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# PUNJABI LANGUAGE AND CULTURE

## 10-9Y, 20-9Y, 30-9Y

This program of studies is intended for students who began their study of Punjabi language and culture in Grade 4. It constitutes the last three years of the articulated 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, ethnic 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 as a first language by more than 100 million people in the world.<sup>1</sup> The language originated in India and Pakistan. Today, Punjabi is a global language spoken in many countries,

including India, Pakistan, Australia, Bangladesh, Canada, East Africa, Fiji, Malaysia, Singapore, Mauritius, New Zealand, the United Arab Emirates, the United Kingdom and the United States of America. Punjabi continues to be a rapidly growing language and culture within Alberta and other parts of Canada. In the 2006 Census, Punjabi was reported to be a widely spoken mother tongue, the fifth most spoken in Alberta, the sixth in Canada.<sup>2</sup> 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 the language, culture and heritage. For some, learning Punjabi is an opportunity to renew and further develop their first language skills.

1. Lewis, M. Paul (ed.), 2009. *Ethnologue: Languages of the World*, Sixteenth edition. Dallas, Tex.: SIL International. Online version: <http://www.ethnologue.com/>. (Accessed March 5, 2010.)
2. Statistics Canada. *Detailed Mother Tongue (148), Single and Multiple Language Responses (3) and Sex (3) for the Population of Canada, Provinces, Territories, Census Metropolitan Areas and Census Agglomerations, 2006 Census – 20% Sample Data* (table). Statistics Canada Catalogue no. 97-555-XCB2006007. Ottawa, Ontario. Last updated January 6, 2010. Available on the Statistics Canada Web site at <http://www.statcan.gc.ca>. Click on “Census,” “2006 Census: Data products,” “Topic-based tabulations,” “Language,” “Mother tongue.” (Accessed March 5, 2010.) Mother tongue is defined by Statistics Canada as the first language learned at home in childhood and still understood by the individual at the time of the census.

## 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 another language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence. Learning another language also fosters cross-cultural understanding and appreciation of diversity.

## Economic Benefits

In today's world, knowledge of an additional 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 workplace and the global marketplace.

## 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 an 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 further develop their 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 an 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.

### Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

**Interaction** is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

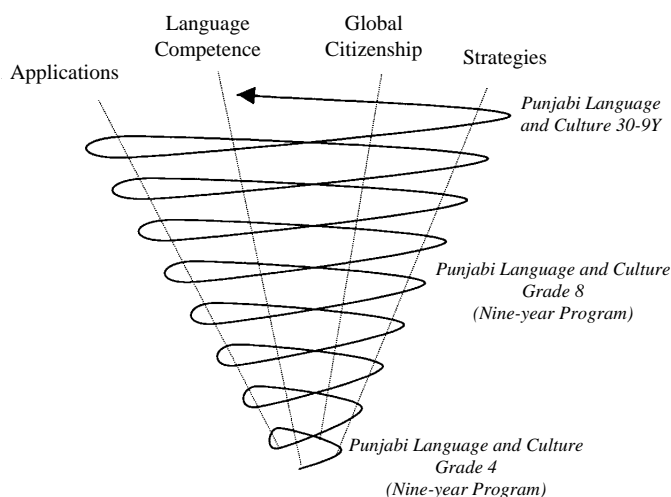
**Interpretation** is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

**Production** is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

### 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. Students' 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 course. 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 course 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 appreciating 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

**Punjabi Language and Culture 10-9Y**

**Punjabi Language and Culture 20-9Y**

**Punjabi Language and Culture 30-9Y**

*Students will be able to:*

**LC-2.1**  
listening

a. understand the main points and some supporting details of oral texts on familiar topics in guided situations

a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics in guided situations

a. understand a variety of lengthy oral texts on familiar topics in guided situations

**LC-2.2**  
speaking

a. produce short oral texts on unfamiliar topics in guided situations

a. produce oral texts on familiar topics, providing some details to support the main points, in guided situations

a. produce oral texts on a variety of familiar topics, providing some details to support the main points, in guided situations

**LC-2.3**  
interactive fluency

a. manage simple, routine interactions without undue difficulty

a. sustain interactions comprehensibly, with pauses for planning and self-correction

a. converse on familiar topics

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

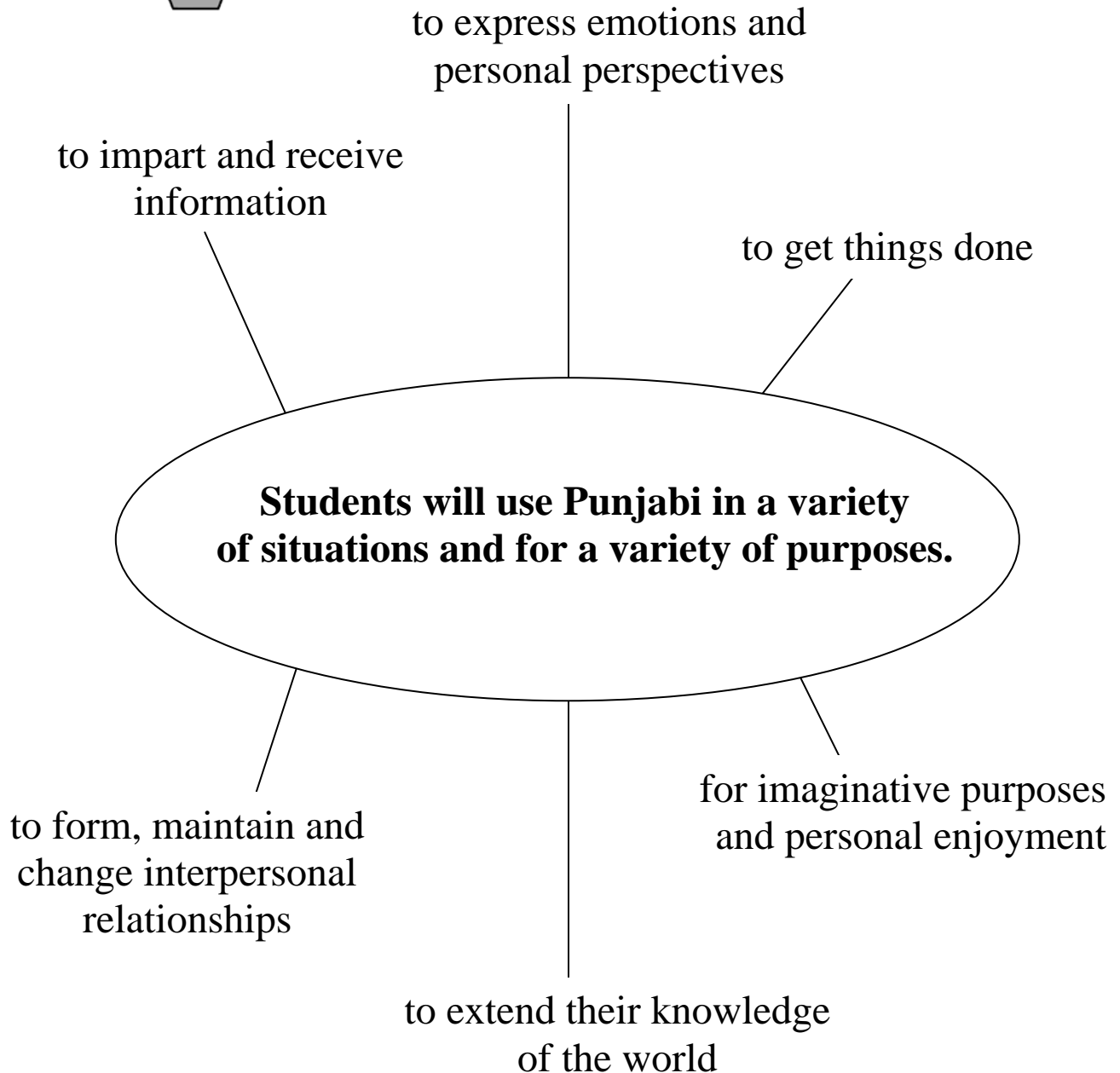
strand headings for specific outcomes

specific outcome statements for each course

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



# 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 course to course. 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 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 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 course. 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.

Applications—the situations and purposes for communication—drive this program, providing contexts for students’ language and cultural learning.



## 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

#### Punjabi Language and Culture 10-9Y

#### Punjabi Language and Culture 20-9Y

#### Punjabi Language and Culture 30-9Y

*Students will be able to:*

A-1.1 share factual information	a. share detailed information on a specific topic	a. ask and answer questions about an informative text read, heard, viewed or experienced	a. explain factual information for a variety of audiences

### A-2 to express emotions and personal perspectives

*Students will be able to:*

A-2.1 share ideas, thoughts, opinions, preferences	a. express opinions	a. express and explain preferences	a. exchange and compare opinions in a variety of situations
	b. support their own opinions		
A-2.2 share emotions, feelings	a. compare the expression of emotions and feelings in formal and informal situations	a. explore the expression of strong emotions and feelings in a variety of situations	a. analyze and discuss the expression of emotions and feelings in a variety of media

## 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

#### Punjabi Language and Culture 10-9Y

#### Punjabi Language and Culture 20-9Y

#### Punjabi Language and Culture 30-9Y

*Students will be able to:*

A-3.1 guide actions of others	a. make and respond to suggestions or requests in formal situations	a. give and follow a complex sequence of instructions	a. persuade others
A-3.2 state personal actions	a. express possibility in relation to their own actions	a. express personal expectations, hopes, plans, goals and aspirations	a. speculate on and predict their own future actions
A-3.3 manage group actions	a. take on a leadership role in small-group projects	a. contribute to the assessment of group activities by providing constructive feedback to group members	a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures

### A-4 to form, maintain and change interpersonal relationships

*Students will be able to:*

A-4.1 manage personal relationships	a. offer and respond to accolades and congratulations, expressions of sympathy and regret, and empathy	a. clarify misunderstandings and/or make suggestions to handle conflict situations	a. initiate and participate in social exchanges in formal and informal situations
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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

#### Punjabi Language and Culture 10-9Y

#### Punjabi Language and Culture 20-9Y

#### Punjabi Language and Culture 30-9Y

*Students will be able to:*

<b>A-5.1</b> discover and explore	a. explore connections among, and gain new insights into, familiar topics	a. explore ideas presented in a variety of ways	a. compare their own insights and understandings with those of their classmates
<b>A-5.2</b> gather and organize information	a. identify key ideas and summarize and paraphrase information	a. synthesize information from several sources b. evaluate the usefulness and reliability of sources	a. organize information to demonstrate relationships of logic
<b>A-5.3</b> solve problems	a. analyze problems and generate alternative solutions to problems	a. apply problem-solving skills acquired in one situation to other situations	a. evaluate real-life problems and apply problem-solving skills to their resolution
<b>A-5.4</b> explore opinions and values	a. understand the concept of perspective and examine differing perspectives on an issue	a. understand the concept of stereotype and recognize stereotyping in a variety of situations	a. explore underlying values in a variety of mass media

## 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

#### Punjabi Language and Culture 10-9Y

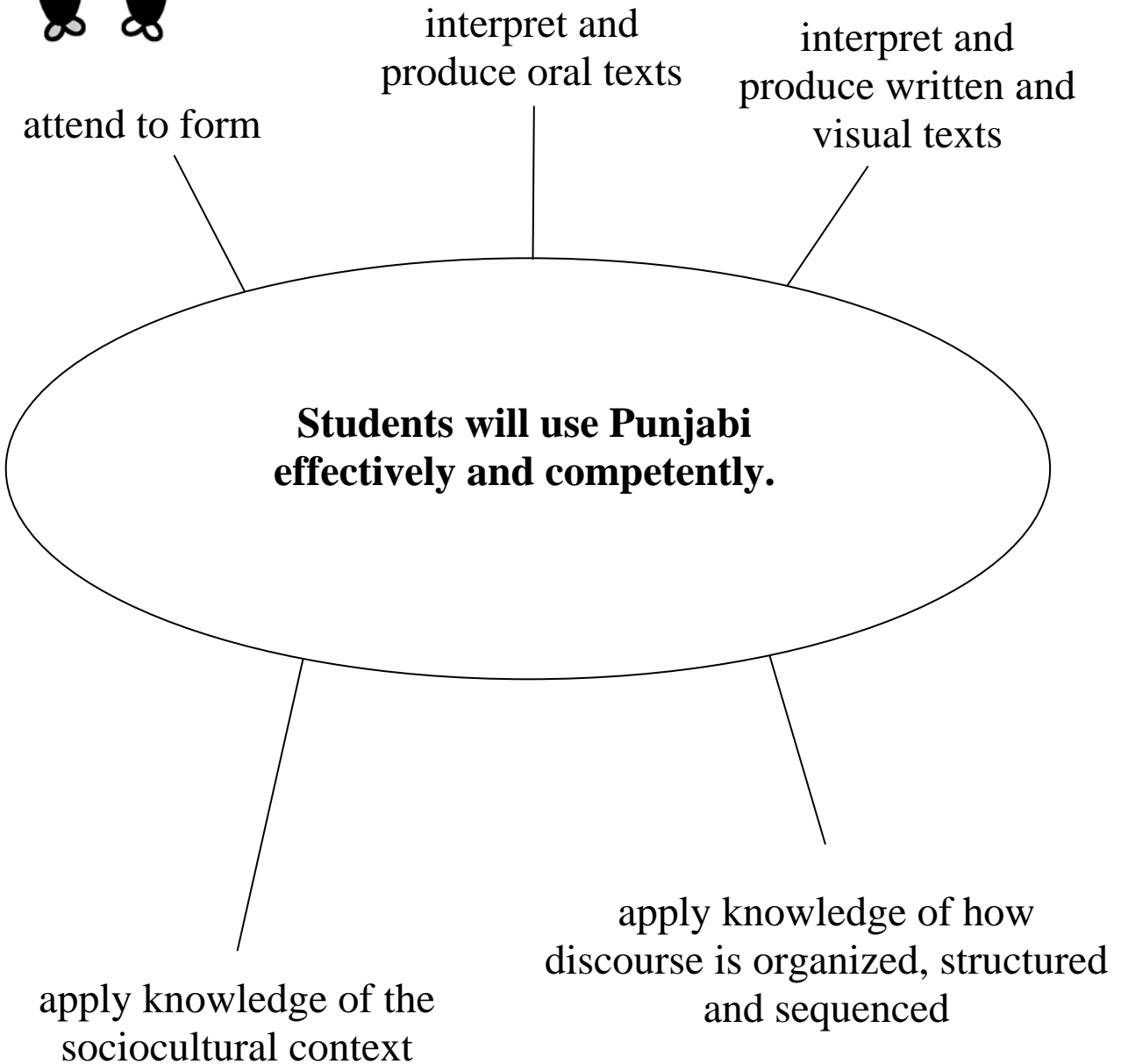
#### Punjabi Language and Culture 20-9Y

#### Punjabi Language and Culture 30-9Y

*Students will be able to:*

A-6.1 humour/fun	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. 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 course to course. 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

	<b>Punjabi Language and Culture 10-9Y</b>	<b>Punjabi Language and Culture 20-9Y</b>	<b>Punjabi Language and Culture 30-9Y</b>
<i>Students will be able to:</i>			
<b>LC-1.1</b> phonology	a. produce the essential sounds, stress, rhythm and intonation patterns of the language with guidance	a. produce the essential sounds, stress, rhythm and intonation patterns of the language where rehearsal is possible	a. speak clearly and comprehensibly in a variety of situations
<b>LC-1.2</b> orthography	a. use the Gurmukhi Lippi syllables and Lagga Matra, Lagakhar and pair-ch akhar* signs b. apply mechanical conventions c. recognize and correctly spell familiar words	a. use the Gurmukhi Lippi syllables and Lagga Matra, Lagakhar and pair-ch akhar* signs b. spell some words with uncommon spelling patterns and words with irregular spelling c. apply mechanical conventions consistently	a. use the Gurmukhi Lippi syllables and Lagga Matra, Lagakhar and pair-ch akhar* signs b. spell words with uncommon spelling patterns and words with irregular spelling c. apply mechanical conventions consistently
<b>LC-1.3</b> lexicon	a. use a range of words and phrases within a variety of lexical fields, including: • media • personal identity • relationships** • 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: • arts and literature • current events • environment, peace and human rights • 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: • career and future plans • rites of passage and life cycle practices • history and culture • any other lexical fields that meet their needs and interests

(continued)

\* Lagga Matra = ਲਗਾ ਮਾਤਰਾ, Lagakhar = ਲਗਾਖਰ, pair-ch akhar = ਪੈਰ'ਚ ਅੱਖਰ

\*\* The topic of relationships requires caution and sensitivity on the part of the teacher.

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

(continued)

**LC-1 attend to form**

**Punjabi Language and Culture 10-9Y**

**Punjabi Language and Culture 20-9Y**

**Punjabi Language and Culture 30-9Y**

*Students will be able to:*

a. use, in modelled situations,<sup>3</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

**Pronouns**

- relative pronouns (causal); e.g., ਜੇ, ਜਿਹੜੇ, ਜਿਨ੍ਹਾਂ, ਉਹ, ਉਹਨਾਂ

**Verbs**

- present and past perfect tense (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਚੁੱਕਾ ਹਾਂ। (s/m) present ਮੈਂ ਖੇਡ ਚੁੱਕੀ ਸੀ। (s/f) past

ਅਸੀਂ ਖੇਡ ਚੁੱਕੇ ਹਾਂ। (p/m) present  
ਅਸੀਂ ਖੇਡ ਚੁੱਕੀਆਂ ਸੀ/ਸਾਂ। (p/f) past

ਤੂੰ ਖੇਡ ਚੁੱਕਾ ਹੈਂ। (s/m) present  
ਤੁਸੀਂ ਖੇਡ ਚੁੱਕੇ ਸੀ। (s/p/m) past

ਉਹ ਖੇਡ ਚੁੱਕਾ ਹੈ। (s/m) present  
ਉਹ ਖੇਡ ਚੁੱਕੇ ਸਨ। (p/m) past  
ਉਹ ਖੇਡ ਚੁੱਕੀ ਹੈ। (s/f) present  
ਉਹ ਖੇਡ ਚੁੱਕੀਆਂ ਸਨ। (p/f) past

**Adverbs**

- emphasis; e.g., ਬਿਲਕੁਲ, ਜ਼ਰੂਰ, ਤਾਂ ਵੀ/ਵੀ
- causes; e.g., ਕਿਉਂਕਿ, ਕਿਉਂ, ਜੇ, ਤਾਂ ਜੇ, ਤਾਂ ਹੀ, ਇਸ ਕਰ ਕੇ, ਜਿੱਥੇ, ਜਦੋਂ, ਕਦੋਂ, ਉਦੋਂ, ਕਦੀ-ਕਦਾਈਂ, ਜਿੱਧਰ ਉੱਧਰ, ਜਿਵੇਂ, ਤਿਵੇਂ ਜਿੱਥੇ ਮੈਂ ਰਹਿੰਦੀ ਹਾਂ, ਉੱਥੇ ਬਹੁਤ ਭੀੜ ਹੈ।

**Pronouns**

- indefinite pronouns; e.g., ਸਭ, ਬਹੁਤੇ, ਅਨੇਕ, ਕਈ, ਕੋਈ, ਸਾਰੇ, ਬਹੁਤ ਸਾਰੇ, ਕੁਝ, ਕੁਝ ਹੋਰ, ਵਿਚਲੇ, ਥੋੜ੍ਹੇ, ਸਰਬੱਤ

**Verbs**

- future perfect tense (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਚੁੱਕਾ ਹੋਵਾਂਗਾ। (s/m) ਮੈਂ ਖੇਡ ਚੁੱਕੀ ਹੋਵਾਂਗੀ। (s/f)

ਅਸੀਂ ਖੇਡ ਚੁੱਕੇ ਹੋਵਾਂਗੇ। (p/m)  
ਅਸੀਂ ਖੇਡ ਚੁੱਕੀਆਂ ਹੋਵਾਂਗੀਆਂ। (p/f)

ਤੂੰ ਖੇਡ ਚੁੱਕਾ ਹੋਵੇਂਗਾ। (s/m)  
ਤੁਸੀਂ ਖੇਡ ਚੁੱਕੇ ਹੋਵੇਂਗੇ। (s/p/m)

ਉਹ ਖੇਡ ਚੁੱਕਾ ਹੋਵੇਂਗਾ। (s/m)  
ਉਹ ਖੇਡ ਚੁੱਕੇ ਹੋਣਗੇ/ਹੋਣਗੇ। (p/m)  
ਉਹ ਖੇਡ ਚੁੱਕੀ ਹੋਵੇਂਗੀ। (s/f)  
ਉਹ ਖੇਡ ਚੁੱਕੀਆਂ ਹੋਣਗੀਆਂ/ ਹੋਣਗੀਆਂ। (p/f)

**Postpositions**

ਨੂੰ  
ਮੈਂ ਘਰ ਨੂੰ ਜਾ ਰਹੀ ਹਾਂ।

**Adverbial Expressions**

- in complex sentences; e.g., ਜਿੱਥੇ, ਜਦੋਂ, ਕਦੋਂ, ਉਦੋਂ, ਕਦੀ-ਕਦਾਈਂ, ਜਿੱਧਰ ਉੱਧਰ, ਜਿਵੇਂ, ਤਿਵੇਂ

**Nouns**

- role/function (direct, oblique, in adverbial/prepositional phrases, direct address); e.g., ਕਾਕਾ ਜੀ, ਬੀਬੀ ਜੀ, ਸ਼੍ਰੀਮਾਨ ਜੀ

**Interjections**

- grief/sorrow; e.g., ਉਫ਼ ! ਹਾਏ ! ਹਾਏ ਮਾਂ ! ਹਾਏ ਰੱਬਾ ! ਆਹ !
- respect; e.g., ਆਓ ਜੀ ! ਜੀ ਆਇਆਂ ਨੂੰ ! ਧੰਨ ਭਾਗ ! ਆਈਏ ਜੀ !
- blessing; e.g., ਖੁਸ਼ ਰਹੁ ! ਜੁਆਨੀਆਂ ਮਾਣੇ ! ਭਲਾ ਹੋਵੇ !
- wish; e.g., ਹੇ ਵਾਹਿਗੁਰੂ ! ਜੇ ਕਦੇ !

**Word Formation (Suffix)**

- noun → adjective; e.g., ਸੱਚ-ਸੱਚਾ ਸ਼ਰਮ-ਸ਼ਰਮਾਕਲ ਅਸਮਾਨ-ਅਸਮਾਨੀ ਨਮਕ-ਨਮਕੀਨ ਲਾਡ-ਲਾਡਲਾ
- adjective → noun; e.g., ਖੁਸ਼-ਖੁਸ਼ੀ ਸਰਦ-ਸਰਦੀ ਤੇਜ਼-ਤੇਜ਼ੀ ਸੁੰਦਰ-ਸੁੰਦਰਤਾ ਪਾਗਲ-ਪਾਗਲਪਣ
- verb → noun; e.g., ਲੜ-ਲੜਾਈ ਪੜ੍ਹ-ਪੜ੍ਹਾਈ ਘਬਰਾ-ਘਬਰਾਹਟ

(continued)

3. 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**

	<b>Punjabi Language and Culture 10-9Y</b>	<b>Punjabi Language and Culture 20-9Y</b>	<b>Punjabi Language and Culture 30-9Y</b>	
<b>LC-1.4</b> grammatical elements	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>fractions; e.g., ਸਵਾ, ਡੇੜ੍ਹ/ਡੇਢ, ਢਾਈ, ਪੌਣਾ, ਸਾਢੇ</li> </ul>	<p><b>Interjections</b></p> <ul style="list-style-type: none"> <li>scold/rebuke; e.g., ਦੁਰ ! ਧਿਰਕਾਰ ! ਫਿੱਟੇ ਮੂੰਹ !</li> <li>warning; e.g., ਖ਼ਬਰਦਾਰ ! ਠਹਿਰ ਜ਼ਰਾ/ਜਾ ! ਸੁਣੋ ਜੀ ! ਹਟੋ ਜੀ ! ਹੈਂ !</li> </ul>	<p><b>Modifiers (Adjectival/Adverbial)</b></p> <ul style="list-style-type: none"> <li>comparatives and superlatives; e.g., ਰਾਮ ਤੇਜ਼ ਦੌੜਦਾ ਹੈ। ਸ਼ਾਮ ਉਸ ਤੋਂ ਵੀ ਤੇਜ਼ ਦੌੜਦਾ ਹੈ। ਪਰ ਹਰਨੇਕ ਸਭ ਤੋਂ ਵੱਧ ਤੇਜ਼ ਦੌੜਦਾ ਹੈ।</li> </ul>	
	<p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>comparative and superlative; e.g., ਵੱਡਾ, ਉਸ ਤੋਂ ਵੱਡਾ, ਸਭ ਤੋਂ ਵੱਡਾ</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>sentences with indefinite pronouns; e.g., ਕਈ ਆਉਂਦੇ ਹਨ ਤੇ ਕਈ ਜਾਂਦੇ ਹਨ। ਉਸ ਨੂੰ ਸਭ ਚਾਹੁੰਦੇ ਹਨ। ਬਹੁਤ ਸਾਰੇ ਲੋਕ ਮੇਲਾ ਦੇਖਣ ਗਏ।</li> <li>complex sentences with adverbial expressions; e.g., ਜਿੱਥੇ ਮੈਂ ਰਹਿੰਦੀ ਹਾਂ, ਉੱਥੇ ਬਹੁਤ ਭੀੜ ਹੈ।</li> </ul>	<p><b>Word Formation</b></p> <ul style="list-style-type: none"> <li>prefixes (common) ਅ, ਅਣ, ਖ਼ੁਸ਼, ਸੁ, ਕੁ, ਦੁਰ, ਨਿਰ, ਮਹਾ/ਮਹਾਂ, ਲਾ; e.g.: <ul style="list-style-type: none"> <li>ਅ (ਨਾਂਹਵਾਚਕ, ਬਿਨਾਂ, ਗੀਣ)–ਅਸਹਿ, ਅਹਿੰਸਾ, ਅਸੱਤ, ਅਰੋਗ</li> <li>ਅਣ (ਨਾਂਹਵਾਚਕ, ਨਿਖੇਧਕ)–ਅਣਜਾਣ, ਅਣਪੜ੍ਹ, ਅਣਸੁਣਿਆ</li> <li>ਖ਼ੁਸ਼ (ਚੰਗਾ)–ਖ਼ੁਸ਼ਕਿਸਮਤ, ਖ਼ੁਸ਼ਦਿਲ, ਖ਼ੁਸ਼ਖ਼ਬਰੀ, ਖ਼ੁਸ਼ਬੂ</li> <li>ਪੜ (ਇੱਕ ਦਰਜਾ ਪਰੇ)–ਪੜਦਾਦਾ, ਪੜਪੌਤਾ, ਪੜਨਾਨਾ, ਪੜਦੋਹਤਾ</li> <li>ਬੇ (ਬਿਨਾਂ)–ਬੇਅੰਤ, ਬੇਚੈਨ, ਬੇਅਕਲ, ਬੇਇੱਜ਼ਤ, ਬੇਸ਼ਰਮ, ਬੇਈਮਾਨ, ਬੇਕਾਰ</li> </ul> </li> <li>abstracts (substituting a single word for a group of words); e.g., ਪੰਜਾਬ ਦਾ ਰਹਿਣ ਵਾਲਾ = ਪੰਜਾਬੀ ਜਿਹੜਾ ਰੱਬ ਵਿੱਚ ਵਿਸ਼ਵਾਸ ਰੱਖੇ = ਆਸਤਕ</li> </ul>	
	<p><b>Postpositions</b></p> <ul style="list-style-type: none"> <li>directional (e.g., into/out of/towards) and locational/positional (e.g., in/inside, out/on/ beside); e.g., ਦੇ ਵਿੱਚ, ਵਿੱਚੋਂ, ਨੂੰ, ਘਰ ਦੇ ਵਿੱਚ, ਘਰ ਦੇ ਵਿੱਚੋਂ, ਘਰ ਦੇ ਬਾਹਰ, ਘਰ ਦੇ ਨਾਲ</li> </ul>			
	<p><b>Interjections</b></p> <ul style="list-style-type: none"> <li>to praise/show admiration; e.g., ਸ਼ਾਬਾਸ਼ ! ਬੱਲੇ ! ਖ਼ੂਬ ! ਅਸ਼ਕੇ ! ਸ਼ਾਵਾ ! ਸਦਕੇ !</li> </ul>			
	<p><b>Synonyms; e.g.,</b> ਜਲ–ਪਾਣੀ ਉੱਤਰ–ਜਵਾਬ ਅੱਖਾ–ਮੁਸ਼ਕਲ ਠੀਕ–ਸਹੀ ਗਰਮ–ਤੌਤਾ</p>			
	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>sentences with relative pronouns; e.g., ਜਿਹੜੇ ਮਿਹਨਤ ਕਰਦੇ ਹਨ, ਉਹ ਚੰਗੇ ਨੰਬਰ ਲੈ ਕੇ ਪਾਸ ਹੁੰਦੇ ਹਨ। ਜਦੋਂ ਮੈਂ ਸਕੂਲ ਪਹੁੰਚਿਆਂ ਤਦੋਂ ਘੰਟੀ ਵੱਜ ਚੁੱਕੀ ਸੀ।</li> <li>sentences with interjections: <ul style="list-style-type: none"> <li>to praise; e.g., ਸ਼ਾਬਾਸ਼ ! ਤੁਸੀਂ ਬਹੁਤ ਵਧੀਆ ਕੰਮ ਕੀਤਾ ਹੈ।</li> </ul> </li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>sentences with prefix/suffix; e.g.: <ul style="list-style-type: none"> <li>ਬਲਪ੍ਰੀਤ ਨੇ ਚੰਗੇ ਨੰਬਰ ਲੈ ਕੇ ਪਾਸ ਹੋਣ ਦੀ ਖ਼ੁਸ਼ਖ਼ਬਰੀ ਆਪਣੇ ਪੜਦਾਦਾ ਜੀ ਨੂੰ ਸੁਣਾਈ।</li> <li>ਲਿੰਡਜੀ ਆਪਣੇ ਮਾਤਾ ਪਿਤਾ ਦੀ ਲਾਡਲੀ ਕੁੜੀ ਹੈ, ਪਰ ਉਹ ਬਹੁਤ ਸ਼ਰਮਾਕਲ ਹੈ।</li> </ul> </li> <li>complex affirmative and negative sentence word order; e.g., ਮਨਪ੍ਰੀਤ ਨੇ ਬੀ. ਏ. ਪਾਸ ਕਰ ਲਈ ਹੈ ਤੇ ਉਹ ਨੌਕਰੀ ਦੀ ਭਾਲ ਵਿੱਚ ਹੈ, ਕਿਉਂਕਿ ਉਸ ਦੇ ਪਿਤਾ ਜੀ ਉਸ ਨੂੰ ਉਚੇਰੀ ਪੜ੍ਹਾਈ ਲਈ ਖਰਚ ਨਹੀਂ ਦੇ ਸਕਦੇ।</li> </ul>		

(continued)

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

(continued)

**LC-1 attend to form**

	<b>Punjabi Language and Culture 10-9Y</b>	<b>Punjabi Language and Culture 20-9Y</b>	<b>Punjabi Language and Culture 30-9Y</b>
	<i>Students will be able to:</i>		
	b. use, in structured situations, <sup>4</sup> the following grammatical elements: .....		
<b>LC-1.4</b> grammatical elements	<b>Nouns</b> <ul style="list-style-type: none"> <li>abstracts; e.g., ਸੱਚ, ਡਾਮੀ, ਮਿਠਾਸ</li> </ul>	<b>Nouns</b> <ul style="list-style-type: none"> <li>abstracts; e.g., ਸੱਚ, ਡਾਮੀ, ਮਿਠਾਸ</li> </ul>	<b>Pronouns</b> <ul style="list-style-type: none"> <li>relative pronouns (causal); e.g., ਜੋ, ਜਿਹੜੇ, ਜਿਨ੍ਹਾਂ, ਉਹ, ਉਹਨਾਂ</li> </ul>
	<b>Pronouns</b> <ul style="list-style-type: none"> <li>interrogatives ਕੌਣ/ਕਿਸਨੂੰ/ਕਿਸਦਾ ? ਕੀ ? ਕਿਉਂ ? ਕਦੋਂ ? ਕਿਵੇਂ ? ਕਿੰਨਾ ? (singular) ਕਿੰਨੇ ? (plural) ਕਿੱਥੇ ? ਕਿੰਨਾ ਵੱਡਾ ? ਕਿਹੋ ਜਿਹਾ ?</li> </ul>	<b>Pronouns</b> <ul style="list-style-type: none"> <li>relative pronouns (causal); e.g., ਜੋ, ਜਿਹੜੇ, ਜਿਨ੍ਹਾਂ, ਉਹ, ਉਹਨਾਂ</li> </ul>	<b>Verbs</b> <ul style="list-style-type: none"> <li>present and past perfect tense (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਚੁੱਕਾ ਹਾਂ। (s/m) present ਮੈਂ ਖੇਡ ਚੁੱਕੀ ਸੀ। (s/f) past</li> <li>ਅਸੀਂ ਖੇਡ ਚੁੱਕੇ ਹਾਂ। (p/m) present ਅਸੀਂ ਖੇਡ ਚੁੱਕੀਆਂ ਸੀ/ਸਾਂ। (p/f) past</li> <li>ਤੂੰ ਖੇਡ ਚੁੱਕਾ ਹੈਂ। (s/m) present ਤੁਸੀਂ ਖੇਡ ਚੁੱਕੇ ਸੀ। (s/p/m) past</li> <li>ਉਹ ਖੇਡ ਚੁੱਕਾ ਹੈ। (s/m) present ਉਹ ਖੇਡ ਚੁੱਕੇ ਸਨ। (p/m) past ਉਹ ਖੇਡ ਚੁੱਕੀ ਹੈ। (s/f) present ਉਹ ਖੇਡ ਚੁੱਕੀਆਂ ਸਨ। (p/f) past</li> </ul>
	<b>Verbs</b> <ul style="list-style-type: none"> <li>past continuous (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਰਿਹਾ ਸੀ। (s/m) ਮੈਂ ਖੇਡ ਰਹੀ ਸੀ। (s/f)</li> <li>ਅਸੀਂ ਖੇਡ ਰਹੇ ਸੀ/ਸਾਂ। (p/m) ਅਸੀਂ ਖੇਡ ਰਹੀਆਂ ਸੀ/ਸਾਂ। (p/f)</li> <li>ਤੂੰ ਖੇਡ ਰਿਹਾ ਸੀ। (s/m) ਤੁਸੀਂ ਖੇਡ ਰਹੇ ਸੀ। (s/p/m)</li> </ul>	<b>Verbs</b> <ul style="list-style-type: none"> <li>future continuous (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਰਿਹਾ ਹੋਵਾਂਗਾ। (s/m) ਮੈਂ ਖੇਡ ਰਹੀ ਹੋਵਾਂਗੀ। (s/f)</li> <li>ਅਸੀਂ ਖੇਡ ਰਹੇ ਹੋਵਾਂਗੇ। (p/m) ਅਸੀਂ ਖੇਡ ਰਹੀਆਂ ਹੋਵਾਂਗੀਆਂ। (p/f)</li> <li>ਤੂੰ ਖੇਡ ਰਿਹਾ ਹੋਵੇਂਗਾ। (s/m) ਤੁਸੀਂ ਖੇਡ ਰਹੇ ਹੋਵੇਂਗੇ। (s/p/m)</li> <li>ਉਹ ਖੇਡ ਰਿਹਾ ਹੋਵੇਗਾ। (s/m) ਉਹ ਖੇਡ ਰਹੇ ਹੋਵਣਗੇ/ਹੋਣਗੇ। (p/m) ਉਹ ਖੇਡ ਰਹੀ ਹੋਵੇਗੀ। (s/f) ਉਹ ਖੇਡ ਰਹੀਆਂ ਹੋਵਣਗੀਆਂ। (p/f)</li> <li>ਉਹ ਖੇਡ ਚੁੱਕਾ ਹੋਵੇਗਾ। (s/m) ਉਹ ਖੇਡ ਚੁੱਕੇ ਹੋਵਣਗੇ/ਹੋਣਗੇ। (p/m) ਉਹ ਖੇਡ ਚੁੱਕੀ ਹੋਵੇਗੀ। (s/f) ਉਹ ਖੇਡ ਚੁੱਕੀਆਂ ਹੋਵਣਗੀਆਂ। (p/f)</li> <li>present and past perfect tense (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਚੁੱਕਾ ਹਾਂ। (s/m) present ਮੈਂ ਖੇਡ ਚੁੱਕੀ ਸੀ। (s/f) past</li> <li>ਅਸੀਂ ਖੇਡ ਚੁੱਕੇ ਹਾਂ। (p/m) present ਅਸੀਂ ਖੇਡ ਚੁੱਕੀਆਂ ਸੀ/ਸਾਂ। (p/f) past</li> </ul>	<b>Verbs</b> <ul style="list-style-type: none"> <li>future perfect tense (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਚੁੱਕਾ ਹੋਵਾਂਗਾ। (s/m) ਮੈਂ ਖੇਡ ਚੁੱਕੀ ਹੋਵਾਂਗੀ। (s/f)</li> <li>ਅਸੀਂ ਖੇਡ ਚੁੱਕੇ ਹੋਵਾਂਗੇ। (p/m) ਅਸੀਂ ਖੇਡ ਚੁੱਕੀਆਂ ਹੋਵਾਂਗੀਆਂ। (p/f)</li> <li>ਤੂੰ ਖੇਡ ਚੁੱਕਾ ਹੋਵੇਂਗਾ। (s/m) ਤੁਸੀਂ ਖੇਡ ਚੁੱਕੇ ਹੋਵੇਂਗੇ। (s/p/m)</li> </ul>

(continued)

4. 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**

LC-1.4  
grammatical elements

**Punjabi Language and Culture 10-9Y**

- ਉਹ ਖੇਡ ਰਿਹਾ ਸੀ। (s/m)  
ਉਹ ਖੇਡ ਰਹੇ ਸਨ। (p/m)  
ਉਹ ਖੇਡ ਰਹੀ ਸੀ। (s/f)  
ਉਹ ਖੇਡ ਰਹੀਆਂ ਸਨ। (p/f)
- future continuous (singular and plural, masculine and feminine); e.g.,  
ਮੈਂ ਖੇਡ ਰਿਹਾ ਹੋਵਾਂਗਾ। (s/m)  
ਮੈਂ ਖੇਡ ਰਹੀ ਹੋਵਾਂਗੀ। (s/f)
- ਅਸੀਂ ਖੇਡ ਰਹੇ ਹੋਵਾਂਗੇ। (p/m)  
ਅਸੀਂ ਖੇਡ ਰਹੀਆਂ ਹੋਵਾਂਗੀਆਂ। (p/f)
- ਤੂੰ ਖੇਡ ਰਿਹਾ ਹੋਵੇਂਗਾ। (s/m)  
ਤੁਸੀਂ ਖੇਡ ਰਹੇ ਹੋਵੇਂਗੇ। (s/p/m)
- ਉਹ ਖੇਡ ਰਿਹਾ ਹੋਵੇਂਗਾ। (s/m)  
ਉਹ ਖੇਡ ਰਹੇ ਹੋਵੇਂਗੇ। (p/m)  
ਉਹ ਖੇਡ ਰਹੀ ਹੋਵੇਂਗੀ। (s/f)  
ਉਹ ਖੇਡ ਰਹੀਆਂ ਹੋਵੇਂਗੀਆਂ। (p/f)
- Adverbs**
- using numbers; e.g.,  
ਇੱਕ-ਇੱਕ, ਸਾਰੇ ਜਾਣੇ, ਇੱਕ-ਇੱਕ ਕਰ ਕੇ
- Adjectives**
- colours; e.g.,  
ਨੀਲਾ, ਲਾਲ, ਪੀਲਾ, ਕਾਲਾ
  - comparative and superlative; e.g.,  
ਵੱਡਾ, ਉਸ ਤੋਂ ਵੱਡਾ, ਸਭ ਤੋਂ ਵੱਡਾ
- Modifiers (Adjectival/Adverbial)**
- quality; e.g.,  
ਚੰਗਾ, ਮਾੜਾ, ਵਧੀਆ, ਘਟੀਆ
  - quantity; e.g.,  
ਘੱਟ, ਥੋੜ੍ਹਾ, ਬਹੁਤ, ਬਹੁਤਾ, ਜ਼ਿਆਦਾ
- Numbers**
- ordinal; e.g.,  
ਦਸਵਾਂ ਹਿੱਸਾ, ਦਸਵੇਂ ਥਾਂ

**Punjabi Language and Culture 20-9Y**

- ਤੂੰ ਖੇਡ ਚੁੱਕਾ ਹੈਂ। (s/m) present  
ਤੁਸੀਂ ਖੇਡ ਚੁੱਕੇ ਸੀ। (s/p/m) past
- ਉਹ ਖੇਡ ਚੁੱਕਾ ਹੈ। (s/m) present  
ਉਹ ਖੇਡ ਚੁੱਕੇ ਸਨ। (p/m) past  
ਉਹ ਖੇਡ ਚੁੱਕੀ ਹੈ। (s/f) present  
ਉਹ ਖੇਡ ਚੁੱਕੀਆਂ ਸਨ। (p/f) past
- Adverbs**
- using numbers; e.g.,  
ਇੱਕ-ਇੱਕ, ਸਾਰੇ ਜਾਣੇ, ਇੱਕ-ਇੱਕ ਕਰ ਕੇ
  - emphasis; e.g.,  
ਬਿਲਕੁਲ, ਜ਼ਰੂਰ, ਤਾਂ ਵੀ/ਵੀ
  - causes; e.g.,  
ਕਿਉਂਕਿ, ਕਿਉਂ, ਜੇ, ਤਾਂ ਜੇ, ਤਾਂ ਹੀ, ਇਸ ਕਰ ਕੇ, ਜਿੱਥੇ, ਜਦੋਂ, ਕਦੋਂ, ਉਦੋਂ, ਕਦੀ-ਕਦਾਈਂ, ਜਿੱਧਰ ਉੱਧਰ, ਜਿਵੇਂ, ਤਿਵੇਂ  
ਜਿੱਥੇ ਮੈਂ ਰਹਿੰਦੀ ਹਾਂ, ਉੱਥੇ ਬਹੁਤ ਭੀੜ ਹੈ।
- Adjectives**
- comparative and superlative; e.g.,  
ਵੱਡਾ, ਉਸ ਤੋਂ ਵੱਡਾ, ਸਭ ਤੋਂ ਵੱਡਾ
- Modifiers (Adjectival/Adverbial)**
- colours; e.g.,  
ਗੂੜ੍ਹਾ ਹਰਾ, ਬਦਾਮੀ, ਸੂਹਾ, ਟਮਾਟਰੀ
  - quality; e.g.,  
ਚੰਗਾ, ਮਾੜਾ, ਵਧੀਆ, ਘਟੀਆ
  - quantity; e.g.,  
ਘੱਟ, ਥੋੜ੍ਹਾ, ਬਹੁਤ, ਬਹੁਤਾ, ਜ਼ਿਆਦਾ
- Numbers**
- ordinal; e.g.,  
ਦਸਵਾਂ ਹਿੱਸਾ, ਦਸਵੇਂ ਥਾਂ
  - fractions; e.g.,  
ਸਵਾ, ਡੇਢ/ਡੇਢ, ਵਾਈ, ਪੌਣਾ, ਸਾਢੇ

**Punjabi Language and Culture 30-9Y**

- ਉਹ ਖੇਡ ਚੁੱਕਾ ਹੋਵੇਂਗਾ। (s/m)  
ਉਹ ਖੇਡ ਚੁੱਕੇ ਹੋਣਗੇ/ਹੋਣਗੀ। (p/m)  
ਉਹ ਖੇਡ ਚੁੱਕੀ ਹੋਵੇਂਗੀ। (s/f)  
ਉਹ ਖੇਡ ਚੁੱਕੀਆਂ ਹੋਣਗੀਆਂ/ ਹੋਵੇਂਗੀਆਂ। (p/f)
- Adverbs**
- using numbers; e.g.,  
ਇੱਕ-ਇੱਕ, ਸਾਰੇ ਜਾਣੇ, ਇੱਕ-ਇੱਕ ਕਰ ਕੇ
  - emphasis; e.g.,  
ਬਿਲਕੁਲ, ਜ਼ਰੂਰ, ਤਾਂ ਵੀ/ਵੀ
  - causes; e.g.,  
ਕਿਉਂਕਿ, ਕਿਉਂ, ਜੇ, ਤਾਂ ਜੇ, ਤਾਂ ਹੀ, ਇਸ ਕਰ ਕੇ, ਜਿੱਥੇ, ਜਦੋਂ, ਕਦੋਂ, ਉਦੋਂ, ਕਦੀ-ਕਦਾਈਂ, ਜਿੱਧਰ ਉੱਧਰ, ਜਿਵੇਂ, ਤਿਵੇਂ  
ਜਿੱਥੇ ਮੈਂ ਰਹਿੰਦੀ ਹਾਂ, ਉੱਥੇ ਬਹੁਤ ਭੀੜ ਹੈ।
  - in complex sentences; e.g.,  
ਜਿੱਥੇ, ਜਦੋਂ, ਕਦੋਂ, ਉਦੋਂ, ਕਦੀ-ਕਦਾਈਂ, ਜਿੱਧਰ ਉੱਧਰ, ਜਿਵੇਂ, ਤਿਵੇਂ  
ਜਿੱਥੇ ਮੈਂ ਰਹਿੰਦੀ ਹਾਂ, ਉੱਥੇ ਬਹੁਤ ਭੀੜ ਹੈ।
- Modifiers (Adjectival/Adverbial)**
- quality; e.g.,  
ਚੰਗਾ, ਮਾੜਾ, ਵਧੀਆ, ਘਟੀਆ
  - quantity; e.g.,  
ਘੱਟ, ਥੋੜ੍ਹਾ, ਬਹੁਤ, ਬਹੁਤਾ, ਜ਼ਿਆਦਾ
- Numbers**
- ordinal; e.g.,  
ਦਸਵਾਂ ਹਿੱਸਾ, ਦਸਵੇਂ ਥਾਂ
- Using Obliques; e.g.,**  
ਮੁੰਡੇ ਨੇ (ਮੁੰਡਾ)  
ਮੁੰਡਿਆਂ ਨੇ (ਮੁੰਡੇ)  
ਮੈਨੂੰ, ਮੈਥੋਂ (ਮੈਂ)  
ਸਾਨੂੰ, ਸਾਥੋਂ (ਅਸੀਂ)  
ਇਹਨੂੰ, ਇਸ ਨੂੰ, ਇਹਤੋਂ (ਇਹ)

(continued)

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

(continued)

**LC-1 attend to form**

LC-1.4  
grammatical elements

**Punjabi Language and Culture 10-9Y**

**Using Obliques; e.g.,**

ਮੁੰਡੇ ਨੇ (ਮੁੰਡਾ)  
ਮੁੰਡਿਆਂ ਨੇ (ਮੁੰਡੇ)  
ਮੈਨੂੰ, ਮੈਥੋਂ (ਮੈਂ)  
ਸਾਨੂੰ, ਸਾਥੋਂ (ਅਸੀਂ)  
ਇਹਨੂੰ, ਇਸ ਨੂੰ, ਇਹਤੋਂ (ਇਹ)

**Conjunctions**

- for the reason that; e.g.,  
ਇਸ ਕਰ ਕੇ  
ਮੇਰੇ ਮਾਤਾ ਜੀ ਬਿਮਾਰ ਸਨ ਇਸ ਕਰ ਕੇ ਮੈਂ  
ਕੱਲ ਸਕੂਲ ਨਹੀਂ ਆਇਆ।

**Interjections**

- to obtain listener's attention; e.g.,  
ਉਏ ! ਅੜਿਆ ! ਅੜੀਏ ! ਕੁੜੀਏ ! ਨੀ !  
ਓ ਬੀਬਾ ! ਵੇ !

**Opposites; e.g.,**

ਦਿਨ-ਰਾਤ  
ਮੋਟਾ-ਪਤਲਾ  
ਔਖਾ-ਸੌਖਾ  
ਸੱਚ-ਝੂਠ  
ਗਰਮੀ-ਸਰਦੀ

**Gender**

- masculine → feminine  
by adding ਕੰਨਾ, ਕੰਨਾ ਤੋ ਠੀ, ਕੀ at the  
end of the word; e.g.,  
ਅਧਿਆਪਕ-ਅਧਿਆਪਕਾ  
ਨੌਕਰ-ਨੌਕਰਾਣੀ  
ਢੋਲ-ਢੋਲਕੀ
- masculine → feminine  
by replacing ਬਿਹਾਰੀ with ਣ, ਨ, ਨੀ at  
the end of the word; e.g.,  
ਪੰਜਾਬੀ-ਪੰਜਾਬਣ  
ਸ਼ਹਿਰੀ-ਸ਼ਹਿਰਨ  
ਪਤੀ-ਪਤਨੀ
- masculine → feminine; e.g.,  
ਪਿਤਾ-ਮਾਤਾ  
ਭਰਾ-ਭੈਣ  
ਪੁੱਤ-ਧੀ  
ਗੱਭਰੂ-ਮੁਟਿਆਰ  
ਫੁੱਫੜ-ਭੂਆ

**Punjabi Language and Culture 20-9Y**

**Using Obliques; e.g.,**

ਮੁੰਡੇ ਨੇ (ਮੁੰਡਾ)  
ਮੁੰਡਿਆਂ ਨੇ (ਮੁੰਡੇ)  
ਮੈਨੂੰ, ਮੈਥੋਂ (ਮੈਂ)  
ਸਾਨੂੰ, ਸਾਥੋਂ (ਅਸੀਂ)  
ਇਹਨੂੰ, ਇਸ ਨੂੰ, ਇਹਤੋਂ (ਇਹ)

**Postpositions**

- directional (e.g., into/out  
of/towards) and locational/  
positional (e.g., in/inside,  
out/on/beside); e.g.,  
ਦੇ ਵਿੱਚ, ਵਿੱਚੋਂ, ਨੂੰ,  
ਘਰ ਦੇ ਵਿੱਚ, ਘਰ ਦੇ ਵਿੱਚੋਂ,  
ਘਰ ਦੇ ਬਾਹਰ, ਘਰ ਦੇ ਨਾਲ

**Conjunctions**

- for the reason that; e.g.,  
ਇਸ ਕਰ ਕੇ  
ਮੇਰੇ ਮਾਤਾ ਜੀ ਬਿਮਾਰ ਸਨ ਇਸ ਕਰ ਕੇ ਮੈਂ  
ਕੱਲ ਸਕੂਲ ਨਹੀਂ ਆਇਆ।

**Interjections**

- to praise/show admiration; e.g.,  
ਸ਼ਾਬਾਸ਼ ! ਬੱਲੋ ! ਖੂਬ ! ਅਸਕੋ ! ਸ਼ਾਵਾ !  
ਸਦਕੇ !

**Opposites; e.g.,**

ਦਿਨ-ਰਾਤ  
ਮੋਟਾ-ਪਤਲਾ  
ਔਖਾ-ਸੌਖਾ  
ਸੱਚ-ਝੂਠ  
ਗਰਮੀ-ਸਰਦੀ

**Synonyms; e.g.,**

ਜਲ-ਪਾਣੀ  
ਉੱਤਰ-ਜਵਾਬ  
ਔਖਾ-ਮੁਸ਼ਕਲ  
ਠੀਕ-ਸਹੀ  
ਗਰਮ-ਤੱਤਾ

**Punjabi Language and Culture 30-9Y**

**Postpositions**

- directional (e.g., into/out  
of/towards) and locational/  
positional (e.g., in/inside,  
out/on/beside); e.g.,  
ਦੇ ਵਿੱਚ, ਵਿੱਚੋਂ, ਨੂੰ,  
ਘਰ ਦੇ ਵਿੱਚ, ਘਰ ਦੇ ਵਿੱਚੋਂ,  
ਘਰ ਦੇ ਬਾਹਰ, ਘਰ ਦੇ ਨਾਲ

**Interjections**

- scold/rebuke; e.g.,  
ਦੁਰ ! ਧਿਰਕਾਰ ! ਫਿੱਟੇ ਮੂੰਹ !
- warning; e.g.,  
ਖ਼ਬਰਦਾਰ ! ਠਹਿਰ ਜ਼ਰਾ/ਜਾ ! ਸੁਣੋ ਜੀ !  
ਹਟੋ ਜੀ ! ਰੈਂ !

**Synonyms; e.g.,**

ਜਲ-ਪਾਣੀ  
ਉੱਤਰ-ਜਵਾਬ  
ਔਖਾ-ਮੁਸ਼ਕਲ  
ਠੀਕ-ਸਹੀ  
ਗਰਮ-ਤੱਤਾ

**Sentence Structure**

- sentences with postpositions (of  
location); e.g.,  
ਮੈਂ ਘਰ ਨੂੰ ਜਾ ਰਹੀ ਹਾਂ।

(continued)

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

(continued)

**LC-1 attend to form**

	<b>Punjabi Language and Culture 10-9Y</b>	<b>Punjabi Language and Culture 20-9Y</b>	<b>Punjabi Language and Culture 30-9Y</b>
<b>LC-1.4</b> grammatical elements	<ul style="list-style-type: none"> <li>masculine → feminine (singular); e.g., ਗੱਭਰੂ ਭੰਗੜਾ ਪਾ ਰਿਹਾ ਹੈ। ਮੁਟਿਆਰ ਗਿੱਧਾ ਪਾ ਰਹੀ ਹੈ।</li> <li>masculine → feminine (plural); e.g., ਗੱਭਰੂ ਭੰਗੜਾ ਪਾ ਰਹੇ ਹਨ। ਮੁਟਿਆਰਾਂ ਗਿੱਧਾ ਪਾ ਰਹੀਆਂ ਹਨ।</li> </ul>	<p><b>Gender</b></p> <ul style="list-style-type: none"> <li>masculine → feminine (singular); e.g., ਗੱਭਰੂ ਭੰਗੜਾ ਪਾ ਰਿਹਾ ਹੈ। ਮੁਟਿਆਰ ਗਿੱਧਾ ਪਾ ਰਹੀ ਹੈ।</li> <li>masculine → feminine (plural); e.g., ਗੱਭਰੂ ਭੰਗੜਾ ਪਾ ਰਹੇ ਹਨ। ਮੁਟਿਆਰਾਂ ਗਿੱਧਾ ਪਾ ਰਹੀਆਂ ਹਨ।</li> </ul>	
	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>sentences with comparative structures; e.g., ਮੇਰਾ ਘਰ ਵੱਡਾ ਹੈ, ਮੇਰੇ ਭਰਾ ਦਾ ਘਰ ਉਸ ਤੋਂ ਵੀ ਵੱਡਾ ਹੈ, ਪਰ ਮੇਰੀ ਭੈਣ ਦਾ ਘਰ ਸਭ ਤੋਂ ਵੱਡਾ ਹੈ।</li> <li>clauses joined by and/or/but; e.g., ਗੁਰਕਿਰਨ ਅਤੇ ਹਰਪਾਲ ਤੇਜ਼ ਦੌੜਦੇ ਹਨ, ਪਰ ਏਕਮ ਉਹਨਾਂ ਤੋਂ ਵੀ ਤੇਜ਼ ਦੌੜਦਾ ਹੈ।</li> <li>sentences with interjections to obtain listener’s attention; e.g., ਓਏ ਮੁੰਡਿਓ ! ਨੀ ਕੁੜੀਏ !</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>sentences with comparative structures; e.g., ਮੇਰਾ ਘਰ ਵੱਡਾ ਹੈ, ਮੇਰੇ ਭਰਾ ਦਾ ਘਰ ਉਸ ਤੋਂ ਵੀ ਵੱਡਾ ਹੈ, ਪਰ ਮੇਰੀ ਭੈਣ ਦਾ ਘਰ ਸਭ ਤੋਂ ਵੱਡਾ ਹੈ।</li> <li>clauses joined by and/or/but; e.g., ਗੁਰਕਿਰਨ ਅਤੇ ਹਰਪਾਲ ਤੇਜ਼ ਦੌੜਦੇ ਹਨ, ਪਰ ਏਕਮ ਉਹਨਾਂ ਤੋਂ ਵੀ ਤੇਜ਼ ਦੌੜਦਾ ਹੈ।</li> <li>sentences with interjections – to praise; e.g., ਸ਼ਾਬਾਸ਼ ! ਤੁਸੀਂ ਬਹੁਤ ਵਧੀਆ ਕੰਮ ਕੀਤਾ ਹੈ।</li> </ul>	

(continued)

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

(continued)

**LC-1 attend to form**

	<b>Punjabi Language and Culture 10-9Y</b>	<b>Punjabi Language and Culture 20-9Y</b>	<b>Punjabi Language and Culture 30-9Y</b>
	<i>Students will be able to:</i>		
	c. use, independently and consistently, <sup>5</sup> the following grammatical elements:.....		
<b>LC-1.4</b> grammatical elements	<b>Nouns</b>	<b>Pronouns</b>	<b>Nouns</b>
	<ul style="list-style-type: none"> <li>noun–adjective agreement (gender, number) for common familiar nouns; e.g., ਚਾਰ ਸੁਹਣੀਆਂ ਕੁੜੀਆਂ ਗਿੱਧਾ ਪਾ ਰਹੀਆਂ ਹਨ।</li> </ul>	<ul style="list-style-type: none"> <li>interrogatives ਕੌਣ/ ਕਿਸਨੂੰ/ਕਿਸਦਾ ? ਕੀ ? ਕਿਉਂ ? ਕਦੋਂ ? ਕਿਵੇਂ ? ਕਿੰਨਾ ? (singular) ਕਿੰਨੇ ? (plural) ਕਿੱਥੇ ? ਕਿੰਨਾ ਵੱਡਾ ? ਕਿਹੋ ਜਿਹਾ ?</li> </ul>	<ul style="list-style-type: none"> <li>abstracts</li> </ul>
	<b>Verbs</b>	<b>Verbs</b>	<b>Verbs</b>
	<ul style="list-style-type: none"> <li>present continuous (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਰਿਹਾ ਹਾਂ। (s/m) ਅਸੀਂ ਖੇਡ ਰਹੀਆਂ ਹਾਂ। (p/f)</li> </ul>	<ul style="list-style-type: none"> <li>future continuous (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਰਿਹਾ ਹੋਵਾਂਗਾ। (s/m) ਅਸੀਂ ਖੇਡ ਰਹੀਆਂ ਹੋਵਾਂਗੀਆਂ। (p/f)</li> </ul>	<ul style="list-style-type: none"> <li>comparative and superlative; e.g., ਵੱਡਾ, ਉਸ ਤੋਂ ਵੱਡਾ, ਸਭ ਤੋਂ ਵੱਡਾ</li> </ul>
	<b>Adverbs</b>	<b>Verbs</b>	<b>Adjectives</b>
	<ul style="list-style-type: none"> <li>place; e.g., ਹੇਠਾਂ, ਉੱਪਰ, ਅੰਦਰ, ਬਾਹਰ, ਨਾਲ, ਵਿੱਚ, ਸਾਮ੍ਹਣੇ</li> <li>manner; e.g., ਹੌਲੀ ਬੋਲੋ। ਛੇਤੀ ਕਰੋ।</li> </ul>	<ul style="list-style-type: none"> <li>past continuous (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਰਿਹਾ ਸੀ। (s/m) ਮੈਂ ਖੇਡ ਰਹੀ ਸੀ। (s/f)  ਅਸੀਂ ਖੇਡ ਰਹੇ ਸੀ/ਸਾਂ। (p/m) ਅਸੀਂ ਖੇਡ ਰਹੀਆਂ ਸੀ/ਸਾਂ। (p/f)  ਤੂੰ ਖੇਡ ਰਿਹਾ ਸੀ। (s/m) ਤੁਸੀਂ ਖੇਡ ਰਹੇ ਸੀ। (s/p/m)  ਉਹ ਖੇਡ ਰਿਹਾ ਸੀ। (s/m) ਉਹ ਖੇਡ ਰਹੇ ਸਨ। (p/m) ਉਹ ਖੇਡ ਰਹੀ ਸੀ। (s/f) ਉਹ ਖੇਡ ਰਹੀਆਂ ਸਨ। (p/f)</li> </ul>	<ul style="list-style-type: none"> <li>modifiers (Adjectival/Adverbial) colours; e.g., ਗੂੜ੍ਹਾ ਹਰਾ, ਬਦਾਮੀ, ਸੂਹਾ, ਟਮਾਟਰੀ</li> </ul>
	<b>Numbers; e.g.,</b> ਇੱਕ ਇੱਕ, ਕਈ ਵਾਰੀ		<b>Numbers</b>
	<b>Conjunctions; e.g.,</b> ਤਾਂ ਕਿਉਂਕਿ ਨਾਲੇ ਪਰ		<ul style="list-style-type: none"> <li>fractions; e.g., ਸਵਾ, ਡੇਝੁ/ਡੇਢ, ਢਾਈ, ਪੌਣਾ, ਸਾਢੇ</li> </ul>
	<b>Sentence Structure</b>	<b>Interjections</b>	<b>Conjunctions</b>
	<ul style="list-style-type: none"> <li>simple affirmative and negative (present and past)</li> <li>imperative (affirmative and negative); e.g., ਚੁੱਪ ਕਰੋ। ਮੇਰੇ ਵੱਲ ਵੇਖੋ। ਰੌਲਾ ਨਾ ਪਾਉ।</li> </ul>	<ul style="list-style-type: none"> <li>to obtain listener’s attention; e.g., ਉਏ ! ਅੜਿਆ ! ਅੜੀਏ ! ਕੁੜੀਏ ! ਨੀ ! ਓ ਬੀਬਾ ! ਵੇ !</li> </ul>	<ul style="list-style-type: none"> <li>for the reason that; e.g., ਇਸ ਕਰ ਕੇ ਮੇਰੇ ਮਾਤਾ ਜੀ ਬਿਮਾਰ ਸਨ ਇਸ ਕਰ ਕੇ ਮੈਂ ਕੋਲ ਸਕੂਲ ਨਹੀਂ ਆਇਆ।</li> </ul>
		<b>Interjections</b>	
		<ul style="list-style-type: none"> <li>to praise/show admiration; e.g., ਸਾਬਾਸ ! ਬੱਲੇ ! ਖੂਬ ! ਅਸਕੇ ! ਸਾਵਾ ! ਸਦਕੇ !</li> </ul>	
		<b>Gender</b>	
		<ul style="list-style-type: none"> <li>masculine → feminine (singular); e.g., ਗੱਭਰੂ ਭੰਗੜਾ ਪਾ ਰਿਹਾ ਹੈ। ਮੁਟਿਆਰ ਗਿੱਧਾ ਪਾ ਰਹੀ ਹੈ।</li> <li>masculine → feminine (plural); e.g., ਗੱਭਰੂ ਭੰਗੜਾ ਪਾ ਰਹੇ ਹਨ। ਮੁਟਿਆਰਾਂ ਗਿੱਧਾ ਪਾ ਰਹੀਆਂ ਹਨ।</li> </ul>	

(continued)

5. 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**.

(continued)

**LC-1 attend to form**

LC-1.4  
grammatical elements

**Punjabi Language  
and Culture 10-9Y**

**Punjabi Language  
and Culture 20-9Y**

**Punjabi Language  
and Culture 30-9Y**

**Gender**

- masculine → feminine by adding ਕੰਨਾ, ਕੰਨਾ ਤੇ ਈ, ਕੀ at the end of the word; e.g., ਅਧਿਆਪਕ-ਅਧਿਆਪਕਾ ਨੌਕਰ-ਨੌਕਰਾਣੀ ਢੇਲ-ਢੇਲਕੀ
- masculine → feminine by replacing ਬਿਹਾਰੀ with ਣ, ਨ, ਨੀ at the end of the word; e.g., ਪੰਜਾਬੀ-ਪੰਜਾਬਣੀ ਸ਼ਹਿਰੀ-ਸ਼ਹਿਰਨੀ ਪਤੀ-ਪਤਨੀ
- masculine → feminine; e.g., ਪਿਤਾ-ਮਾਤਾ ਭਰਾ-ਭੈਣ ਪੁੱਤ-ਧੀ ਗੱਭਰੂ-ਮੁਟਿਆਰ ਫੁੱਫੜ-ਭੂਆ
- masculine → feminine (singular); e.g., ਗੱਭਰੂ ਭੰਗੜਾ ਪਾ ਰਿਹਾ ਹੈ। ਮੁਟਿਆਰ ਗਿੱਧਾ ਪਾ ਰਹੀ ਹੈ।
- masculine → feminine (plural); e.g., ਗੱਭਰੂ ਭੰਗੜਾ ਪਾ ਰਹੇ ਹਨ। ਮੁਟਿਆਰਾਂ ਗਿੱਧਾ ਪਾ ਰਹੀਆਂ ਹਨ।

**Sentence Structure**

- interrogative sentences; e.g., ਤੁਹਾਡਾ ਕੀ ਨਾਮ ਹੈ ? ਤੁਸੀਂ ਕਿੱਥੇ ਰਹਿੰਦੇ ਹੋ ?
- sentences with interjections to obtain listener's attention

**Sentence Structure**

- clauses joined by and/or/but; e.g., ਗੁਰਕਿਰਨ ਅਤੇ ਹਰਪਾਲ ਤੇਜ਼ ਦੌੜਦੇ ਹਨ, ਪਰ ਏਕਮ ਉਹਨਾਂ ਤੋਂ ਵੀ ਤੇਜ਼ ਦੌੜਦਾ ਹੈ।
- simple and complex sentences with:
  - comparative structures; e.g., ਮੇਰਾ ਘਰ ਵੱਡਾ ਹੈ, ਮੇਰੇ ਭਰਾ ਦਾ ਘਰ ਉਸ ਤੋਂ ਵੀ ਵੱਡਾ ਹੈ, ਪਰ ਮੇਰੀ ਭੈਣ ਦਾ ਘਰ ਸਭ ਤੋਂ ਵੱਡਾ ਹੈ।
  - interjections; e.g., ਸ਼ਾਬਾਸ਼ ! ਤੁਸੀਂ ਬਹੁਤ ਵਧੀਆ ਕੰਮ ਕੀਤਾ ਹੈ। ਓਏ ਮੁੰਡਿਓ ! ਤੁਸੀਂ ਇੱਥੇ ਕੀ ਕਰਦੇ ਹੋ ? ਨੀ ਕੁੜੀਏ ! ਹੌਲੀ-ਹੌਲੀ ਨੱਚ।

## General Outcome for Language Competence

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

### LC-2 interpret and produce oral texts

#### Punjabi Language and Culture 10-9Y

#### Punjabi Language and Culture 20-9Y

#### Punjabi Language and Culture 30-9Y

*Students will be able to:*

<b>LC-2.1</b> listening	a. understand the main points and some supporting details of oral texts on familiar topics in guided situations	a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics in guided situations	a. understand a variety of lengthy oral texts on familiar topics in guided situations
<b>LC-2.2</b> speaking	a. produce short oral texts on unfamiliar topics in guided situations	a. produce oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics, providing some details to support the main points, in guided situations
<b>LC-2.3</b> interactive fluency	a. manage simple, routine interactions without undue difficulty	a. sustain interactions comprehensibly, with pauses for planning and self-correction	a. converse on familiar topics



## General Outcome for Language Competence

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

### LC-3 interpret and produce written and visual texts

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
<i>Students will be able to:</i>			
<b>LC-3.1</b> reading	a. understand key details in written texts on familiar topics	a. understand the main points and some supporting details of written texts on familiar topics	a. understand a variety of written texts
<b>LC-3.2</b> written production	a. produce short written texts on familiar topics	a. produce lengthy written texts on familiar topics in guided situations	a. produce lengthy written texts on a variety of familiar topics
<b>LC-3.3</b> viewing	a. propose several interpretations of the visual elements of a variety of media in guided situations	a. identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media
<b>LC-3.4</b> representing	a. explore, in guided situations, a variety of ways that meaning can be expressed through the visual elements of a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media in unguided situations

## General Outcome for Language Competence

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

### LC-4 apply knowledge of the sociocultural context

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
<i>Students will be able to:</i>			
<b>LC-4.1</b> register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose
<b>LC-4.2</b> idiomatic expressions	a. understand learned idiomatic expressions and sayings (proverbs) and use them appropriately in new contexts; e.g., ... ਅੱਖ ਦਾ ਤਾਰਾ ... । ਅੰਤ ਭਲੇ ਦਾ ਭਲਾ।	a. understand learned idiomatic expressions and sayings (proverbs) and use them appropriately in new contexts; e.g., ... ਸਿਰ ਦੇਣਾ... । ... ਸਿਰ ਉੱਚਾ ਰੱਖਣਾ... । ਨੀਮ ਹਕੀਮ ਖਤਰਾ ਜਾਨ।	a. explore and interpret idiomatic expressions and sayings (proverbs) in a variety of contexts; e.g., ... ਸਿਰ ਖਾਣਾ... । ... ਸਿਰ ਉੱਚਾ ਰੱਖਣਾ... । ਨੀਮ ਹਕੀਮ ਖਤਰਾ ਜਾਨ।
<b>LC-4.3</b> variations in language	a. recognize other influences resulting in variations in Punjabi	a. identify some common regional or other variations in Punjabi	a. experiment with some variations in Punjabi
<b>LC-4.4</b> social conventions	a. use politeness conventions in a variety of contexts; e.g., forms of address: ਮੈਨੂੰ ਕਿਤਾਬ ਦਿਉ/ਦੇਵੋ ਜੀ। ਕਿਰਪਾ ਕਰਕੇ, ਮੈਨੂੰ ਕਿਤਾਬ ਦਿਉ/ਦੇਵੋ ਜੀ।	a. use politeness conventions in a variety of contexts; e.g., ਮੈਨੂੰ ਜਾਣਕਾਰੀ ਦੇਣ ਦਾ/ਲਈ ਬਹੁਤ-ਬਹੁਤ ਧੰਨਵਾਦ।	a. interpret and use appropriate oral and written forms of address with a variety of audiences
<b>LC-4.5</b> nonverbal communication	a. understand and apply a variety of nonverbal communication techniques in a variety of contexts	a. understand and apply a variety of nonverbal communication techniques in a variety of contexts	a. understand and apply a variety of nonverbal communication techniques in a variety of 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

**Punjabi Language  
and Culture 10-9Y**

**Punjabi Language  
and Culture 20-9Y**

**Punjabi Language  
and Culture 30-9Y**

*Students will be able to:*

<b>LC-5.1</b> cohesion/coherence	a. interpret texts that use patterns involving time or chronological sequencing	a. use a variety of references within texts	a. use appropriate words and phrases to show a variety of relationships within texts
<b>LC-5.2</b> text forms	a. use a variety of familiar text forms and media in their own productions	a. recognize a variety of extended text forms in a variety of media	a. analyze the way different media and purposes lead to differences in the way texts are organized and presented
<b>LC-5.3</b> patterns of social interaction	a. combine simple social interaction patterns to perform interactions and transactions	a. combine simple social interaction patterns to perform complex interactions and transactions	a. use a wide range of simple social interaction patterns flexibly to deal with interactions and transactions



# Global Citizenship



historical and contemporary  
elements of Punjabi culture

appreciating 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 course to course. 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 “appreciating 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 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

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
<i>Students will be able to:</i>			
<b>GC–1.1</b> accessing/analyzing cultural knowledge	a. put forth their own ideas about Punjabi culture  b. identify and use a variety of sources of information to investigate the validity of their own ideas about Punjabi culture	a. explore and analyze information about elements of Punjabi culture	a. analyze and evaluate sources of information on Punjabi culture
<b>GC–1.2</b> knowledge of Punjabi culture	a. explore, identify and analyze some elements of Punjabi culture	a. explore, identify and analyze some elements of Punjabi culture	a. explore, identify and analyze some elements of Punjabi culture
<b>GC–1.3</b> applying cultural knowledge	a. apply knowledge of elements of Punjabi culture, derived from a variety of sources, to interpret actions and texts	a. apply knowledge of elements of Punjabi culture to enhance interpersonal relations in familiar contexts	a. apply knowledge of elements of Punjabi culture to enhance interpersonal relations in a variety of contexts
<b>GC–1.4</b> diversity within Punjabi culture	a. apply knowledge of diverse elements of Punjabi culture, derived from a variety of sources	a. apply knowledge of diverse elements of Punjabi culture to enhance interpersonal relations in familiar contexts	a. apply knowledge of diverse elements of Punjabi culture to enhance interpersonal relations in a variety of contexts
<b>GC–1.5</b> valuing Punjabi culture	a. identify and use opportunities to enter into contact with members of Punjabi culture	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within Punjabi culture	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within Punjabi culture

## General Outcome for Global Citizenship

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

### GC–2 appreciating diversity

#### Punjabi Language and Culture 10-9Y

#### Punjabi Language and Culture 20-9Y

#### Punjabi Language and Culture 30-9Y

*Students will be able to:*

<b>GC-2.1</b> awareness of own language(s)	a. identify aspects of their personal style in formal and informal language use	a. analyze ways in which their own language(s) and Punjabi are similar and different	a. analyze ways in which their own language(s) and Punjabi are similar and different
<b>GC-2.2</b> general language knowledge	a. describe ways languages evolve over time and identify reasons for their evolution	a. describe factors that influence the status of languages	a. make generalizations about the systematic nature of language
<b>GC-2.3</b> awareness of own culture	a. identify ethnocentric elements in texts from their own culture	a. examine ways in which their own culture and other cultures are similar and different	a. analyze ways in which their own culture and other cultures are similar and different
<b>GC-2.4</b> general cultural knowledge	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture	a. examine some of the ways and reasons why the concept of culture changes  b. identify some of the ways that cultures change over time	a. identify some of the ways that individuals acquire a national identity
<b>GC-2.5</b> valuing diversity	a. seek out opportunities to interact with people from other cultures	a. recognize contributions to society made by people from a variety of cultures	a. recognize the intrinsic value of cultural and linguistic diversity for themselves and for the global society
<b>GC-2.6</b> intercultural skills	a. use a variety of strategies for dealing with breakdowns in communication and with misunderstandings when encountering an unfamiliar culture	a. analyze and reflect upon a situation from different perspectives	a. identify and use a variety of strategies for enhancing interactions with people from a different culture  b. identify ethnocentric perspectives in a text or an event and explain their origins



## General Outcome for Global Citizenship

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

### GC–3 personal and career opportunities

#### Punjabi Language and Culture 10-9Y

#### Punjabi Language and Culture 20-9Y

#### Punjabi Language and Culture 30-9Y

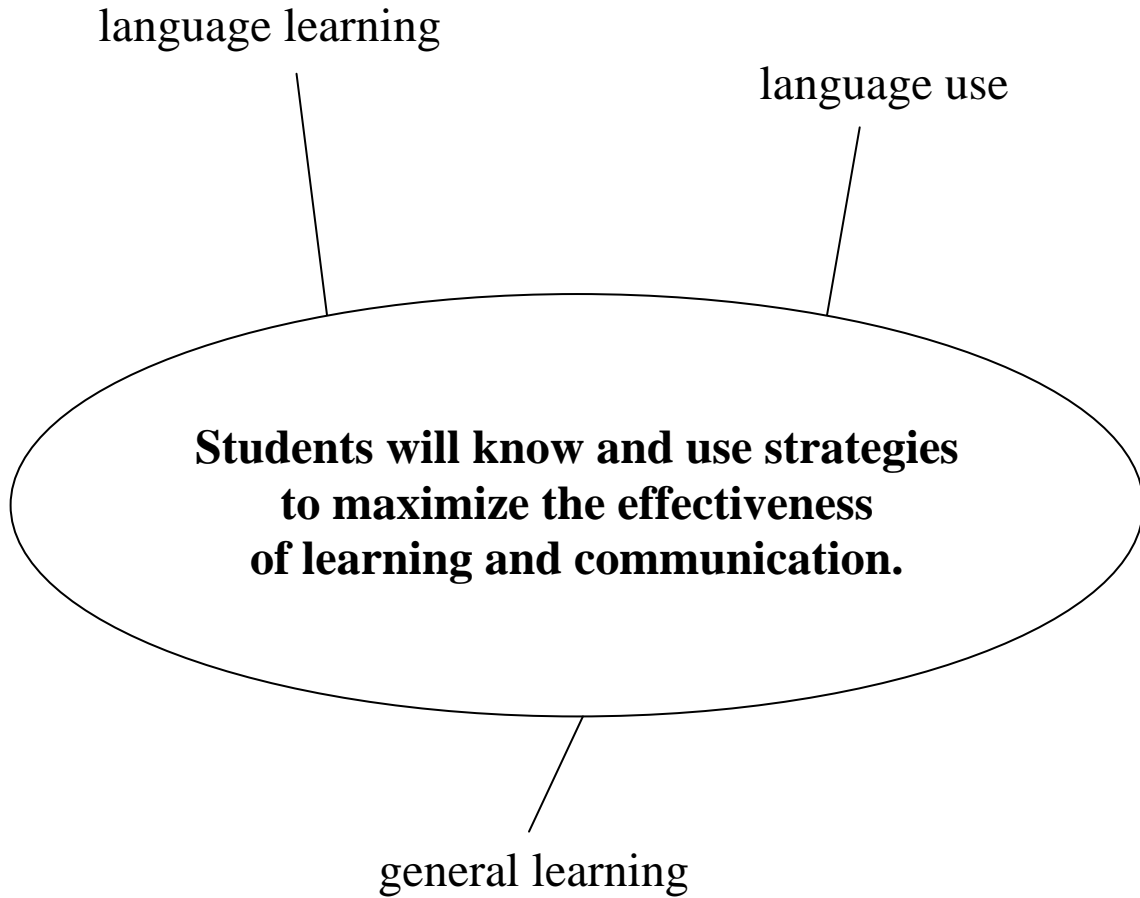
*Students will be able to:*

<b>GC–3.1</b> Punjabi language and culture	a. explore careers in which knowledge of Punjabi language and culture can be applied	a. explore opportunities for further education related to Punjabi language and culture  b. identify opportunities that facilitate contact with people and places within Punjabi language and culture	a. explore applications of Punjabi language and culture in the global workplace
	a. explore careers in which knowledge of additional languages and cultures can be applied	a. explore opportunities for further education related to languages and cultures	a. explore applications of language and culture learning in the global community





# Strategies



## 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. In the early stages of language learning, when proficiency is low, learning outcomes deal with compensation and repair strategies. The learning outcomes that follow deal with language learning, language use and general learning strategies for young adult learners in later stages of language learning. Although people may use strategies unconsciously, the learning outcomes deal 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 is a single strand followed by three sets of examples that allow students to develop, choose and apply strategies from course to course. Each strand deals with three general categories of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are categorized 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 in a particular course. Consequently, the specific outcomes describe the students' knowledge of, and ability to use, general types of strategies.

Specific strategies for each general category or type are included as examples. The examples provided **are not prescriptive, nor are they exhaustive**, but they are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Strategies for senior high school students are focused, encouraging student participation and active learning. They are personal, meaningful and relevant for students. Students will:

- learn a new strategy
- practise it
- identify those strategies they consider most useful
- become independent users of strategies that prove successful.

The teacher's role is to model, advocate, guide, support and celebrate success. Teachers need to know and be able to demonstrate a broad range of strategies from which students are 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.

Because senior high school students in the Punjabi Language and Culture Nine-year Program will have had experience with various strategies in previous years (grades 4–9), teachers will assist students in selecting strategies that are appropriate for their learning styles, skill levels and age.

By Grade 12, students will be able to use their preferred strategies appropriately and effectively to enhance their language learning, language use and general learning.

## General Outcome for Strategies

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

### S-1 language learning

	<b>Punjabi Language and Culture 10-9Y</b>	<b>Punjabi Language and Culture 20-9Y</b>	<b>Punjabi Language and Culture 30-9Y</b>
<i>Students will be able to:</i>			
<b>S-1.1</b> cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance language learning

#### *Examples of cognitive language learning strategies:*

- listen attentively
- incorporate new vocabulary or sentence patterns
- commit to memory new words by repeating them silently or aloud
- repeat words or phrases in the course of performing a language task
- seek the precise term to express meaning
- place new words or expressions in a context to make them easier to remember
- associate new words or expressions with familiar ones
- maintain a private language learning journal
- perceive and note in a personal journal or dictionary any unknown words and expressions, noting also their context and function
- use mental images to remember new information
- look for patterns and relationships; e.g., structures, meaning
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- group together sets of things—vocabulary, structures—that have similar characteristics
- experiment with various elements of the language
- identify similarities and differences between aspects of Punjabi and your own language(s)
- use previously acquired knowledge to facilitate a learning task
- find information by using reference materials such as dictionaries, textbooks, grammars and online resources or by seeking out Punjabi speakers (family members, friends, community members)
- use available technological and multimedia aids that support language learning
- use induction to generate rules governing language use

(continued)

*Examples of metacognitive language learning strategies:*

- decide in advance to attend to the learning task
  - make a plan in advance about how to approach a language learning task
  - set realistic, achievable and appropriate goals
  - listen or read for key words
  - decide in advance to attend to specific aspects of input
  - know how strategies may enable comprehension of texts containing unknown elements
  - rehearse or role-play language
  - recognize the potential of learning through direct exposure to the language
  - seek opportunities inside and outside of class to practise and observe
  - check copied writing for accuracy
  - monitor speech and writing to check for and correct persistent errors
  - reflect on learning tasks with the guidance of the teacher
  - reflect on the listening, speaking, reading and writing process
  - evaluate your performance or comprehension at the end of a task
  - accept suggestions for improvement
  - reflect on the task at hand, identify potential problems that may hinder successful completion of the task, and brainstorm/create a list of possible solutions to use before working on the task and at various stages during the task
  - experience various forms of language acquisition, and identify one or more you consider to be particularly useful personally
  - make choices about how you learn best
  - understand that language learning is a lifelong process
- 

*Examples of social/affective language learning strategies:*

- understand that making mistakes is a natural part of language learning
  - be willing to take risks and to try unfamiliar tasks and approaches
  - continue to explore ways to reduce anxiety and increase your level of comfort and self-confidence in using the language in a variety of situations
  - initiate or maintain interaction with others; e.g.:
    - observe and imitate Punjabi speakers
    - participate in shared reading experiences
    - invite native speakers from the community to be guests in the class
    - seek opportunities outside of class to interact with community members
    - work cooperatively with peers in small groups
  - participate actively in brainstorming and conferencing as prewriting and postwriting exercises
  - work with others to solve problems and get feedback on tasks
  - experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
  - repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
  - reread familiar self-chosen texts to enhance understanding and enjoyment
  - provide personal motivation by arranging your own rewards when successful
  - learn from/with peers
-

## General Outcome for Strategies

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

### S-2 language use

	Punjabi Language and Culture 10-9Y	Punjabi Language and Culture 20-9Y	Punjabi Language and Culture 30-9Y
<i>Students will be able to:</i>			
S-2.1 interactive, interpretive, productive	a. identify and use interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. select and use appropriate interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. use interactive, interpretive and productive strategies appropriately and effectively in a variety of situations to enhance language use

#### *Examples of interactive language use strategies:*

- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, ਸਿਰ ਹਿਲਾਉਣਾ – shaking head to refuse or accept
- 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। ਕੀ ਕਿਹਾ ਤੁਸੀਂ ? Informal: ਕੀ ਕਿਹਾ ? ਫਿਰ ਦੱਸੀਂ ? [with raised eyebrows])
- ask follow-up questions to check for understanding; e.g., “Am I making sense?” (ਕੀ ਮੈਂ ਠੀਕ ਕਹਿ ਰਹੀ / ਚਿਹਾ ਰਾਂ ?)
- indicate lack of understanding of Punjabi text/expressions through questions posed in Punjabi; e.g., Formal: ਮਾਫ਼ ਕਰਨਾ, ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਆਈ। Informal: ਕੀ ਕਿਹਾ ?
- use a simple word similar to the concept to convey, and invite correction; e.g., “fruit” for “banana” (ਫਲ for ਕੇਲਾ)
- ask for confirmation that a form used is correct; e.g., “Can you say that?” (ਕੀ ਤੁਸੀਂ ਇਹ ਕਹਿ ਸਕਦੇ ਹੋ ?)
- 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 - ਕੜਕੀ)
- 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 ... ।)
- use other speakers’ words in subsequent interactions
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- self-correct if errors lead to misunderstandings; e.g., “What I mean to say is ...” (Formal: ਮੇਰੇ ਕਹਿਣ ਦਾ ਮਤਲਬ ਹੈ ... । ਮੈਂ ਇਹ ਕਹਿਣਾ ਸੀ ... ।)
- invite others into the discussion; e.g., ਇਸ ਬਾਰੇ ਤੁਹਾਡਾ ਕੀ ਖਿਆਲ ਹੈ ?
- summarize the point reached in a discussion to help focus the talk; e.g., ਸਾਰੀ ਗੱਲਬਾਤ ਤੋਂ ਪਤਾ ਚਲਦਾ ਹੈ ਕਿ ... । ਜਿੱਥੇ ਤੱਕ ਮੈਨੂੰ ਸਮਝ ਆਈ ਹੈ ਕਿ ... ।
- use suitable phrases to intervene in a discussion; e.g., “Speaking of ...” (Formal: ਹਾਂ, ਮੈਨੂੰ ਹੁਣੇ ਯਾਦ ਆਇਆ ... । Informal: ਸੱਚ, ਮੈਂ ਕਹਿਣਾ ਸੀ ਕਿ ... ।)
- 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 ਇਹ ਦੱਸ ਰਹੀ / ਚਿਹਾ ਰਾਂ ... ।)

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*Examples of interpretive language use strategies:*

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

*Examples of productive language use strategies:*

- use nonverbal means to communicate
  - use songs, rhyming schemes, word games, tongue twisters, acronyms and poetry in fun ways
  - use familiar repetitive patterns from stories, songs or media
  - incorporate newly modelled words/expressions
  - use learned lexical items (words and expressions) and structures (grammatical elements and syntax) to create and give effective presentations
  - use knowledge of sentence patterns to form new sentences
  - use illustrations to provide detail when producing your own texts
  - take notes in Punjabi when reading or listening to assist in producing your own text
  - paraphrase and summarize texts
  - use a variety of resources to correct texts
  - use resources such as an English–Punjabi dictionary or a Punjabi dictionary to increase vocabulary
  - edit and proofread the final version of a text
  - use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
  - use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
-



### General Outcome for Strategies

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

### S-3 general learning

	<b>Punjabi Language and Culture 10-9Y</b>	<b>Punjabi Language and Culture 20-9Y</b>	<b>Punjabi Language and Culture 30-9Y</b>
	<i>Students will be able to:</i>		
<b>S-3.1</b> cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance general learning

#### *Examples of cognitive general learning strategies:*

- classify objects and ideas according to their attributes; e.g., sports played/watched, indoor/outdoor activities, types of summer jobs
- connect what you already know to what is being learned
- write down key words and concepts in abbreviated form
- use previously acquired knowledge or skills to assist with a new learning task
- identify patterns, e.g., grammar, sentence patterns, to create your own text (oral, written)
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- use mental images to remember new information
- experiment with, and concentrate on, one thing at a time
- formulate key questions to guide research
- distinguish between fact and opinion when using a variety of sources of information
- make inferences, and identify and justify the evidence on which these inferences are based
- seek information through a network of sources, including libraries, online resources, individuals and agencies

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*Examples of metacognitive general learning strategies:*

- identify your needs and interests
  - take responsibility for planning, monitoring and evaluating your learning experiences
  - make a plan in advance about how to approach a task
  - divide an overall learning task into a number of subtasks
  - work with others to monitor your learning
  - develop criteria for evaluating your work
  - choose from among learning options
  - discover how your efforts can affect learning
  - reflect on learning tasks
  - reflect upon your thinking processes and how you learn
  - reflect on time management for effective learning
  - manage your physical working environment
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*Examples of social/affective general learning strategies:*

- follow your natural curiosity and intrinsic motivation to learn
  - choose learning activities that enhance understanding and enjoyment
  - be willing to take risks and to try unfamiliar tasks and approaches
  - be encouraged to try, even though you might make mistakes
  - monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., positive self-talk or seeking advice/encouragement
  - use positive thinking and/or self-talk as a way to persevere on a difficult task
  - participate in cooperative group learning tasks
  - use social interaction skills to enhance group learning activities
  - seek help from others
  - take part in group decision-making processes
  - participate in and/or initiate group problem-solving processes
  - observe and imitate the successful learning strategies of others
  - use support strategies to help peers persevere at learning tasks
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