



BHARGAVI RAHIM (Master Trainer)

Primary school teacher, ZPHS , Nindra Mandal

Chittoor District, Andhra Pradesh

My learners in this photograph are experiencing a new strategy of learning through a 'Jigsaw' activity. I have chosen this activity for my learners for their lesson 'Half the Price' to promote their reading, speaking and listening skills. First, I did a fun activity to get them into mixed ability groups and then provided them with the sections of the same longer text with different complexity levels more appropriate for a multilevel class. Each group read the text assigned to their group and prepared for a short role play or to narrate the content of the text supplied in their own words in English. The result was amazing!! Even the learners with low proficiency of learning could come out with little bit of English language while playing their roles.

**NEERAJA (Master Trainer)**

Primary school teacher, ZPH School, Nindra Mandal
Chittoor District, Andhra Pradesh

This picture shows my learners' wholehearted enthusiasm and active participation in their English lesson. They are doing a dance step followed by saying a key word from the given text. By participating in this activity they are thinking and recollecting the key words they learned. By sharing the key words in their peer group in this way, they could easily remember without feeling it is hard work. All my learners, even ones who normally find learning English a challenge, became engaged and involved in listening carefully and learning the words from each other. They were entertained by doing the dance steps with those words and tempted to learn. Their undivided attention led to learning with enjoyment and enthusiasm. My lessons will never be the same!

**RAJANI YERNAGULA (Master Trainer)**

Primary school teacher, ZPHS BOPPADAM, Dasannapeta Mandal
Vizianagaram District, Andhra Pradesh

This picture shows a classroom activity that I conducted before starting the lesson. The aim of the activity was to familiarize my learners with some important words before they read the text, so that they can read and understand the content more easily. It also enabled my learners to understand the meaning of the words in a more comprehensive way, rather than just giving the meanings of those respective words in isolation. Because the focus was on the game, it enabled learning of the vocabulary unconsciously. Each and every learner participated in this activity with curiosity and enthusiasm and was motivated to elicit the information from the other learners. They enjoyed learning in a different manner and they communicated well with proper discussions among the groups. This activity created a positive learning environment in my class making all the students involved and interested towards the language and confident enough to use the language fluently. From doing this activity in my class, I can clearly see that teaching through games and activities enable the children to enjoy their lessons and learn more effectively.

ANDHRA PRADESH DELT PROJECT



RAJESH KOULURI (Master Trainer)

Primary school teacher, MPP SCHOOL, Neelakantarajapuram, Vepada
Vizianagaram District, Andhra Pradesh

This picture shows my learners of Class 1 who designed a colour rainbow with the cute palms of their hands. For this activity, I started with the game "Colour, colour, what colour?" I showed them some realia and modelled phrases like "A red tomato" and "A yellow balloon". I also wrote the colour names on the board. Then I did a pairing activity for my learners with colour pens, which they enjoyed a lot. My learners had to tell their partner their colour by saying, for example, "I like blue". Then I introduced the lesson topic 'The Colour I Like'. After that I conducted a table game with cards matching colours with word cards. Finally I coloured their palms and printed on the chart to display. We use this display a lot in lessons now to refer to the colours.



V.V.S.S. NAGALAKSHMI (Master Trainer)

Primary school teacher, Spl Municipal UP SCHOOL, Sriharipeda
 West Godavari District, Andhra Pradesh

The photograph shows my primary level English classroom during a simple and learner-friendly language activity I developed, which was aimed at building object-based vocabulary and speaking skills. The game involves a variety of interesting steps such as identifying objects (fruits in the present game), facilitating and eliciting one word and full-sentence answers from the students, finally leading to description of objects. Usually I follow concept and mind mapping techniques along with ILM for effective classroom results. But after undergoing the Master Trainer Training organised by BC-SSA-SCERT, I have modified my approach. Through my enhanced understanding, my classroom sessions have become more interactive and learner-centred with increased STT, and my learners now seem to be learning the target language with minimum stress and great ease in a joyful environment. The learners' response to the lesson is marked with increased classroom affinity and enthusiastic participation, echoing the learner-centred classroom, as envisaged in NCF2005.



VENKATA RAMANA BHUTALA (Master Trainer)

Primary school teacher, MPUP SCHOOL, Markonda Putti, Makkuvu Mandal
Vizianagaram District, Andhra Pradesh

This picture shows my Class 3. I introduced demonstrative pronouns THIS, THAT, THESE and THOSE. Learners were divided into three groups. Model reading was done and realia were used to introduce the following sentences.

This is a book (by showing the book)
That is a pen
These are papers
Those are bags

Each group then had to discuss and frame more sentences using the guide on the board. The group who was able to make the most correct sentences was the winner. This was the first time my learners



VIJAYABHASKAR MUNAGALASETTY (Master Trainer)

Primary school teacher, MPP SCHOOL, K. Nagalapuram, Gudur
Kurnool District, Andhra Pradesh

This picture shows my learners participating in group work on concept mapping activity. Before the Master Trainer training programme, I believed a good lesson was giving presentations to my learners in which I used to play a very active role and my learners tended to be passive listeners. My attitude slowly underwent a change as the days of the training programme progressed. Through the way my trainers conducted the sessions, I realized the importance of sharing of ideas and being actively involved. After the training programme, I entered my class room with a new mind set and now I am dividing the 45 lesson into three parts with 15 minutes of concept presentation, 20 minutes of individual work followed by group discussion, allowing the children to share their views and 10 minutes for peer evaluation. For every activity I am changing the seating arrangement, so during the concept presentation, I am asking the children to sit in a semi-circle around me and during group work, I get them into small groups each with 4 or 5 children.

The response of learners to this change is that, they now:

- have developed the habit of free expression
- are always active and co-operate with others to complete their assigned task
- complete their work better with a blend of different ideas
- show confidence and have developed the habit of asking questions
- enjoy my lesson, which happened never before!



VIJAYAKUMAR REMALLI (Master Trainer)

Primary school teacher, MPUP SCHOOL, Kothuru, Pedapadu Mandal
West Godavari District, Andhra Pradesh

This picture shows my students in Class IV participating in a fun activity to revise their knowledge of “parts of speech”. For this lesson, I made a few sets of flashcards with the various parts of speech, such as nouns, verbs and adjectives. Students sat in groups with a set of flashcards and one person in each group held up a flash card while the others eagerly raised their hands to say which part of speech it was. They were also able to check if their answers were right — even those students who usually had trouble with grammar were able to come up with some correct answers. I put up charts on the board with the names of parts of speech and relevant hints to help students identify each of the words on the flash cards correctly. I was just a facilitator during this activity and I enjoyed helping my students learn grammar this way.

Before attending British Council training, I used to teach English using traditional grammar translation or oral repetition methods. Because of this new interactive method, a drab English lesson became vibrant.