India – a country of contrasts, dreams and nightmares

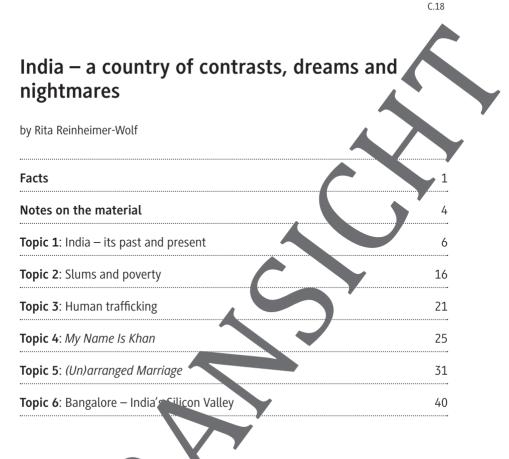
by Rita Reinheimer-Wolf



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In dieser Unterrichtsen, fit setzen sich Ihre Lernenden mit den verschiedenen Facetten Indiens aus under. Untersiederem mithilfe von Fakten, Texten, einem Film und einem Romanausse vitt erarveiten sich die Lernenden Wissen über Geschichte, Alltag, Problem Herausforde ungen und Zukunftsperspektiven des Staates. Hierbei trainieren und erwei ern sie ihre Jese-, Schreib-, Analyse- und Sprechkompetenz. Auf spielerische Weis vertiek unde Schülerinnen und Schüler schließlich das Gelernte in einer fiktiven Fernsen talkshow.





Competence and stills

By working with the prograd, students enhance their **reading comprehension**. They also impremented in **writing, titls** by writing a comment, a film review and a creative text. Acditionally, by train their **viewing competences** by filling in a post-viewing question naire after having watched a film. **Speaking** is improved by giving a short speech as a topic. **Di cussion skills** are enhanced when students participate in a discussion hyperbolic a protagonist from the material. Finally, the skills of working with a con-fictional text are practiced.

Overview: List of abbreviations: A Analysis **C** Comment **CT** Creative Task **D** Discussion/debate **M** Mind map/visualising PM Placemat activity RC Reading proprintension **PR** Presentation **R** Research **T** Working with the text **V** Vocabulary work VC Viewing con rehension W Writing Material Topic C, PR, T, V, W 1: India – its past and present M1-M3 N PR, VC, W 2: Slums and poverty M4 3: Human trafficking M5-MA, PR, R, RC, V 4: My Name ist Khan PR, VC, W IVI 5: (Un)arranged Marriage M8-M A, CT, PM, PR, RC

6: Bangalore – India's Silicon Valke,

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D, T, V

C.18

Topic 1: India – its past and present

M1 A brief history of India

- In the early 17th century, the British started being interested in the early 17th century, the British started being interested in the started being in the started bein that tin the country had a rich culture, an efficient system of roads and a sha currency throughout the Mughal Empire. Unfortunately, the Mu hals² were weak l bv invasions in the course of the 18th century. In 1804, the emperor³ had to ask the British East India Company (BEIC) for protection. At first, the Company aled India 5 in the name of the Mughal emperor, later on sown, b g the time of the Company rule, the country underwent a trement, change on many levels: railways and canals were constructed, a small service created and Britishstyle courts were initiated. Additionally, civil service⁴ was estituted. The Indian 10 people, however, did not get used to being a fore in power. They considered the British to be arrogant and for it difficult to put up with the fact that the
- British demanded taxes on many goods which were recessary in everyday life. As a consequence, dissatisfaction of the Indian were been used of the First War of Indian Independence in 1857, the known as the Indian Mutiny⁵. This revolt had its origin in the Company's army and was only put down with the help of British
- regular soldiers. After a rebellion, India as directly administered⁶ by the Crown. Queen Victoria was the ampress of India. The British managed to en ance⁸ the infrastructure during the British Raj⁹. On the
- other hand, the sonomy wa weakened. Furthermore, millions of people died as
 a consequence of nonines¹⁰ and pidemics during this period. Government policies were blackel for this consist. Finally, the British agreed to allow the Indian people some limited subgovernment. This system was criticised by many intellectuals where the Western characted because they claimed complete independence. The Indian Independence Movement was formed by the Indian National Congress and
 use Muslim Leagte. When the British finally withdrew from the Indian subcontinent in 1047, however, it was mainly Mahatma Gandhi's merit¹¹ who initiated the non-violent subcontinent of civil disobedience.

efore the withdrawal, the British separated the Hindu and the Muslim populations in order to prevent sectarian¹² violence. Thus, a commission was set about drawing up undaries¹³ for the Partition¹⁴ of India. The commission decided on new borders for a Muslim Pakistan and a secular India. The British Parliament approved these

30

Language

- 2. Read the text *A brief history of India*. Collect all the terms from the text that relate to the British Empire. Choose five expressions from y. List and explain them using your own words.

Working with the text

3. Choose the most decisive events or incidents mentioned the text and plain why they are essential.



4. Take a look at the *Facts and figures about India's*, sent. Write a brief factual and informative text on the basis of the data. In order, simprove the style of your text, use some of the followin connection and adverbs:

Listing arguments/facts:	Comparing far Ls:
to begin with	lik, vise
in the first place	in the same way
last but not least	compared with
Adding arguments:	Summarising/concluding facts:
furthermore	in conclusion
moreover	briefly
in addition to	it follows that
	taking everything into account
Giving reasons.	Emphasising facts or arguments:
because of	absolutely
conse uently	entirely
for this reason	seriously
on act unt of	thoroughly
texp. c.why	utterly
	-

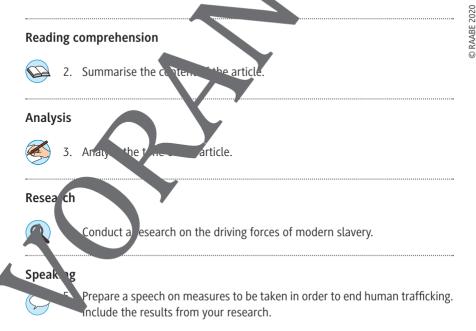
35

[...] to combat human trafficking have yielded mixed results. [...], the neighbors government will likely need to do more to aid victims and crack down or officiant who are involved in human trafficking. [...] The cycle of human bon age in India must be broken, and only time will tell if the efforts, past and present, of the Indian government and other outside organizations will pay off.

Source: Victoria Watson: Human Trafficking in India: Abuse from the rural elite and the sort inplications, in: foreignpolicyblogs.com, 18th July 2018, Source: https://foreignpolicyblogs.com/2015, 7/18/ human-trafficking-in-indig-abuse-from-the-ru-ral-elite-and-the-wider-inplications/



1. Collect expressions that belong to the semantic field numan trafficking.



Topic 4: My Name Is Khan

M7 Worksheet: My Name Is Khan

Pre-viewing activity

1. Bollywood – what do you associate with the term? Collect ideas on your own first and then share your associations in small groups.

Working with the film



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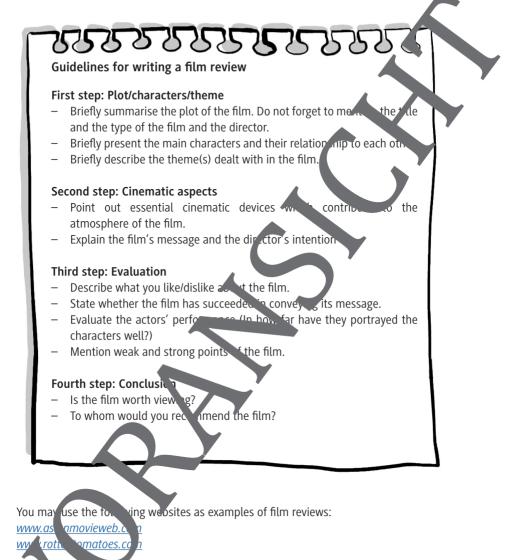
- 2. Watch the film *My Name Is Khan*. A alyse it with the help of the questions below. Choose 3 questions from the list of a reacher will make sure that all questions are covered.
 - a) Describe a key scene of the film *My Names Khan* (What is the main conflict? Who? What? ("here? When, low? Why?)
 - b) Is there anything that s corised or annoyed you about the film? If so, why?
 - c) Characterise the protagonist Kha
 - d) Characterise Ki m Mandira
 - e) Summarise the nussage on the film.
 - Use the grid below for , or notes.

Speaking

aup of focus addents, think of questions you could ask Khan about his situation society. Decide who of you represents Khan, the protagonist of the film. Ac out a hot seat activity with Khan in front of the class.

Writin

Vrite a film review on *My Name Is Khan*. Consider the guidelines below when witing your text.



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Khan

- You refer to your psychological disability and its consequences for your life.
- You talk about your inner conflicts.
- You refer to the ups and downs in your life.
- You talk about your greatest wishes, hopes and fears.
- You talk about your attitude towards the USA.
- You ask Manjit questions about the challenges in his life

Manjit

- You talk about your special situation as an individual in two cultures.
- You talk about your relationship to your far ner.
- You describe your emotional reaction to your father termination to find a wife from India for you.
- You explain in how far you feel more Bh. sh than India
- You talk about your attitude towards Indian culture and tradition.
- You ask Khan questions about the shallenges mans life.

Talk show host

- You welcome the two guest, in roducing them to the viewers.
- You start the composition by sking an adequate question referring to the general topic of the alk show.
- You make su, that he can sation keeps going.
- You also make such that the two guests get an equal share of talking time.
- You can meet the provide the guest's lives during the conversation.

You have the task to sum up the main ideas at the end of the show and to finish the renyer sation.