

SENSE		TITRE		TIMING	
		Sense and Sensibility...in India		 45 minutes	
AUTEURS		LES MOTS CLES		LANGUE	
Patrick Maillot		India, senses, sight, smell, culture		English	
NIVEAU		GROUPE D'ÉLÈVES		ÂGE	
B2		Lycée		16-17	
COMPÉTENCES					
•	Globale		•	Production Orale	
•	Comprehension Orale		•	Expression Écrite	
•	Expression Orale		•	Compréhension Écrite	
OBJECTIFS					
LINGUISTIQUES		• Activate and enrich the vocabulary of smells and perceptions • Use figurative language and sensory adjectives • Express opinions and emotions with precision			
COMMUNICATIVES		• Share impressions through discussion • Interpret literary description with sensory empathy			
CULTURELS		• Explore how India is perceived through the senses • Reflect on cultural relativism and perception bias			
MÉTHODOLOGIE		• Image description • Interpretation of metaphorical descriptions and sensations, discussions and debates.			
RESSOURCES		• Picture: Vendors at a flower market • Text extract BY Gregory David Roberts's popular novel <i>Shantaram</i> • Sounds from BBC sound data base: https://sound-effects.bbcwind.co.uk/search?q=India&resultSize=50			
ICT TOOL		• MENTIMETER • LEARNINGAPPS.ORG • CAPCUT (video editing) • AUDACITY (sound editing)			

DESCRIPTION DES ACTIVITÉS

Entrée	10'	Warm-up Activity – “Scented Impressions of India” (10–15 min) Objective: Activer le champ lexical des odeurs et de la culture indienne avant la lecture. Stimuler les représentations mentales et la discussion interculturelle. Step 1 – Sensory brainstorming (5 min)  ANNEXE 1 -VENDORS AT A FLOWER MARKET Describe the picture and tell which smells comes to your mind when visiting this market . What comes to your mind when you think of <i>India</i> through your sense of smell? Good smells and bad smells MENTIMETER: students create an interactive word cloud Instructions: 1. Display the question on Mentimeter “What comes to your mind when you think of India — through your sense of smell?” 2. Students post words / short expressions (e.g. <i>spices, incense, curry, pollution, flowers, smoke, rain, cows</i>). 3. Observe the emerging word cloud. Discuss: “Are these smells positive, negative, or mixed?” “What do they reflect?” https://www.menti.com/a_ladsoj2mu59 Good smells: flower • perfume / scent / fragrance • spices • aroma - aromatic • sweet • nice • pleasant • good • odorous... - the aromatic fragrance of flower • the sweet smell of a cake, the strong aroma of coffee... Bad smells: smelly • stinky • unpleasant • rotten • disagreeable • putrid • heady • overpowering • the garbage, the sewers • animals • urine
Salade	5'	Activité 1 Step 2 –Arouse another SENSE : Sound & Guess (5 min) Play a short Indian soundscape Pick one sound: https://sound-effects.bbcrewind.co.uk/search?q=India&resultSize=50 How do you picture this scene ? and to go further : “What smells could go with these sounds?” https://sound-effects.bbcrewind.co.uk/search?q=07009155 → Students associate sounds with possible smells, imagining the full sensory context. Question for transition “What do you expect the narrator to describe — pleasant or unpleasant smells? Why?” Write 2 columns on the board <i>pleasant / unpleasant</i> and students must identify the tone of the passage.
Le plat principal	15'	Activité 2 Activity READING AND UNDERSTANDING A TEXT The first thing I noticed about Bombay, on that first day, was the smell of the different air.(...) I know now that it's the sweet, sweating smell of hope, which is the opposite of

		hate; and it's the <u>sour</u>, <u>stifled</u> smell of <u>greed</u>, which is the opposite of love. It's the smell of gods, demons, empires, and civilisations in resurrection and decay. It's the blue skin-smell of the sea, no matter where you are in the Island City, and the blood-metal smell of machines. It smells of the <u>stir</u> and sleep and waste of sixty million animals, more than half of them humans and rats. It smells of heartbreak, and the struggle to live, and of the crucial failures and loves that produce our courage. It smells of ten thousand restaurants, five thousand temples, shrines, churches, and mosques, and of a hundred bazaars devoted exclusively to perfumes, spices, incense, and freshly cut flowers. (...) Whenever I return to Bombay, now, it's my first sense of the city – that smell, above all things – that welcomes me and tells me I've come home. Gregory David Roberts's popular novel <i>Shantaram</i> ANNEXE : ANNEXE 2_THE SMELL OF BOMBAY-TEXT Read the text and answer the following questions. Instructions: 1. Hand out the text or project it on the board. 2. First reading (individual): underline all words linked to smell and senses. 3. Pair work: classify them in a 2-column grid - Classify them (concrete good/ bad / abstract – positive/negative) Annexe 2_The Smell of Bombay (audio to be played)
Dessert	10'	Activité 3 - Sum up the overall impression of the city. Match the smells and the impressions https://learningapps.org/display?v=pw755xppj25  Annexe 3 : The smell of Bombay
A toi de jouer	5'	Your turn ! Find an explanation for : <i>'the sweet, sweating smell of hope'</i> <u>Correction:</u> the phrase conveys a sense of positive anticipation mixed with the effort it takes to achieve what one is hoping for. It's as if one can almost "smell" the possibility of success or happiness in the air, despite the challenges faced. <i>'It's the blue skin-smell of the sea'</i> <u>Correction:</u> the phrase encapsulates the sensory essence of being near the sea—the visual blue, the tactile feeling on your skin, and the distinct smell of saltwater. It's a beautiful way to evoke the sea's presence

ÉVALUATION

(formative or sommative)

WRITTEN ACTIVITY:

Write a text that describes the different smells in a place of your choice.

Create Your Own “Smell of...” Text (Writing Task)

Objective: Reuse the descriptive and emotional patterns from *Shantaram*.

INSTRUCTIONS

Write a short literary paragraph entitled “**The Smell of My Country**” (or *The Smell of Réunion*, *The Smell of My City*, etc.).

Describe the smells you associate with your homeland, linking them to emotions, places, and memories.

Use **5–6 sensory adjectives** and **figurative expressions** (*smells like freedom / carries the scent of childhood / reeks of adventure*).

Option: Compile all students’ texts into a collaborative Padlet or digital book “*The Smells of Our Worlds*.”



Attribution: Original activity from Erasmus + LANSEN Project

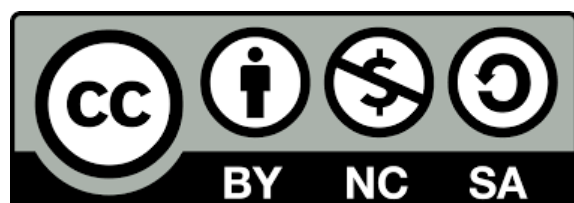
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ANNEXE 1 – THE SMELL OF BOMBAY-Vendors at a Flower market.png



Vendors at a Flower market.png



Attribution : Activité originale from Erasmus + LANSEN project

ANNEXE 2 – The Smell of Bombay by Gregory David Roberts'

The smell of BOMBAY

The first thing I noticed about Bombay, on that first day, was the smell of the different air.(...) I know now that it's the sweet, sweating smell of hope, which is the opposite of hate; and it's the sour, stifled smell of greed, which is the opposite of love. It's the smell of gods, demons, empires, and civilisations in resurrection and decay. It's the blue skin-smell of the sea, no matter where you are in the Island City, and the blood-metal smell of machines. It smells of the stir and sleep and waste of sixty million animals, more than half of them humans and rats. It smells of heartbreak, and the struggle to live, and of the crucial failures and loves that produce our courage. It smells of ten thousand restaurants, five thousand temples, shrines, churches, and mosques, and of a hundred bazaars devoted exclusively to perfumes, spices, incense, and freshly cut flowers. (...) Whenever I return to Bombay, now, it's my first sense of the city – that smell, above all things – that welcomes me and tells me I've come home.

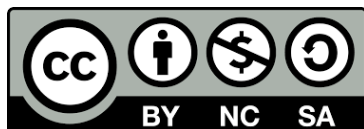
Gregory David Roberts's popular novel *Shantaram*



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ANNEXE 3 - Evaluation Grid – “Writing a Sensory Text”

Criterion	Description	Points (/20)
1. Linguistic Accuracy	Grammar, syntax, sentence control, subject–verb agreement, tenses, articles, prepositions.	/4
2. Lexical Range & Precision	Variety and accuracy of vocabulary, especially sensory and emotional adjectives , figurative language (<i>smells like, wafts of, fragrant, pungent</i>).	/4
3. Structure & Coherence	Clear organisation (introduction – development – conclusion), logical flow, use of connectors (<i>first, whereas, however, finally</i>).	/4
4. Expression & Style	Clarity, rhythm, ability to evoke atmosphere and engage the reader through sensory imagery and personal tone.	/4
5. Creativity & Cultural Insight	Originality, personal engagement, emotional depth, and possible reflection on cultural perception (link to India or own country).	/4



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