
PUNJABI LANGUAGE AND CULTURE

10-3Y, 20-3Y, 30-3Y

This Punjabi Language and Culture Three-year (3Y) Program is intended for students who are beginning their study of Punjabi language and culture in senior high school.

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.¹ 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.² 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 23, 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 23, 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.

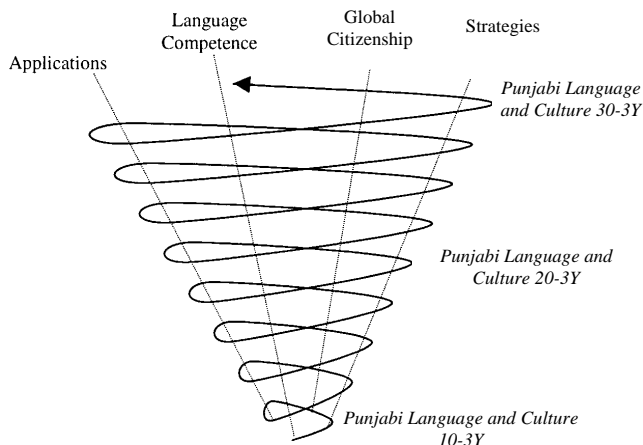
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting 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. 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 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 one year will prepare the ground for further development in the years following; each subsequent course 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 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Students will be able to:

LC-2.1 aural interpretation	a. understand a series of simple spoken sentences in guided situations	a. understand short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC-2.2 oral production	a. produce simple words and phrases, orally, in guided situations	a. produce short oral texts in guided situations	a. produce short oral texts
LC-2.3 interactive fluency	a. engage in simple interactions, using familiar words and phrases	a. manage simple, routine interactions, with pauses for planning and self-correction	a. manage short interactions on familiar topics with ease, using pauses for planning and repair

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

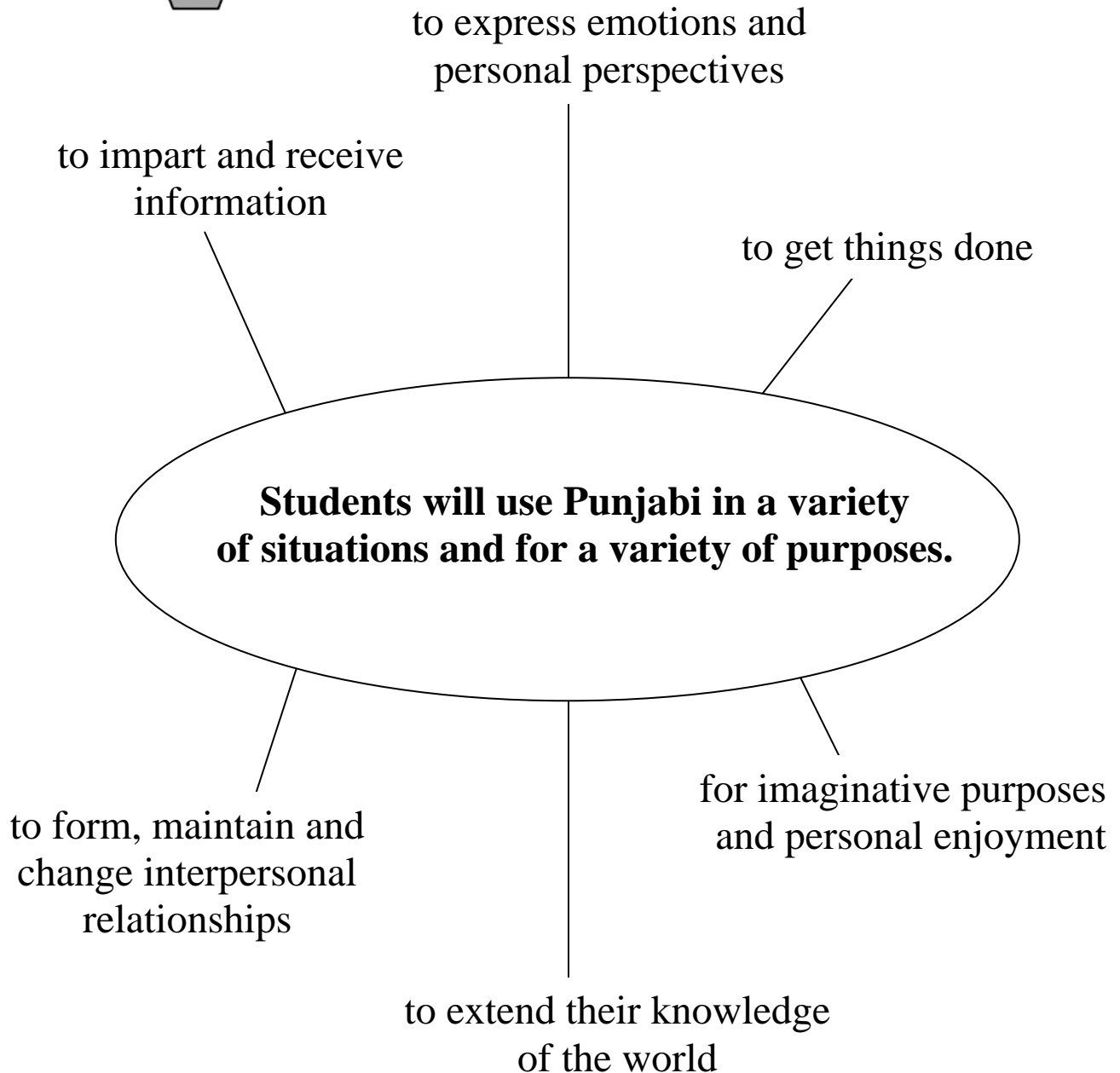
strand headings for specific outcomes

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 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
A-1.1 share factual information	a. identify concrete people, places and things b. ask for and provide basic information c. respond to simple, predictable questions	a. describe people, places or things and series or sequences of events or actions b. ask for and provide information on a range of familiar topics	a. understand and use definitions, comparisons and examples b. describe actions in the present, future and past c. provide information on several aspects of a topic

A-2 to express emotions and personal perspectives

<i>Students will be able to:</i>			
A-2.1 share ideas, thoughts, opinions, preferences	a. express a personal response and simple preferences b. identify favourite people, places or things	a. express a personal response to a variety of familiar situations b. inquire about and express likes and dislikes c. record and share thoughts and ideas with others	a. express, in a simple manner, agreement, approval, interest and satisfaction b. inquire about, share and record reasons and preferences
A-2.2 share emotions, feelings	a. identify emotions and feelings b. respond to and express emotions and feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts b. record and share personal experiences involving an emotion or a feeling	a. inquire about, express and respond to emotions and feelings in familiar and unfamiliar situations b. compare the expression of emotions and feelings in a variety of informal 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

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
A-3.1 guide actions of others	a. indicate basic needs and wants	a. make and respond to a variety of simple requests	a. make and respond to suggestions in a variety of situations
	b. give and respond to simple oral instructions or commands	b. seek/grant/withhold permission	b. give and respond to advice and warnings
	c. relay simple messages	c. encourage or discourage others from a course of action	c. suggest a course of action
		d. give and follow a simple sequence of instructions	d. respond to a suggested course of action
A-3.2 state personal actions	a. respond to offers, invitations and instructions	a. express a wish or a desire to do something	a. state personal actions in the past, present and future
	b. ask or offer to do something	b. make an offer and an invitation and respond to offers and invitations made by others	b. make a promise and express intention in familiar situations
	c. indicate choice from among several options	c. inquire about and express ability and inability to do something	
A-3.3 manage group actions	a. manage turn taking	a. suggest, initiate or direct action in group activities	a. check for agreement and understanding
	b. encourage other group members to act appropriately	b. encourage other group members to participate	b. express disagreement in an appropriate way
	c. ask for help or clarification of what is being said or done in the group	c. assume a variety of roles and responsibilities as group members	c. express appreciation, enthusiasm, support and respect for contributions of others
		d. negotiate in a simple way with peers in small-group tasks	
		e. offer to explain or clarify	

General Outcome for Applications

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

A-4 to form, maintain and change interpersonal relationships

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
A-4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information d. initiate relationships	a. apologize and refuse politely b. talk about themselves and respond to the talk of others by showing attention and interest c. make and break social engagements	a. initiate and participate in casual exchanges with classmates b. use routine means of interpersonal communications

A-5 to extend their knowledge of the world

<i>Students will be able to:</i>			
A-5.1 discover and explore	a. investigate the immediate environment	a. make and talk about personal observations b. explore classification systems and criteria for categories c. discover relationships and patterns	a. ask questions to gain knowledge and clarify understanding b. explore meaning in a variety of ways
A-5.2 gather and organize information	a. gather simple information b. organize items in different ways c. sequence items in different ways	a. record and share personal knowledge of a topic b. compare and contrast items c. compose questions to guide research d. identify sources of information e. record observations	a. gather information from a variety of sources b. organize and manipulate information

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General Outcome for Applications

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

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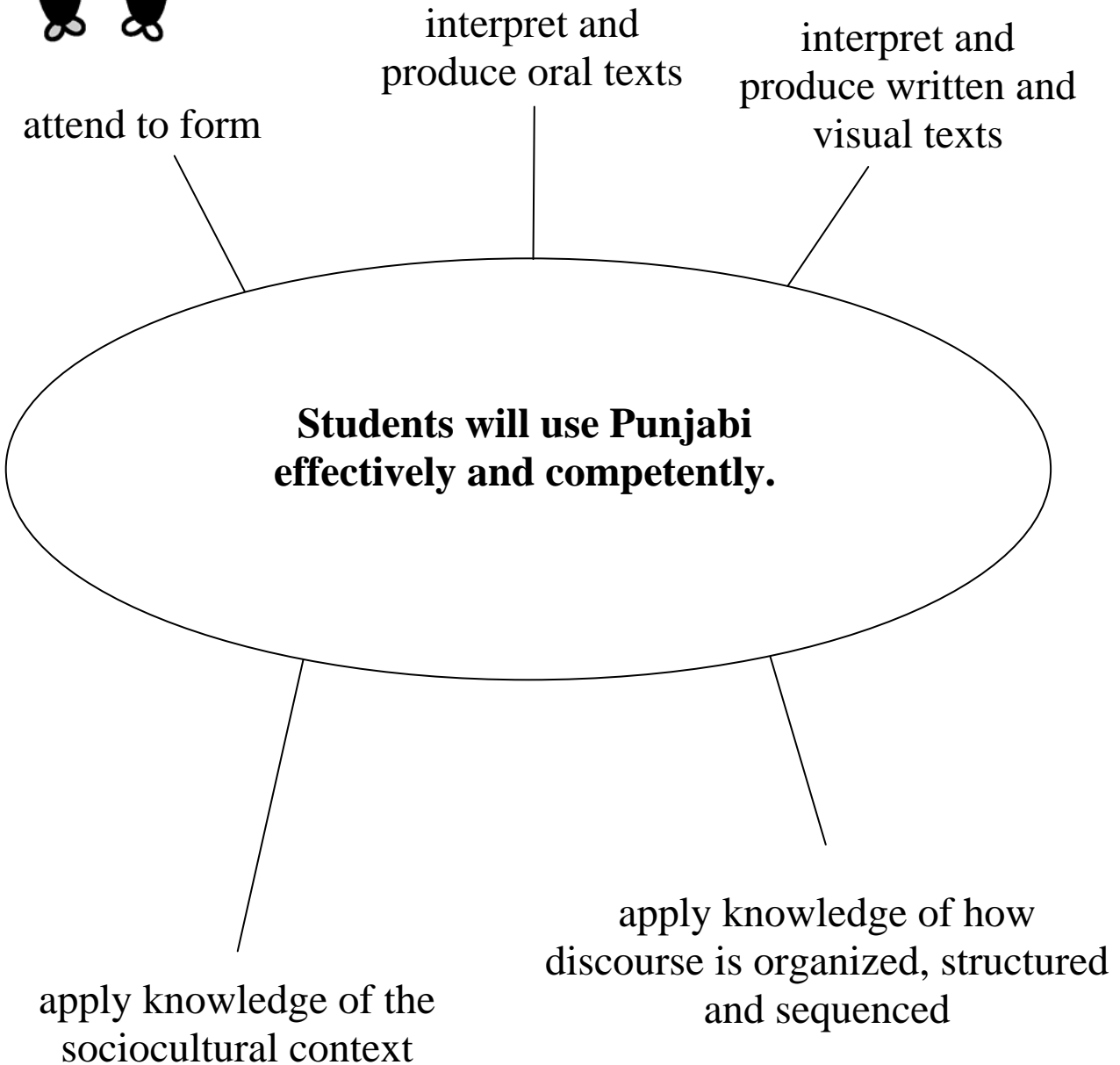
A-5 to extend their knowledge of the world

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
A-5.3 solve problems	a. experience problem-solving situations in the classroom b. choose between alternative solutions	a. recognize and describe a problem, then propose solutions b. understand and use the steps in the problem-solving process	a. describe and analyze a problem, then propose solutions b. generate and evaluate alternative solutions to problems c. negotiate a solution to a problem
A-5.4 explore opinions and values	a. listen attentively to opinions expressed b. respond sensitively to the ideas and products of others c. make connections between behaviour and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience c. recognize differences of opinion	a. explore how values influence behaviour b. provide reasons for their position on an issue

A-6 for imaginative purposes and personal enjoyment

<i>Students will be able to:</i>			
A-6.1 humour/fun	a. use Punjabi for fun	a. use Punjabi for fun and to interpret humour	a. use Punjabi for fun and to interpret and express humour
A-6.2 creative/aesthetic purposes	a. use Punjabi creatively	a. use Punjabi creatively and for aesthetic purposes	a. use Punjabi creatively and for aesthetic purposes
A-6.3 personal enjoyment	a. use Punjabi for personal enjoyment	a. use Punjabi for personal enjoyment	a. use Punjabi 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

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-1.1 phonology	a. pronounce some common words and phrases comprehensibly b. use intonation to express meaning c. distinguish particular sounds of the language d. use different tones in Punjabi with guidance	a. recognize some of the effects that intonation and stress have in different situations b. use different tones in Punjabi with guidance c. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases	a. approximate the pronunciation of unfamiliar words b. use different tones in Punjabi c. identify and reproduce critical sound distinctions and intonation patterns that are important for meaning
LC-1.2 orthography	a. understand how text is oriented in Punjabi b. recognize and use the Gurmukhi Lippi syllables and Lagga Matra* signs that correspond to high frequency sounds c. apply some common spelling rules	a. recognize and use the Gurmukhi Lippi syllables and Lagga Matra* signs that correspond to high frequency sounds b. recognize and correctly spell familiar words and phrases	a. use the Gurmukhi Lippi syllables and Lagga Matra, Lagakhar and pair-ch akhar* signs b. use basic spelling rules consistently in writing familiar words and phrases c. use basic mechanical conventions to convey ideas
LC-1.3 lexicon	a. associate words in the language with the corresponding object, action or notion b. recognize and use a repertoire of isolated words and set phrases, within a variety of lexical fields, including: <ul style="list-style-type: none"> • leisure time • personal identity • family and friends • traditions and cultural festivals • any other lexical fields that meet their needs and interests 	a. combine learned words and phrases to fulfill some simple purposes b. experiment with and use a variety of words and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • family relationships** • Punjabi media • peace and human rights • responsible citizenship • any other lexical fields that meet their needs and interests 	a. recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea b. use a variety of words and expressions in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • rites of passage and life cycle practices** • career options • consumerism • literature and arts • any other lexical fields that meet their needs and interests

(continued)

* Lagga Matra = ਲਗਾ ਮਾਤਰਾ, Lagakhar = ਲਗਾਖਰ, pair-ch akhar = ਪੈਰਾਚ ਅੱਖਰ

** The topics “family relationships” and “rites of passage/life cycle practices” require 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 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
	<i>Students will be able to:</i>		
	a. use, in modelled situations, ³ the following grammatical elements:		
LC-1.4 grammatical elements	<p>Nouns</p> <ul style="list-style-type: none"> singular and plural (direct): <ul style="list-style-type: none"> – masculine; e.g., ਮੁੰਡਾ/ਮੁੰਡੇ – feminine; e.g., ਕੁੜੀ/ਕੁੜੀਆਂ colours; e.g.: <ul style="list-style-type: none"> – ਨੀਲਾ, ਲਾਲ, ਪੀਲਾ, ਕਾਲਾ abstract; e.g., ਸੱਚ, ਗ਼ਾਮੀ, ਮਿਠਾਸ <p>Pronouns</p> <ul style="list-style-type: none"> personal (1st and 2nd person informal); e.g., ਮੈਂ, ਅਸੀਂ, ਤੂੰ, ਤੁਸੀਂ personal (3rd person); e.g., ਉਹ possessive (1st and 2nd person); e.g., ਮੇਰਾ, ਮੇਰੀ; ਤੇਰਾ/ਤੁਹਾਡਾ, ਤੇਰੀ/ਤੁਹਾਡੀ, ਸਾਡਾ, ਸਾਡੀ possessive (3rd person); e.g., ਦਾ – ਮੁੰਡੇ ਦਾ ਕੁੜਤਾ ਦੇ – ਮੁੰਡੇ ਦੇ ਕੁੜਤੇ ਦੀ – ਮੁੰਡੇ ਦੀ ਘੜੀ demonstrative (place/location); e.g., ਇਹ/ਉਹ interrogative; e.g., ਕੌਣ/ਕਿਸ, ਕੀ, ਕਿੱਥੇ ? <p>Verbs</p> <ul style="list-style-type: none"> simple present tense (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡਦਾ ਹਾਂ। (s/m) ਮੈਂ ਖੇਡਦੀ ਹਾਂ। (s/f) ਅਸੀਂ ਖੇਡਦੇ ਹਾਂ। (p/m) ਅਸੀਂ ਖੇਡਦੀਆਂ ਹਾਂ। (p/f) ਤੂੰ ਖੇਡਦਾ ਹੈਂ। (s/m) ਤੁਸੀਂ ਖੇਡਦੇ ਹੋ। (s/p/m) ਉਹ ਖੇਡਦਾ ਹੈ। (s/m) ਉਹ ਖੇਡਦੇ ਹਨ। (p/m) ਉਹ ਖੇਡਦੀ ਹੈ। (s/f) ਉਹ ਖੇਡਦੀਆਂ ਹਨ। (p/f) 	<p>Nouns</p> <ul style="list-style-type: none"> noun–adjective agreement (gender, number); e.g.: <ul style="list-style-type: none"> – feminine singular: ਪੀਲੀ ਕਮੀਜ਼, ਚਿੱਟੀ ਗੋਂਦ plural: ਪੀਲੀਆਂ ਕਮੀਜ਼ਾਂ, ਚਿੱਟੀਆਂ ਗੋਂਦਾਂ – masculine singular: ਪੀਲਾ ਕੋਲਾ, ਭੂਰਾ ਬੱਲਾ plural: ਪੀਲੇ ਕੋਲੇ, ਭੂਰੇ ਬੱਲੇ <p>Pronouns</p> <ul style="list-style-type: none"> interrogative; e.g., ਕਿਉਂ ? ਕਦੋਂ ? ਕਿਵੇਂ ? ਕਿੰਨਾ/ਕਿੰਨੇ ? ਵੱਡਾ ? ਕਿਹੋ ? ਜਿਹਾ ? relative; e.g., ਜੋ, ਜਿਹੜੇ, ਜਿਸ, ਜਿਨ੍ਹਾਂ, ਇਹ, ਇਹਨਾਂ, ਉਹ, ਉਹਨਾਂ, ਜਦੋਂ, ਕਦੋਂ, ਤਦੋਂ, ਉਦੋਂ, ਜਿਹੜੇ indefinite; e.g., ਸਭ, ਬਹੁਤੇ, ਅਨੇਕ, ਕਈ, ਕੋਈ, ਸਾਰੇ, ਬਹੁਤ ਸਾਰੇ, ਕੁਝ, ਕੁਝ ਹੋਰ, ਵਿਚਲੇ, ਥੋੜ੍ਹੇ, ਸਰਬੱਤ <p>Verbs</p> <ul style="list-style-type: none"> present continuous (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਰਿਹਾ ਹਾਂ। (s/m) ਮੈਂ ਖੇਡ ਰਹੀ ਹਾਂ। (s/f) ਅਸੀਂ ਖੇਡ ਰਹੇ ਹਾਂ। (p/m) ਅਸੀਂ ਖੇਡ ਰਹੀਆਂ ਹਾਂ। (p/f) ਤੂੰ ਖੇਡ ਰਿਹਾ ਹੈਂ। (s/m) ਤੁਸੀਂ ਖੇਡ ਰਹੇ ਹੋ। (s/p/m) ਉਹ ਖੇਡ ਰਿਹਾ ਹੈ। (s/m) ਉਹ ਖੇਡ ਰਹੇ ਹਨ। (p/m) ਉਹ ਖੇਡ ਰਹੀ ਹੈ। (s/f) ਉਹ ਖੇਡ ਰਹੀਆਂ ਹਨ। (p/f) 	<p>Nouns</p> <ul style="list-style-type: none"> a noun’s semantic role: agent (doer), instrument (factor ... how/by _____ means), patient (acted upon); e.g., I opened the door with the key. <p>Verbs</p> <ul style="list-style-type: none"> 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) • 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। (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

(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

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
LC-1.4 grammatical elements	Verbs (continued)	Verbs (continued)	Adverbial Expressions
	<ul style="list-style-type: none"> simple past tense (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡਦਾ ਸੀ। (s/m) ਮੈਂ ਖੇਡਦੀ ਸੀ। (s/f) 	<ul style="list-style-type: none"> past continuous (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਰਿਹਾ ਸੀ। (s/m) ਮੈਂ ਖੇਡ ਰਹੀ ਸੀ। (s/f) 	<ul style="list-style-type: none"> to indicate time/frequency/place; e.g., ਜਿੱਥੇ, ਜਦੋਂ, ਕਦੋਂ, ਉਦੋਂ, ਕਈ ਕਦਾਈਂ, ਜਿਧਰ ਉਧਰ, ਜਿਵੇਂ, ਤਿਵੇਂ ਜਿੱਥੇ ਮੈਂ ਰਹਿੰਦੀ ਹਾਂ, ਉੱਥੇ ਬਹੁਤ ਭੀੜ ਹੈ।
	ਅਸੀਂ ਖੇਡਦੇ ਸੀ/ਸਾਂ। (p/m) ਅਸੀਂ ਖੇਡਦੀਆਂ ਸੀ/ਸਾਂ। (p/f)	ਅਸੀਂ ਖੇਡ ਰਹੇ ਸੀ/ਸਾਂ। (p/m) ਅਸੀਂ ਖੇਡ ਰਹੀਆਂ ਸੀ/ਸਾਂ। (p/f)	Conjunctions; e.g., ਇਸ ਕਰਕੇ
	ਤੂੰ ਖੇਡਦਾ ਸੀ। (s/m) ਤੁਸੀਂ ਖੇਡਦੇ ਸੀ/ਸੋ। (s/p/m)	ਤੂੰ ਖੇਡ ਰਿਹਾ ਸੀ। (s/m) ਤੁਸੀਂ ਖੇਡ ਰਹੇ ਸੀ। (s/p/m)	Interjections
	ਉਹ ਖੇਡਦਾ ਸੀ। (s/m) ਉਹ ਖੇਡਦੇ ਸਨ। (p/m) ਉਹ ਖੇਡਦੀ ਸੀ। (s/f) ਉਹ ਖੇਡਦੀਆਂ ਸਨ। (p/f)	ਉਹ ਖੇਡ ਰਿਹਾ ਸੀ। (s/m) ਉਹ ਖੇਡ ਰਹੇ ਸਨ। (p/m) ਉਹ ਖੇਡ ਰਹੀ ਸੀ। (s/f) ਉਹ ਖੇਡ ਰਹੀਆਂ ਸਨ। (p/f)	<ul style="list-style-type: none"> to indicate grief/sorrow; e.g., ਉਫ਼ ! ਹਾਏ ! ਹਾਏ ਮਾਂ ! ਹਾਏ ਰੱਬਾ ! ਆਹ ! to show respect; e.g., ਆਓ ਜੀ ! ਜੀ ਆਇਆਂ ਨੂੰ ! ਧੰਨ ਭਾਗ ! ਆਈਏ ਜੀ ! to express a wish; e.g., ਹੇ ਵਾਹਿਗੁਰੂ ! ਜੇ ਕਦੇ !
	<ul style="list-style-type: none"> simple future tense (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡਾਂਗਾ । (s/m) ਮੈਂ ਖੇਡਾਂਗੀ । (s/f) 	<ul style="list-style-type: none"> future continuous (singular and plural, masculine and feminine); e.g., ਮੈਂ ਖੇਡ ਰਿਹਾ ਹੋਵਾਂਗਾ। (s/m) ਮੈਂ ਖੇਡ ਰਹੀ ਹੋਵਾਂਗੀ। (s/f) 	Synonyms; e.g., ਜਲ-ਪਾਣੀ ਉੱਤਰ-ਜਵਾਬ ਅੱਖਾ-ਮੁਸ਼ਕਲ ਠੀਕ-ਸਹੀ ਗਰਮ-ਤੱਤਾ
	ਅਸੀਂ ਖੇਡਾਂਗੇ। (p/m) ਅਸੀਂ ਖੇਡਾਂਗੀਆਂ। (p/f)	ਅਸੀਂ ਖੇਡ ਰਹੇ ਹੋਵਾਂਗੇ। (p/m) ਅਸੀਂ ਖੇਡ ਰਹੀਆਂ ਹੋਵਾਂਗੀਆਂ। (p/f)	Word Formation Patterns
	ਤੂੰ ਖੇਡੇਂਗਾ। (s/m) ਤੁਸੀਂ ਖੇਡੇਂਗੇ। (s/p/m)	ਤੂੰ ਖੇਡ ਰਿਹਾ ਹੋਵੇਂਗਾ। (s/m) ਤੁਸੀਂ ਖੇਡ ਰਹੇ ਹੋਵੇਂਗੇ। (s/p/m)	<ul style="list-style-type: none"> the feminine form of common masculine words prefix; e.g., ਅ, ਅਣ, ਖੁਸ਼, ਸੁ, ਕੁ, ਦੁਰ, ਨਿਚ, ਮਹਾ/ਮਹਾਂ, ਲਾ substituting a single word for a group of words (abstract); e.g., ਪੰਜਾਬ ਦਾ ਰਹਿਣ ਵਾਲਾ = ਪੰਜਾਬੀ ਜਿਹੜਾ ਰੱਬ ਵਿੱਚ ਵਿਸ਼ਵਾਸ ਰੱਖੇ = ਆਸਤਕ
	ਉਹ ਖੇਡੇਂਗਾ। (s/m) ਉਹ ਖੇਡੇਂਗੇ । (p/m) ਉਹ ਖੇਡੇਂਗੀ । (s/f) ਉਹ ਖੇਡੇਂਗੀਆਂ । (p/f)	ਉਹ ਖੇਡ ਰਿਹਾ ਹੋਵੇਂਗਾ। (s/m) ਉਹ ਖੇਡ ਰਹੇ ਹੋਵੇਂਗੇ। (p/m) ਉਹ ਖੇਡ ਰਹੀ ਹੋਵੇਂਗੀ। (s/f) ਉਹ ਖੇਡ ਰਹੀਆਂ ਹੋਵੇਂਗੀਆਂ। (p/f)	Sentence Structure
	<ul style="list-style-type: none"> imperative mood: <ul style="list-style-type: none"> class commands offer and refuse politely 	<ul style="list-style-type: none"> imperative mood: <ul style="list-style-type: none"> advice and warnings promise 	<ul style="list-style-type: none"> sentences in imperative mood: <ul style="list-style-type: none"> advice and warnings promise sentences with indefinite pronoun structure; e.g., ਕਈ ਆਉਂਦੇ ਹਨ ਤੇ ਕਈ ਜਾਂਦੇ ਹਨ। ਉਸ ਨੂੰ ਸਭ ਚਾਹੁੰਦੇ ਹਨ। ਬਹੁਤ ਸਾਰੇ ਲੋਕ ਮੇਲਾ ਦੇਖਣ ਗਏ।

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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 10-3Y

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Adverbs

- common adverbs:
 - of time; e.g., ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ
 - of place; e.g., ਹੇਠਾਂ, ਉੱਪਰ, ਅੰਦਰ, ਬਾਹਰ, ਨਾਲ, ਵਿੱਚ, ਸਾਹਮਣੇ
 - of manner; e.g., ਹੌਲੀ ਬੋਲੋ। ਛੇਤੀ ਕਰੋ।

Adverbial Expressions

- to indicate polite affirmation and negation; e.g., ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।) ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।)

Adjectives

- colours; e.g., ਨੀਲਾ, ਲਾਲ, ਪੀਲਾ, ਕਾਲਾ

Modifiers (Adjectives/Adverbs)

- quality; e.g., ਚੰਗਾ, ਮਾੜਾ, ਵਧੀਆ, ਘਟੀਆ
- quantity; e.g., ਘੱਟ, ਥੋੜ੍ਹਾ, ਬਹੁਤ, ਬਹੁਤਾ, ਜ਼ਿਆਦਾ

Numbers

- cardinal (0–99, 100–999)

Obliques; e.g.,

- ਮੂੰਡੇ ਨੇ (ਮੂੰਡਾ)
- ਮੂੰਡਿਆਂ ਨੇ (ਮੂੰਡੇ)
- ਮੈਨੂੰ, ਸੇਥੋਂ (ਸੈਂ)
- ਸਾਨੂੰ, ਸਾਥੋਂ (ਅਸੀਂ)
- ਇਹਨੂੰ, ਇਸ ਨੂੰ, ਇਹਤੋਂ (ਇਹ)

Postpositions

- postpositions to show possession; e.g., ਦਾ, ਦੀ, ਦੇ, ਦੀਆਂ
- postpositions to show location; e.g., ਦੇ ਵਿੱਚ, ਵਿੱਚੋਂ, ਘਰ ਦੇ ਵਿੱਚ, ਘਰ ਦੇ ਵਿੱਚੋਂ

Conjunctions

- ਅਤੇ (ਤੇ), ਜਾਂ, ਕਿ

Adverbs

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

Adverbial Expressions

- to indicate number, frequency; e.g., ਇੱਕ-ਇੱਕ, ਸਾਰੇ ਜਾਣੇ, ਇੱਕ-ਇੱਕ ਕਰਕੇ, ਕਈ ਵਾਰੀ

Adjectives

- comparative and superlative; e.g., ਵੱਡਾ, ਉਸ ਤੋਂ ਵੱਡਾ, ਸਭ ਤੋਂ ਵੱਡਾ

Numbers

- ordinal; e.g., ਦਸਵਾਂ ਹਿੱਸਾ, ਦਸਵੇਂ ਥਾਂ
- fractions; e.g., ਡੇਢ, ਢਾਈ

Postpositions

- postpositions to show direction ਨੂੰ ਮੈਂ ਘਰ ਨੂੰ ਜਾ ਰਹੀ ਹਾਂ।

Conjunctions

- ਤਾਂ, ਕਿਉਂਕਿ, ਨਾਲੇ, ਪਰ

Interjections

- to scold/rebuke; e.g., ਦੁਰ ! ਧਿਰਕਾਰ ! ਫਿੱਟੇ ਮੂੰਹ !
- as a warning; e.g., ਖਬਰਦਾਰ ! ਠਹਿਰ ਜ਼ਰਾ/ਜਾ ! ਸੁਣੋ ਜੀ ! ਹਟੋ ਜੀ ! ਹੈਂ !

Opposites; e.g.,

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

(continued)

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

(continued)

LC-1 attend to form

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
LC-1.4 grammatical elements	<p>Interjections</p> <ul style="list-style-type: none"> to show surprise; e.g., ਰੈਂ ! ਆਹਾ ! ਓ ! to get someone's attention; e.g., ਉਏ ! ਅੜਿਆ ! ਅੜੀਏ ! ਕੁੜੀਏ ! ਨੀ ! ਓ ਬੀਬਾ ! ਵੇ ! to praise or to show admiration; e.g., ਸ਼ਾਬਾਸ਼ ! ਬੱਲੇ ! ਖੂਬ ! ਅਸ਼ਕੇ ! ਸ਼ਾਵਾ ! ਸਦਕੇ ! 	<p>Sentence Structure</p> <ul style="list-style-type: none"> flexible word order comparative structures clauses joined by and/or/but; e.g., ਗੁਰਕਿਰਨ ਅਤੇ ਹਰਪਾਲ ਤੇਜ਼ ਦੌੜਦੇ ਹਨ, ਪਰ ਏਕਮ ਉਹਨਾਂ ਤੋਂ ਵੀ ਤੇਜ਼ ਦੌੜਦਾ ਹੈ। sentences in imperative mood (affirmative and negative requests); e.g., ਚੁੱਪ ਕਰੋ। ਮੇਰੇ ਵੱਲ ਵੇਖੋ। ਰੌਲਾ ਨਾ ਪਾਉ। interrogative sentences; e.g., ਤੁਹਾਡਾ ਕੀ ਨਾਮ ਹੈ ? ਤੁਸੀਂ ਕਿੱਥੇ ਰਹਿੰਦੇ ਹੋ ? sentences with relative pronoun structure; e.g., ਜਿਹੜੇ ਮਿਹਨਤ ਕਰਦੇ ਹਨ, ਉਹ ਚੰਗੇ ਨੰਬਰ ਲੈ ਕੇ ਪਾਸ ਹੁੰਦੇ ਹਨ। ਜਦੋਂ ਮੈਂ ਸਕੂਲ ਪਹੁੰਚਿਆਂ ਤਦੋਂ ਘੰਟੀ ਵੱਜ ਚੁੱਕੀ ਸੀ। 	
	<p>Sentence Structure</p> <ul style="list-style-type: none"> using interjections ਓ ਮੁੰਡਿਓ ! ਨੀ ਕੁੜੀਏ ! using interjections to praise ਸ਼ਾਬਾਸ਼ ! ਤੁਸੀਂ ਬਹੁਤ ਵਧੀਆ ਕੰਮ ਕੀਤਾ ਹੈ। clauses joined by ਅਤੇ simple affirmative and negative sentence word order <i>Subject + verb root + postposition + (negative) + (aspect indicator/auxiliary)</i>; e.g., ਮੈਂ ਖੇਡਦਾ (ਨਹੀਂ) ਹਾਂ। 		

(continued)

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

(continued)

LC-1 attend to form

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
LC-1.4 grammatical elements	<i>Students will be able to:</i>		
	b. use, in structured situations, ⁴ the following grammatical elements:		
	Nouns (Direct)	Nouns	Nouns
	<ul style="list-style-type: none"> singular and plural, masculine and feminine 	<ul style="list-style-type: none"> singular and plural, masculine and feminine colours abstract; e.g., ਸੱਚ, ਗ਼ਮੀ, ਮਿਠਾਸ noun–adjective agreement (gender, number) 	<ul style="list-style-type: none"> abstract; e.g., ਸੱਚ, ਗ਼ਮੀ, ਮਿਠਾਸ noun–adjective agreement (gender, number)
	Pronouns	Pronouns	Pronouns
	<ul style="list-style-type: none"> personal (1st and 2nd person informal); e.g., ਮੈਂ, ਅਸੀਂ, ਤੂੰ, ਤੁਸੀਂ personal (3rd person); e.g., ਉਹ possessive (1st and 2nd person) 	<ul style="list-style-type: none"> possessive (3rd person) demonstrative (place/location); e.g., ਇਹ/ਉਹ interrogative; e.g., ਕੌਣ/ਕਿਸ ? ਕੀ ? ਕਿੱਥੇ ? indefinite 	<ul style="list-style-type: none"> interrogative; e.g., ਕਿਉਂ ? ਕਦੋਂ ? ਕਿਵੇਂ ? ਕਿੰਨਾ/ਕਿੰਨੇ ? ਵੱਡਾ ? ਕਿਹੋ ? ਜਿਹਾ ? relative indefinite
	Verbs	Verbs	Verbs
	<ul style="list-style-type: none"> expressing actions in simple past, present and future 	<ul style="list-style-type: none"> present continuous (singular and plural, masculine and feminine) past continuous (singular and plural, masculine and feminine) future continuous (singular and plural, masculine and feminine) imperative mood: <ul style="list-style-type: none"> advice and warnings promise 	<ul style="list-style-type: none"> present continuous (singular and plural, masculine and feminine) past continuous (singular and plural, masculine and feminine) future continuous (singular and plural, masculine and feminine) imperative mood: <ul style="list-style-type: none"> advice and warnings promise
	Adverbial Expressions	Adverbs	Adverbs
	<ul style="list-style-type: none"> polite affirmation and negation ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।) ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।) 	<ul style="list-style-type: none"> of emphasis of causes 	<ul style="list-style-type: none"> of emphasis of causes
Postpositions	Adjectives	Adverbial Expressions	
<ul style="list-style-type: none"> postpositions to show location; e.g., ਦੇ ਵਿੱਚ, ਵਿੱਚੋਂ, ਘਰ ਦੇ ਵਿੱਚ, ਘਰ ਦੇ ਵਿੱਚੋਂ 	<ul style="list-style-type: none"> colours 	<ul style="list-style-type: none"> to indicate number, frequency 	
Conjunctions	Modifiers (Adjectives/Adverbs)	Adjectives	
<ul style="list-style-type: none"> ਅਤੇ (ਤੇ), ਜਾਂ, ਕਿ 	<ul style="list-style-type: none"> quality quantity 	<ul style="list-style-type: none"> colours comparative and superlative 	
Sentence Structure			
<ul style="list-style-type: none"> word order in simple affirmative and negative sentences common interjections 			

(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-14
grammatical elements

Punjabi Language and Culture 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Numbers

- cardinal (0–99, 100–999)

Obliques; e.g.,

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

Postpositions

- postpositions to show possession and location

Conjunctions

- ਅਤੇ (ਤੇ), ਜਾਂ, ਕਿ

Interjections

- to show surprise
- to get someone's attention
- to show admiration

Sentence Structure

- using common interjections
- using interjections to praise
- simple affirmative and negative sentence word order
*Subject + verb root + postposition + (negative) + (aspect indicator/auxiliary)*1;
e.g., ਮੈਂ ਖੇਡਦਾ (ਨਹੀਂ) ਹਾਂ।

Numbers

- ordinal
- fractions

Obliques; e.g.,

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

Postpositions

- postpositions to show direction

Conjunctions

- ਤਾਂ, ਕਿਉਂਕਿ, ਨਾਲੇ, ਪਰ

Interjections

- to scold/rebuke
- as a warning

Opposites; e.g.,

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

Sentence Structure

- comparative structures
- clauses joined by and, or, but
- flexible word order
- imperative mood: affirmative and negative requests
- interrogative sentences
- sentences with relative pronoun structure

(continued)

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

(continued)

LC-1 attend to form

Punjabi Language and Culture 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Students will be able to:

c. use, independently and consistently,⁵ the following grammatical elements:

LC-1.4
grammatical elements

Nouns (Direct)

- singular and plural, masculine and feminine

Pronouns

- personal (1st and 2nd person informal); e.g., ਮੈਂ, ਅਸੀਂ, ਤੂੰ, ਤੁਸੀਂ
- personal (3rd person); e.g., ਉਹ

Verbs

- expressing actions in simple past and present

Adverbs

- common adverbs of time, place and manner

Sentence Structure

- word order in simple affirmative and negative sentences
- common interjections

Nouns (Direct)

- common familiar (singular and plural, masculine and feminine)
- abstracts

Pronouns

- possessive (1st, 2nd and 3rd person)
- demonstrative (place/location)
- interrogative

Verbs

- common verbs in simple present, past and future tenses (singular and plural, masculine and feminine)
- imperative mood:
 - class commands
 - offer and refuse politely

Adverbial Expressions

- polite affirmation and negation
ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।)
ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।)

Adjectives

- colours (common, familiar)

Modifiers (Adjectives/Adverbs)

- quality
- quantity

Numbers

- cardinal
(0–99, 100–999)

(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 10-3Y**

**Punjabi Language
and Culture 20-3Y**

**Punjabi Language
and Culture 30-3Y**

Obliques; e.g.,

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

Postpositions

- postpositions to show:
 - possession; e.g., ਦਾ, ਦੀ, ਦੇ, ਦੀਆਂ
 - location; e.g., ਦੇ ਵਿੱਚ, ਵਿੱਚੋਂ, ਘਰ ਦੇ ਵਿੱਚ, ਘਰ ਦੇ ਵਿੱ

Conjunctions

- ਅਤੇ (ਤੇ), ਜਾਂ, ਕਿ

Interjections

- using interjections to:
 - show surprise
 - get someone’s attention
 - praise or show admiration

Sentence Structure

- using common interjections
- clauses joined by and, or, but
- simple affirmative and negative sentences

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

LC-2 interpret and produce oral texts

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-2.1 aural interpretation	a. understand a series of simple spoken sentences in guided situations	a. understand short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC-2.2 oral production	a. produce simple words and phrases, orally, in guided situations	a. produce short oral texts in guided situations	a. produce short oral texts
LC-2.3 interactive fluency	a. engage in simple interactions, using familiar words and phrases	a. manage simple, routine interactions, with pauses for planning and self-correction	a. manage short interactions on familiar topics with ease, using pauses for planning and repair

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 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-3.1 written interpretation	a. understand a series of simple written sentences in guided situations	a. understand short, simple written texts in guided and unguided situations	a. understand short written texts on unfamiliar topics in guided situations
LC-3.2 written production	a. produce simple words and phrases, in writing, in guided situations	a. produce short, simple written texts in guided situations	a. produce short, simple written texts in guided and unguided situations
LC-3.3 viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from the visual elements of a variety of media in guided and unguided situations	a. derive meaning from the visual elements of a variety of media in unguided situations
LC-3.4 representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided 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 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
LC-4.1 register	<ul style="list-style-type: none"> a. distinguish between formal and informal situations b. recognize that some topics, words or intonations are inappropriate in certain contexts 	<ul style="list-style-type: none"> a. explore differences in register between spoken and written texts b. use formal and informal language in familiar situations c. use suitable, simple formal language in a variety of contexts 	<ul style="list-style-type: none"> a. identify socially appropriate language in specific situations b. explore formal and informal uses of language in a variety of contexts
LC-4.2 idiomatic expressions	<ul style="list-style-type: none"> a. understand and use some simple idiomatic expressions as set phrases; e.g., ਅੰਤ ਭਲੇ ਦਾ ਭਲਾ। 	<ul style="list-style-type: none"> a. use learned idiomatic expressions to enhance communication; e.g., ਲੋੜ ਕਾਵ ਦੀ ਮਾਂ ਹੈ। 	<ul style="list-style-type: none"> a. use learned idiomatic expressions in a variety of contexts; e.g., ਨੀਮ ਹਕੀਮ ਖਤਰਾ ਜਾਨ। b. recognize some common regional variations in language
LC-4.3 variations in language	<ul style="list-style-type: none"> a. experience a variety of voices b. acknowledge and accept individual differences in speech 	<ul style="list-style-type: none"> a. experience a variety of accents, variations in speech and regional variations in language 	<ul style="list-style-type: none"> a. recognize some common regional variations in language b. recognize other influences resulting in variations in language
LC-4.4 social conventions	<ul style="list-style-type: none"> a. imitate simple routine social interactions b. recognize simple social conventions in informal conversation c. use basic social expressions and politeness conventions; e.g., forms of address: ਸੈਰੂੰ ਕਿਤਾਬ ਦਿਉ/ਦੇਵੇ ਜੀ। 	<ul style="list-style-type: none"> a. use appropriate oral forms of address for people frequently encountered b. recognize verbal behaviours that are considered impolite c. recognize simple social conventions in informal conversation; e.g., ਬਹੁਤ-ਬਹੁਤ ਧੰਨਵਾਦ। 	<ul style="list-style-type: none"> a. recognize important social conventions in everyday interactions b. interpret the use of social conventions encountered in oral and written texts
LC-4.5 nonverbal communication	<ul style="list-style-type: none"> a. understand the meaning of, and imitate, some common nonverbal behaviours used in Punjabi culture b. experiment with using some simple nonverbal means of communication 	<ul style="list-style-type: none"> a. recognize that some nonverbal behaviours may be inappropriate in certain contexts b. recognize and use appropriate nonverbal behaviours in a variety of familiar contexts 	<ul style="list-style-type: none"> a. use appropriate nonverbal behaviours in a variety of familiar contexts b. recognize nonverbal behaviours that are considered impolite

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 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Students will be able to:

LC-5.1 cohesion/coherence	a. sequence elements of a simple story, process or series of events	a. link several sentences coherently	a. organize texts, using common patterns
	b. link words or groups of words in simple ways	b. use common conventions to structure texts	b. interpret simple references within texts c. organize texts to indicate steps in a procedure or directions to follow
LC-5.2 text forms	a. experience a variety of oral text forms	a. recognize a variety of oral and written text forms	a. recognize a variety of text forms delivered through a variety of media
	b. recognize some simple oral and written text forms	b. use some simple text forms in their own productions	b. analyze and identify the organizational structure of a variety of text forms
LC-5.3 patterns of social interaction	a. initiate and respond to social interaction patterns	a. initiate interactions and respond, using a variety of social interaction patterns	a. initiate interactions and respond, using a variety of social interaction patterns
	b. use simple conventions to open and close conversations and to manage turn taking		b. combine simple social interaction patterns to perform common interactions/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 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<i>Students will be able to:</i>			
GC–1.1 accessing/analyzing cultural knowledge	<ul style="list-style-type: none"> a. ask questions about elements of Punjabi culture experienced in class b. make observations of Punjabi culture 	<ul style="list-style-type: none"> a. seek out information about Punjabi culture from authentic sources b. compare and make connections between some elements of Punjabi culture and elements of their own culture 	<ul style="list-style-type: none"> a. formulate questions about elements of Punjabi culture b. use basic research skills to find out about Punjabi culture
GC–1.2 knowledge of Punjabi culture	<ul style="list-style-type: none"> a. participate in activities and experiences that reflect elements of Punjabi culture 	<ul style="list-style-type: none"> a. participate in activities and experiences that reflect elements of Punjabi culture b. identify some things they have in common with people their own age who live in Punjabi culture c. explore some elements of Punjabi culture 	<ul style="list-style-type: none"> a. explore and identify some elements of Punjabi culture
GC–1.3 applying cultural knowledge	<ul style="list-style-type: none"> a. identify elements of Punjabi culture in the classroom, school and community 	<ul style="list-style-type: none"> a. identify commonalities and differences between Punjabi culture and their own culture b. apply knowledge of Punjabi culture to interpret these commonalities and differences 	<ul style="list-style-type: none"> a. apply knowledge of elements of Punjabi culture in interactions with people and texts and interpret actions that are culturally different from their own
GC–1.4 diversity within Punjabi culture	<ul style="list-style-type: none"> a. experience diverse elements of Punjabi culture b. identify some elements that reflect diversity within Punjabi culture 	<ul style="list-style-type: none"> a. identify commonalities and differences among diverse groups within Punjabi culture b. apply knowledge of Punjabi culture to interpret these commonalities and differences 	<ul style="list-style-type: none"> a. apply knowledge of diverse elements of Punjabi culture in interactions with people and texts
GC–1.5 valuing Punjabi culture	<ul style="list-style-type: none"> a. participate in cultural activities and experiences 	<ul style="list-style-type: none"> a. participate in cultural activities and experiences b. identify similarities between themselves and people of Punjabi culture c. express an interest in finding out about people their own age who speak Punjabi 	<ul style="list-style-type: none"> a. demonstrate empathy for those whose culture is different from their own b. choose to participate in, and contribute to, activities and experiences that reflect 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 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Students will be able to:

GC–2.1 awareness of own language(s)	a. identify similarities between their own language(s) and Punjabi	a. identify similarities and differences between their own language(s) and Punjabi	a. compare oral and written aspects of their own language(s) and Punjabi b. identify some words in their own language(s) that have been borrowed
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify differences and similarities in the words and writing systems of different languages within their personal experience	a. describe ways that languages can be taught and learned b. recognize that, within any linguistic group, individuals use language in personal ways c. recognize that in any language there are different words for the same thing	a. recognize that languages can be grouped into families based on common origins b. identify how and why languages borrow from one another
GC–2.3 awareness of own culture	a. explore and recognize similarities between their own culture and other cultures	a. make connections between individuals or situations in texts and their own personal experiences b. recognize and identify similarities and differences between their own culture and other cultures	a. identify some influences on the development of their personal identities b. identify shared references and the different connotations attached to them in their own culture and Punjabi culture
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures b. recognize that a variety of cultural practices are followed by their classmates and different groups in their community	a. recognize that culture is expressed through a variety of forms b. recognize that speakers of the same language may come from different cultural backgrounds c. identify some of the factors that affect the culture of a particular region	a. recognize that within any culture there are important differences in the way people speak and behave b. describe some of the factors that affect the culture of a particular region

(continued)

General Outcome for Global Citizenship

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

(continued)

GC–2 appreciating diversity

Punjabi Language and Culture 10-3Y

Punjabi Language and Culture 20-3Y

Punjabi Language and Culture 30-3Y

Students will be able to:

GC–2.5 valuing diversity	a. work and interact with others from diverse backgrounds	a. engage in activities that reflect other ways of doing things or other perspectives	a. demonstrate curiosity about other languages and cultures
		b. identify the limitations of adopting a single perspective	b. recognize and acknowledge different perspectives
GC–2.6 intercultural skills	a. adapt to new situations	a. reflect on their actions and the consequences of their actions for others	a. explore representations of their own culture as seen from the outside
	b. listen with attention to the opinions of others	b. explore how their perspective is shaped by a variety of factors	b. identify and make use of institutions that facilitate contact with other countries and cultures
	c. initiate and maintain new relationships		

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 10-3Y

Punjabi Language and Culture 20-3Y

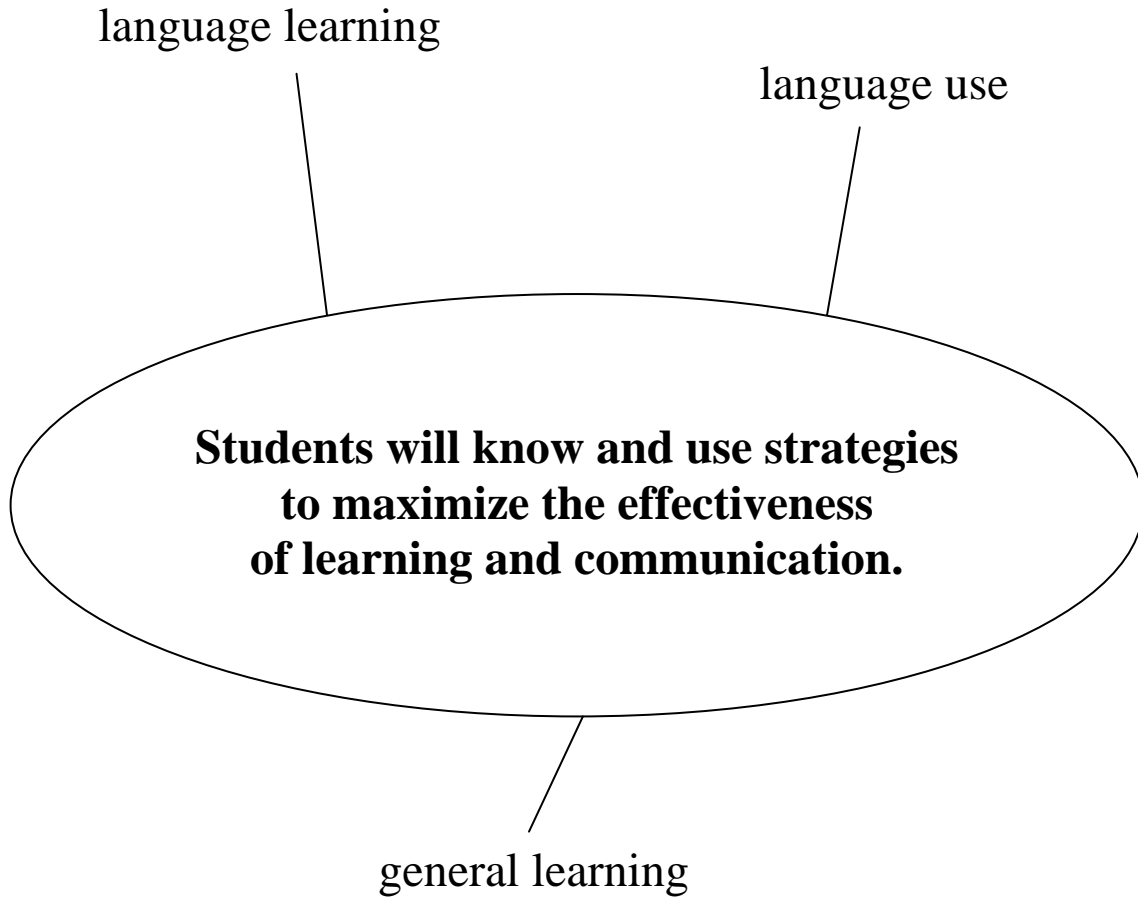
Punjabi Language and Culture 30-3Y

Students will be able to:

GC-3.1 Punjabi language and culture	a. suggest some reasons for learning Punjabi	a. identify some personal uses they have made of their knowledge of Punjabi language and culture b. identify some careers for which knowledge of Punjabi is useful c. identify some places that they could visit where Punjabi is spoken	a. identify aspects of the history, literature, arts and crafts of Punjabi culture that are of personal interest b. identify some careers that use knowledge of Punjabi language and culture
	a. suggest some reasons for learning an additional language b. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	a. identify some personal uses they have made of their knowledge of different languages and cultures b. identify some careers for which knowledge of different languages and cultures is useful c. identify some countries where there is significant linguistic and cultural diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest b. identify some careers that use knowledge of international languages and cultures, and intercultural skills



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. 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.

Senior high school students have had previous experience with learning strategies, and possibly have had language-learning experience. 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

	Punjabi Language and Culture 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
	<i>Students will be able to:</i>		
S-1.1 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

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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
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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
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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 10-3Y	Punjabi Language and Culture 20-3Y	Punjabi Language and Culture 30-3Y
<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
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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)
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General Outcome for Strategies

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

S-3 general learning

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	<i>Students will be able to:</i>		
S-3.1 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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