedels' Lesson \$oics
ve-y
Qggggg themlgsson: Your first job is to get &%37
lSSSVn startedOend to make sure all the students
are taking part. After that your job is to keep
them working through the lesson. You must make
sure they understand what they are doing. Many of
the exercises and drills must be done in small
groups. Sometimes these groups will have two or
three people in them; sometimes five or six people;
sometimes more.. You must organise them so that they
move easily from a large group into a small group.
It is your job to arrange for them to change from
group work to individual work 55 the lesson instructs.

the three important things you should do:

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— Lgeglmggwome '86 .t ark:

go round from student to student as they do their work; 306 that they are doing it correctly; make sure they have understood and are following the instructions; encourage them to keep going; help and advise them when they need it.

scilpwihqwangmcteile: work out how long each exercise or drill or section of the lesson should take; make sure that your students move on from one part to another as planned. But do not think you must follow the timetable exactly: some students finish a piece of work more quickly than others; when such students have finished, encourage them to check their work carefully; sometimes ask them to help fellow students who are working more slowly; other times suggest that they go on to some more exercises if there are any at the end of the lesson.

-gepjtegggtqgeletdley Your group must be run in good order. Good order and self-discipline are necessary if the students are to learn. Your students are adults, and adults usually know how to discipline themselves. But sometimes a member of your group may disturb the other members. Perhaps he has a personal problem, or finds difficulty with his studies. First you must talk with him by himself. Try to find out why he is disturbing the group. Help to solve his problems if you can. Try to persuade him not to disturb his fellow members. If that does not work, discuss the disturbance with the whole group, with him present. Try to have a group decision on how to control him. If this does not work you must seek the help of your tutor. He will help you to try to solve the problem.

,, .' fw. Tiff? ':L.'T.n'"5h.'

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EXERCISE Yezre are two LX5mplec oior dl 'scipline prooluhe
Work out how you woqu deal with each of them.

ngmpl y;_: Five of your students always arrive laie for
tFe cl? dSS meetings. They say they are late because of
their wcrk, Whch they arri a they disturb the other
students. They 35k where you are in the leeson; they
move the ir ohniis about; they make a noise as they get out
thei rlooks. It is ?3.v ways diffiqut to get control of the
group again after this disturbance. The other studrnfs
feel they are wasting their time to Come at uhe pLoper i
time. They are coroldwnezg to you about it. 3

_mple 2 : One siudent suys he is not intere .sfed in methew
meric. He does not pay attention to the maths lessons.
He refuses to do the exercises properly. If he dens any
exerCESQS, he on y copies them from his friend. He talks
to other students who sit near him throughout the lcssan.
the whole uromp from progressing as heyc she ul.d /
What, dovyou think, are the causes?

Could you deal with them yourself?

Hovgcould you involve Lhe group in solving them? .

whet would a group deride to do ; out them?

(He refuses to stop talking when you ask him. 3e is stopping

Mould you need to ask ihe tutor to help?

(6) gzrgwg,511'i22..'2.1.1-t,_1:~53_1.;L Of .tbejeege: lw'ten
group members will not understand a difficult word.
or a diffiicr lt instruction in the lesson. You must
find out what they do not understaud and try to
explain it to them.

e first reed that part or instrUction carefully so
ttat you underetand it yourself.

- always use Simple langua ge when e) glainjug somee
thing to others; Simple words, short and Simple.
sentences.

_ use words the studnnts know to explain difficult
parts.

- be slow in explaining, so that the slower members
can follow you.'

lf 3oul explanation mas been urncr---
 .10 mcmters to repeet it in their own
 :eh stow 'cur students what the.
 diiiicult wozd or part mcens. You Can act it,
 cu: drgus"t fun" tlan, (3r S?KTN idiom tlxe renle t? Jag.
 This can Lei '3c)I; :tucent's to uz'idrrcstazu.3.
 - w3el0 poeejble 8legexe dra'Tng s in advance so
 Rut they are'cleer.
 - iojnt out to your eLwattts ar y drawinLjs cr Che ts
 or pictures jw the Werkkook or on flip charts?
 t CIRE su7e they have underrtocd.
 K3: Sc metimes the courses inst.uct ycu, es
 leaders, to oxgenige a discussion. Sume-
 tiWes, especially at filst, you muet lead the ais-
 Cussion yeulself. Other times you must alarge for
 Vre Of the 9!:(19 TembeLs to lead it. The purposes of
 e
 x
 thjue t scuseions are:
 LA.
 0 etcusc the intereet of the group members
 0 make thtm take an-active part-in the lesson
 _ to give them practice in speaking tke lenguene
 to give them practi ce in Using mathematlcs
 Your job is 1:0 arre nge that thew
 gnon the ccurse tells yo
)oltant thing in a discussion is L?Ht all members
 joxn Sn. You must Inelie suxe t? ey do. It is help
 ful ia eiffexcnt Gml8l of the group lead the dis-
 cuzsjons from time to time. This way everyone gets
 spea(:ng Engli 5h and in leading deiscussjo
 3e ideas atott haw to lead a hicuubflon:
 _ XUESTIONS are perhaps the most useful method for
 chup lea cexs 1.0 lead discussions. '-
 a use them 40 bring members into the discussion
 - vse them to move the di lECU uss sion from one sub-
 ect to another
 , Use them to lead members to talk about the sub-
 ject being discussed
 .- use them to keep the discussion interesting and
 lively
 - use tqv to change the subject
 1 . . .
 - - #7 a , 4 _ lm e - 7 3 a 7-3:. wrmn ew
 5'7 ."T ax; -, .Y.' .T .3 'Vr- 'w. rumu MAS

D03 T EE TOO STRlCT : Alle m(:mhers to talk about anything wVich interests them related to Che subjwz t. Guide them and help them to see how it relates. But make SJLC Chat they do not move far fg2m the subject. often you can guide the diecxision quite eaejly. Just give them ideas' or Wsk questions chant subjects which have been iorgaiton Cr oiv; a Phpzt summeryh of what has been said on CH6 subject bef0le movin to another. These 2l1l1 uevelly le enough to step members from talking about wther .ijeets.

DO NOT TALK ALL THm TIME YOURSFLF : Once Lhe chairperson hes seart:d the djs(USS iCn she should not break in vex often. Do not force your own ideas on the group. Lat tho mxmhers question and ansWer 2ach ther. Let them rCeeh their own idea and decisions.

QUIET MTwVVLs of ihe glC.up ijl oftcn snt in a diS(JS&iOD w thout j2ining in. It is VCry important r3et they are encouraged to take part. Often they are quiet because they are shy. Do P

not make ihem lvroml07fqbla by asking them directly to say something. Find a subject in whiCh they are SpeCially interesfe_, or where they have some specie expCLience. Encojr age them to say something ebcut it. Help them to explain what they want to say. If they do say something point o-ut the importance of what they have said.

SCBEL MEMBERS TALK TOO MUCH : This prevents other mend ers frrm giving their ideas and opinions.

OMPLLHCQ-tnl leads to.a CUDVGI Isa ion or an .3 argument5k between two mCabers. This destroys the disalm sion and discour gee other members. If it hapyvns the'chejrpersion must interrupt to bring the others info the ijscussion agaJ.n. You must prevent those who want to talk too much from havjn the chence to do so. If necessary you must con_ trol them very strictly. You can do so by saying that other members must be able to say what they want first. Then the person who talks too much can be brought back in.

1 (ONCLUS IONS : It is important that a discussion does not stop in the middle. This makes then members unhappy. It must reach a conclusion.

The Chairperson must tell the group when the time is nearly over, and begin to summarise the group's discussion. She must allow and encourage members to say what they have decided.

(f) Games : Sometimes the courses suggest that you lead your group in a game. This adds to enjoyment and interest and activity as well as giving practice in a skill the group is learning. Such games are therefore useful as well as enjoyable.

1 Instructions are given in the workbook and in the 'Group Leaders' lesson on how and when to play such games. You must teach the group members how to play the games. i

- If you do not know how to play, your tutor will teach you.

- NBU may also provide some games. You can borrow these for use with your group. These games help your students to improve their English and their maths. You must encourage your members to play them.

(9) ELLELQQ the 3.1.88 on .t_ .63.

eng: the lessons each last

for one hour. It is important to finish the first subsection time. Only if you do, can your group spend a whole hour on the second subject. It is also important that the lessons finish in time to allow others to do other things. You must therefore follow the timetable as closely as possible.

- Sometimes you are in the middle of a very interesting exercise when it is time to finish. If all the members want to continue, allow them to continue for a short time. Tell them they must quickly reach a point where they can stop.

1 Do not keep students working after they have finished or lost interest in an exercise. Encourage them to do something else. If there isn't

time to start a new exercise, let them go a few minutes early.

When it is nearly time to finish begin to bring the lesson to an end. Make sure students have reached a good place to stop; summarise what the

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group Aas rcache&; do the final exercise if there
is one which firishcg the lason.
Before you close the lessen you mnbt show the
I.
ncst be done bcfcxe_the Lexi ;uscn. Make sure
that they anderstand what they hve to do. Make
,
v
A
sure that they take with tB m w.atever they need
to do.
4#%itbr the end of the lessons you rust stay Lehind
might want to
'D
(P
ri'
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5
,4.
m
for a few minutes. Sony,
See you by themselvcs to ask you questions or to
tell you about their prblems. This will help
you to gut to Rngu fbuu It shows them that yyu
are a friend. It shows Lhat you want to help
them.