
PUNJABI LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of Punjabi language and culture in Grade 4. It constitutes the fourth, fifth and sixth years of the Punjabi Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

INTRODUCTION

Global Citizenship

The learning of Punjabi, as any other language, develops awareness of, and sensitivity to, cultural and linguistic diversity. In addition to preserving cultural identity, learning Punjabi is a means of cultural enrichment. It is also an excellent means of fostering understanding and solidarity among peoples and countries. Furthermore, learning Punjabi gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and to contribute positively to society.

A Means of Communication

Punjabi is spoken by more than 90 million people in the world. The language originated in India and Pakistan. Today, Punjabi is a global language spoken in many countries, including India, Pakistan, Bangladesh, Great Britain, Australia, Singapore, Malaysia, Kenya, Fiji and the United States of America.

Punjabi is also widely spoken throughout Alberta and many parts of Canada. It continues to be a rapidly growing language and culture within Alberta and other parts of Canada. Acquiring Punjabi as an additional language, therefore, opens up important doors for communicating with others.

First Language Skills and Cultural Connections

For those students who already have some knowledge of Punjabi or a family connection to the culture, there is the opportunity to maintain contact with their language, culture and heritage. For some, there is the opportunity to renew and further develop literacy in their first language, which is not necessarily the majority language in the community.

Personal and Cognitive Benefits

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Economic Benefits

In today's world, knowledge of a second language and culture in general, and Punjabi in particular, is an economic advantage for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Punjabi as a second or additional language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who have some knowledge of Punjabi and develop literacy skills in the language. It is also true for students who come to the class with no knowledge of Punjabi, who are learning it as a second or additional language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Punjabi.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

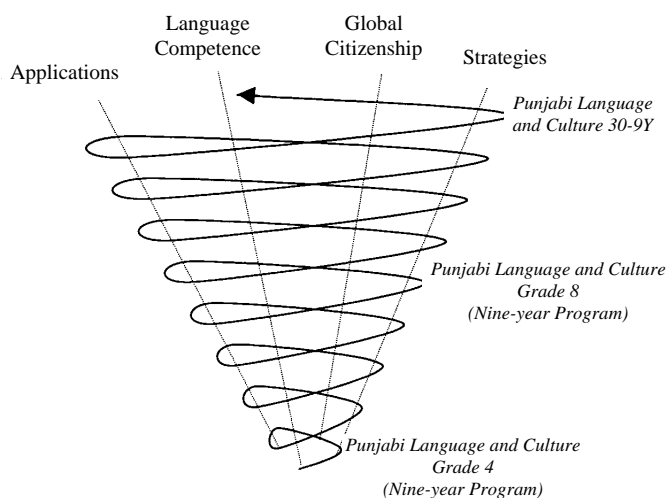
Global Citizenship aims to develop intercultural competence, with a particular focus on cultures associated with Punjabi.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]

- Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]

- Students will use Punjabi **effectively** and **competently**.

Global Citizenship [GC]

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]

- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications



Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

- A-1 to impart and receive information
- A-2 to express emotions and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Punjabi **effectively** and **competently**.

- LC-1 attend to form
- LC-2 interpret and produce oral texts
- LC-3 interpret and produce written and visual texts
- LC-4 apply knowledge of the sociocultural context
- LC-5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC-1 historical and contemporary elements of Punjabi culture
- GC-2 affirming diversity
- GC-3 personal and career opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S-1 language learning
- S-2 language use
- S-3 general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
 Students will use Punjabi **effectively** and **competently**.

cluster heading for specific outcomes

LC-2 interpret and produce oral texts

Grade 7
 (Nine-year Program)

Grade 8
 (Nine-year Program)

Grade 9
 (Nine-year Program)

Students will be able to:

LC-2.1 listening	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short, simple oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC-2.2 speaking	a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC-2.3 interactive fluency	a. engage in simple, routine interactions, with pauses for planning and self-correction	a. manage simple, routine interactions with ease, using pauses for planning and self-correction	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

read each page vertically for the outcomes expected at the end of each grade

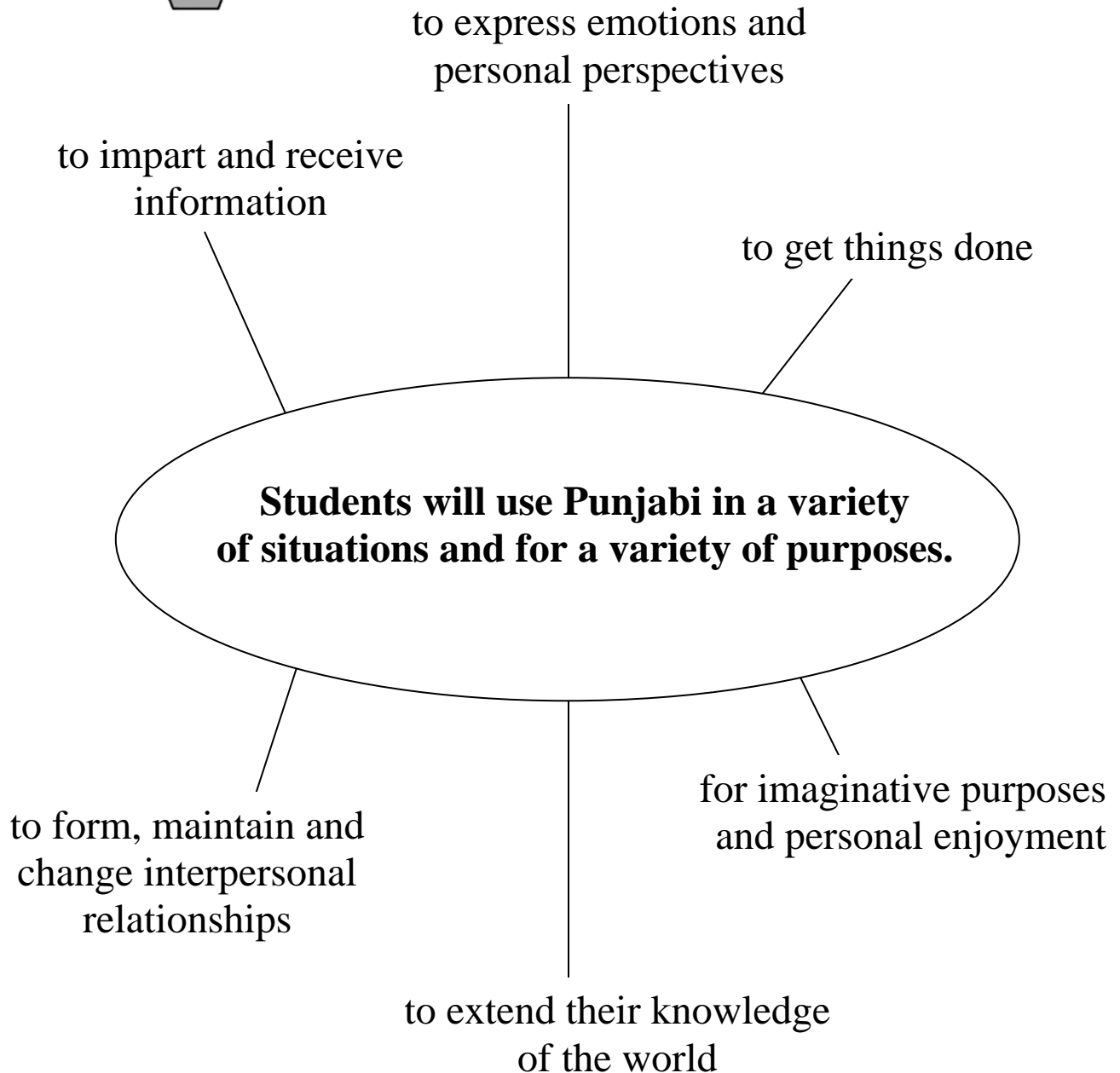
strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade



Applications



APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with Punjabi; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the Punjabi language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn Punjabi.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

General Outcome for Applications

Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information

**Grade 7
(Nine-year Program)**

**Grade 8
(Nine-year Program)**

**Grade 9
(Nine-year Program)**

Students will be able to:

A-1.1 share factual information	a. provide information on several aspects of a familiar topic	a. understand and use definitions, comparisons and examples	a. share facts about events that took place in the past or that may take place in the future
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A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and disagreement, and approval and disapproval	a. inquire about and express interest or lack of interest, and satisfaction and dissatisfaction	a. inquire about and express probability and certainty
A-2.2 share emotions, feelings	a. inquire about emotions and feelings in a variety of familiar contexts b. express emotions and feelings in a variety of familiar contexts	a. compare the expression of emotions and feelings in a variety of informal situations	a. inquire about emotions and feelings in formal situations b. express emotions and feelings in formal situations

General Outcome for Applications

Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

Grade 7
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

A-3.1 guide actions of others	a. make and respond to suggestions in a variety of familiar situations	a. give and respond to advice and warnings	a. make and respond to suggestions or requests in informal situations
A-3.2 state personal actions	a. state personal actions in the future	a. state personal actions in the past b. make a promise and express intention in a variety of situations	a. state personal actions in the past, present and future b. accept or decline, with an explanation, an offer or invitation
A-3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way	a. express appreciation, enthusiasm, support and respect for contributions of others	a. clarify another member's contribution

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. initiate and participate in casual exchanges with peers	a. use routine means of interpersonal communication	a. give and respond to compliments appropriately
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General Outcome for Applications

Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

Grade 7
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

A-5.1 discover and explore	a. ask questions to gain knowledge and clarify understanding	a. explore meaning in a variety of ways	a. explore and express the meaning of what they are doing
A-5.2 gather and organize information	a. compose questions to guide research b. identify sources of information c. gather information, using a prepared format	a. gather information from a variety of resources b. identify useful and reliable resources c. organize and manipulate information	a. prepare a format to gather information b. organize, manipulate and transform information
A-5.3 solve problems	a. define a problem and use the steps in the problem-solving process	a. describe a problem b. gather information from a variety of sources to propose solutions to problems	a. analyze a problem by extracting and manipulating key elements
A-5.4 explore opinions and values	a. distinguish fact from opinion	a. explore how values influence behaviour	a. provide reasons for their position on an issue

General Outcome for Applications

Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment

Grade 7
(Nine-year Program)

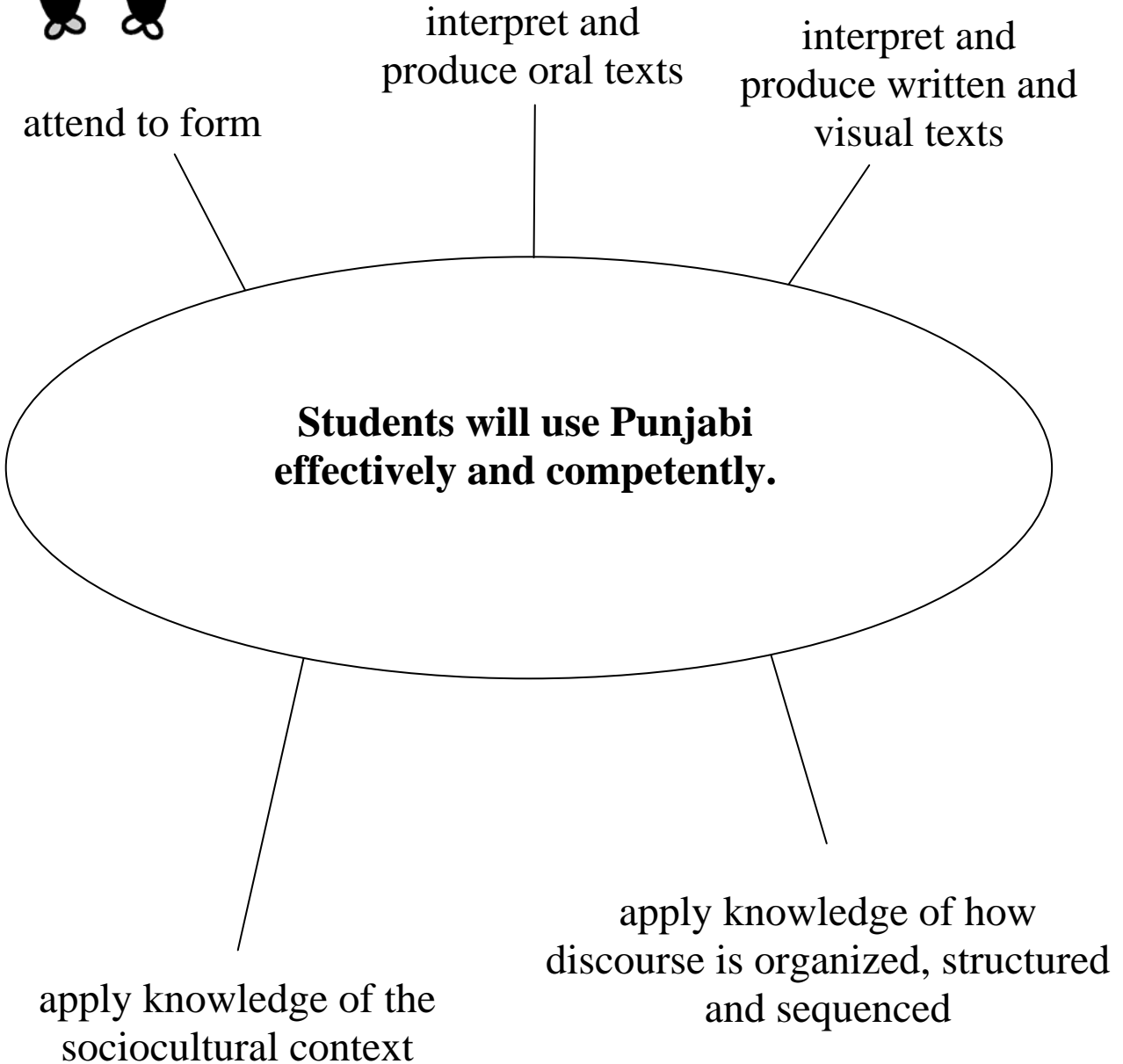
Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

A-6.1 humour/fun	a. use the language for fun and to interpret humour	a. use the language for fun and to interpret and express humour	a. use the language for fun and to interpret and express humour
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A-6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

Language Competence



LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of Punjabi and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

General Outcome for Language Competence
 Students will use Punjabi **effectively** and **competently**.

LC-1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
LC-1.1 phonology	a. identify and reproduce some critical sound distinctions that are important for meaning	a. reproduce, comprehensibly, the pronunciation of unfamiliar words b. recognize medial, low and high tones	a. use intonation, stress and rhythm appropriately in familiar situations b. identify medial, low and high tones
LC-1.2 orthography	a. recognize and use the Gurmukhi Lippi syllables and Lagga Matra signs that correspond to high frequency sounds b. apply some common spelling rules	a. recognize and use the Gurmukhi Lippi syllables and Lagga Matra signs that correspond to high frequency sounds b. use basic spelling rules consistently in writing familiar words and phrases	a. recognize and use the Gurmukhi Lippi syllables and Lagga Matra signs that correspond to high frequency sounds b. use basic mechanical conventions
LC-1.3 lexicon	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • traditions • people and places in my community • transportation • any other lexical fields that meet their needs and interests 	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • fashion • shopping/money • cooking • any other lexical fields that meet their needs and interests 	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • travel • entertainment • social events • any other lexical fields that meet their needs and interests

(continued)

Note: The Punjabi alphabet has six bindi letters: ਸ ਖ ਗ ਜ ਫ .ਲ
 The orthography and pronunciation of these letters may cause confusion, particularly in borrowed words of Persian and Farsi descent; for example, oral pronunciation of the letters *f* and *ph* would be articulated as:

f = ਫ
 ph = ਫ

Gurmukhi Lippi refers to the set of syllables associated with the basic Punjabi sounds; for example, ਓ ਆ ਏ ਸ ਚ

Lagga Matra refers to the signs added to syllables from the Gurmukhi Lippi to make additional sounds; for example, ੜ (Bihari) produces the sound of “ee” when it comes after a syllable, so ਸੀ is pronounced “see” (Sassay noon Bihari = See).

General Outcome for Language Competence
 Students will use Punjabi **effectively** and **competently**.

(continued)

LC-1 attend to form

Grade 7
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

a. recognize and use, in modelled situations,¹ the following grammatical elements:

LC-1.4
grammatical elements

Adjectives

- superlative and comparative
ਵੱਡਾ, ਉਸ ਤੋਂ ਵੱਡਾ, ਸਭ ਤੋਂ ਵੱਡਾ

Verbs

- future tense (plural)
ਅਸੀਂ ਜਾਵਾਂਗੇ।
ਉਹ ਜਾਣਗੇ।
- past tense (plural)
ਘੋੜੇ ਦੌੜਦੇ ਸਨ।
- imperative
ਚੁੱਪ ਕਰੋ, ਮੇਰੇ ਵੱਲ ਵੇਖੋ, ਰੌਲਾ ਨਾ ਪਾਓ

Adverbs

- quality
ਚੰਗਾ, ਮਾੜਾ, ਵਧੀਆ, ਘਟੀਆ
- quantity
ਘੱਟ, ਬਹੁਤ

Obliques

- ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ ਆਵੋ

Pronouns

- neutral
ਅਸੀਂ, ਤੁਸੀਂ
- interrogative
ਕਿਉਂ
ਕਦੋਂ
ਕਿਵੇਂ
ਕਿੰਨੇ
ਕਿੰਨਾ

Adverbs

- numbers
ਇੱਕ ਇੱਕ, ਕਈ ਵਾਰੀ
- quantity
ਬਹੁਤਾ, ਥੋੜਾ

Adverbs

- emphasis
ਬਿਲਕੁਲ, ਜ਼ਰੂਰ
- causes
ਕਿਉਂਕਿ, ਇਸ ਕਰਕੇ
- comparative and superlative
ਰਾਮ ਤੇਜ਼ ਦੌੜਦਾ ਹੈ।
ਸ਼ਾਮ ਉਸ ਤੋਂ ਵੀ ਤੇਜ਼ ਦੌੜਦਾ ਹੈ।

(continued)

Note: The personal singular pronoun ਤੂੰ is followed by the word ਤੁਸੀਂ, not the plural form ਤੁਸੀਂ, to express respect.

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
 Students will use Punjabi **effectively** and **competently**.

(continued)

LC-1 attend to form

Grade 7
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

b. use, in structured situations,² the following grammatical elements:

LC-1.4
grammatical elements

Nouns

- singular irregular
ਕਾਗਜ਼
- plural irregular
ਕਾਗਜ਼

Pronouns

- personal (plural)
ਅਸੀਂ, ਤੁਸੀਂ, ਉਹ
- interrogative
ਕੌਣ, ਕਿਵੇਂ, ਕਿੱਥੇ
- possessive
ਮੇਰਾ/ਮੇਰੀ, ਤੇਰਾ/ਤੇਰੀ, ਉਹਦਾ/
ਇਹਦੀ

Verbs

- future tense (singular)
ਮੈਂ ਜਾਵਾਂਗੀ।
ਉਹ ਜਾਵੇਗਾ।
- present tense (plural)
ਅਸੀਂ ਰੋਟੀ ਖਾਂਦੇ ਹਾਂ।
ਤੁਸੀਂ ਰੋਟੀ ਖਾਂਦੇ ਹੋ।

Adverbs

- quality manners
ਹੌਲੀ ਬੋਲੋ
ਛੇਤੀ ਕਰੋ
- place
ਹੇਠਾਂ, ਉਪਰ, ਅੰਦਰ, ਬਾਹਰ

Conjunctions

- ਤੇ (ਅਤੇ), ਕਿ (ਕੇ), ਜਾਂ, ਤਾਂ, ਕਿਉਂਕਿ,
ਨਾਲੇ, ਪਰ

Postpositions*

- ਅੰਦਰ, ਬਾਹਰ, ਉੱਪਰ, ਨਾਲ, ਵਿੱਚ, ਹੇਠਾਂ

Adjectives

- superlative and
comparative
ਵੱਡਾ, ਉਸ ਤੋਂ ਵੱਡਾ, ਸਭ ਤੋਂ ਵੱਡਾ

Verbs

- future tense (plural)
ਅਸੀਂ ਜਾਵਾਂਗੇ।
ਉਹ ਜਾਣਗੇ।
- past tense (singular)
ਮੈਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਤੂੰ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਉਸ ਨੇ ਰੋਟੀ ਖਾਧੀ ਸੀ।
- past tense (plural)
ਅਸੀਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਤੁਸੀਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਉਹਨਾਂ ਨੇ ਰੋਟੀ ਖਾਧੀ ਸੀ।
- imperative
ਚੱਪ ਕਰੋ, ਮੇਰੇ ਵੱਲ ਵੇਖੋ, ਰੌਲਾ ਨਾਂ
ਪਾਓ, ਤੂੰ ਜਾਹ/ਤੁਸੀਂ ਜਾਵੋ

Adverbs

- quality
ਚੰਗਾ, ਮਾੜਾ, ਵਧੀਆ, ਘਟੀਆ
- quantity
ਘੱਟ, ਥੋੜਾ, ਬਹੁਤ, ਬਹੁਤਾ

Conjunctions

- ਤੇ (ਅਤੇ), ਕਿ (ਕੇ), ਜਾਂ, ਤਾਂ, ਕਿਉਂਕਿ,
ਨਾਲੇ, ਪਰ

Obliques

- ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ ਆਵੋ।

Pronouns

- neutral
ਅਸੀਂ, ਤੁਸੀਂ
- interrogative
ਕਿਉਂ
ਕਦੋਂ
ਕਿਵੇਂ
ਕਿੰਨੇ
ਕਿੰਨਾ

Verbs

- past tense (singular)
ਮੈਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਤੂੰ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਉਸ ਨੇ ਰੋਟੀ ਖਾਧੀ ਸੀ।
- past tense (plural)
ਅਸੀਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਤੁਸੀਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਉਹਨਾਂ ਨੇ ਰੋਟੀ ਖਾਧੀ ਸੀ।

Adverbs

- numbers
ਇੱਕ ਇੱਕ, ਕਈ ਵਾਰੀ
- quantity
ਬਹੁਤਾ, ਥੋੜਾ
- Obliques
• ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ ਆਵੋ।

* In Punjabi, a preposition is referred to as a postposition. A postposition appears after a noun or pronoun rather than before it;
 e.g., ਰਸੋਈ ਘਰ ਦੇ ਅੰਦਰ ਹੈ।

(continued)

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

(continued)

LC-1 attend to form

Grade 7
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

c. use, independently and consistently,³ the following grammatical elements:.....

LC-1.4
grammatical elements

Nouns

- singular regular
ਗੱਡੀ, ਰੋੜਾ
- plural regular
ਗੱਡੀਆਂ, ਰੋੜੇ

Verbs

- present tense (singular)
ਉਹ ਖੇਡਦਾ/ਖੇਡਦੀ ਹੈ।

Adverbs

- time (date)
ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ

Pronouns

- personal (plural)
ਅਸੀਂ, ਤੁਸੀਂ, ਉਹ
- possessive
ਤੇਰਾ/ਤੇਰੀ, ਮੇਰਾ/ਮੇਰੀ, ਉਹਦਾ/ਉਹਦੀ

Verbs

- present tense (plural)
ਅਸੀਂ ਰੋਟੀ ਖਾਂਦੇ ਹਾਂ।
ਤੁਸੀਂ ਰੋਟੀ ਖਾਂਦੇ ਹੋ।
- future tense (singular)
ਮੈਂ ਜਾਵਾਂਗੀ।
ਉਹ ਜਾਵੇਗਾ।

Adverbs

- place
ਹੇਠਾਂ, ਉੱਪਰ, ਅੰਦਰ, ਬਾਹਰ

Conjunctions

- ਤੇ (ਅਤੇ), ਕਿ (ਕੇ), ਜਾਂ, ਤਾਂ, ਕਿਉਂਕਿ, ਨਾਲੇ, ਪਰ

Nouns

- singular irregular
ਕਾਗਜ਼
- plural irregular
ਕਾਗਜ਼

Postpositions*

- ਅੰਦਰ, ਬਾਹਰ, ਉੱਪਰ, ਨਾਲ, ਵਿੱਚ, ਹੇਠਾਂ

Pronouns

- interrogative
ਕੌਣ, ਕਿਵੇਂ, ਕਿੱਥੇ

Adjectives

- comparative and superlative
ਵੱਡਾ, ਉਸ ਤੋਂ ਵੱਡਾ, ਸਭ ਤੋਂ ਵੱਡਾ।

Noun-Adjective Agreement

- singular
ਛੋਟਾ ਮੁੰਡਾ, ਛੋਟੀ ਕੁੜੀ
- plural
ਛੋਟੇ ਮੁੰਡੇ, ਛੋਟੀਆਂ ਕੁੜੀਆਂ

Verbs

- future tense (plural)
ਅਸੀਂ ਜਾਵਾਂਗੇ।
ਉਹ ਜਾਣਗੇ।
- past tense (singular)
ਮੈਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਉਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਉਸ ਨੇ ਰੋਟੀ ਖਾਧੀ ਸੀ।
- past tense (plural)
ਅਸੀਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਤੁਸੀਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
ਉਹਨਾਂ ਨੇ ਰੋਟੀ ਖਾਧੀ ਸੀ।
- imperative
ਚੱਪ ਕਰੋ, ਮੇਰੇ ਵੱਲ ਵੇਖੋ, ਰੋਲਾ ਨਾਂ
ਪਾਓ, ਤੂੰ ਜਾਹ/ਤੁਸੀਂ ਜਾਵੋ।

Adverbs

- quality
ਚੰਗਾ, ਮਾੜਾ, ਵਧੀਆ, ਘਟੀਆ
- quantity
ਘੱਟ, ਥੋੜਾ, ਬਹੁਤ, ਬਹੁਤਾ
- quality (manners)
ਹੌਲੀ ਬੋਲੋ
ਛੇਤੀ ਕਰੋ

Obliques

- ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ ਆਵੋ।

Conjunctions

- ਤੇ (ਅਤੇ), ਕਿ (ਕੇ), ਜਾਂ, ਤਾਂ, ਕਿਉਂਕਿ, ਨਾਲੇ, ਪਰ

* In Punjabi, a preposition is referred to as a postposition. A postposition appears after a noun or pronoun rather than before it; e.g., ਰਸੋਈ ਘਰ ਦੇ ਅੰਦਰ ਹੈ।

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence
 Students will use Punjabi **effectively** and **competently**.

LC-2 interpret and produce oral texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
LC-2.1 listening	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short, simple oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC-2.2 speaking	a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC-2.3 interactive fluency	a. engage in simple, routine interactions, with pauses for planning and self-correction	a. manage simple, routine interactions with ease, using pauses for planning and self-correction	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

General Outcome for Language Competence
 Students will use Punjabi **effectively** and **competently**.

LC-3 interpret and produce written and visual texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
LC-3.1 reading	a. understand short, simple written sentences in unguided situations	a. understand short written texts on familiar topics in guided situations	a. understand short written texts on unfamiliar topics in guided situations
LC-3.2 written production	a. produce short, simple written texts in guided situations	a. produce a variety of short, simple written texts in guided situations	a. produce a variety of short, simple written texts in unguided situations
LC-3.3 viewing	a. derive meaning from the visual elements of a variety of media in guided situations	a. derive meaning from the visual elements of a variety of media in unguided situations	a. derive meaning from multiple visual elements in a variety of media in unguided situations
LC-3.4 representing	a. express meaning through the use of visual elements and other forms of nonverbal communication in a variety of media in unguided situations	a. express meaning through the use of multiple visual elements and other forms of nonverbal communication in a variety of media in guided situations	a. express meaning through the use of multiple visual elements and other forms of nonverbal communication in a variety of media in unguided situations

General Outcome for Language Competence
 Students will use Punjabi **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
LC-4.1 register	a. explore formal and informal uses of language in a variety of contexts	a. identify socially appropriate language in specific situations	a. use suitable, simple formal language in a variety of contexts
LC-4.2 idiomatic expressions	a. use some simple idiomatic expressions to enhance communication	a. use some simple idiomatic expressions to enhance communication	a. use some simple idiomatic expressions to enhance communication
LC-4.3 variations in language	a. recognize some common regional variations in Punjabi	a. recognize other influences resulting in variations in Punjabi	a. recognize other influences resulting in variations in Punjabi
LC-4.4 social conventions	a. recognize important social conventions in everyday interactions	a. recognize the use of social conventions encountered in oral and simple written texts	a. interpret and use appropriate social conventions in daily interactions
LC-4.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize nonverbal behaviours that are considered impolite	a. understand nonverbal behaviours that are considered impolite in certain contexts

General Outcome for Language Competence
 Students will use Punjabi **effectively** and **competently**.

LC-5 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
LC-5.1 cohesion/coherence	a. organize texts, using common patterns b. interpret simple references within texts	a. organize texts to indicate steps in a procedure or directions to follow	a. use a variety of conventions to structure texts b. interpret and use references within texts
LC-5.2 text forms	a. recognize a variety of text forms delivered through a variety of media	a. analyze and identify the organizational structure of a variety of text forms	a. use a variety of familiar text forms and media in their own productions
LC-5.3 patterns of social interaction	a. initiate interactions and respond, using a variety of social interaction patterns	a. initiate interactions and respond, using a variety of social interaction patterns	a. combine simple social interaction patterns to perform transactions and interactions

Global Citizenship



historical and contemporary
elements of Punjabi culture

affirming diversity

**Students will acquire
the knowledge, skills and attitudes
to be effective global citizens.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of Punjabi culture,” there are strands for accessing/analyzing cultural knowledge, knowledge of Punjabi culture, applying cultural knowledge, diversity within Punjabi culture and valuing Punjabi culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about Punjabi culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning

experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

Grade 7
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

GC–1.1 accessing/analyzing cultural knowledge	a. formulate questions about elements of Punjabi culture	a. use basic research skills to find out about Punjabi culture b. identify and use a variety of sources of information to find out about Punjabi culture	a. organize and represent information about elements of Punjabi culture in a variety of ways
GC–1.2 knowledge of Punjabi culture	a. explore and identify some elements of Punjabi culture b. compare and contrast some elements of the Punjabi culture with their own culture	a. explore and identify some elements of Punjabi culture b. compare and contrast some elements of the Punjabi culture with their own culture	a. explore and identify some elements of Punjabi culture b. compare and contrast some elements of the Punjabi culture with their own culture
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Punjabi culture to interpret cultural behaviours that are similar to, and/or different from, their own	a. apply knowledge of elements of Punjabi culture in interactions with people and in interpreting texts	a. identify different perspectives on Punjabi culture and explore and reflect on their origins
GC–1.4 diversity within Punjabi culture	a. apply knowledge of diverse elements of Punjabi culture in interactions with people and in interpreting texts	a. apply knowledge of diverse elements of Punjabi culture in interactions with people and in interpreting texts	a. identify different perspectives on diverse elements of Punjabi culture and explore and reflect on their origins
GC–1.5 valuing Punjabi culture	a. recognize cultural behaviour that is different from their own	a. participate in, and contribute to, activities and experiences that reflect Punjabi culture	a. examine their own perceptions of Punjabi language and culture, including stereotypes

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
<i>Students will be able to:</i>			
GC–2.1 awareness of first language	a. compare oral and written aspects of their first language and Punjabi	a. identify some words in their first language that have been borrowed from Punjabi or from other languages	a. identify some regional variations in their first language
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins	a. identify how and why languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure
GC–2.3 awareness of own culture	a. identify how cultural influences affect individuals and their behaviour b. make connections between individuals or situations in texts and their own personal experiences	a. identify some relationships between their own culture and other cultures	a. examine common stereotypes about their own culture held by the Punjabi-speaking world
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize some of the factors that affect the culture of a particular region	a. recognize that different cultures may have different interpretations of texts, cultural practices or products
GC–2.5 valuing diversity	a. demonstrate curiosity about other languages and cultures b. identify the limitations of adopting a single perspective	a. recognize and acknowledge different perspectives	a. appreciate the value of different perspectives
GC–2.6 intercultural skills	a. explore how their perspective is shaped by a variety of factors	a. explore and examine representations of their own culture created by members of another culture b. recognize stereotypical thinking	a. examine the consequences of stereotypical thinking

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

Grade 7
(Nine-year Program)

Grade 8
(Nine-year Program)

Grade 9
(Nine-year Program)

Students will be able to:

GC–3.1 Punjabi language and culture	a. identify aspects of Punjabi language and culture that are of personal interest	a. explore personal reasons for learning Punjabi language and culture	a. identify some careers that use knowledge of Punjabi language and culture b. identify some personal benefits of learning Punjabi language and culture
GC–3.2 cultural and linguistic diversity	a. identify aspects of different cultures that are of personal interest	a. explore personal reasons for learning additional languages and experiencing other cultures	a. identify some careers that use knowledge of international languages and cultures b. identify personal reasons for learning international languages

Strategies



language learning

language use

**Students will know and use strategies
to maximize the effectiveness
of learning and communication.**

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of, and ability to use, general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of Punjabi
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Punjabi and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Punjabi or in your own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment

- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive

- use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Punjabi
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally; e.g., “Pardon,” “Sorry,” “I didn’t understand,” raised eyebrows, blank look (Formal: ਮਾਫ਼ ਕਰਨਾ, ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਆਈ; Informal: ਤੁਸੀਂ ਕੀ ਕਿਹਾ?)
- ask for clarification or repetition when you do not understand; e.g., “What do you mean by ...?” “Could you say that again, please?” (Formal: ਤੁਹਾਡਾ ਕੀ ਮਤਲਬ ਹੈ? ਜ਼ਰਾ ਦੁਬਾਰਾ ਦੱਸਣਾ; Informal: ਕੀ ਕਿਹਾ ਤੁਸੀਂ? [with raised eyebrows])
- use other speakers’ words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look

- start again, using a different tactic, when communication breaks down; e.g., “What I’m trying to say is ...” (Formal: ਮੇਰਾ ਕਹਿਣ ਦਾ ਮਤਲਬ ਹੈ ...; Informal: ਮੈਂ ਤੁਹਾਨੂੰ ਇਹ ਦਸ ਰਹੀ / ਰਿਹਾ ਹਾਂ ...)
- use a simple word similar to the concept to convey, and invite correction; e.g., “fruit” for “banana” (ਫਲ for ਕੋਲਾ)
- invite others into the discussion; e.g., ਇਸ ਬਾਰੇ ਤੁਹਾਡਾ ਕੀ ਖਿਆਲ ਹੈ?
- ask for confirmation that a form used is correct; e.g., “Can you say that?” ਕੀ ਤੁਸੀਂ ਇਸਨੂੰ _____ ਕਹਿ ਸਕਦੇ ਹੋ?
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., “Well, actually ...” “Where was I?” (ਅਸਲ ਵਿਚ, ਮੈਂ ਕੀ ਕਹਿ ਰਹੀ / ਰਿਹਾ ਸੀ?)
- use circumlocution to compensate for lack of vocabulary; e.g., “the thing you use to serve food with” for “serving spoon” (ਜਿਸ ਦੇ ਨਾਲ ਅਸੀਂ ਸਬਜ਼ੀ ਪਾਉਂਦੇ ਹਾਂ – ਕੜਛੀ)
- repeat part of what someone has said to confirm mutual understanding; e.g., “So what you are saying is ...” (ਸੋ, ਤੁਸੀਂ ਇਹ ਕਹਿ ਰਹੇ ਹੋ ...)
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., “Am I making sense?” (ਕੀ ਮੈਂ ਠੀਕ ਕਹਿ ਰਹੀ / ਰਿਹਾ ਹਾਂ?)
- use suitable phrases to intervene in a discussion; e.g., “Speaking of ...” (Formal: ਹਾਂ, ਮੈਨੂੰ ਹੁਣੇ ਯਾਦ ਆਇਆ ...; Informal: ਸੱਚ ਮੈਂ ਕਹਿਣਾ ਸੀ ...)
- self-correct if errors lead to misunderstandings; e.g., “What I mean to say is ...” (Formal: ਮੇਰੇ ਕਹਿਣ ਦਾ ਮਤਲਬ ਹੈ ...; Informal: ਮੈਂ ਕਹਿਣਾ ਇਹ ਸੀ ...)

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words

- listen selectively based on purpose
- make predictions about what you expect to hear or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct final versions of texts

- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task

- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating your learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

**Grade 7
(Nine-year Program)**

**Grade 8
(Nine-year Program)**

**Grade 9
(Nine-year Program)**

Students will be able to:

S-1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S-1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S-1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

See pages 30 and 31 for a sample list of language learning strategies.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

**Grade 7
(Nine-year Program)**

**Grade 8
(Nine-year Program)**

**Grade 9
(Nine-year Program)**

Students will be able to:

S–2.1 interactive	a. identify and use a variety of interactive strategies	a. select and use a variety of interactive strategies	a. select and use a variety of interactive strategies
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies
S–2.3 productive	a. identify and use a variety of productive strategies	a. select and use a variety of productive strategies	a. select and use a variety of productive strategies

See pages 31 to 33 for a sample list of language use strategies.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

**Grade 7
(Nine-year Program)**

**Grade 8
(Nine-year Program)**

**Grade 9
(Nine-year Program)**

Students will be able to:

S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning

See page 33 for a sample list of general learning strategies.