

SEQUENCE SUR L'INDE :

INDIA A LAND OF CONTRASTS

PARTIE 1: LA SEQUENCE

PARTIE 2: L'ARTICLE SUR LES MARIAGES

Tried with the troisième at collège Sophie Germain

India: a land of contrasts

Objectif final : Écrire un mail pour comparer la France et l'Inde.

Liste des objectifs que tu pourras valider en fin de séquence:

Niveau A2

compétences langagières :

- **Écouter et comprendre** : Comprendre les grandes étapes de la vie de Mahatma Gandhi, comprendre le système de caste et la condition des jeunes filles en Inde
- **Parler en continu** : Faire un court exposé sur quelques rituels des mariages hindous.
- **Écrire** : Rédiger un mail pour décrire et comparer deux cultures.
- **Réagir et dialoguer** : Comparer des modes de vie et des traditions.
- **Lire** : Trouver des informations particulières sur des personnalités et des traditions indiennes, sur la géographie du pays.

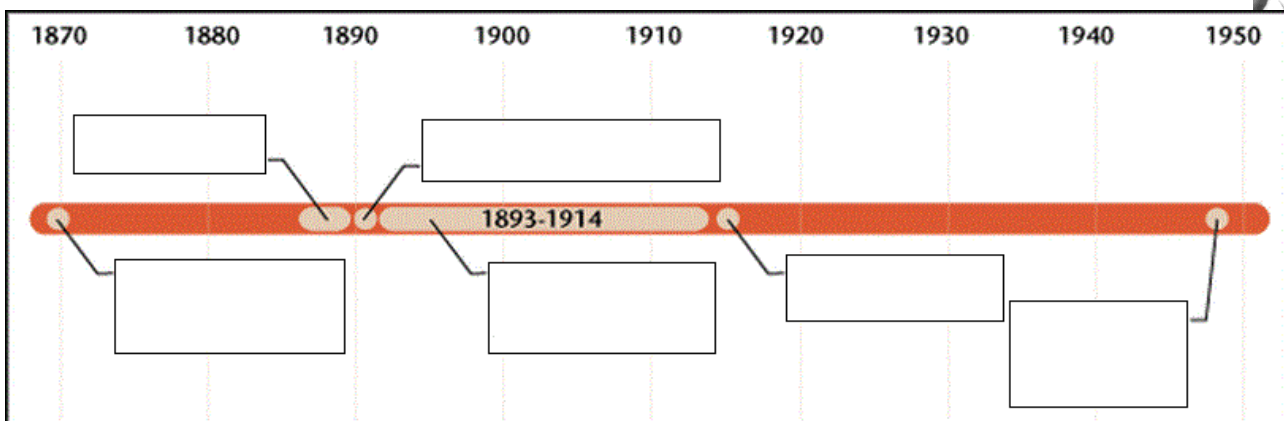
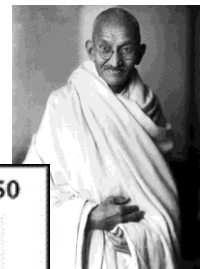
Savoirs linguistiques	Compétences communicatives	Phonétique	Compétences culturelles
<p><u>Grammaire</u> :</p> <ul style="list-style-type: none"> - la traduction de 'on' - l'habitude dans la passé avec '<i>used to</i>' - L'obligation avec <i>must</i> et <i>have to</i> - L'expression du contraste <p><u>Vocabulaire</u> :</p> <ul style="list-style-type: none"> - Les indications de lieu - La tradition culinaire indienne - les connecteurs logiques 	<ul style="list-style-type: none"> - Décrire des faits, des données, des traditions - Faire des comparaisons à l'aide de connecteurs logiques 	<ul style="list-style-type: none"> - l'accentuation des mots porteurs de sens dans la phrase 	<ul style="list-style-type: none"> - L'Inde : sa géographie, ses traditions, sa nourriture - Mahatma Gandhi

1. With the help of the other groups, complete this map of India. Add :

- the cities in green
- the main rivers in blue
- the boarding countries in red



2. Mahatma Gandhi is a central Indian figure. Watch a short video about his life and fill his timeline:



3. Check your general knowledge of India: answer this quiz in group and check your answers.

<p>1- India used to be a dominion of:</p> <ul style="list-style-type: none"> ı Australia ı the British Empire ı the Mughal Empire (1526-1857) 	<p>2 - India's money is:</p> <ul style="list-style-type: none"> ı the pound ı the Dollar ı the Rupee 	<p>3 - The current president is:</p> <ul style="list-style-type: none"> ı Ram Nath Kovind ı Rashtrapati Bhavan ı Smt Pratibha Devisingh Patil
<p>4 - India got its independence in:</p> <ul style="list-style-type: none"> ı 1947 ı 1957 ı 1946 	<p>5 - India's capital city is:</p> <ul style="list-style-type: none"> ı Mumbai ı New Dehli ı Jaipur 	<p>6 - India is mainly surrounded by:</p> <ul style="list-style-type: none"> ı the Indian ocean, Afghanistan and Nepal ı the Indian ocean, Nepal and China ı the Indian ocean, Pakistan, China and Nepal
<p>7 - The partition was:</p> <ul style="list-style-type: none"> ı an empire ı a decision ı a monument 	<p>8 - Order the religions from the more (+) represented to the less (-) represented :</p> <ul style="list-style-type: none"> ı Islam, Christianity, Hinduism and Sikhism ı Hinduism, Sikhism, Islam and Christianity ı Hinduism, Islam, Christianity and Sikhism 	<p>9 - Sanskrit is the primary sacred ... of Hinduism:</p> <ul style="list-style-type: none"> ı currency ı language ı story
<p>10 - India is ... since 1950:</p> <ul style="list-style-type: none"> ı a monarchy ı a republic ı a dictatorship 	<p>11 - India has the ... largest population in the world:</p> <ul style="list-style-type: none"> ı first ı second ı third 	<p>12 - Rajasthan, Gujarat and Punjab are:</p> <ul style="list-style-type: none"> ı cities ı kings ı regions
<p>13 - A historical figure from India would be:</p> <ul style="list-style-type: none"> ı Mohandas Karamchand Gandhi ı Jacob Zuma ı Aishwarya Rai 	<p>14 - The first language of India is:</p> <ul style="list-style-type: none"> ı Hindi ı English ı Punjabi 	<p>15 - The Taj Mahal is:</p> <ul style="list-style-type: none"> ı a palace built by an emperor for his dead wife ı a religious book ı a mountain
<p>16 - The most popular sport in India is:</p> <ul style="list-style-type: none"> ı rugby ı cricket ı water-polo 	<p>17 - India remains a country of:</p> <ul style="list-style-type: none"> ı Asia ı The Commonwealth ı Indonesia 	<p>18 -The national symbol of India is:</p> <ul style="list-style-type: none"> ı the Bengal tiger ı the elephant ı the monkey

4. Read an extract from an article about Indian weddings. Each group will:

- a) answer the questions on the worksheet
- b) make a short oral presentation in English for the class

5. Explain briefly (a few words) in English what is :

Mangni :

Dhoti:

Nischitartham :

Baarat:

Haldi :

Jaimala:

Mehen di:

Baasi Jawari :

Sangeet:

Puja:

Teelak:

Mantras :

Janavasam:

Kanyadaan :

Sari:

Thali :

6. Now fill this grid and explain the differences between Indian weddings and weddings in other countries. You will use structure to show the contrast as in your grammar sheet.

For a wedding in India,	For a wedding in,

Ex : Hindu weddings are rather long, whereas French wedding ceremonies last an hour or so

.....

.....

.....

.....

7. Listen to the video.

PART 1 - a) Write down all the words you understand:

.....

.....

.....

b) Listen again, and use the words of exercise a) to sum up what you understand.

.....

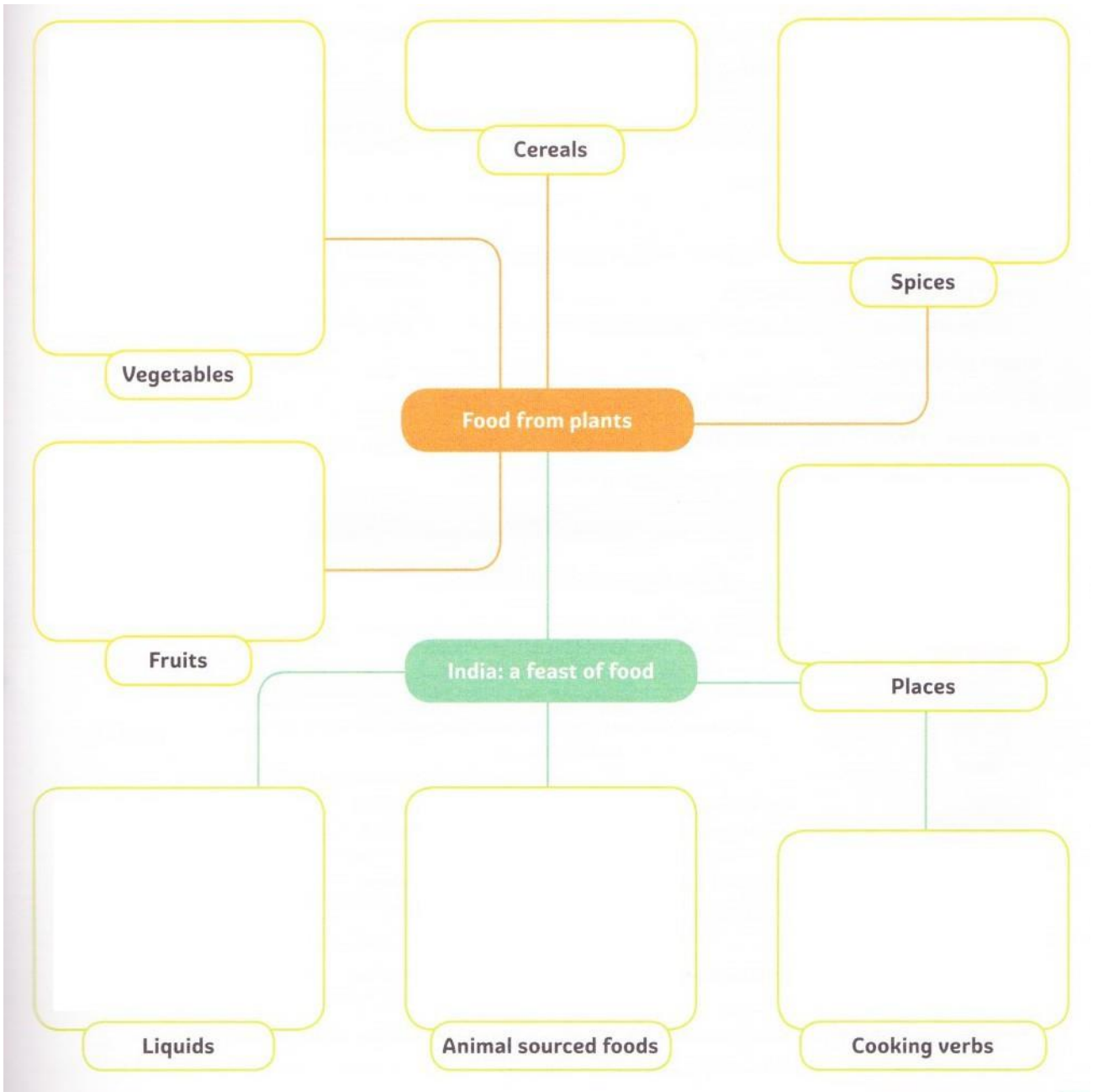
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.....
PART 2 - Now watch the rest of the video and fill the grid:

Elements heard about women / girls	- - - -
Elements heard about prostitution	- - - -

8 - Look at the photos taken in Mumbai street and fill this mind map.



9 - Look at this photo and describe the situation. (type of document, location, subject)



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- a) Guess what's in the cans?
- b) According to you, where are the men going?
- c) Now read the text and answer the questions.

In India, 100-Year-Old Lunch Delivery Service Goes Modern

Every day in Mumbai, some 5,000 deliverymen called *dabbawallahs* hand deliver 200,000 hot meals to office doorsteps¹ across the city. [...]

For decades, Indian workers have had their lunches delivered, but usually from home kitchens. The prices were cheap, and the food was traditional Indian fare. But that's changing.

"[...] It's a traditional *dabbawallah* but at a premium kind of a thing, where the customer is conscious about what he's eating, he's not bothered about what price he's paying," Nityanand Shetty² says. "So, the delivery chain remains the same, but the food, where it is coming from, has changed."

Cooking these meals is quite a complicated process, and Shetty says the kitchen has to start

cooking at 11 p.m. With hundreds of different meals, all with specific calorie counts [...].

And after a night of cooking and a morning of packing, each meal is put into a small metal canister, or *tiffin*, in time for the *dabbawallah's* pickup. "When he comes at 9, everything has to be ready for him... because they are on a very tight schedule," Shetty says. "The *dabbawallahs* have a huge network... that's the whole reason why we still use *dabbawallahs*. And they are very effective³."

www.npr.org, August 28, 2012.

- 1. **Doorstep:** *hall d'entrée, accueil.*
- 2. **Nityanand Shetty:** head chef of a delivery company.
- 3. **Effective:** *compétent.*

What type of text is it? an article taken on the web an article taken from a newspaper Underline in blue all the people and in green all the places mentioned. Where does the scene take place?

.....
 What's the English for *dabbawallah*?

.....
 Complete the sentence using expressions from the text:

"A deliveryman delivers to across the city."

What does he do?

.....
 What is Sherry's job? She is a *dabbawallah* a cook

supervisor What are the other words to name:

... the container

-
-



... the content = what is inside

-
-

On these other pictures of *dabbawallah*, how do they transport the canister?



.....

.....

.....

.....

What changed recently in the lunch delivery system?

- 'The customer is conscious about what he is eating, he's not bothered about what price he is paying.' (l. 9-11)
- 'The delivery chain remains the same, but the food, where it is coming from, has changed.' (l. 11-12)
- 'And after a night of cooking and a morning of packing, each meal is put into a small metal container.' (l. 17-18)

Can you explain what it means? Link the correct sentences.

The *dabbawallahs* work the same way. The dishes are still home-made. The *dabbawallahs* are very modern. The dishes are made by a company.

L'expression du contraste

Observe ces phrases et souligne les mots de liaison qui expriment le contraste.

- a. *Indian wedding ceremonies are rather long, while French wedding ceremonies last an hour or so.*
- b. *While Indian wedding ceremonies are rather long, French wedding ceremonies last an hour or so.*
- c. *Unlike the Indian, the French don't cook spices that much.*
- d. *It is an habit to eat in the street in India, whereas the French usually eat in restaurants.*
- e. *The Indian often eat in the street, but the French prefer restaurants.*
- f. *The Indian often in the street; however, the French prefer restaurants.*
- h. *Though arranged weddings are still the norm, love marriages are becoming a common occurrence.*

En début de phrase, on emploie, et

Entre deux propositions, on peut utiliser,,
..... et

L'obligation avec *must* et *have to*

Observe ces phrases.

- a. *I must catch the train on time for the delivery.*
- b. *The dabbawallah has to bring the canisters for lunch, it's his job.*
- c. *The cook has to finish the dishes or the supervisor will be angry.*

Have to et *must* permettent tous deux d'exprimer

Dans l'exemple a., l'obligation provient de qui / de quoi ?

- Celui qui parle Quelqu'un d'autre Quelque chose d'autre

Dans l'exemple b., l'obligation provient de qui / de quoi ?

- Celui qui parle Quelqu'un d'autre Quelque chose d'autre

Dans l'exemple c., l'obligation provient de qui / de quoi ?

- Celui qui parle Quelqu'un d'autre Quelque chose d'autre

On utilise **must** lorsque l'obligation vient de

On utilise **have to** lorsque l'obligation vient de ou de

..... d'autre que celui qui parle.

L'habitude dans le passé avec *used to*

Observe ces phrases.

a. *In olden days, the bride used to be carried to the groom's house in a doli.*

b. *India used to be a dominion of the British Empire.*

L'expression *used to* indique que quelque chose existait avant et existe toujours.

que quelque chose existait avant et n'existe plus aujourd'hui.

Souligne le verbe qui suit *used to*. A quel forme est-il?

..... Traduit cette phrase en français :

When he was a student in Cambridge, he used to study a lot at the library.

→

Quel temps as-tu utilisé en français pour traduire le groupe verbal '*used to study*' ?

.....

La traduction de 'on'

Observe ces phrases.

a. *The groom is paraded around the town on a chariot the evening before the wedding.*

b. *The bride's hair is plaited and decorated with flowers and jewelry.*

Pour chacune des phrases indique :

	a.	b.
Quelle est l'action :		
Qui fait l'action :		

Traduction possible:		
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c. *If one thinks this is a lot of ritual, wait till the big wedding day.* Le pronom 'one' reprend-il quelqu'un en particulier ? Par quel pronom le traduira-t-on en français?

d. *It is believed that the deeper the colour, the stronger is the groom's love for the bride.*

Connait-on l'origine de cet croyance ?

..... Traduis cette phrase en français :

.....
.....

V.I.P article submitted by:

Sravani Gullapalli (Phd. Student -Chemical Engineering)

Aparna Raju Sagi (Phd. Student -Chemical Engineering)



Indian Wedding Traditions

One billion people, more than 1600 spoken languages, 28 culturally different states, over 9 religions, one country – India defines *diversity*. This diversity, seen in every realm of Indian life starting from food & clothing to customs & traditions, is reflected in Indian marriages as well. Thus, describing all the nuances of the country's wedding traditions in

5 a single piece of writing would truly be a herculean task. This article is a humble effort to give a glimpse into a colorful and cultural extravaganza – the Indian wedding. We are restricting to Hindu weddings in this article.

In our culture, marriage symbolizes not just the sacred union of two individuals, but of the coming together of two families and extended families as well! Their level of
10 involvement is so profound that typically the family decides the bride/groom. In fact, even till a few decades ago the bride and the groom saw each other for the first time only on their wedding day. This trend has changed in urban areas, and in the present day, youngsters have a better say in choosing their life partner. Families search for eligible partners for their children through word of mouth or marriage priests primarily.

15 However with the internet revolution in India online matrimonial sites are also becoming quite a hit!

Arranged marriages are strictly intra-religion and intra-caste. Compatibility of the couple is assessed on the basis of horoscopes, and if good, then an alliance is sought for. In urban areas, the couple goes a step further to interact and see if their interests and
20 natures match. If the alliance is agreeable to both parties, they proceed to plan for the engagement ceremony and the wedding. Though *arranged* marriages are still the norm, *love* marriages are becoming a common occurrence these days, predominantly in urban areas.

Months before the wedding an engagement ceremony, known as *Mangni* (in North
25 India) or *Nischitartham* (in South India), is held. The two families meet to perform rituals to make the engagement official. A *muhurat* (auspicious date & time) for the wedding is

decided based on horoscopes. The couple is then blessed by elders of both families, and is given gifts including jewelry and clothing by their new family. In certain traditions, engagement is marked by the exchange of rings between the bride and groom to be.

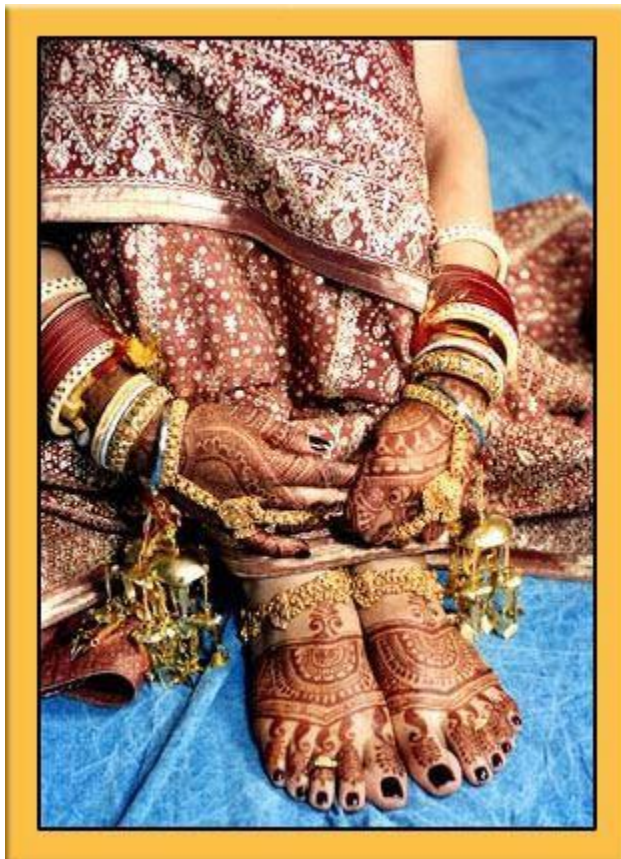
30 Indian engagement ceremonies are very elaborate and vibrant, a sort of prequel to the main wedding, involving close friends and relatives.

The period between the engagement and the marriage is one of great excitement and anticipation for both the bride and groom to be. It is marked with a lot of fun-filled activities, with both families getting together to plan the wedding, to shop, and getting to bond.

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Pre-wedding ceremonies

Traditional Indian weddings last a week, and start with pre-wedding ceremonies. *Haldi* is a ritual holy bath during which turmeric (Haldi), oil and water is applied to both the



bride and groom by married women. This is followed by *Mehendi* ceremony, during which the bride's hands and feet are decorated with intricate patterns by the application of Henna. On a lighter note, it is believed that, deeper the color of the mehendi (henna) stronger is the groom's love for the bride. With foot tapping music and dances, this 'ladies-only' party lends a break from the otherwise more ritualistic ceremonies. When the bride goes to the groom's house after the wedding, she is not expected to perform any housework until her mehendi has faded away.

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Other important North-Indian pre-wedding ceremonies include *Sangeet*, and *Tilak*. *Sangeet* means music. As the name

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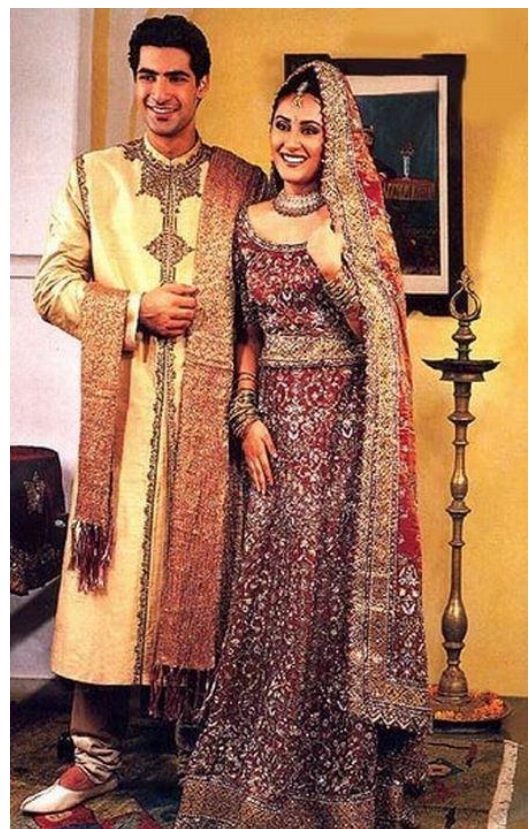
suggests, this function is an evening of musical entertainment and merriment hosted by the bride's family. The main significance of this ceremony is that the bride is introduced to all the members of her new family. As a part of the *Tilak* ceremony, vermillion or

60 kumkum is placed on the forehead of the groom by all the male members of the bride's family. Kumkum is a sign of auspiciousness. Presents are given to the groom and his family, requesting them to take care of the bride.

Janavasam is a predominantly south Indian tradition, where the groom is paraded around the town on a chariot (or nowadays a open car!), the evening before the wedding. In small towns and villages this event serves to show the groom to the people,
65 so that if they knew anything about the groom that had to be brought to the notice of the bride's family, they could do so. This is similar to the Christian tradition of the priest asking those present, if anyone had any objection to the wedding.

Wedding Attire

Traditionally the bride wears a *sari* or a *lehenga* which is highly ornate with gold and silver embroidery. The color of the *sari* or the
70 *lehenga* is of great significance, and is different for different communities. The colors generally considered auspicious for the occasion are, red, yellow, green or white. Red is most common and it symbolizes prosperity, fertility and *saubhagya*
75 (marital bliss). The bride also dons elaborate and beautiful ornaments primarily made of gold and precious stones. Her hair is plaited and decorated with flowers and jewelry. In north India, the bride also wears a *ghunghat* (veil), draped modestly
80 over her hair as a sign of respect to the deities worshipped and the elders present.



The groom wears a *dhoti* or *sherwani* which also has a lot of subtle but intricate embroidery. The color of *dhoti* or the *sherwani* is usually white, off-white or beige. In North-India, the groom also
85 wears a turban with white flowers tied in suspended strings called the *Sehra*. In some traditions, he may also sport a sword as part of his wedding outfit.

In most south Indian weddings, both the bride and the groom have a *kajal* (black) mark on their cheek, to ward off ill omen and evil eye. Though the bride and the groom clearly

90 steal the show with their exquisite outfits, the families of the bride and the groom, friends, relatives and guests wear very grand clothes. Thus, a typical Indian wedding is a very colorful affair!

Wedding ceremony

If one thinks this is a lot of rituals, wait till the big wedding day. The actual wedding ceremony itself is around 3 hours long, not including many other smaller rituals before and after the *muhurat* (auspicious time).
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The wedding is usually held at the bride's home or a wedding hall. The arrival of the groom is an important and fun-filled event. The groom, dressed in his wedding attire, leaves his home to the wedding venue on a decorated *ghodi* (horse) or for the more extravagant, on a decorated elephant! Along with the groom sits his 'best man'

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usually a younger brother, cousin or nephew who acts as his caregiver. However, these days, these customs are not seen any more as most grooms like to travel by luxury cars. The groom is usually accompanied by his family members, relatives and friends in a big procession (*Baarat*) with a lot of pomp and show including music, orchestra, dance and fireworks.

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At the wedding venue, the bride waits for the groom, with a *Jaimala/Varamala*, which is a decorated garland. Soon after the groom arrives, the bride and groom exchange garlands. On a lighter note, it is considered that, whoever puts the garland first on their partner, will have an upper hand in the marriage. Following this, the bride's parents and elder members of the family welcome the groom and the guests. The mother of the bride performs the *Aarti* when the groom enters the house.

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120 The *Baraat* and *Jaimala* are primarily North-Indian traditions. In South-India, on the morning on the wedding day, there is a ceremony called *Kashi Yatra*, during which, the groom dressed simple attire, throws a fit (obviously a fake one), declaring that he has decided to give up the institution of marriage to go to *Kasi* (Varnasi) to take up sainthood. This is when the bride's father/brother humbly requests the groom to choose marriage over sainthood, convincing him that the bride will assist him in his subsequent spiritual
125 pursuit. The couple exchanges garlands following this event, during which both parties carry the bride and groom making it tougher for the other to put the garland. This is another fun event, eliciting a lot of laughter.

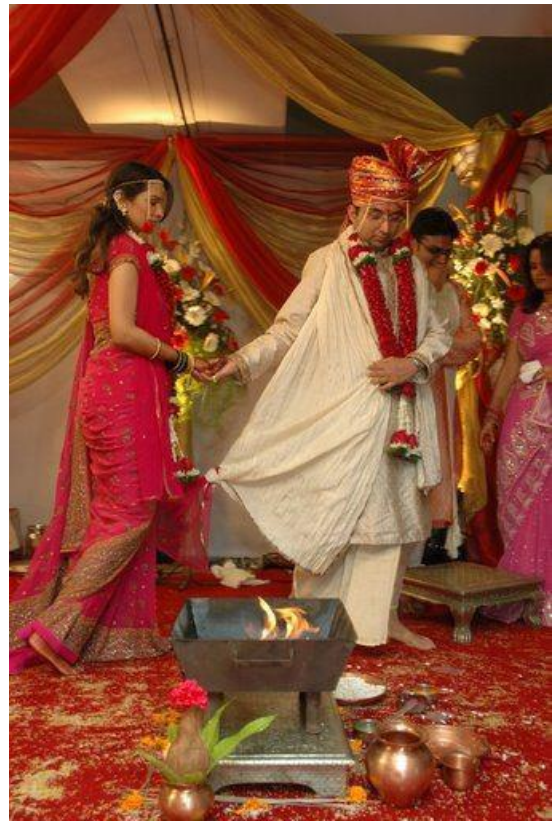
Another popular north Indian tradition is *Baasi Jawari* or *Joothe Churana* (stealing the shoes). The bride's sisters hide the groom's shoes, and demand the groom money to have
130 them returned. Apart from all the fun, many *pujas* (prayers) are performed by the bride and the groom on the day of the wedding. The bride does a *Gowri puja* (worshipping the Indian goddess *Parvathi*), and the groom does a *Ganesh puja* (worshipping the elephant headed Indian deity *Ganesh*), to gain their blessings, so that the entire wedding runs smoothly without any hurdles.

135 *Kanyadaan* or giving away of the bride, is an important part of the main wedding ritual. *Kanyadaan* is derived from the Sanskrit words *kanya* which means virgin girl and *daan* which means giving away. This is performed by the father of the bride, where he gives his daughter to the groom, requesting him to accept her as an equal partner. Unlike in a Christian wedding, the bride and groom marry each other and the priest only facilitates the marriage by reciting *mantras* or holy hymns, but doesn't have the authority to declare
140 them married.

The bride and groom are considered wed when the groom ties a *mangalsutram/thali* which is a sacred thread that symbolizes his promise to take care of the bride as long as he lives. The groom ties three knots when he ties the *Thali*, symbolizing the gods *Brahma*, *Vishnu* and *Maheshwara*. The entire wedding is done around an *Agni Homam* (sacred fire). *Agni* (fire god) is considered as the main witnesses to the marriage. The bride and
145 the groom then circle the fire seven times, in a clockwise direction, called *Saat Pheres* which signifies seven goals of married life which include religious and moral duties, prosperity, spiritual salvation and liberation, and sensual gratification. The bride leads the *Pheres* first and then the groom leads them, signifying equality of the two

partners and their determination to stand beside each other though happiness and sorrow.

Another interesting tradition is the *Sapthapadhi* which means taking seven steps together. It is believed that if one follows seven steps with another person, it is considered as a confirmation of their eternal friendship. Thus in a wedding this symbolizes that the bride and the groom will keep up their friendship for life and also partake equally in both good and bad times in life.



The wedding culminates with the groom applying vermillion or *kumkum* to the bride's forehead, welcoming her as his partner for life. This is the first time that *kumkum* is applied to the forehead of woman, when the bridegroom himself adorns her with it. In South-India, this is usually followed by the groom putting toe-rings on the bride. The *kumkum*, the *mangalsuthram* and the toe-rings symbolize a married woman.

South Indian weddings also have a ceremony where the groom shows the *Arundhati Nakshatram* (a subtle star in the Ursa Major constellation) to the bride. Historically, *Arundhati* was the wife of Sage *Vashishta*, and was considered to be the chastest of all women. It is believed that by seeing the *Arundhati* star, the bride will be as chaste as *Arundhati* herself.

Some wedding traditions also include wedding games for the couple to lighten the mood. In one such game they are to retrieve a ring from a pot of colored water, and this is done thrice to decide the winner. In another game, the bride and groom work together, to untie a ball of knots, using only one hand each. This symbolizes their perseverance in resolving together, issues that might come up in life. Other games include breaking *papad* on each other's head, playing with a ball of flowers.

185 Food served during the wedding ceremony is traditional and vegetarian. A wide variety of dishes are served. The types of dishes vary extensively from region to region. In South-India, food is served on banana leaf.

Post – wedding ceremonies

190 After the wedding ceremony is over, the bride is bid farewell as she leaves for her husband's house. This is a very emotional moment for the bride and her family, as she is leaving her parent's family to join her husband's. In some traditions, the couple goes first to the bride's house, and after a few days leaves for the groom's. In olden days, the bride used to be carried to the groom's house in a *doli* (palanquin). Upon arrival at the groom's house the newly-wed couple is greeted at the doorstep with *Aarti* to ward off bad spirit. The bride then topples a *kalash* (metal pot) of rice with her right leg. Following this, the couple enters the house, taking the first step with the right leg. In some traditions, the bride steps into a plate of vermillion mixed in water, and walks down to the prayer room. All this constitutes the *grihapravesha* (*griha* – house, *pravesha* – entry) ceremony. The bride and groom then perform *Satyanarayana puja* (prayer) showing their gratitude to the lord.

195 The bride and the groom's side hold a reception for family and friends. They may combine it with the wedding or may hold it separately. This event is non-ritualistic. People come to offer their greetings to the newly wedded couple.

200 With so much of color, vibrancy, food, people, rituals, music, fun and frolic, the Indian wedding is truly a festival in itself!



Namaste

THEME : INDIAN CUISINE



ACTIVITY 1: MATCHING GAME

Instructions:The students are divided into groups and they have to match the recipe with the picture of the dish and the ingredients. The group which finishes first wins.

Tried with the troisième at collège Sophie Germain and all levels different lycée professionnel

Recipe 1

Ingredients

- 1 cup plain yogurt
- 1/2 cup milk
- 1 cup chopped very ripe mango
- 4 teaspoons honey or sugar
- A dash of ground cardamom/saffron: dry fruits (optional)

Method

Put mango, yogurt, milk, sugar and cardamom into a blender and blend for 2 minutes.

If it's a hot day, either blend in some ice as well or serve over ice cubes.

Sprinkle with a tiny pinch of ground cardamom to serve.

Recipe 2

Ingredients

- 2 tablespoons coconut oil or extra-virgin olive oil
- 1 medium yellow onion, chopped
- 1 medium serrano or jalapeño pepper*, minced (remove ribs and seeds to tame the spice level)
- ½ teaspoon fine sea salt, to taste
- 5 cloves garlic, pressed or minced (about 1 tablespoon)
- 1 tablespoon peeled and minced fresh ginger (about a 1-inch piece)
- 1 ½ teaspoons garam masala
- 1 ½ teaspoons ground coriander
- ¾ teaspoon ground cumin
- ½ teaspoon ground turmeric
- 1 large can (28 ounces) fire-roasted crushed tomatoes or whole peeled tomatoes, with their juices
- 2 cans (14 ounces each) chickpeas (or 3 cups cooked chickpeas), rinsed and drained
- Lemon wedges, for garnish
- Fresh cilantro, for garnish (optional)

Instructions

1. In a medium Dutch oven or large saucepan, warm the oil over medium-low heat. Add the onion, serrano and salt. Cook until the onion is tender and turning translucent, about 5 minutes.
2. Add the garlic and ginger, and cook until fragrant, about 30 seconds to 1 minute. Stir in the garam masala, coriander, cumin, turmeric, salt and cayenne (if using), and cook for another minute, while stirring constantly.
3. Add the tomatoes and their juices. If using whole tomatoes, use the back of a wooden spoon to break the tomatoes apart (you can leave some chunks of tomato for texture).
4. Raise the heat to medium-high and add the chickpeas. Bring the mixture to a simmer. Cook, reducing the heat as necessary to maintain a gentle simmer, for 10 minutes or longer to allow the flavors to develop. Season to taste with additional salt, if desired.
5. Serve over basmati rice, if desired, and garnish with a lemon wedge or two and a sprinkle of fresh cilantro leaves.

Recipe 3

Ingredients

- 150 (5oz) chickpea flour
- 1 tsp tumeric
- 1 tsp garam masala
- 1 tsp ground coriander
- 1 tsp ground cumin
- 1 tsp fennel seeds
- 1 bunch coriander
- 2 white onions, finely sliced
-

Method

1. Half fill a large pan with vegetable oil and heat to 175°C.
 2. In a mixing bowl, stir together the gram flour, all the spices and the chopped coriander. Season to taste. Pour in 150ml (1/4pt) cold water, whisking as you go, until you have a thick, gloopy paste.
 3. Toss the sliced onions in the batter, and then use tongs to carefully lower small blobs of the onion mixture into the oil. Fry for 3-4 minutes, turning them in the oil every so often, until they are golden and crisp.
 4. Use a slotted spoon to fish them from the oil. Drain the bhajis well on kitchen paper, and serve alongside a curry or with a selection of dips and chutneys.
-

Recipe 4

Ingredients

- 1 tablespoon oil
- 1 tablespoon butter
- 1 medium onion diced
- 1 teaspoon fresh ginger finely minced
- 2-3 cloves garlic finely minced
- 1 ½ pounds about 2-3 boneless, skinless chicken breasts, cut into ¾-inch chunks
- 4 tablespoons tomato paste
- 1 tablespoon garam masala
- 1 teaspoon [chili powder](#) or paprika, adjust to taste
- 1 teaspoon [cumin](#)
- 1 tsp salt
- 1/4 tsp black pepper
- 1 cup heavy cream sub for half & half or yogurt for low fat
- Hot cooked rice and naan for serving

Method

1. Heat a large skillet or medium saucepan over medium-high heat. Add the oil, butter, and onions and cook onions down until lightly golden, about 3-4 minutes. Add ginger and garlic and let cook for 30 seconds, stirring so it doesn't burn.
2. Add the chicken, tomato paste, and spices. Cook for 5-6 minutes or until everything is cooked through.
3. Add the heavy cream and simmer for 8-10 minutes stirring occasionally. Serve over Basmati rice or with naan.



ONION BHAJI



BUTTER CHICKEN

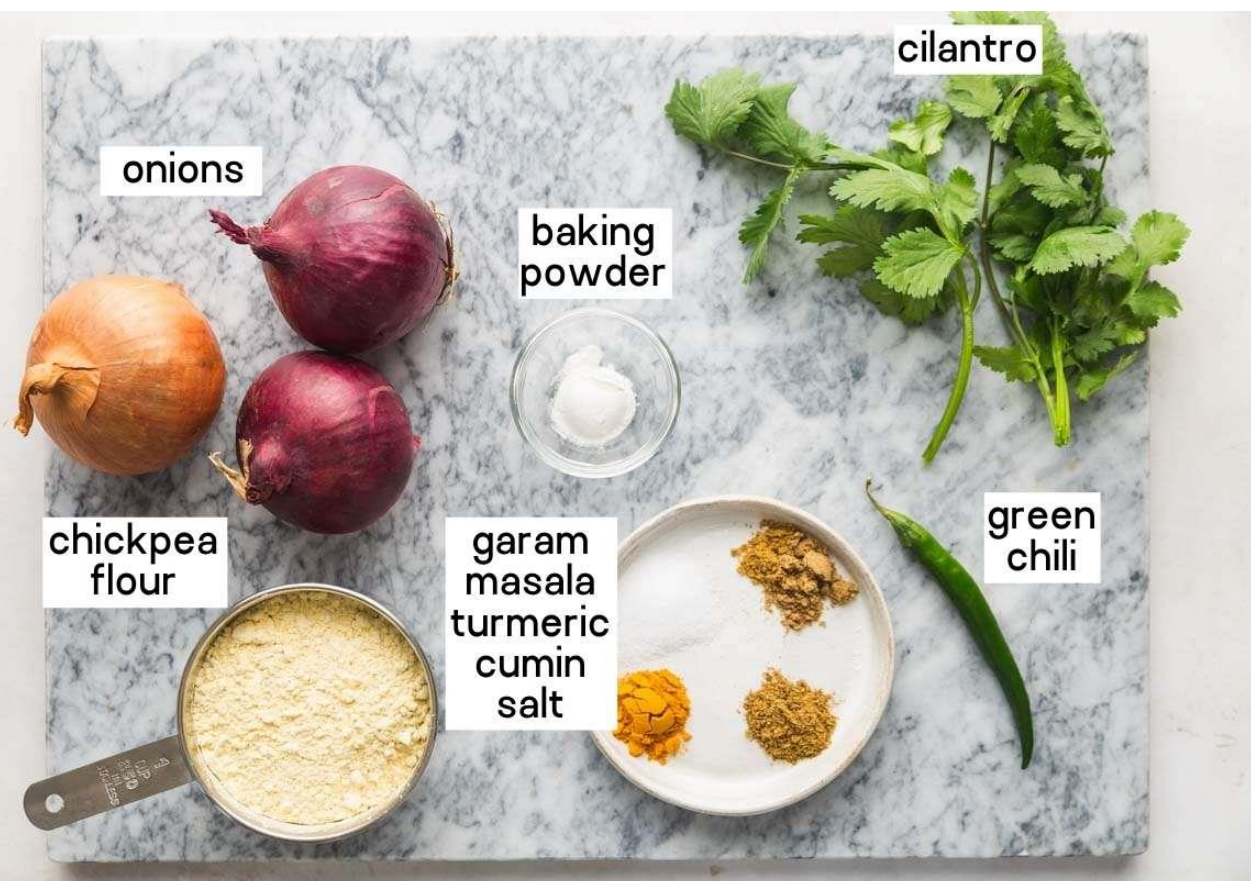


CHANA MASALA



MANGO LASSI

Ingredients





ACTIVITY 2: FILLING THE MISSING ELEMENTS IN THE RECIPE
TEAM GAME

Instructions: Students are divided into two groups (on the bases of two different recipes).

First They fill in information in their respective worksheet and they complete it together.

Second they match recipe vocabulary

Tried with a very low level 2 PSR at Lycee Pro bougainville

This is the recipe for your team. Go individually to your teacher and ask about the missing elements and complete the recipe with your team.

Onion pakora recipe

Ingredients

- 250 gms of **chickpea flour**
- 1 **teaspoon** of **coriander**
- 1 teaspoon of **ground cumin**
- 1 teaspoon of **turmeric**
- ½ **teaspoon** of **chilly powder**
- ½ teaspoon of **baking powder**
- ½ teaspoon of **baking soda**
- 1 ½ teaspoon of **salt**
- 250 ml of **water**
- 500 gms of **onions**, finely chopped



Instructions

- **Mix** all the **dry** ingredients.
- **Add** the **water** and then the **onions**
- Leave the **dough** to **rest** for half an hour (the texture will be more homogeneous and will hold better)
- **Fry** spoonful of **batter** in hot oil, the pakoras must be **golden** enough.
- Serve with **tomato** chutney.

This is the recipe for your team. Go individually to your teacher and ask about the missing elements and complete the recipe with your team.

Laddo recipe

Ingredients

- 1 cup of **whole wheat flour** (or 120 grams)
- ½ cup (60 grams) **powdered sugar**
- ½ cup (65 grams) **butter**
- 1 **tablespoon** of **raisins**

Instructions

Part1: Browning whole wheat flour

- **Brown** 1 cup of whole wheat flour in a **pan** on a low flame, **stir** often.
- Brown till the color changes and you get a **nutty aroma** from the flour. About 7 to 10 minutes on a **low flame**.
- Then **add** ½ cup buttre in the flour, mix well.
- Keep on stirring and browning this mixture for **3 to 5** minutes more.

Part2: Making Atta Ladoo

- **Switch off** the flame. Keep the pan down and add the powdered **sugar**.
- Add raisins and **mix** very well with a **spoon**.
- When the mixture is still hot and the **heat** is tolerable to you, take heaped size portion of it in a spoon.
- Use this portion to **shape** into ladoos(round balls)



Sequence Going for a recipe- séance 1: 1 Team game_ DOC ELEVE

This is the recipe for your team. Go individually to your teacher and ask about the missing elements and complete the recipe with your team.

Ask either **“What is the next ingredient?”** OR **“What is the next instruction?”**

Onion pakora recipe

Ingredients

- 250 gms of _____
- 1 _____ of _____
- 1 teaspoon of _____
- 1 teaspoon of _____
- ½ _____ of chilly _____
- ½ teaspoon of _____ powder
- ½ teaspoon of baking _____
- 1 ½ teaspoon of _____
- 250 ml of _____
- 500 gms of _____s, finely chopped



Instructions

- _____ all the _____ ingredients.
- _____ the _____ and then the _____.
- Leave the _____ to _____ for half an hour (the texture will be more homogeneous and will hold better)
- _____ spoonful of _____ in hot oil, the pakoras must be _____ enough.
- Serve with _____ chutney.

Sequence Going for a recipe- séance 1: 1 Team game_ DOC ELEVE

This is the recipe for your team. Go individually to your teacher and ask about the missing elements and complete the recipe with your team.

Ask either “**What is the next ingredient?**” OR “**What is the next instruction?**”

Laddo recipe

Ingredients

- 1 cup of _____
_____ (or 120 grams)
- ½ cup (60 grams) _____
- ½ cup (65 grams) _____
- 1 _____ of _____



Instructions

Part1: Browning whole wheat flour

- _____ 1 cup of whole wheat flour in a _____ on a low flame, _____ often.
- Brown till the color changes and you get a _____ from the flour. About 7 to 10 minutes on a _____.
- Then _____ ½ cup butter in the flour, mix well.
- Keep on stirring and browning this mixture for _____ to _____ minutes more.

Part2: Making Atta Ladoo

- _____ the flame. Keep the pan down and add the powdered _____.
- Add raisins and _____ very well with a _____.
- When the mixture is still hot and the _____ is tolerable to you, take heaped size portion of it in a spoon.
- Use this portion to _____ into laddoos(round balls)

Sequence Going for a recipe- séance 1: 2 Team game_ matching vocabulary exercise

ONION PAKORA TEAM

Matching vocabulary exercise

ajouter_ poudre de chilly_ pois chiche_sec_ curcuma_ cuillère a café_ farine_ bicarbonate de soude_ tomate_ coriander_ doré_ finement_ cumin moulu_ levure_ sel_ hacher_ huile_ eau _ pâte_ oignon_ mélanger_ reposer _ frire _ sauce

English	French
teaspoon	
Coriander	
Baking powder	
Water	
Tomato	
Dry	
Turmeric	
Dough/batter	
Finely	
Baking soda	
Fry	
Chickpea	
onion	
Oil	
Flour	
Chutney	
Mix	
Ground cumin	
Chop	
Chilly powder	
Salt	
Rest	
Add	
Golden	

Sequence Going for a recipe- séance 1: 2 Team game_ matching vocabulary exercise

LADOO TEAM

Matching vocabulary exercise

Roussir_ cuillere _ sucre en poudre _ tasse _ remuer _ farine complete _ beurre _
former/mettre en forme_ chaleur_ continuer_ cuillere a soupe_ raisins secs_ une poele _
feu doux _ arome de noisette _ melanger _ eteindre _ ajouter _ une portion de la taille
d'une cuillere tasse _ boules rondes

English	French
Butter	
Stir	
Whole wheat flour	
Mix	
Switch off	
Tablespoon	
Add	
Brown	
Cup	
Low flame	
Raisins	
Shape	
Nutty aroma	
Sucre en poudre	
Heat	
A pan	
Spoon	
Keep on	
Heaped size portion in a spoon	
Round balls	

ACTIVITY 3: MAKE YOUR OWN MENU

Instructions: Students are divided into groups and they create their own Indian restaurants menu.

**Tried with very low levels of CAP and 1er at a Lycee Pro
Bougainville**

The Chaat Room

INDIAN CUISINE

Appetizers

Lamb Samosa 5.95
Crispy fried dumplings stuffed with lamb and vegetables

Eggplant Pakora 4.25
Eggplant and onions coated in a chickpea batter and fried

Chicken Pakora 5.95
Chopped chicken and onions coated in a chickpea batter and fried

Vegetable Pakora 4.25
Chopped mixed vegetables coated in a chickpea batter and fried

Channa Chaat 5.25
Chickpeas mixed with potatoes, cucumbers, onions, topped with yogurt, cilantro and a spicy sauce

Samosa Chaat 5.95
Two vegetable samosas, topped with, cucumbers, onions, yogurt, cilantro and a spicy sauce

Vegetarian Appetizer Platter 9.95
Assortment of samosa, pakoras, and pappadum, with raita, mint chutney and tamarind sauce

Sides & Breads

Poori 2.25
Whole wheat bread fried in vegetable oil

Naan 2.25
Whole wheat bread grilled with butter

Garlic Naan 3.95
Whole wheat bread grilled with garlic and butter

Roti 1.75
Plain whole wheat bread

Aloo Paratha 2.95
Whole wheat bread stuffed with potatoes

Basmati Rice 1.50

Mango Chutney 2.25

Tandoori

Chicken Tandoori 11.95
Half bone-in chicken marinated in spices and cooked in a tandoor oven

Quail Tandoori 17.95
Whole quail marinated in spices and cooked in a tandoor oven

Lamb Tandoori 14.95
Lamb chops marinated in spices and cooked in a tandoor oven

Tandoori Shrimp 13.95
Jumbo shrimp marinated and cooked on skewers in a tandoor oven

Biryani

Vegetable Biryani 9.25
Vegetable medley, topped with cashews and cilantro, served over basmati rice

Chicken Biryani 10.95
Tender marinated chicken, topped with cashews and cilantro, served over basmati rice

Lamb Biryani 12.95
Roasted lamb and root vegetables, topped with cashews and cilantro, served over basmati rice

Shrimp and Scallop Biryani 18.95
Seared scallops and shrimp, topped with cashews and cilantro, served over basmati rice

Drinks

Masala Chai 1.99
Indian Coffee 1.99
Soda 1.49
Coke, Diet Coke, Sprite,
Dr. Pepper
Iced Tea 1.99
Mango Lassi 2.99
Blend of yogurt, mango pulp,
milk and sugar,
similar to a smoothie

Example

RESTAURANT

STARTERS

- | | | |
|--------------------------------------|-------------|-------------|
| 1. _____
(main ingredients _____) | Price _____ | Spicy _____ |
| 2. _____
(main ingredients _____) | Price _____ | |

MAIN COURSE

- | | | |
|--------------------------------------|-------------|-------------|
| 1. _____
(main ingredients _____) | Price _____ | Spicy _____ |
| 2. _____
(main ingredients _____) | Price _____ | Spicy _____ |

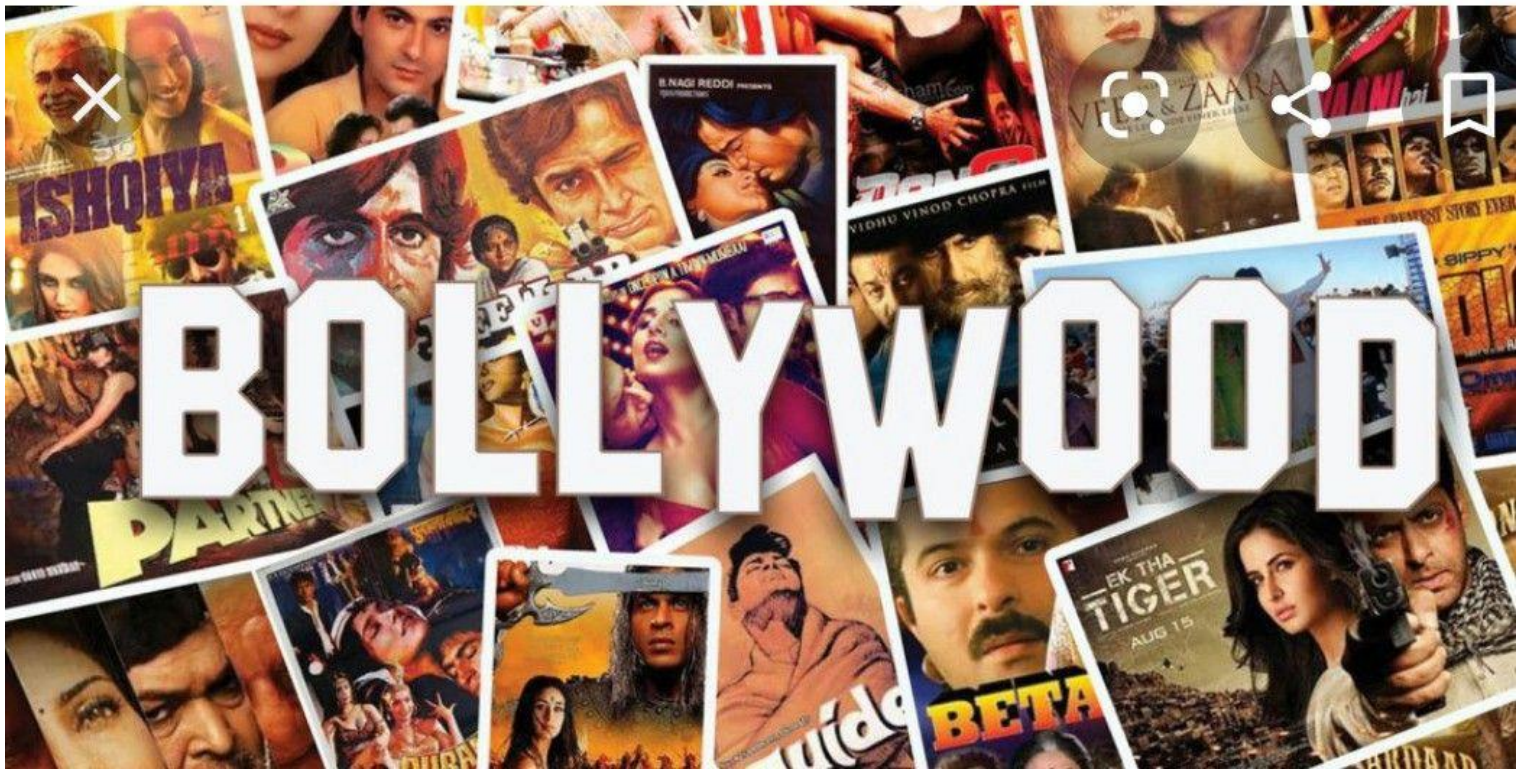
DESSERTS

- | | | |
|--------------------------------------|-------------|--|
| 1. _____
(main ingredients _____) | Price _____ | |
| 2. _____
(main ingredients _____) | Price _____ | |

DRINKS

- | | | |
|--------------------------------------|-------------|--|
| 1. _____
(main ingredients _____) | Price _____ | |
| 2. _____
(main ingredients _____) | Price _____ | |

THEME : BOLLYWOOD



LESSON PLAN ON BOLLYWOOD

- 1. The students read an article about bollywood**
- 2. They watch two trailers and try to understand the plot and share information with the class**
- 3. They create their own scene from a Bollywood movie**
- 4. Final task: they present their scene in front of the class in the Amphitheater**

Tried with the 1er at Lycée Clémanceau

Lesson plan on Bollywood films

- 1) Read the text- Characteristics of Bollywood films + Ask a few general questions to the class:
(15 minutes)

Meaning of the word Bollywood = portmanteau word=Bombay + Hollywood
(justify comparison with Hollywood) 1000 movies a year
In Hollywood about 500 movies a year
It doubles the Hollywood movie production

1st criterion? Three-hour movie with an interval
(why?)

2nd criterion It is colourful
(why?) It is joyful, cheerful, optimistic and pertains in the romantic and dreamlike atmosphere

3rd criterion the plot: a male falling in love with a woman from upper class.
Crossed love an impossible infatuation.

What does the plot reveal about the Indian society?

The plot highlights the prejudice and injustice between different classes

Other plot involving families? The plot may be about/ revolve around family feuds.

4th criterion? Music and dancing
Like colours, music and dance participate in the romantic atmosphere

5th criterion? Happy ending marriage
Separated families get reunited and reconciled.
Long-standing conflicts, feuds are resolved

- 2) Individual work: Pupils study one of the two trailers and answer the questions of the hand-outs
(15 minutes)

Pupils share their information about the different trailers. (10 minutes)

- 3) Last feedback with the whole class (10 minutes)

Next time you will invent a scene from a Bollywood movie (traditional or innovative)
(make 3 groups of four)

Five Distinct Characteristics Of Bollywood Movies

Google 'Dola Re' or 'Pinga' and you will see just how intense some of the dance performances are.

Miheer Modi November 21st, 2016

Odyssey

Bollywood! Grand, glamorous and a little cheesy sometimes but it's still entertaining and a great way to spend some time with your family and friends. Now you may be asking yourself "What is Bollywood?" Let me explain and guide you through the colorful and explosive world of Hindi Cinema a.k.a Bollywood.

Bollywood is a portmanteau or combination of two words- Bombay and Hollywood. Bombay, today known as Mumbai is the hub of Hindi film production and is located on the west coast of India. Bollywood is a multi-million-dollar industry, producing a whopping 1000 movies a year! Bollywood movies are becoming increasingly popular around the world which inspired me to come up with five distinct traits of any Bollywood movie.

1. **Bollywood movies are long!** – If you ever decide to watch a Bollywood movie, be prepared to be transported to an entirely different universe for at least 3 hours. The reason is simple- emotional investment in the story. Indian filmmakers believe that with a longer movie, the audiences will immerse themselves in the story and can better relate to characters. Not only that but Indians are also used to long durations of entertainment. Our weddings can go on for 7 days and festivals during the year last from 7 to 15 days. With so much entertainment around us, it's fair to say that we expect movies to keep our attention all afternoon.
2. **Bollywood movies are explosively colorful-** Bollywood movies are known for their over-the-top costumes, makeup and neon colors, especially women. Women in Bollywood movies are impeccably dressed in traditional saris, heavy jewelry, and copious amounts makeup. Subtlety is non-existent in Bollywood and we are perfectly happy with that.
3. **Bollywood movies have repetitive plots-** A lot of Bollywood movies have one thing in common and that is their story line. One of our tried and tested plots involves the protagonist (usually a male) falling in love with a woman from a rich aristocratic family. The story revolves around the protagonist and his lady love fighting all odds to marry and after a lot of dancing, fighting, and crying, they are finally united. Now isn't that sweet? This type of story line has been used time and again and it is endearing to see it in all different forms and scenarios as it shows that love conquers all.
4. **Bollywood movies have a lot of music and dancing-** Bollywood movies are incomplete without music and dancing. Imagine pancakes without any maple syrup on it or an ice-cream sundae without whipped cream and a maraschino cherry. Indian filmmakers use music and dance to spice up their movies as well as a way for audiences to remember a movie. Google 'Dola Re' or 'Pinga' and you will see just how intense some of the dance performances are.
5. **Bollywood movies always have a happy ending-** "And they all lived happily ever after" is something Bollywood movies exemplify to all its might. Almost all Bollywood movies end with the protagonist and his lady love tying the knot or two feuding families reuniting or the antagonist being punished for his wrongdoings. Having closure is a trademark feature of a lot of Bollywood movies as we like our stories to have a definite end.

Vocabulary :

cheesy : (slang) inferior, cheap

audience : public

relate to : understand and identify

wrongdoing : error, mistake, misconduct

a plot : the main story in a novel or a movie

revolve around : is about

tie the knot : to get married feud : conflict

Lagaan- once upon a time in India (2001)

Step 1: Watch and understand the trailer with the help of the following transcript.

You have agreed to cancel the tax of the farmers in Championar if they beat you in a of the game of Cricket.

Yes sir.

We also understand that if you lose you will cancel their taxes for the next three years not Chandni but of the entire province.

If they lose (yes they will) they will have to pay the Queen three times the tax.

A young farmer with the help of a stranger (I want you to tell the that I would like to help them learn the game) must convince an entire village to risk everything and believe that any dream worth having (next time I'll shoot you) is a dream worth fighting for.

Columbia Tristar home entertainment proudly presents one of the most remarkable productions in India's cinema history. An epic musical filled with spectacular dance performances and visuals that will make your spirit soar from award winning director Ashutosh Gowariker starring acclaimed actor and producer Aamir Khan in a moton picture that BBC online falls on Indian modern classic and a must-see.

Step 2: Answer the questions:

The plot (the main story): Concentrate on the content of the film. Sum up the plot in one or two sentences:

.....
.....
.....

What conflicts does the film revolve around (as far as hierarchy, classes, cultural and ethnic groups are concerned)?

.....
.....
.....

Concentrate on the form (the costumes, colours, visual elements, general atmosphere, feelings)

What makes this a Bollywood film?

.....
.....
.....

Queen (film released in 2014)

Step 1: Before watching the trailer, read the following synopsis:

Rani (Hindi word for Queen) is a typical Delhi girl who is studying home-science and works part-time in her father's sweetshop. She is indulging in her own fairy-tale where she is about to marry her prince charming Vijay. But soon her fairy-tale is struck with reality when Vijay rejects her just a day before the wedding. She is heart-broken and decides that to be out of this whole mess she needs time of her own. So, Rani plans to go on her previously planned honeymoon alone in Paris. Then on, whole up-down adventures happening on her trip make her realize that she is much more than only being a typical house-wife for Vijay and that she can live her life fully and enjoy it without any worries.

Honeymoon: une lune de miel

Step 2: Answer the questions:

The plot (the main story): Concentrate on the content of the film. What makes the film different from other typical Bollywood films?

.....
.....
.....
.....
.....
.....

Concentrate on the form (the costumes, colours, visual elements, general atmosphere, feelings)

What makes this a Bollywood film?

.....
.....
.....

Final task: Make out your own scene from a Bollywood film:

Step 1: Group work- make out the film scenario: Set the scene!

- the place (In India or another country?)
- (In a rural or an urban environment?)
- (Indoors or outdoors?)
- the time (in the colonial days?)
- (During decolonization?)
- (In the present day?)
- the story line, the plot?
- (traditional, parodic, modern?).....

Sum it in a few sentences

.....

.....

.....

The characters (names and roles)

.....

.....

.....

Step 2: Individual work- Develop your role.

-develop your character's personality (his/her faults and qualities)

.....

.....

- Find a characteristic you would like to develop in him/her. Would you like him/her to be funny/ tragic, dramatic, pathetic)?

.....

.....

-write a few sentences you would like him/her to say on the scene.

.....

.....

Step3- share with your partners and see how your characters could interact with one another.

- Who says what, when? Organize speech time and make sure that everyone is given enough time to develop.
- You can chose start with contextualization, in that case a narrator could make an introduction to the scene. Or a narrator could link two scenes or dialogues with some explanations

.....

.....

THEME : INDIAN IMMIGRANTS IN THE US



LESSON: INDIAN IMMIGRANTS IN THE US

The students learnt about the indian immigrants in the US.

- 1. first they study a graph**
- 2. then they watch a video to understand why Indians are so successful in America**
- 3. they read an article about the topic**

Tried with the 2e at Lycée Clémenceau

Lesson on Indian immigration in the USA

- **The graph of the evolution of Indian immigration in the USA.**

What the general trend ? The number of immigrants to the USA has increased/risen from 1980

Introduce the term DIASPORA and give the definition

The Indian diaspora is the Indian people who come from a particular nation, or whose ancestors came from it, but who now live in many different parts of the world

be more precise ; Indian immigrants living in the USA have doubled from 1980 to 1990 and then from 1990 to 2000, then again from 2000 to 2015.

how many Indian immigrants are there now ? There are two million Indian immigrants.

What professions do they have ? IT (information technology)

What domains are they particularly good at ?

- **The video - Indian success in the USA.**

Link: <https://youtu.be/SXHoSfUjfEE>

Pair-work - Pupil A - takes notes of the figures, percentages given and what they refer to.

Pupil B - takes notes of the reason behind the Indian success.

Play the video twice or three times to allow pupils to gather as many notes as possible.

Then, orally, pupils share their findings in pairs.

General feedback with the whole class.

Pupil A - The Indian diaspora in the USA represents 1 % of the total pop but 13% of students in top uni.

(education?) They are much more educated than the general pop and have more uni diploma.
(they have degrees)

(wages = income?) Their average wage almost doubles that of the average US pop.

(bad percentages in India?) One third of the pop is poor in India (live with less than 1 \$ a day)
In Mumbai life average life expectancy is 56 years old.

Pupil B - Indian immigrants are successful because they have a strong work ethic.
Many are hard-working

Many of them start their own firms/companies/enterprise.

- **The article**

Task - when pupils read the article-

- -They underline the three big waves of immigration
- - and they underline the different reasons why Indians are successful

Mise en commun avec la classe ;

1) Orally pupils give their answers about the three waves of immigration.

For 2) if you have the time write the following sentences on the board.

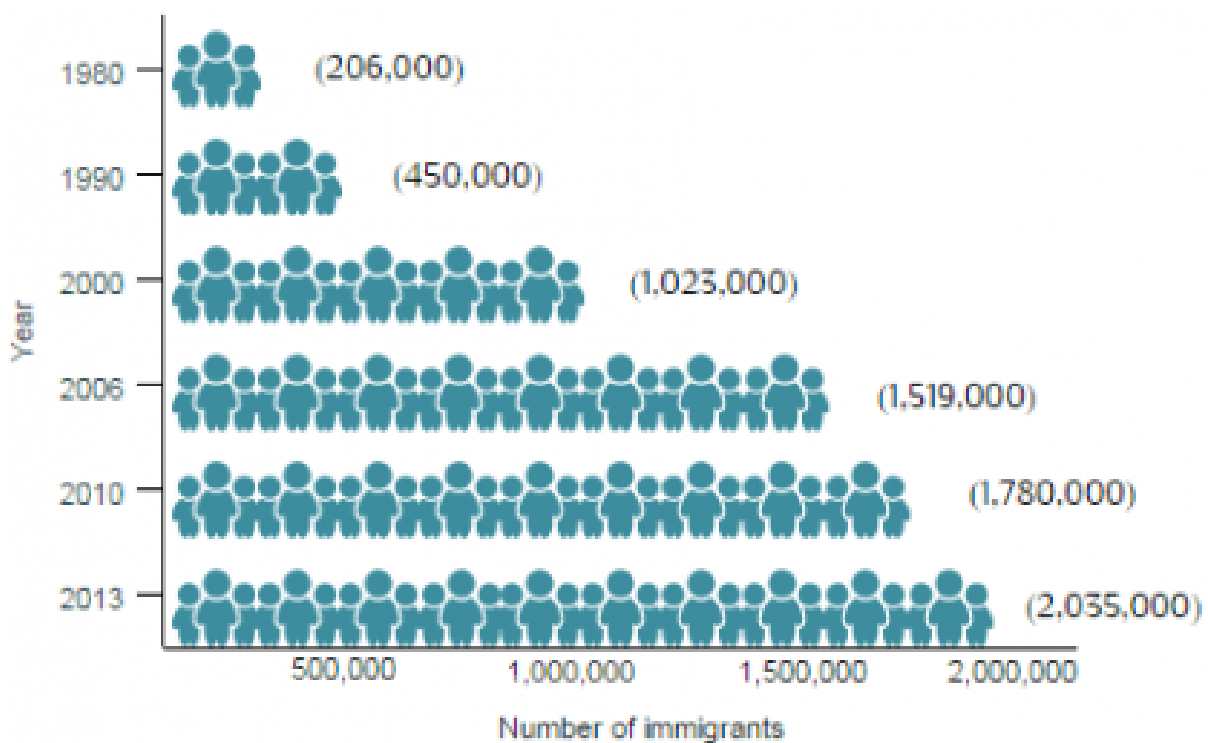
- The Indians were selected immigrants, they were allowed to enter the USA because they had the required education or jobs.

Indian immigrants are educated and belong to the middle class or upper class.

Immigration was restricted to families who were rich enough to afford immigrating

They live in stable households, they are young and have a career.

Graph:



A Singular Population: Indian Immigrants in America

(adapted from) Chazen Global Insights February 2017

Although every immigrant's tale is remarkable, that of Indians coming to the United States over the past 50 years is unique on several fronts (...). Sociologically, they are by far the best educated group in the country — roughly three times more India-born residents have college degrees than the general population.

The Three Waves

The 3 million individuals of Indian origin who currently reside in the United States (roughly 1 percent of the total population) arrived in three distinct periods. The “early movers” came in the wake of the Immigration and Nationality Act of 1965. The 12,000 or so India-born immigrants a year arriving in this group were unusually well educated, with numbers favoring doctors, engineers and scientists.

Phase two of Indian immigration, dating from the early 1980s, was the “family” cohort, when some 30,000 relatives a year of those who had settled in the States came in.

About two-thirds of India-born Americans have arrived in the ongoing third wave, or dubbed “the IT generation.” Approximately one out of every three visas issued to India-born immigrants goes to residents of the high-tech Hyderabad area, far more than to individuals from Bombay or Delhi, for example.

Most recent Indian immigrants arrived on the so-called H-1B visa program, granted to specialized new hires who have already secured jobs and hold a minimum of a bachelor's degree (...).

Arriving with jobs and steady sources of income, Indians skipped the “ghetto stage” common to most immigrant stories, when newcomers settle in urban enclaves with other home-country refugees. Instead, the India-influx located close to their jobs, living in middle-class or pricier neighborhoods in techy communities(...).

Selected for Success

Although the selection process has helped in contributing more to the immigrants' success than luck or personality traits such as ambition or thrift, lets point to several other benefits that India-born Americans have in their favor. Because the United States is so far away, the immigrant stream was restricted to families that had money to afford passage, and virtually none entered illegally. Because India is a democracy, almost all immigrants left voluntarily. Because they entered the United States on work visas, most were young, in the early wage-earning stage of their careers. Because Indian norms placed a high value on marriage, divorce is uncommon, so the poverty that comes with single-parent households is diminished. In a country where just 63 percent of children live with two parents, 92 percent of Indian-American households remain intact. Perhaps most important, all speak English. Although the United States is, by far, the largest destination of India-born immigrants, other Anglo-Saxon countries such as Canada, the U.K. and Australia have also seen large upticks in Indian immigration.

Vocabulary:

in the wake of...: following..

income: wage, salary

hires: embauches

skipped: did not live

steady: stable

the immigrant stream: the wave of immigrants

LA SEMAINE INDIENNE AU LYCEE PROFESSIONNEL AUDUBON



• **Activitiés pendant la semaine indienne**

- 1. Presentation de l'inde par l'assistante pendant les cours cette semaine**
- 2. Exhibition de photos de l'inde au CDI**
- 3. Les élevés de la cuisine préparent un menu indien au restaurant pédagogique**
- 4. Les élevés de commerce décorent le magasin pédagogique avec les produits indiens**
- 5. Councours de dessin pendant le cours d'art plastique**
- 6. Atelier danse et chanson de Bollywood par l'assistante**
- 7. Tournement de sport indien Kho-kho**