

My home is my castle

Level: Intermediate upwards

Timing: 90 minutes plus

Material needed: One copy of the student worksheets and Vocabulary record per student

Group size: Any

Overview

This lesson plan for both pre-experience and in-work business students is based around an article published in *Business Spotlight* Issue 3/2010. The article talks about the Indian government's use of satellite images of slums and to what ends this information may be used. It suggests that there might be a hidden agenda behind the official reasons given and touches on the consequences this may have for the people living in the slums. It also looks at information about India which could be useful for people doing business with that country.

The tasks in the student worksheets will encourage the students to learn and use new business vocabulary and related functional language and also to practise useful business skills, such as researching and condensing information for PowerPoint presentations.

The teacher's notes provide suggestions for teaching and learning strategies as well as ideas on how to present the tasks in the classroom, any necessary answer keys, extension tasks and lesson plans.

Introduction

At first glance, this article appears to be about the use of satellite images. However, when you start to read it and think about it more intensely, it throws up many other issues, or 'hidden agendas'. One such issue is the question of whether the Indian government is using the excuse of improving services for the poor in order to gain information that could be used instead to locate and clear land for future profitable development.

Warmer

Introduce the topic by asking what the students can tell you about Google Earth or similar satellite imaging software.

Once you have established that the students all know what satellite images are, ask them to work in pairs to expand the mind map with their ideas about positive and negative ways businesses, governments and agencies

might be able to make use of satellite images. Ideas could include spying on competitors, searching for a new location, looking at infrastructure, etc.

Key vocabulary

The students should scan the article to find the key words that go with the definitions. The first letters of the words are given to help them.

Key:

- | | |
|-----------------------|-----------------------|
| 1. raw sewage | 7. Commonwealth Games |
| 2. basic utilities | 8. raze |
| 3. urban population | 9. billboards |
| 4. slum dwellers | 10. dilapidated |
| 5. potentially vacant | 11. medieval tombs |
| 6. relocate | 12. shelter |

Hidden agendas

Ask students if they have heard the term *hidden agenda* before and what they can tell you about its meaning. If they haven't, ask whether they can work out or guess what it means.

hidden agenda

NOUN [COUNTABLE]

a secret reason for doing something, because you will get an advantage from it

Ask the students to discuss the question in small groups and then give class feedback. After this, they should complete the information box about the official reason given and hidden agenda suspected for procedures mentioned in the article.

Key:

procedure	official reason	hidden agenda
using satellite images to map India's slums	to aid provision of basic utilities and education and health services	to locate land for future property developments
demolishing a five-metre wide strip of houses along the side of a road	placing of billboards	to hide the slums from traffic on the way to the international airport
demolishing the community across the road from the Hanuman Masdoor slum	to clear land around a tourist attraction	to demolish and remove the slums and their dwellers

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Discussion

Now that the students have looked at how the Indian government are planning to use satellite images in India, encourage them to discuss how these types of images could be useful to their company or generally in their line of work.

Missing figures

The students should complete the Indian country file with the missing figures. Doing this will encourage them to read into and think about the information and what it represents, rather than just skim over it.

Key:

Capital: New Delhi 12.5 million

Main cities/urban areas: Mumbai 20 million
1,652 languages in India.

Country telephone code: +91

Time zone: Indian Standard Time. CET (Central European Time) + 4.5 hours

GDP (PPP) per head: \$3,100

Unemployment: 9.5%

Population: 1.1 billion

15-64 years: 63.6%

Main religions: Islam (13.4%)

Writing

This task can be a stand-alone task, or carried out as an information-gathering exercise in preparation for task 6, the presentation.

If there is no internet access in your teaching environment, the task can either be set as homework or as a low-tech group task in class. If you decide to follow the low-tech option, it will probably be better for students to work in groups of as many students as is comfortable – in fact, it can easily be a whole-class task.

Either as a whole-class task using a board, or in smaller groups using large pieces of paper, the students should brainstorm the information they would need to complete a country file for their country. If it is not possible within class time to find accurate figures, use approximations.

Start by gathering the information as a group. After this the students should work alone or in groups to produce a country file, either in linear note form (as in the article) or by writing a paragraph for each sub-heading. Encourage students to include tips for business people who are visiting their country for the first time.

Extension task

Discuss how this information would be useful in a business setting.

PowerPoint presentation

Using the information from task 6, the students should prepare and present a presentation following the framework given. The preparation for this could be set as homework if there is a lack of time or no internet access available in class.

Teaching and learning strategy: PowerPoint (PPT) presentations in class

More and more frequently we ask our students to give presentations in class. Here are a few tips to help those suffering from 'Death by Student PowerPoint':

1. Set a minimum and maximum time limit on each presentation, e.g. between three and five minutes.
2. Subtract marks from anyone who does not keep within the time limit.
3. Limit the amount of information allowed on each slide to a certain number of lines or words, e.g. maximum seven lines and maximum seven words per line.
4. Set a strict limit on the amount of slides.
5. Before the presentation begins, choose two or three students who will each have to ask a question after the presentation.
6. Set different parameters each time you ask students to hold a PPT presentation, e.g. no bullet points; only images (no words); no fancy extras such as bouncing text; fancy extras must be included on the first or final slide only; team presentations in which the students talk about alternate slides; etc.
7. Teach the students how to use the 'B' or 'W' command which turns the screen either black or white during a PPT presentation, therefore bringing the listeners' attention away from the screen and back to the presenter.
8. And, of course, make sure they have adequate time to prepare and practise!

Vocabulary record

Here, students should be encouraged to record all the new and useful vocabulary they have learned during the lesson, not only in the form presented in the article but also in related forms.

More on related topics

For follow-up lessons on the same or related topics, go to the following lesson plans in the Business skills bank and the Business tasks series on onestopenglish:

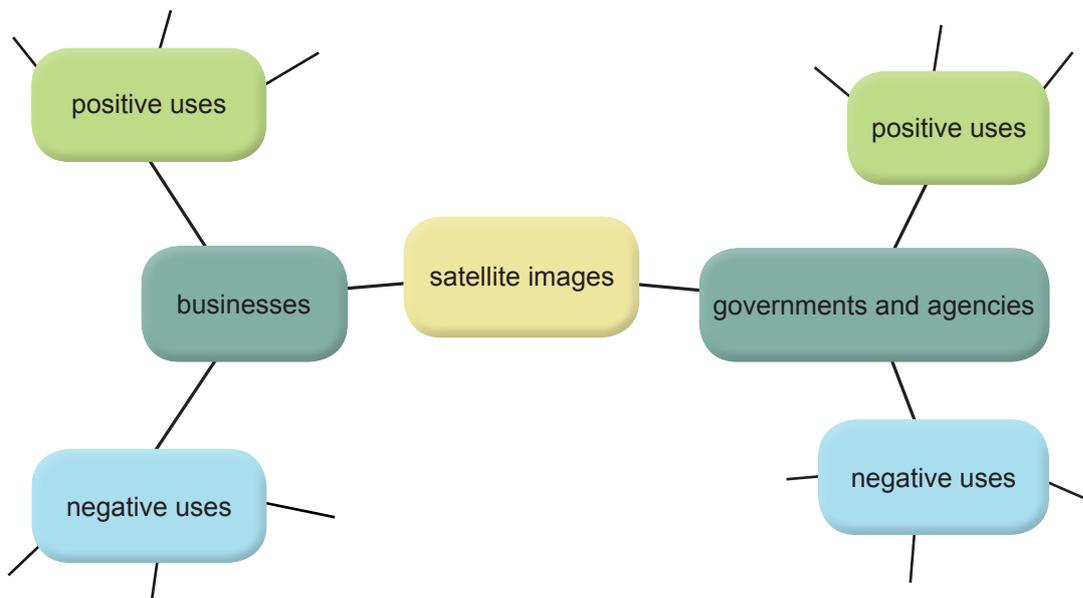
Business tasks: Problems and difficulties:
<http://www.onestopenglish.com/section.asp?catid=59913&docid=157200>

Business skills bank: Giving presentations:
<http://www.onestopenglish.com/section.asp?catid=58025&docid=154238>

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1 Warmer

Expand the mind map with ideas about how satellite images might be used by businesses and governments.



2 Key vocabulary

Scan the article to complete the key words. The first letters on the words are given to help you.

- untreated human waste r_____ s_____
- everyday services such as water, gas and electricity b_____ u_____
- people who live in towns and cities u_____ p_____
- people who live in very poor and temporary housing s_____ d_____
- possibly free and available, either now or in the future p_____ v_____
- to move to another place either to live or to work r_____
- the third-largest multi-sport event in the world for the 53 member countries of the Commonwealth of Nations C_____ G_____
- a verb meaning *to completely destroy a building or town* r_____
- large boards for advertisements, often placed at the side of busy roads b_____
- in an old and very bad condition d_____
- burial places from the time between the year 1000 and the year 1500 m_____ t_____
- a place where people are protected from bad weather or from danger s_____

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by Jason Burke

The Indian housing minister wants to use satellite images to trace the countless slums that have grown in his country without regulation. But who is going to benefit from this?

Jason Burke reports

- 1 The people of the Hanuman Masdoor slum have enough to worry about. If the women work at all, they have jobs as poorly paid cleaners. Most of the men are scavengers, recycling the waste of Delhi's 17 million inhabitants. Raw sewage runs past the homes and children play in the rubbish. Now the 1,000 families who live in the shanty town have fresh problems.
- 2 The national government has announced it is going to map India's slums. Ministers claim it will allow municipalities to provide basic utilities and to plan education and health services. But critics say the data gathered will simply provide new opportunities for India's aggressive land mafia.
- 3 The plan is ambitious. According to official statistics, a seventh of India's urban population live in shanty towns. In cities such as Mumbai, the figure is much higher. The country's slums – the result of huge migration from poverty-stricken rural areas into the cities – have grown without planning.
- 4 Using satellite images, the government wants to find out where India's slums are located and how many people live in them. The plan is the brainchild of Kumari Selja, India's housing minister, and will use technology developed by the Indian Space Research Organization.
- 5 Ramendra Kumar, of the Delhi Sramek Segathan initiative, which works with slum dwellers across India, says the plan can serve only two purposes: to show the property developers where potentially vacant land is, or to identify illegal slums and force inhabitants to relocate.
- 6 Such expulsions have been going on for years. In the huge Dharavi slum in Mumbai, made famous by the Oscar-winning film *Slumdog Millionaire*, there have been many attempts to relocate some or all of the estimated 800,000 inhabitants. These efforts have increased as the government prepares for the Commonwealth Games, to take place in India in October 2010.
- 7 In Delhi, local authorities have started to raze slums on key routes and in the centre of the city. The Hanuman Masdoor slum lies on the road to the city's international airport. Earlier

this year, bulldozers arrived with no warning to demolish a five-metre-wide strip of houses along one side of it – to clear space for billboards, which will hide the slum from passing traffic.

8 According to Kumar, more than 300 slums have been relocated in recent years, but new homes have been found for only half of the 250,000 people that he estimates have been forcibly moved.

9 Just across the busy road from the Hanuman Masdoor slum is a similar community. There, inhabitants have been told that their homes are to be demolished in the coming months. The dilapidated but carefully swept homes, painted blue and green, are on government land close to medieval tombs. Inhabitants say they have been told that the government wants to clear the ground around the potential tourist attraction before the games start in the autumn of this year. "What comes first? Sport, or food and shelter?" asks Madan Lal, who has lived in the slum for 17 years.

Jason Burke is a senior foreign correspondent at the British Sunday newspaper *The Observer*.

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3 Hidden agendas

The 2010 Commonwealth Games are being held in Delhi. How do you think this has influenced the Indian government's slum clearance policies?

Look back at the article to find the official reason given for the procedure outlined in the table below and the hidden agendas that some people think may be the real reason.

procedure	official reason	hidden agenda
using satellite images to map India's slums		
demolishing a five-metre wide strip of houses along the side of a road		
demolishing the community across the road from the Hanuman Masdoor slum		

4 Discussion

In which ways could satellite images be useful in your company or generally in your line of work?

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5 Missing figures

Complete the country file using the figures from the box.

13.4%	\$3,100	1.1 billion	+91	12.5 million
9.5%	20 million	63.6%	1,652	4.5

Country file: India



Map: Nic Murphy

GENERAL

Official name: Republic of India

Nationality: Indian

Capital: New Delhi _____ (2010 est.)

Main cities/urban areas: Mumbai _____; Delhi 17 million; Kolkata (Calcutta) 15.5 million; Chennai (Madras) 7.5 million; Bangalore 7.2 million; Hyderabad 6.7 million (2010 est.)

Languages: Hindi is the first official language. English is the second official language. A 1961 census identified _____ languages in India.

Country telephone code: _____

Internet domain: .in

Time zone: Indian Standard Time. CET (Central European Time) + _____ hours

Currency: Indian rupee (INR); €1 = about 62 rupees

POLITICS

Type of government: democracy, federal republic

Head of state: President Pratibha Devisingh Patil (since 25 July 2007)

Head of government: Prime Minister Manmohan Singh (since 22 May 2004)

Directory of official government websites: <http://india.gov.in>

ECONOMY (in US\$)

GDP (purchasing power parity, PPP): \$3.358 trillion (2009 est.)

GDP (PPP) per head: _____ (2009 est.)

GDP real annual growth: 6.1% (2009 est.), down from a strong 9% in 2007

Inflation: 9.8% (2009 est.)

Unemployment: _____ (2009 est.)

PEOPLE

Population: _____ (2009 est.)

Population growth per year: 1.4% (2005 est.)

Age structure: 0-14 years: 31.1%; 15-64 years: _____; 65 years and over: 5.3% (2005 est.)

Main religions: Hinduism (80.5%), Islam (_____), Christianity (2.3%), Sikhism (1.9%) (2001 census)

DID YOU KNOW?

- India was the richest country on earth when the British arrived in the early 17th century.
- Economic reforms have transformed India into one of the world's fastest-growing economies.
- The country has escaped the worst of the financial crisis because of its cautious banking policies and relatively low level of dependence on exports for growth.
- In doing business with Indians, it is useful to know that it's considered impolite to say "no". Indians will more typically say, "possibly", "I will try", or "we'll see".

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6 Writing

Write a country file for your country (or for a country you do business with). Base it on the country file of India and use the same sub-headings: General, Politics; Economy, People.

Include tips for business people who plan to visit your country for the first time

7 PowerPoint presentation

Using the information from task 6, your country file, prepare a short PowerPoint presentation with just seven slides.

The slides should have the following titles:

1. Country
2. General
3. Politics
4. Economy
5. People
6. Did you know?
7. Cultural tips

Narrow the information down to just a few important words per slide, insert satellite images and other visual aids, and present your country to the group.

