Group Discussion:

1. Compare the various ways the terms *polynomial*, *variable*, *coefficient*, *constant* and *degree* are introduced to students. Identify difficulties students might encounter in understanding these concepts.

2. Explore various strategies/teaching aids that are useful in helping students understand the concept behind solving simple linear equation. Identify common misconceptions.

3. Explore different methods in solving equations such as
   
   \[(a) \frac{x-1}{3} = \frac{2x+5}{7}, \quad (b) \frac{4x-3}{5} = \frac{1x+10}{5}\]
   
   \[(c) 2.3(2x-7) = 3.3x-4.6, \quad (d) \frac{6}{2x-5} - \frac{4}{x-3} = 0\]

   Which method(s) should you teach your students and why?

4. Explore different strategies useful in helping students memorise the identities \((a \pm b)^2 = a^2 \pm 2ab + b^2\) and \((a + b)(a - b) = a^2 - b^2\)? Can we call \((a \pm b)^2\) a perfect square?

5. Explore different approaches to teaching *factorisation of quadratic expressions*? What strategies would you suggest your students use in solving \(x^2 - x - 127092 = 0\)?

6. Explore different approaches to teaching *solving simultaneous linear equations*. How would you advise your students on which method (elimination or substitution) to use?