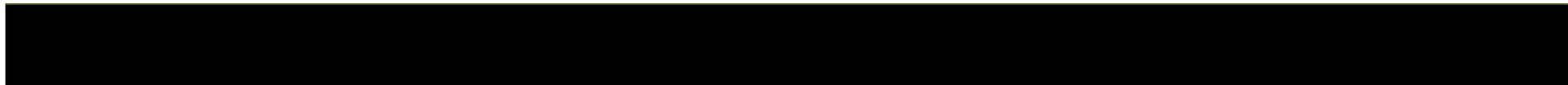




2015 Student Program Lesson Plan Template

For step-by-step help in completing this document, please see the accompanying guide.

Hindi Modules:	Module 3 - Food and Restaurants Making of Tapri Tapri Tea Shop	Theme/Topic:	Tea Shop		
Age Range of Learners:	Middle school/High school	Targeted Performance Level:	Intermediate High/Advanced low	Number of minutes	90



Questions to Consider Before and During Lesson Planning

How can tea a cultural pastime become a source of enterprise?

Top of Form

<p>DO</p> <p><i>What are the learning targets/can-do statements for this lesson?</i></p>	<p>KNOW</p> <p><i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i></p>
<p>I can ask for and provide a description of a tea shop.</p> <p>I can ask for, follow, and give instructions for making chai.</p> <p>I can compare and contrast chai made in different places.</p> <p>I can interview people in the community for a business idea on chai.</p> <p>I can explain and discuss ideas which will sell chai.</p>	<p>Know the name of utensils, pots, tea pots, boiling of water and tea, arts and artifacts in the shops.</p> <ul style="list-style-type: none">• Vocabulary related to tea, tea shops: aroma-sugandh taste-swaad smell-gandh herbal-harbal iced-ThanDaa hot -garam spicy-masaaledaar leaf-pattii round ball-gol daanaa to boil- ubaalnaa• Tea accessories: Filter-filtar Strainer-chananaa/chananii Infuser-infusair Kettle-ketalii Tea pot-chaidaan

Use of imperative form of the verb

Hindi has three imperative forms which correspond to three forms of the second person personal pronoun; they are *tuu* (you-intimate), *tum* (you-familiar) and *aap* (you-formal).

The intimate imperative form is the verbal stem, that is, it is formed by removing the *-naa* suffix from the infinitive form of the verb. (*tuu*) *khaa* – (you) eat. (*tuu*) *paRh-* (you) study/read.

Such forms are often used to address small children, or among close friends.

The Familiar Imperative is formed by adding the suffix *-o* to the verb stem.

(*tum*) *khaao* – (you) eat. (*tum*) *paRho* (you) study/read

These forms are used among friends and peers.

The formal imperative corresponds to *aap*. It is formed by appending the suffix *- iye* to the verb stem.

(*aap*) *khaaye* – Please eat. (*aap*) *paRhiye* – Please study/read

Such forms are used to address elders or superiors as they confer respect

The formal imperative forms of verbs *lenaa* (to take), *denaa* (to give), *karnaa* (to do) and *piinaa* are somewhat irregular. They are *liijiye*, *diijiye*, *kiijiye* and *piiijiye* respectively.

-Use of *kya pasand hai*, *kaisi pasand hai*

Use of superlatives, different colloquial phrases, *jhakaas*, *fanDu*, *mast* when describing *cai*.

Use of relative clauses, for e.g., *agar aise karenge to chai zyaadaa bikegii*.

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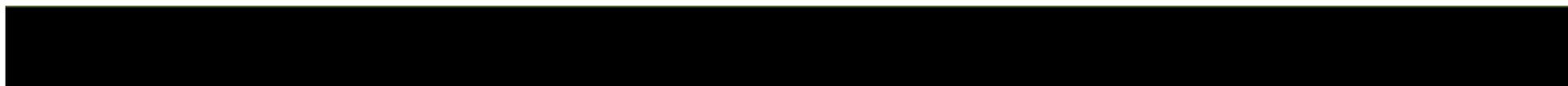
Bottom of Form



What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Business students are assigned a project for the upcoming summer festival at their university. They will design and set up a tea stall. The group with the most innovative idea will win and will have the opportunity to participate in the festival.

Students come up with an original plan to build a Tapri. Further, they design a plan for selling the chai. Each plan includes five selling points.



How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can-do?

What will **the teacher** be doing? What will **the students** be doing?

Opening Activity

Students listen to an interview. (Just as millions in the Maximum City were drinking their first cup of the day or sitting stuck in rush hour traffic, we chatted with hosts and [Salil Acharya](#) and [Archana Pania](#) about Bollywood and where to get the best cup of chai in Mumbai.)

<http://chaiwallahsofindia.com/blog/>

As they listen, students note the host's preference for tea and shops in Mumbai where the best chai is served.

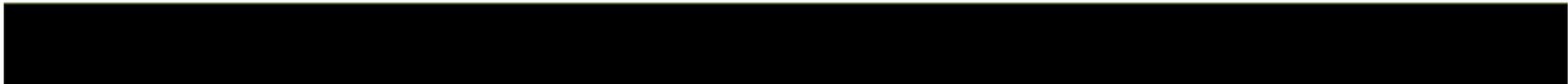
Time: 10 min.

Learning Episode	
<p>Students read an article about the ways chai is made in different shops.</p> <p>http://khabar.ndtv.com/news/blogs/ravish-kumar-chai-par-charcha-720573</p> <p>Students scan for different words related to making of chai, like cai kii patii, ubaalnaa, khaulaanaa, khadaknaa, khulii cai kii pattii, channii, ketalii, kaDak cai, etc., and teacher writes it on a butcher piece of paper for students to use it later on as a reference sheet.</p> <p>Students form groups of four to read the article focusing on the way chai is made in Calcutta and how it is different from the the method used in Delhi. The teacher might supply a note taking organizer to facilitate this work.</p> <p>Students share information they gathered from the article within their groups. They meet with another group to talk about their findings and to clear up any misconceptions.</p> <p>Students then share their own experiences about the way chai is made in their own family. Students within their groups come to consensus on one favorable way to make chai.</p>	Time: 25 min.
Learning Episode	
<p>Students conduct a survey via Skype with native speakers in the community. They gather information about about the brand of tea they prefer and why, their preference for how they prepare chai, the possibility of opening a chai shop in the community and the type of place it would be - somewhere to read a book with a cup of chai, somewhere to hang out with friends or family, somewhere to listen to nice music, to have snacks to go with chai, to offer a variety of chai's or in other words taste of all Indian cai in one place. Students will discuss their findings and will record their findings on a graphic organizer that they will use as a first step to plan a business venture.</p>	Time: 30 minutes
Learning Episode	
<p>Students in groups watch the video on a shop called “Tapri” in Ajmer and note down the unique features of that shop, it can be the products to go with chai, the place to hangout and write stories about the chai place, things to eat with chai. What was appealing to them and why would they like to include it in their shop. Students after listening to others can revisit the Tapri shop again and change their preference if they want to.</p>	Time: 10 min.

Learning Episode	
<p>Business students are assigned a project for the upcoming summer festival in the University to set up a tea stall. A group with the most innovative idea will win and get to set up a stall in the festival.</p> <p>Students will come up with their own plan to build a Tapri with their own unique style of selling chai. They have to include five selling points which will sell the chai in their tea stall.</p>	Time:30 min.



<p>http://chaiwallahsofindia.com/blog/</p> <p>http://khabar.ndtv.com/news/blogs/ravish-kumar-chai-par-charcha-720573</p> <p>http://hindistartalk.lrc.columbia.edu/unit/food-and-restaurants/ (Hindi Module)</p> <p>http://hindistartalk.lrc.columbia.edu/lesson/making-of-tapri/ (Making Of Tapri)</p> <p>http://hindistartalk.lrc.columbia.edu/lesson/tapri-tea-shop/ (Tapri Tea Shop)</p>



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