



Government of **Western Australia**
School Curriculum and Standards Authority

PUNJABI: SECOND LANGUAGE

ATAR course

Year 11 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters, and community. We offer our respect to Elders past and present.

Important Information

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority and the previous CCAFL Framework (2000) prepared by the New South Wales Education Standards Authority (previously, the Board of Studies NSW) for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

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Northern Territory Department of Education

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Rationale

Communication is a human imperative, involving interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Western Australian senior secondary Languages courses, of which Punjabi: Second Language is one, operate from the fundamental principle that, for all students, communicating in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

Students who study Punjabi in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of Punjabi enables students to engage with a language spoken by approximately one hundred fifty-two million people around the world. It is the official language of the state of Punjab in India, is primarily spoken in the province of Punjab in Pakistan and is given the status of a second official language in the states of Delhi, Haryana, and West Bengal in India. Punjabi speakers are found in different parts of India and all around the world, including the United States, the United Kingdom, Canada, Australia, the United Arab Emirates, Saudi Arabia, Kenya, Italy, Germany and Malaysia.

As Punjabi is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations as well as through Punjabi media in Australia and actual and virtual connections with Punjabi communities in the rest of the world. Proficiency in Punjabi may provide students with enhanced vocational opportunities in domains such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

The Punjabi: Second Language ATAR course is designed for students for whom Punjabi is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about Punjabi language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Punjabi for 200–400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

The language to be studied and assessed is Modern Standard Punjabi. The official script for Punjabi is *Gurmukhi*, which was standardised in the 16th century. *Gurmukhi* script is not an alphabet but an abugida. Punjabi is a tonal language, and the use of correct tone and pitch is significant to producing and pronouncing meaningful words.

The rich linguistic and cultural diversity of Western Australia, to which Punjabi-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the Western Australian curriculum.

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Aims

The Punjabi: Second Language ATAR course builds on students' skills and understanding of Punjabi and knowledge about the cultures of Punjabi-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in Punjabi
- analyse a range of texts in Punjabi to comprehend and interpret meaning
- apply the skills they have acquired to produce texts in Punjabi to convey information and express ideas, opinions and experiences for specific audiences, purposes and contexts
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between language and culture.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on **ਰਿਸ਼ਤੇ (Relationships)**. Through the three topics – Family and friends, Traditions and celebrations, and Keeping in touch – students further develop their communication skills in Punjabi and gain a broader insight into the language and culture.

Unit 2

This unit focuses on **ਯਾਤਰਾ (Travel)**. Through the three topics – On holiday, Visiting Western Australia, and Travel trends – students extend their communication skills in Punjabi and gain a broader insight into the language and culture.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

The course content is organised into five content areas:

- Perspectives and topics
- Text types and styles of writing
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

Perspectives and topics

Each unit is defined by a particular focus, three perspectives and a set of topics.

The perspectives are:

- personal – explores aspects of the student’s personal world, aspirations, values, opinions, ideas and relationships with others. Students also explore the topic from the perspectives of other people
- community – explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language
- global – explores trends and issues as they affect the global community.

Each perspective has a set of topics that promote meaningful communication and enable students to extend their understanding of the Punjabi language and culture. The placement of topics under one or more of the three perspectives is intended to provide a specific viewpoint for teaching, learning and assessment.

Text types and styles of writing

In learning a language, it is necessary to engage with and/or produce a wide variety of text types and styles of writing.

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features. Text types and textual conventions vary across languages and cultures, and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and need to be provided with opportunities to engage with them.

Styles of writing are the features, patterns and rules of texts which are determined by the text type and the context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing and responding. Students are expected to respond to and to produce the following styles of writing individually or in combination: descriptive, informative, personal, persuasive, and reflective.

In school-based assessments and the ATAR course examinations, students are expected to respond to and/or produce a range of spoken and written text types in various styles of writing in Punjabi.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills, and understandings relevant to the vocabulary, grammar, and sound and writing systems of Punjabi.

As well as enabling communication, developing an understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language. In the Punjabi: Second Language ATAR course, students are required to further develop their knowledge and understanding of the structure of Punjabi.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as that of the Punjabi-speaking world. The study of the perspectives and topics, text types and styles of writing and linguistic resources will enable the development of intercultural understandings which enhance the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Punjabi-speaking communities, and begin to apply these in order to communicate effectively.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Years 7–10 is organised through two interrelated strands: Communicating and Understanding. Communicating is broadly focused on using language for communicative purposes in interpreting, creating and exchanging meaning, whereas Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understandings and skills that ensure students communicate in Punjab and understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching, learning and assessment program for the Punjabi: Second Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

The Punjabi: Second Language ATAR course develops students' ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in Punjabi. It provides opportunities for students to move between Punjabi and English to analyse, interpret and reflect on texts. Students convey information, ideas, and opinions in a variety of text types and formats. They write Punjabi texts, in different text types and styles of writing, for a range of contexts, purposes and audiences, applying their knowledge of linguistic resources.

For language learners, literacy involves skills and knowledge that need guidance, time, and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering of grammatical, orthographic and textual conventions
- developing semantic, pragmatic and critical literacy skills.

For learners of Punjabi, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Punjabi.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Learning Punjabi affords opportunities for learners to develop, use and understand patterns, order, and relationships, and to reinforce concepts such as number, time and space, in their own and in different cultural and linguistic systems.

Information and communication technology capability

In the Punjabi: Second Language ATAR course, students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Language learning is enhanced through the use of ICT. Accessing live language environments and texts via digital media extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

The Punjabi: Second Language ATAR course develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare and analyse aspects of Punjabi language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

The Punjabi: Second Language ATAR course enhances students' personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. As they interact with Punjabi speakers in culturally appropriate ways in a range of contexts and situations, students develop an understanding of the importance of communicating in a respectful manner.

In the Punjabi: Second Language ATAR course, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations – essential aspects of learning Punjabi.

Ethical understanding

In learning Punjabi, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

The Intercultural understanding capability is central to the learning of Punjabi in the Punjabi: Second Language ATAR course as students learn to value their own cultures, languages and beliefs, and those of others. In Punjabi, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

By learning a new language, students are able to notice, compare and reflect on things previously taken for granted. This allows them to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning Punjabi does not require forsaking a student's first language. It is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language/s and culture/s. They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Intercultural understandings is one of the five content areas of this course.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Punjabi: Second Language ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The study of Languages recognises the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to the linguistic landscape of Australia. The Punjabi: Second Language ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

Asia and Australia's engagement with Asia

In Languages, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving, locally, regionally and within an international context.

In learning Punjabi, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

Sustainability

The Punjabi: Second Language ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Punjabi-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular unit topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

Unit 1

Unit description

The focus for this unit is **ਰਿਸ਼ਤੇ (Relationships)**. Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Punjabi and gain a broader insight into the language and culture.

Unit content

This unit includes the knowledge, understandings and skills described below.

Perspectives and topics

Unit 1 is organised around three perspectives and a set of three topics. The placement of a topic under a particular perspective is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Perspectives	Topics
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Punjabi-speaking communities.</p>	<p>Family and friends</p> <p>Students explore significant relationships and connections in their personal lives.</p>
<p>Community</p> <p>Students investigate how the topic relates to groups in Punjabi-speaking communities.</p>	<p>Traditions and celebrations</p> <p>Students investigate how Punjabi culture, through traditions and celebrations, promotes a sense of community.</p>
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>Keeping in touch</p> <p>Students examine how people stay connected around the world.</p>

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to and/or produce a range of text types in Punjabi from the list below.

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- summary
- table

Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: informative, persuasive, reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Adverbs	frequency
	time
Cases	direct
	instrumental
	oblique
	possessive
Conjugation	gender and number
Conjunctions	subordinating
Gender	inanimate feminine
	inanimate masculine
Mood	conditional
	indicative
	subjunctive
	<ul style="list-style-type: none"> • optative • potential
Nouns	abstract
Participles	imperfect
Particles	honorific
Plurals	<i>plurale tantum</i>
Postpositions	inflected
Pronouns	reflexive
Sentence types	exclamatory
	request
Tenses	past continuous
	simple future
	simple past
	simple present
Verbs	root
	infinitive
	regular
Words	antonyms
	prefixes
	suffixes

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of understanding of the sound and writing systems of Punjabi, and in particular:

- understanding the principle of ‘one sound, one symbol’
- demonstrating an awareness of the fact that no matter where a vowel occurs with a consonant, it is always pronounced after the consonant
- using high, neutral or low tone to pronounce the words correctly
- using six symbols of borrowed phonemes to write and pronounce assimilated and unassimilated loan words
- understanding that the schwa (short neutral vowel sound) ‘a’ is carried by each Punjabi consonant but when representing them orthographically, the schwa is omitted
- demonstrating knowledge of Punjabi orthography through text writing
- demonstrating an awareness of the fact that Punjabi letters and words are written from left to right and characters are aligned below the line of writing except for five characters ਞ, ਝ, ਞ, ਞ, ਞ
- using thirty-two independent consonants, three independent vowels, ten dependent vowels, two nasal markers, one geminate symbol or stress marker and three conjunct consonants to write and pronounce words.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit should provide students with opportunities to enhance their understanding of their own language/s and culture/s in relation to Punjabi language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes

Unit 2

Unit description

The focus for this unit is **ਯਾਤਰਾ (Travel)**. Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Punjabi and gain a broader insight into the language and culture.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Perspectives and topics

Unit 2 is organised around three perspectives and a set of three topics. The placement of a topic under a particular perspective is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Perspectives	Topics
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Punjabi-speaking communities.</p>	<p>On holiday</p> <p>Students reflect on their own holiday experiences and discuss what is essential when planning a trip and travelling at home and abroad.</p>
<p>Community</p> <p>Students investigate how the topic relates to groups in Punjabi-speaking communities.</p>	<p>Visiting Western Australia</p> <p>Students explore Western Australia as a destination for Punjabi-speaking travellers and investigate how they would prepare a Punjabi speaker for a trip to Western Australia.</p>
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>Travel trends</p> <p>Students examine global trends in sustainable travel and tourism.</p>

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to and/or produce a range of text types in Punjabi from the list below.

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- summary
- table

Styles of writing

Students should respond to and produce the following styles of writing in school-based assessments, individually or in combination: personal, informative, persuasive.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Adjectives	qualitative <ul style="list-style-type: none"> • positive • comparative • superlative
	quantitative
Adverbs	manner
	quantity
Cases	ablative
	dative
	locative
Conjugation	imperfect participle
	irregular perfect participle
	regular perfect participle
Conjunctions	adverbial
Mood	imperative
	negative imperative
Nouns	collective
	concrete
Participles	infinitive
Postpositions	uninflected
Pronouns	indefinite
	relative
Sentence types	complex
	interrogative
Tenses	future perfect
	past perfect
	present continuous
Verbs	conjunct
	irregular
	verb ਹੋਣਾ (to be)
Voice	passive
Words	synonyms

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of understanding of the sound and writing systems of Punjabi, and in particular:

- understanding the principle of ‘one sound, one symbol’
- demonstrating an awareness of the fact that no matter where a vowel occurs with a consonant, it is always pronounced after the consonant
- using high, neutral or low tone to pronounce the words correctly
- using six symbols of borrowed phonemes to write and pronounce assimilated and unassimilated loan words
- understanding that the schwa (short neutral vowel sound) ‘a’ is carried by each Punjabi consonant but when representing them orthographically the schwa is omitted
- demonstrating knowledge of Punjabi orthography through text writing
- demonstrating an awareness of the fact that Punjabi letters and words are written from left to right and characters are aligned below the line of writing except for five characters ਞ, ਢ, ਞ, ਝ, ਞ
- using thirty-two independent consonants, three independent vowels, ten dependent vowels, two nasal markers, one geminate symbol or stress marker and three conjunct consonants to write and pronounce words.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit should provide students with opportunities to enhance their understanding of their own language/s and culture/s in relation to Punjabi language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards, after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Punjabi: Second Language ATAR Year 11 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once for each unit in the unit pair
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

Assessment table – Year 11

Type of assessment	Weighting
<p>Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Punjabi. Typically, these tasks are administered under test conditions.</p>	25%
<p>Responding to texts Comprehension and interpretation of spoken and printed texts in Punjabi. Texts represent different text types and styles of writing. Questions for spoken texts are phrased in English for responses in English. Questions for printed texts are either phrased in English for responses in English or phrased in Punjabi and English for responses in Punjabi, depending on the requirements of the question. Typically, these tasks are administered under test conditions.</p>	30%
<p>Written communication Production of written texts to convey information and express ideas, opinions and/or experiences in Punjabi. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.</p>	15%
<p>Examination</p> <p>Practical (oral) examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p> <p>Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>	10% 20%

Teachers must use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted or the issue and submission dates for an extended task).

Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Punjabi: Second Language ATAR Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website (www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

Appendix 1 – Grade descriptions Year 11

A	<p>Written production</p> <p>Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Writes cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends almost all questions and responds with relevant information and/or opinions.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p>Comprehension</p> <p>Accurately extracts and processes information from a variety of texts across a range of topics.</p> <p>Provides relevant details.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> <p>Uses a dictionary effectively, resulting in appropriate interpretation of text.</p>
B	<p>Written production</p> <p>Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics.</p> <p>Provides responses that use a range of familiar vocabulary, grammatical items and sentence structures with some inaccuracies that usually do not affect meaning.</p> <p>Writes structured texts that show clearly developed ideas.</p> <p>Applies most of the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively in most instances across a range of topics.</p> <p>Comprehends most questions and responds in some detail with relevant information and/or opinions.</p> <p>Provides responses that are mostly clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures with some inaccuracies that, at times, affect meaning.</p> <p>Speaks with reasonably accurate pronunciation.</p>
	<p>Comprehension</p> <p>Extracts and processes information from a variety of texts across a range of topics, providing some relevant details.</p> <p>Provides mostly accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>

C	<p>Written production</p> <p>Responds with mostly relevant information and/or opinions. Includes some detail when writing about familiar topics and may include irrelevant content when writing about less familiar topics. Provides responses that use well-rehearsed language and familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes affect meaning. Writes simple texts that show some structure and development of ideas. Applies some of the conventions of text types.</p>
	<p>Oral production</p> <p>Provides some information and/or opinions. Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker. Provides brief responses that are reasonably clear, relying on well-rehearsed language. Uses a range of vocabulary, grammatical items, and simple and complex sentence structures with inaccuracies that, at times, affect meaning. Makes errors in pronunciation that, at times, may result in the meaning not being clear.</p>
	<p>Comprehension</p> <p>Extracts and processes some information from a variety of texts; provides limited details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete. Uses a dictionary with reasonable accuracy; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>
D	<p>Written production</p> <p>Responds with simple information and/or opinions when writing about familiar topics. Includes limited detail and/or irrelevant content. Provides responses that use well-rehearsed, simple language and short sentences. Develops responses that are frequently repetitive and disjointed, and where the basic rules of grammar are inaccurately applied. Writes simple texts that show some basic organisation of information or ideas. Applies the conventions of text types inconsistently.</p>
	<p>Oral production</p> <p>Provides some simple information and/or opinions. Falls silent due to lack of comprehension and time required to construct responses. Requires frequent support from the other speaker to sustain conversation. Provides brief responses characterised by single words and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and sentence structures with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear.</p>
	<p>Comprehension</p> <p>Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete or irrelevant. Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>

E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Note: grade descriptions are to be refined using validated evidence from assessment samples and feedback from teachers.

Appendix 2 – Text types and styles of writing

These lists are provided to enable a common understanding of the text types and styles of writing for this syllabus.

Text types

Account

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences and are often presented in a logical manner. At the conclusion, there may be a resolution. Language is either formal or informal, with time words used to connect ideas and action words used to describe events.

Advertisement

Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.

Announcement

In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register but may also be in an informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.

Article

Articles consist of a section of text from a newspaper, magazine, web page or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register, and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Articles develop ideas and opinions and often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and images, and link to other blogs, web pages and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register but may also be in an informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

Chart

Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

Comic strip

Comic strips or cartoons represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a comic strip or cartoon can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A comic strip or cartoon may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers.

The register of conversations will often depend on the context and the relationship between participants.

Description

Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.

Discussion

In both spoken and written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register but may also be informal. The language of discussions uses comparison and contrast words, linking words and language that indicates judgements and values.

Email

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning or a signature at the end, they should have both when writing for assessment in order to indicate more clearly the context of the message.

Form

Forms contain a series of questions asked of individuals to obtain information about a given position, focus, topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, such as for a job.

Image

Images can frequently be used on their own, as they can communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

Infographic

Infographics (information graphics) communicate information in a visual or graphic form. Images, charts, symbols, colour and text are used to convey knowledge, concepts or key messages quickly and clearly. Information in infographics can be presented in an objective or subjective way and the language used can be descriptive, factual or persuasive, depending on the context.

Interview

In both spoken and written form, interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The register of interviews will often depend on the context and the relationship between participants.

Journal entry

Journal entries record personal reflections, comments, information, or the experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly include a place name.

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. The layout of a formal letter must include the date, the address of the sender and recipient, and a formal greeting and phrase of farewell. The language should be in a formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas.

Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter, possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, a less complex sentence structure than in formal letters, and a logical and cohesive sequence of ideas.

Message

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Note

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Plan

Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context, may be either in a formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.

Plans can also be a form of expressing meaning through symbols, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They may have a title, orientation, scale, longitude and latitude, an index grid and a key.

Poem

Poems are sets of words that convey an experience, idea or emotion. Poems can be used to introduce language structures and new vocabulary. A whole poem or a selection of lines from a poem can be used as a basis for comprehension. The language in poems used in the course must be accessible.

Presentation

Presentations communicate ideas, opinions and attitudes. Their aim is to entertain, inform or persuade their audience. A presentation begins with a statement of purpose, is followed by an explanation or presentation of an argument and ends with some concluding remarks. The language used in presentations is often subjective, as the presenter is seeking to persuade and engage the audience through descriptive words, humour and anecdotes.

Review

Reviews are evaluations of works such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

Role play

In both spoken and written form, role plays are used to communicate and exchange ideas, information, opinions and experiences. Role plays would generally have only two speakers, but each speaker must be clearly identified. A role play often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of role plays will often depend on the context and the relationship between participants.

Script – speech, interview, dialogue

Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and the relationship between participants.

Song

Songs are short poems or sets of words that are set to music and are meant to be sung. The lyrics of a song are used as a basis for comprehension, although it must be remembered that popular songs often contain colloquial language or slang that is difficult for students to understand if they have not heard the song before.

Speech

Speeches, in their oral forms, communicate ideas, opinions and attitudes to entertain, persuade, welcome or thank their audience. A speech often begins with a statement of purpose followed by an explanation, sequence of events or presentation of argument, and ends with some concluding remarks. Descriptive words, formal or informal language and a range of tenses are typical in speeches. The language is often subjective, sometimes using slogans, catch phrases, humour and anecdotes to engage the audience.

Summary

Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.

Table

Tables organise and represent a set of data in a diagram. They may also visually represent knowledge, concepts, thoughts or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data refers to. They are usually in a formal register.

Styles of writing**Descriptive**

Descriptive writing engages the reader's attention as the writer paints a picture through words to make the reader see what they have seen. The writer uses precisely chosen vocabulary with evocative adjectives and adverbs, similes and metaphors to create a vivid impression of a person, place, object or event, a character or a particular mood or atmosphere. Descriptive writing evokes feelings and attitudes using connotative language. The writing is structured and ordered, using active verbs and varied sentences, at times with sensory descriptions to increase the reader's experience.

Informative

Informative writing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images except as examples or analogies in explanation.

Personal

Personal (expressive) writing refers to various forms of writing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the writer and the reader and creates a sense of the personality of the writer in the reader's mind. The writer

attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first and/or second person in a subjective, informal style and often includes emotive language.

Persuasive

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

Reflective

Reflective writing explores opinions or events for greater understanding and tries to convey something personal to the reader. Generally using a personal voice, it allows the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.

Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive but are provided as support only.

Unit 1

Grammatical items	Sub-elements	Elaborations
Adverbs	frequency	ਕਈ ਵਾਰ, ਇਕੋ ਵਾਰੀ, ਇਕ ਵਾਰ, ਘੜੀ-ਮੁੜੀ, ਬਾਰ-ਬਾਰ, ਦੁਬਾਰਾ, ਮੁੜ, ਮੁੜ-ਮੁੜ, ਅਨੇਕ ਵਾਰ, ਅਨੇਕਾਂ ਵਾਰ ਗਰਮੀਆਂ ਵਿੱਚ ਕਈ ਵਾਰ ਮੈਂ ਆਪਣੀ ਸਹੇਲੀ ਨਾਲ ਸਰਫਿੰਗ ਕਰਨ ਵੀ ਜਾਂਦੀ ਹਾਂ।
	time	ਅੱਜ, ਕੱਲ੍ਹ, ਅੱਜ-ਕੱਲ੍ਹ, ਭਲਕੇ, ਪਰਸੋਂ, ਸਵੇਰੇ, ਸ਼ਾਮੀ, ਤਰਕਾਲੀਂ, ਦੁਪਿਹਰੇ, ਰਾਤੀਂ, ਉਦੋਂ, ਕਦੋਂ, ਹਰ ਰੋਜ਼, ਰੋਜ਼ਾਨਾ, ਬੁੱਧਵਾਰ, ਲਗਾਤਾਰ ਮੇਰੇ ਪਿਤਾ ਜੀ ਰੋਜ਼ਾਨਾ ਸੈਰ ਕਰਨ ਜਾਂਦੇ ਹਨ।
Cases	direct	ਮੁੰਡਾ, ਆਦਮੀ, ਧੀ, ਨਾਰੀ
	instrumental	ਨਾਲ, ਦੁਆਰਾ, ਰਾਹੀਂ ਉਸਨੇ ਫੋਨ ਤੇ ਆਪਣੇ ਨਾਨੀ ਜੀ ਨਾਲ ਗੱਲ ਕੀਤੀ।
	oblique	ਮੁੰਡੇ ਨੇ, ਮੁੰਡਿਆਂ ਨੇ, ਆਦਮੀ ਨੇ, ਆਦਮੀਆਂ ਨੇ, ਧੀ ਨੇ, ਧੀਆਂ ਨੇ, ਨਾਰੀ ਨੇ, ਨਾਰੀਆਂ ਨੇ
	possessive	ਦਾ, ਦੇ, ਦੀ, ਦੀਆਂ, ਤੇਰੇ, ਤੇਰੀ, ਤੇਰੀਆਂ, ਮੇਰਾ, ਮੇਰੀ, ਮੇਰੇ, ਮੇਰੀਆਂ, ਸਾਡਾ, ਸਾਡੇ, ਸਾਡੀ, ਸਾਡੀਆਂ, ਤੁਹਾਡਾ, ਤੁਹਾਡੀ, ਤੁਹਾਡੇ, ਤੁਹਾਡੀਆਂ, ਉਹਦਾ, ਉਹਦੇ, ਉਹਦੀ, ਉਹਦੀਆਂ, ਉਹਨਾਂ ਦੇ, ਉਹਨਾਂ ਦੀਆਂ ਇਹ ਮੇਰੇ ਦਾਦਾ ਜੀ ਦਾ ਕਮਰਾ ਹੈ।
Conjugation	gender and number	ਕਰਦਾ/ਕਰਦੇ/ਕਰਦੀ/ਕਰਦੀਆਂ, ਨੱਚਦਾ/ਨੱਚਦੇ/ਨੱਚਦੀ/ਨੱਚਦੀਆਂ
Conjunctions	subordinating	ਕਿ, ਕਿਉਂਕਿ, ਕਿਹੜਾ, ਤਾਂ, ਤਾਂਕਿ, ਤਾਂ ਜੋ, ਤਦੇ ਹੀ, ਜਦੋਂ, ਜਿਹੜਾ, ਜਿਵੇਂ, ਜੇ ਜੈਸਮੀਨ ਨੇ ਆਪਣੇ ਦਾਦੀ ਜੀ ਨੂੰ ਕਿਹਾ ਕਿ ਉਹ ਉਹਨਾਂ ਨੂੰ ਬਹੁਤ ਪਿਆਰ ਕਰਦੀ ਹੈ।
Gender	inanimate feminine	ਸੜਕ, ਰਾਤ, ਦੁਕਾਨ, ਕੁਰਸੀ, ਕੰਧ
	inanimate masculine	ਘਰ, ਦਿਨ, ਦਰਵਾਜ਼ਾ, ਪਾਣੀ, ਦੁੱਧ

Grammatical items	Sub-elements	Elaborations
Mood	conditional	ਜੇ ਕਮਲ ਨੂੰ ਕੰਮ ਤੇ ਛੁੱਟੀ ਮਿਲੀ ਤਾਂ ਉਹ ਵਿਸਾਖੀ ਮਨਾਉਣ ਲਈ ਪੰਜਾਬ ਜਾਵੇਗੀ।
	indicative	ਉਸਦੀ ਨਾਨੀ ਮਾਂ ਨੇ ਇੱਕ ਕਮਰੇ ਵਿੱਚ ਪੁਰਾਣੀਆਂ ਵਿਰਾਸਤੀ ਚੀਜ਼ਾਂ ਸਜਾਈਆਂ ਹੋਈਆਂ ਹਨ।
	subjunctive <ul style="list-style-type: none"> • optative • potential 	ਤੁਹਾਡੀ ਯਾਤਰਾ ਖੁਸ਼ਹਾਲ/ਸਫਲ ਰਹੇ। ਉਹ ਸ਼ਾਇਦ ਆਪਣੇ ਸਾਥੀਆਂ ਨਾਲ ਸੈਰ-ਸਪਾਟੇ ਤੇ ਗਿਆ ਹੋਵੇਗਾ।
Nouns	abstract	ਖੁਸ਼ੀ, ਗ਼ਮੀ, ਗ਼ਰਮੀ, ਸਰਦੀ, ਸੁੰਦਰਤਾ, ਉਤਸ਼ਾਹ, ਬਚਪਨ, ਬੁਢਾਪਾ, ਮਿਠਾਸ, ਕੁਝੱਤਣ, ਪਿਆਰ, ਵਫ਼ਾਦਾਰੀ, ਉਤਸੁਕਤਾ, ਸੰਤੁਸ਼ਟੀ, ਰਾਹਤ ਜਿਵੇਂ-ਜਿਵੇਂ ਛੁੱਟੀਆਂ ਤੇ ਜਾਣ ਦਾ ਸਮਾਂ ਨੇੜੇ ਆ ਰਿਹਾ ਸੀ, ਉਹਨਾਂ ਦਾ ਉਤਸ਼ਾਹ ਵੱਧਦਾ ਜਾ ਰਿਹਾ ਸੀ।
Participles	imperfect	ਮੂਲ ਕਿਰਿਆ + ਦਾ, ਦੇ, ਦੀ, ਦੀਆਂ ਬੱਚੇ ਆਪਣੇ ਦਾਦੀ ਜੀ ਤੋਂ ਕਹਾਣੀ ਸੁਣਦੇ-ਸੁਣਦੇ ਸੌਂ ਗਏ।
Particles	honorific	ਜੀ ਮਾਤਾ ਜੀ, ਪਿਤਾ ਜੀ, ਭੂਆ ਜੀ, ਵੀਰ ਜੀ, ਭੈਣ ਜੀ
Plurals	<i>plurale tantum</i>	ਲੋਕ, ਪੇਕੇ, ਸਰੂਰੇ, ਨਾਨਕੇ, ਦਾਦਕੇ, ਮਾਪੇ
Postpositions	inflected	ਦਾ, ਦੇ, ਦੀ, ਦੀਆਂ, ਕੋਲ, ਨਾਲ, ਵਿੱਚ, ਸਾਹਮਣੇ, ਉੱਪਰ, ਨੇੜੇ, ਦੂਰ ਮੇਰਾ ਘਰ ਸਮੁੰਦਰ ਦੇ ਨੇੜੇ ਹੈ।
Pronouns	reflexive	ਆਪਣਾ, ਆਪਣੇ, ਆਪਣੀ, ਆਪਣੀਆਂ, ਆਪੋ, ਆਪੋ-ਆਪਣਾ, ਆਪੋ, ਆਪਸ ਭੈਣ-ਭਰਾ ਆਪਸ ਵਿੱਚ ਫੇਸ ਟਾਇਮ ਤੇ ਗੱਲ-ਬਾਤ ਕਰ ਰਹੇ ਹਨ।
Sentence types	exclamatory	ਸ਼ਾਬਾਸ਼, ਵਾਹ, ਹਾਏ, ਹਾਏ ਰੱਬਾ, ਸਦਕੇ, ਬੱਲੇ, ਬਈ ਵਾਹ, ਸੱਚੀ, ਅਸ਼ਕੇ, ਬਹੁਤ ਅੱਛੇ ਸ਼ਾਬਾਸ਼! ਤੁਸੀਂ ਬਹੁਤ ਵਧੀਆ ਗੋਲ ਕੀਤਾ ਹੈ।
	request	ਕ੍ਰਿਪਾ, ਕਿਰਪਾ, ਕ੍ਰਿਪਾਲਤਾ, ਮੋਹਰਬਾਨੀ ਕਿਰਪਾ ਕਰਕੇ ਮੈਨੂੰ ਪਾਣੀ ਦਾ ਗਿਲਾਸ ਦਿਓ ਜੀ।
Tenses	past continuous	ਚਾਚਾ ਜੀ ਬੜੀਚੀ ਨੂੰ ਪਾਣੀ ਦੇ ਰਹੇ ਸਨ।
	simple future	ਅਸੀਂ ਕੱਲ੍ਹ ਨੂੰ ਮਾਮਾ ਜੀ ਨੂੰ ਮਿਲਣ ਜਾਵਾਂਗੇ।
	simple past	ਉਹਨਾਂ ਨੇ ਵੈਸਾਖੀ ਤੇ ਖੂਬ ਭੰਗੜਾ ਪਾਇਆ।
	simple present	ਉਹ ਆਪਣੇ ਸਕੂਲ ਦਾ ਕੰਮ ਕਰਨ ਲਈ ਕੰਪਿਊਟਰ ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ।

Grammatical items	Sub-elements	Elaborations
Verbs	root	ਖਾ, ਪੀ, ਨੱਚ, ਹੱਸ, ਕਰ, ਲੈ, ਰੱਖ
	infinitive	ਖਾਣਾ, ਪੀਣਾ, ਨੱਚਣਾ, ਹੱਸਣਾ, ਕਰਨਾ, ਲੈਣਾ, ਰੱਖਣਾ
	regular	ਨੱਚ, ਹੱਸ, ਕਰ, ਲੈ, ਰੱਖ
Words	antonyms	ਨਵਾਂ – ਪੁਰਾਣਾ, ਆਪਣਾ – ਪਰਾਇਆ, ਖੁਸ਼ੀ – ਗ਼ਮੀ, ਖੁਸ਼ – ਉਦਾਸ
	prefixes	ਬੇ – ਬੇਸਮਝ, ਬੇਹੋਸ਼, ਬੇਕਸੂਰ, ਬੇਪਰਵਾਹ, ਬੇਫਿਕਰ ਸ - ਸਪੁੱਤਰ, ਸਪੁੱਤਰੀ, ਸਫਲ, ਸਜੀਵ
	suffixes	ਆਈ – ਦਰਾਈ, ਜੇਠਾਈ, ਸੇਠਾਈ ਦਾਰ – ਸਮਝਦਾਰ, ਰਿਸ਼ਤੇਦਾਰ, ਇਮਾਨਦਾਰ, ਸ਼ਾਨਦਾਰ, ਖ਼ਬਰਦਾਰ

Unit 2

Grammatical items	Sub-elements	Elaborations
Adjectives	qualitative <ul style="list-style-type: none"> positive comparative superlative 	ਦਿਸੰਬਰ ਵਿੱਚ ਬਹੁਤ ਸਾਰੇ ਲੋਕ ਆਸਟਰੇਲੀਆ ਛੁੱਟੀਆਂ ਮਨਾਉਣ ਆਉਂਦੇ ਹਨ। ਵੈਸਟਰਨ ਆਸਟਰੇਲੀਆ ਵਿੱਚ ਦੂਜੇ ਸੂਬਿਆਂ ਨਾਲੋਂ ਜਿਆਦਾ ਗਰਮੀ ਪੈਂਦੀ ਹੈ। ਵੈਸਟਰਨ ਆਸਟ੍ਰੇਲੀਆ, ਆਸਟ੍ਰੇਲੀਆ ਦਾ ਸਭ ਤੋਂ ਵੱਡਾ ਸੂਬਾ ਹੈ।
	quantitative	ਇਕ ਕਿਲੋ, ਚਾਰ ਕਿਲੋਮੀਟਰ, ਬਹੁਤ ਸਾਰਾ ਪਰਥ ਤੋਂ ਬਸਲਟਨ ਤੱਕ ਦਾ ਫਾਸਲਾ ਦੇ ਸੌ ਕਿਲੋਮੀਟਰ ਦਾ ਹੈ।
Adverbs	manner	ਇਵੇਂ, ਇੰਝ, ਕਿਵੇਂ, ਜਿਵੇਂ, ਇਸ ਤਰ੍ਹਾਂ, ਅਚਨਚੇਤ, ਛੇਤੀ, ਹੇਲੀ, ਰੁੱਕ-ਰੁੱਕ ਕੇ, ਧੜਾਧੜ, ਅੰਨੇਵਾਹ, ਝੱਟ-ਪੱਟ ਜਦੋਂ ਅਸੀਂ ਐਲਬਨੀ ਜਾ ਰਹੇ ਸੀ ਤਾਂ ਮੀਂਹ ਰੁੱਕ-ਰੁੱਕ ਕੇ ਪੈ ਰਿਹਾ ਸੀ।
	quantity	ਘੱਟ, ਵੱਧ, ਏਨਾਂ, ਖਚਾਖੱਚ, ਅੱਧਵਾਟੇ, ਅਧੂਰਾ, ਪੂਰਾ, ਥੋੜਾ, ਕਿੰਨਾ, ਜਿੰਨਾ, ਇੰਨਾ, ਰਤਾ ਕੁ ਮੈਂ ਸਫ਼ਰ ਵਿੱਚ ਘੱਟ ਖਾਣਾ ਪਸੰਦ ਕਰਦੀ ਹਾਂ।
Cases	ablative	ਤੋਂ, ਕੋਲੋਂ, ਅੰਦਰੋਂ, ਵਲੋਂ ਜੈਸਮੀਨ ਨਾਨਕਿਆਂ ਤੋਂ ਵਾਪਸ ਆਉਣ ਵੇਲੇ ਉਦਾਸ ਸੀ।
	dative	ਲਈ, ਖਾਤਰ, ਵਾਸਤੇ, ਹਿਤ ਉਹਨਾਂ ਨੇ ਪੰਜਾਬ ਦੇ ਵੱਖ-ਵੱਖ ਸ਼ਹਿਰ ਘੁੰਮਣ ਲਈ ਗੱਡੀ ਕਿਰਾਏ ਤੇ ਕੀਤੀ।
	locative	ਪਰ, ਉੱਪਰ, ਵਿੱਚ, ਤੇ, ਉੱਤੇ, ਅੰਦਰ, ਬਾਹਰ ਸਮੁੰਦਰ ਕਿਨਾਰੇ ਸਵੇਰ ਦੀ ਸੈਰ ਕਰਨ ਤੋਂ ਬਾਦ, ਅਸੀਂ ਹੋਟਲ ਦੇ ਕਮਰੇ ਵਿੱਚ ਅਰਾਮ ਕੀਤਾ।
Conjugation	imperfect participle	ਉਹ ਹਰ ਸਾਲ ਗਰਮੀਆਂ ਦੀਆਂ ਛੁੱਟੀਆਂ ਆਪਣੇ ਪਿੰਡ ਵਾਲੇ ਘਰ ਵਿੱਚ ਬਿਤਾਉਂਦੇ ਹਨ।
	irregular perfect participle	ਅਸੀਂ ਪੰਜਾਬ ਫੇਰੀ ਦੌਰਾਨ ਬਹੁਤ ਖਰੀਦਦਾਰੀ ਕੀਤੀ।
	regular perfect participle	ਅਸੀਂ ਯਾਤਰਾ ਤੇ ਜਾਣ ਲਈ ਹਫ਼ਤਾ ਪਹਿਲਾਂ ਹੀ ਆਪਣੀ ਸਾਰੀ ਤਿਆਰੀ ਕਰ ਲਈ ਸੀ।
Conjunctions	adverbial	ਅੰਤ ਵਿੱਚ, ਆਖਿਰਕਾਰ, ਆਖਿਰ ਵਿੱਚ, ਇਸ ਕਰਕੇ, ਇਸ ਲਈ, ਤਦੇ ਹੀ, ਹਾਲਾਂਕਿ ਮੈਨੂੰ ਉਥੋਂ ਦੀ ਸਥਾਨਿਕ ਭਾਸ਼ਾ ਨਹੀਂ ਆਉਂਦੀ ਇਸ ਕਰਕੇ ਮੈਂ ਇਹ ਭਾਸ਼ਾ ਅਨੁਵਾਦ ਐਪ ਡਾਊਨਲੋਡ ਕੀਤੀ ਹੈ।

Grammatical items	Sub-elements	Elaborations
Moods	imperative	ਸਮੁੰਦਰ ਵਿੱਚ ਤੈਰਦੇ ਸਮੇਂ ਲਾਲ ਅਤੇ ਪੀਲੇ ਝੰਡਿਆਂ ਦੇ ਵਿਚਕਾਰ ਰਹੋ।
	negative imperative	ਆਸਟ੍ਰੇਲੀਆ ਆਉਣ ਵੇਲੇ ਖਾਣ-ਪੀਣ ਦਾ ਸਮਾਨ ਨਾ ਲਿਆਓ।
Nouns	collective	ਜੱਥਾ, ਇੱਜੜ, ਜਮਾਤ, ਟੀਮ, ਝੁੰਡ, ਦਲ ਅਸੀਂ ਪਾਰਕ ਵਿੱਚ ਕੰਗਾਰੂਆਂ ਦੇ ਕਈ ਝੁੰਡ ਦੇਖੇ।
	concrete	ਪਾਣੀ, ਰੇਤ, ਕੱਪੜਾ, ਫਸਲ, ਸੋਨਾ, ਤੇਲ ਸਮੁੰਦਰ ਕਿਨਾਰੇ ਕਲਾਕਾਰ ਰੇਤ ਦੀਆਂ ਮੂਰਤੀਆਂ ਬਣਾ ਰਿਹਾ ਸੀ।
Participles	infinitive	ਮੂਲ ਕਿਰਿਆ + ਨ, ਏ, ਨਾ, ਏ ਸਾਡੇ ਉਥੇ ਪਹੁੰਚਣ ਤੇ ਪਹਿਲਾਂ ਹੀ ਬੱਸ ਜਾ ਚੁੱਕੀ ਸੀ।
Postpositions	uninflected	ਨੇ, ਨੂੰ, ਲਈ, ਵਾਸਤੇ, ਹਿਤ, ਬਿਨਾਂ, ਸਿਵਾਏ ਉਹਨਾਂ ਨੇ ਸਫ਼ਰ ਵਾਸਤੇ ਖਾਣ-ਪੀਣ ਦਾ ਸਮਾਨ ਖਰੀਦਿਆ।
Pronouns	indefinite	ਸਭ, ਕੁਝ, ਸਾਰੇ, ਬਹੁਤ, ਬਹੁਤ ਸਾਰੇ, ਕਈ, ਕੋਈ ਬਹੁਤ ਸਾਰੇ ਲੋਕ ਮੇਲਾ ਦੇਖਣ ਆਏ ਹੋਏ ਸਨ।
	relative	ਜੋ, ਜਿਸ, ਜਿਹੜਾ, ਜੋ, ਜਿਸ ਕਿਸੇ, ਜੋ ਕੋਈ, ਜਿਹੜਾ ਕੋਈ ਜੋ ਕੋਈ ਡੇਲਫਿਨ ਦੇਖਣਾ ਚਾਹੁੰਦਾ ਹੈ ਤਾਂ ਉਸ ਨੂੰ ਸਵੇਰੇ ਛੇਤੀ ਉੱਠ ਕੇ ਸਮੁੰਦਰ ਕਿੰਨਾਰੇ ਪਹੁੰਚਣਾ ਚਾਹੀਦਾ ਹੈ।
Sentence types	complex	ਜੋ, ਜਿਹੜਾ, ਜਦੋਂ, ਜਿਸ, ਕਿ, ਕਿਉਂਕਿ, ਜੋ, ਜਿਵੇਂ, ਨਹੀਂ ਤਾਂ ਕੁਝ ਯਾਤਰੀ ਅਜਿਹੇ ਵੀ ਹੁੰਦੇ ਹਨ ਜੋ ਘੱਟ ਭੀੜ ਵਾਲੀਆਂ ਥਾਵਾਂ ਤੇ ਜਾਣਾ ਪਸੰਦ ਕਰਦੇ ਹਨ।
	interrogative	ਤੁਹਾਨੂੰ ਇਥੇ ਪਹੁੰਚਣ ਨੂੰ ਕਿੰਨਾ ਸਮਾਂ ਲੱਗਾ?
Tenses	future perfect	ਤੁਹਾਡੇ ਉਥੇ ਪਹੁੰਚਣ ਤੇ ਪਹਿਲਾਂ ਹੀ ਪ੍ਰੋਗਰਾਮ ਸ਼ੁਰੂ ਹੋ ਚੁੱਕਾ ਹੋਵੇਗਾ।
	past perfect	ਸੂਰਜ ਢੱਲਣ ਤੋਂ ਪਹਿਲਾਂ, ਸੈਲਾਨੀ ਉਥੇ ਪੈਂਗੁਇਨ ਦੇਖਣ ਲਈ ਪਹੁੰਚ ਚੁੱਕੇ ਸਨ।
	present continuous	ਤੁਸੀਂ ਸਾਨੂੰ ਮਿਲਣ ਕਦੋਂ ਆ ਰਹੇ ਹੋ?
Verbs	conjunct	ਮੇਰੇ ਮਾਤਾ ਜੀ ਨੇ ਸਫ਼ਰ ਵਾਸਤੇ ਕੁਝ ਖਾਣ-ਪੀਣ ਦਾ ਸਮਾਨ ਤਿਆਰ ਕੀਤਾ।
	irregular	ਖਾਧਾ, ਪੀਤਾ, ਕੀਤਾ, ਦਿੱਤਾ, ਸੁੱਤਾ, ਨਹਾਤਾ
	verb ਹੋਣਾ (to be)	ਜੁਲਾਈ ਵਿੱਚ ਇਥੇ ਬਹੁਤ ਬਾਰਿਸ਼ ਹੁੰਦੀ ਹੈ।
Voice	passive	ਅਜਾਇਬ ਘਰ ਦੀ ਫੇਰੀ ਦੌਰਾਨ ਸਾਨੂੰ ਪੁਰਾਣੇ ਵਿਰਸੇ ਤੋਂ ਜਾਣੂ ਕਰਵਾਇਆ ਗਿਆ।

Grammatical items	Sub-elements	Elaborations
Words	synonyms	ਮਾਣ – ਸਨਮਾਨ, ਸਤਿਕਾਰ, ਇੱਜ਼ਤ, ਆਦਰ, ਵਡਿਆਈ, ਆਉ- ਭਗਤ ਉਹ ਸਭ ਦੀ ਬਹੁਤ ਇੱਜ਼ਤ ਕਰਦਾ ਹੈ।

Assumed learning

Before commencing the study of Unit 1 and Unit 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Punjabi grammatical items.

Grammatical items	Sub-elements	Elaborations
Adjectives	numeral: <ul style="list-style-type: none"> cardinal ordinal 	ਦੇ, ਦਸ, ਚਾਰ, ਛੇ, ਪੰਦਰਾ ਅਸੀਂ ਦੇ ਹਫ਼ਤਿਆਂ ਲਈ ਪੰਜਾਬ ਘੁੰਮ ਕੇ ਆਏ ਹਾਂ। ਦੂਜਾ, ਦਸਵਾਂ, ਚੋਥਾ, ਛੇਵਾਂ, ਪੰਦਰਵਾਂ ਕੀਰਤ ਪਹਿਲੀ ਵਾਰ ਪਰਥ ਘੁੰਮਣ ਆਈ ਹੈ।
	qualitative	ਚੰਗਾ, ਦਿਲਚਸਪ, ਸੋਹਣਾ, ਲਾਲ, ਮਹੱਤਵਪੂਰਨ, ਪਿਆਰਾ, ਨੇਕ ਸੈਰ-ਸਪਾਟਾ ਵਿਭਾਗ ਕਿਸੇ ਦੇਸ਼ ਦੇ ਆਰਥਿਕ ਵਿਕਾਸ ਵਿੱਚ ਮਹੱਤਵਪੂਰਨ ਭੂਮਿਕਾ ਨਿਭਾਉਂਦਾ ਹੈ।
Adverbs	place	ਇੱਥਰ, ਉੱਥਰ, ਸੱਜੇ, ਖੱਬੇ, ਥੱਲੇ, ਅੰਦਰ, ਬਾਹਰ, ਘਰ, ਸ਼ਹਿਰ, ਪਿੰਡੇ, ਦੂਰ, ਨੇੜੇ, ਸਾਹਮਣੇ, ਪਰ੍ਹੇ ਮੇਰੇ ਮਿਤਰ ਦਾ ਘਰ, ਮੇਰੇ ਘਰ ਤੋਂ ਥੋੜ੍ਹਾ ਦੂਰ ਹੈ।
	time	ਅੱਜ, ਕੱਲ੍ਹ, ਅੱਜ-ਕੱਲ੍ਹ, ਭਲਕੇ, ਪਰਸੋਂ, ਸਵੇਰੇ, ਸ਼ਾਮੀ, ਤਰਕਾਲੀਂ, ਦੁਪਹਿਰੇ, ਰਾਤੀਂ, ਉਦੋਂ, ਕਦੋਂ, ਹਰ ਰੋਜ਼, ਬੁਧਵਾਰ, ਲਗਾਤਾਰ ਪਿਤਾ ਜੀ ਸ਼ਾਮ ਤੱਕ ਘਰ ਆ ਜਾਣਗੇ।
Cases	nominative	ਨੇ ਉਸ ਨੇ ਸਫ਼ਰ ਤੇ ਜਾਣ ਲਈ ਆਪਣਾ ਸਮਾਨ ਥੈਲੇ ਵਿੱਚ ਪਾਇਆ।
	objective	ਨੂੰ ਦਾਦਾ ਜੀ ਨੇ ਆਪਣੇ ਪੋਤੇ-ਪੋਤੀਆਂ ਨੂੰ ਅਸ਼ੀਰਵਾਦ ਦਿੱਤਾ।
	possessive	ਦਾ, ਦੇ, ਦੀ, ਦੀਆਂ, ਮੇਰਾ, ਮੇਰੀ, ਮੇਰੇ, ਮੇਰੀਆਂ, ਤੇਰਾ, ਤੇਰੀ, ਤੇਰੇ, ਤੇਰੀਆਂ, ਉਹਨਾਂ ਦਾ, ਉਸਦਾ ਇਮੀਗ੍ਰੇਸ਼ਨ ਅਧਿਕਾਰੀ ਨੇ ਮੇਰੇ ਦਸਤਾਵੇਜ਼ਾਂ ਦਾ ਨਿਰੀਖਣ ਕੀਤਾ।
Conjunctions	coordinating	ਤੇ, ਅਤੇ, ਜਾਂ, ਫਿਰ ਵੀ, ਪਰ, ਪਰੰਤੂ, ਨਾਲੇ, ਸਗੋਂ, ਸਗੋਂ ਕਿ ਅਸੀਂ ਚਾਚਾ ਜੀ ਦੇ ਘਰ ਗਏ ਅਤੇ ਨਵੇਂ ਸਾਲ ਦਾ ਜਸ਼ਨ ਇਕੱਠਿਆ ਮਨਾਇਆ।
	subordinating	ਕਿ, ਕਿਉਂਕਿ, ਕਿਹੜਾ, ਤਾਂ, ਤਾਂਕਿ, ਤਾਂ ਜੇ, ਤਦੇ ਹੀ, ਜਦੋਂ, ਜਿਹੜਾ, ਜਿਵੇਂ ਹੀ, ਜੇ ਜਿਵੇਂ ਹੀ ਅਸੀਂ ਮੇਲੇ ਵਿੱਚ ਪਹੁੰਚੇ, ਸੱਭਿਆਚਾਰਕ ਝਾਕੀਆਂ ਸ਼ੁਰੂ ਹੋ ਗਈਆਂ।

Grammatical items	Sub-elements	Elaborations
Lagakhar	ੰ	ਅੰਬ, ਖੰਭ, ਸੰਬੰਧ, ਕੰਧ, ਕੰਘੀ, ਯੰਤਰ, ਨੂੰ, ਚੰਗਾ, ਨਵੰਬਰ, ਦਸੰਬਰ
	ਂ	ਉਂਗਲੀ, ਆਂਡਾ, ਵਾਂਗ, ਵਰਤੋਂ, ਕਾਂ, ਮਾਂ, ਕੇਂਦਰ, ਮੀਂਹ, ਭੋਂ
	ੱ	ਵੱਟ, ਮਹੱਤਵ, ਲੱਗਾ, ਗੱਲ, ਛੱਲ, ਅੱਧਕ, ਧੱਕਾ, ਸੈੱਟ, ਪੈੱਨ, ਇੱਜੜ
Laga-matruvan	ਮੁਕਤਾ	ਹਰਮਨ, ਅਰਥ, ਕਲਮ, ਚਮਕ, ਧੜਕਣ, ਕਸਰਤ, ਲਮਕ, ਕਰ, ਪਰਥ, ਸਫ਼ਰ, ਵਕਤ, ਅਗਸਤ
	ਾ	ਯਾਤਰਾ, ਤਾਰਾ, ਜਾਨਵਰ, ਕਾਰ, ਭਾਰ, ਸਾਰਾ, ਮਾਮਾ, ਨਾਨਾ, ਚਾਚਾ, ਪੜਤਾਲ, ਮਾਤਾ, ਰਾਤ, ਵਾਧਾ, ਮਜ਼ਾ, ਪਹਾੜ, ਗਾਹਕ, ਮਾਰਚ
	ਿ	ਕਿਰਨ, ਸਾਹਿਤ, ਤਿਲਕਣ, ਕਿਸ, ਪਿਤਾ, ਕਿਸਾਨ, ਸ਼ਹਿਰ, ਨਹਿਰ, ਗਿਣ, ਦਿਨ, ਠਹਿਰ, ਸਿਡਨੀ, ਸਿਤੰਬਰ
	ੀ	ਸਰੀਰ, ਬਗ਼ੀਚੀ, ਪਾਈ, ਗਰਮੀ, ਸਰਦੀ, ਯਾਤਰੀ, ਕੀਤੀ, ਵੀਰ, ਬਨਬਰੀ, ਧਰਤੀ, ਜ਼ਮੀਨ, ਪਤਨੀ, ਜਨਵਰੀ, ਮਈ, ਜਲਦੀ, ਆਵਾਜਾਈ
	ੁ	ਮੁਲਕ, ਕੁਦਰਤ, ਪੁੱਤਰ, ਪੁਲ, ਮੁਸਾਫ਼ਰ, ਉਡਾਨ, ਮੁੜ, ਦੁਬਾਰਾ, ਬੁੱਤ, ਤੁਰਨਾ, ਜੁਲਾਈ, ਹੁਣ, ਜਾਉ, ਆਉਣਾ, ਸਤਲੁਜ, ਲੁਕਣ-ਮੀਚੀ
	ੂ	ਸ਼ੁਰੂ, ਅਕਤੂਬਰ, ਜੂਨ, ਖੂਹ, ਬੂਟਾ ਸੂਰਜ, ਸਕੂਲ, ਦੂਜਾ, ਯੂਰਪ, ਕਬੂਤਰ, ਆਲੂ, ਗੁਰੂ, ਜੂਠ, ਰੂਸ, ਪੂਰਾ
	ੇ	ਦੇਖ, ਦੇਸ਼, ਖੇਚਲ, ਸਵੇਰ, ਜੇਬ, ਖੇਡ, ਪੇਕੇ, ਜੇਠ, ਵੇਖਣਾ, ਸਟੇਜ, ਸੇਬ, ਹਨ੍ਹੇਰ, ਬੇਗਾਨਾ, ਭਾਵੇਂ, ਮੇਜ਼ਬਾਨ, ਰੇਲਵੇ-ਸਟੇਸ਼ਨ
	ੈ	ਪੈਦਲ, ਪੈਰ, ਤੈਰਨਾ, ਸੈਲਾਨੀ, ਮੈੱਲਬਰਨ, ਐਲਬਨੀ, ਅਪ੍ਰੈਲ, ਐਤਵਾਰ, ਸੈਰ, ਭੈਣ, ਇੰਟਰਨੈੱਟ, ਲੈਪਟਾਪ
	ੋ	ਮੇੜ, ਮਾਣਯੋਗ, ਬੋਝ, ਸਰੋਵਰ, ਫੇਨ, ਠੇਕਰ, ਯੋਜਨਾ, ਲੋੜ, ਵਰਤੋਂ, ਅਜੇਕੇ, ਵੱਲੋਂ, ਅਨਮੋਲ, ਲੋਕ, ਰੇਸ਼ਨੀ
	ੌ	ਮੌਸਮ, ਮਖੌਲ, ਰੌਣਕ, ਦੌੜ, ਖਿਡੌਣੇ, ਮੌਕਾ, ਔਰਤ, ਪੌਸ਼ਾਕ, ਚੌੜਾ, ਨੌਜਵਾਨ, ਲਾਹੌਰ, ਫਿਲੋਰ, ਚੌਲ

Grammatical items	Sub-elements	Elaborations
Nouns	common	ਮਨੁੱਖ, ਸ਼ਹਿਰ, ਪ੍ਰੇਰਣਾ, ਯਾਤਰੀ, ਮੁੰਡਾ, ਪਹਾੜ, ਸਰੋਲੀ, ਮਾਤਾ-ਪਿਤਾ ਮੈਨੂੰ ਪਹਾੜਾਂ ਤੇ ਛੁੱਟੀਆਂ ਬਿਤਾਉਣੀਆਂ ਪਸੰਦ ਹਨ।
	proper	ਭਗਤ ਸਿੰਘ, ਸਤਲੁਜ, ਮਾਊਂਟ-ਐਵਰੇਸਟ, ਪੰਜਾਬ, ਆਸਟ੍ਰੇਲੀਆ, ਬਿਆਸ ਮਾਊਂਟ-ਐਵਰੇਸਟ ਦੁਨਿਆ ਦਾ ਸਭ ਤੋਂ ਉੱਚਾ ਪਹਾੜ ਹੈ।
	masculine	ਆਦਮੀ, ਮੁੰਡਾ, ਚਾਚਾ, ਮਾਮਾ ਉਹ ਮੁੰਡਾ ਮੇਰਾ ਪੱਕਾ ਆੜੀ ਹੈ।
	feminine	ਜਨਾਨੀ, ਬੱਚੀ, ਚਾਚੀ, ਮਾਮੀ ਮੇਰੇ ਮਾਮੀ ਜੀ ਨੇ ਮੇਰੇ ਲਈ ਮੇਰਾ ਮਨਪਸੰਦ ਖਾਣਾ ਬਣਾਇਆ।
	singular	ਮੁੰਡਾ, ਮੇਲਾ, ਚਾਚੀ, ਯਾਤਰਾ ਮੁੰਡਾ ਮੇਲਾ ਦੇਖਣ ਲਈ ਤਿਆਰ ਹੋ ਰਿਹਾ ਸੀ।
	plural	ਮੁੰਡੇ, ਮੇਲੇ, ਚਾਚੀਆਂ, ਯਾਤਰਾਵਾਂ ਅਸੀਂ ਪੰਜਾਬ ਵਿੱਚ ਕਈ ਸੱਭਿਆਚਾਰਕ ਮੇਲੇ ਦੇਖੇ।
Periakhar	perri – ਰ	ਪ੍ਰੀਤ, ਆਸਟ੍ਰੇਲਿਆ, ਸ੍ਰੀ, ਅੰਗ੍ਰੇਜ਼ੀ, ਕ੍ਰੈਫ, ਪ੍ਰਸਿੱਧ, ਅੰਮ੍ਰਿਤਸਰ, ਅਪ੍ਰੈਲ
	perri – ਹ	ਚੜ੍ਹ, ਹੜ੍ਹ, ਖੇਲ੍ਹ, ਆਲ੍ਹਣਾ, ਸਰ੍ਹੋਂ, ਜਿਲ੍ਹਾ, ਸਾੜ੍ਹੀ, ਦਾੜ੍ਹੀ, ਨੇੜ੍ਹੇ
	perri – ਵ	ਸ਼ੈਜੀਵਨੀ, ਸ਼ੈਮਾਨ
Postpositions	inflected	ਦਾ, ਦੀ, ਦੇ, ਦੀਆਂ, ਕੋਲ, ਲਾਗੇ, ਵਿੱਚ, ਵਿਚਕਾਰ, ਨੇੜ੍ਹੇ, ਪਾਸ, ਸਾਹਮਣੇ, ਉਤੇ, ਉੱਪਰ, ਦੂਰ ਹਰੀਕੇ ਪੱਤਣ ਝੀਲ ਸਾਡੀ ਸਰ੍ਹਾਂ ਦੇ ਥੋੜ੍ਹੀ ਦੂਰ ਸੀ।
Pronouns	demonstrative	ਇਹ, ਉਹ, ਇਸ, ਉਸ, ਇੰਨਾਂ, ਉਨਾਂ ਉਸ ਜਗ੍ਹਾ ਬਹੁਤ ਭੀੜ ਸੀ।
	interrogative	ਕੌਣ, ਕਿਹੜਾ, ਕਿਸ ਦਾ, ਕਿਸ ਨੂੰ, ਕੀ ਤੁਸੀਂ ਪੰਜਾਬ ਵਿੱਚ ਕਿਥੇ-ਕਿਥੇ ਘੁੰਮੇ?
	personal	ਮੈਂ, ਤੁਸੀਂ, ਤੂੰ, ਅਸੀਂ, ਉਹ, ਇਹ ਉਹ ਮੇਰੇ ਚਾਚਾ ਜੀ ਦਾ ਮੁੰਡਾ ਹੈ।

Grammatical items	Sub-elements	Elaborations
Sentence types	compound	ਪੰਜਾਬ ਤਿਉਹਾਰਾਂ ਦਾ ਦੇਸ਼ ਹੈ ਅਤੇ ਹਰ ਤਿਉਹਾਰ ਦਾ ਆਪਣਾ ਇਕ ਖਾਸ ਮਹੱਤਵ ਹੈ।
	negation	ਅਸੀਂ ਇਸ ਸਾਲ ਵਿਸਾਖੀ ਮੇਲੇ ਤੇ ਨਹੀਂ ਗਏ।
	simple	ਮੈਂ ਹਰ ਸ਼ਨੀਵਾਰ ਆਪਣੇ ਕਲੱਬ ਲਈ ਹਾਕੀ ਖੇਡਦਾ ਹਾਂ।
	statements	ਹਰ ਸਾਲ ਭਾਰੀ ਗਿਣਤੀ ਵਿੱਚ ਸੈਲਾਨੀ ਇਥੇ ਘੁੰਮਣ ਆਉਂਦੇ ਹਨ।
Tenses	future continuous	ਉਹ ਫੋਨ ਤੇ ਆਪਣੀ ਬਚਪਨ ਦੀ ਸਹੇਲੀ ਨਾਲ ਗੱਲ ਕਰ ਰਹੀ ਹੋਵੇਗੀ।
	future perfect	ਯਾਤਰੂ ਬੱਸ ਸਟੇਸ਼ਨ ਤੇ ਆ ਚੁੱਕੀ ਹੋਵੇਗੀ।
	past continuous	ਬੱਚੇ ਨੱਚਦੇ-ਨੱਚਦੇ ਮੇਲੇ ਤੋਂ ਵਾਪਸ ਆ ਰਹੇ ਸਨ।
	present continuous	ਨਾਨੀ ਜੀ ਬੱਚੇ ਨੂੰ ਕਹਾਣੀ ਸੁਣਾ ਰਹੇ ਹਨ।
	present perfect	ਅਸੀਂ ਸਫ਼ਰ ਕਰਨ ਵਾਸਤੇ ਜ਼ਰੂਰੀ ਦਸਤਾਵੇਜ਼ ਇਕੱਠੇ ਕਰ ਲਏ ਹਨ।
	simple future	ਦੁਪਹਿਰ ਹੋਣ ਤੋਂ ਪਹਿਲਾਂ ਅਸੀਂ ਕੈਂਪ ਵਾਲੀ ਜਗ੍ਹਾ ਤੇ ਪੁੰਚ ਜਾਵਾਂਗੇ।
	simple past	ਅਸੀਂ ਵਾਇਟਮੈਨ ਪਾਰਕ ਵਿੱਚ ਜਾਨਵਰਾਂ ਦੇ ਕਈ ਝੁੰਡ ਦੇਖੇ।
	simple present	ਮੇਰੀ ਭੈਣ ਕੰਪਿਊਟਰ ਤੇ ਆਪਣੇ ਸਕੂਲ ਦਾ ਕੰਮ ਕਰਦੀ ਹੈ।
Verbs	auxiliary	ਉਹ ਸ਼ਾਮ ਨੂੰ ਆਪਣੇ ਮਾਤਾ ਜੀ ਨਾਲ ਰਸੋਈ ਦੇ ਕੰਮ ਵਿੱਚ ਹੱਥ ਵਟਾਉਂਦੇ ਹਨ।
	intransitive	ਬੱਚੇ ਖੇਡ ਰਹੇ ਹਨ।
	transitive	ਬੱਚੇ ਫੁਟਬਾਲ ਖੇਡ ਰਹੇ ਹਨ।
Voice	active voice	ਉਹਨਾਂ ਨੇ ਐਨਲਾਇਨ ਟਿਕਟਾਂ ਖਰੀਦੀਆਂ।
	passive voice	ਟਿਕਟਾਂ ਐਨਲਾਇਨ ਖਰੀਦੀਆਂ ਗਈਆਂ।
Words	root	ਖਾ, ਜਾ, ਪੜ੍ਹ, ਕਰ, ਲਿਖ, ਸੁਣ, ਦਾ, ਘਰ, ਦਿਲ, ਪਸੰਦ

Appendix 4 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	<ul style="list-style-type: none"> • read, listen to and view texts in Punjabi
	<ul style="list-style-type: none"> • connect with a native speaker of Punjabi
	<ul style="list-style-type: none"> • learn vocabulary and set phrases in context
	<ul style="list-style-type: none"> • explain own understanding of a grammar rule or language pattern to someone else
	<ul style="list-style-type: none"> • use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information, and confirm meaning
	<ul style="list-style-type: none"> • make connections with prior learning
To make meaning from texts	<ul style="list-style-type: none"> • listen and determine essential information from key words
	<ul style="list-style-type: none"> • work out meaning of familiar and unfamiliar language by applying rules
	<ul style="list-style-type: none"> • make links between English and Punjabi texts
	<ul style="list-style-type: none"> • analyse and evaluate information and ideas
	<ul style="list-style-type: none"> • scan texts, highlight key words and select appropriate information
	<ul style="list-style-type: none"> • recognise the attitude, purpose and intention of a text
	<ul style="list-style-type: none"> • use information in a text to draw conclusions
	<ul style="list-style-type: none"> • summarise text in own words or re-organise and re-present the information
	<ul style="list-style-type: none"> • reflect on cultural meanings, including register and tone
To produce texts	<ul style="list-style-type: none"> • read a question and determine the topic, audience, purpose, text type and style of writing
	<ul style="list-style-type: none"> • manipulate known elements in a new context to create meaning in written forms
	<ul style="list-style-type: none"> • structure an argument and express ideas and opinions
	<ul style="list-style-type: none"> • use synonyms for variety in the sentences, and conjunctions to link sentences
	<ul style="list-style-type: none"> • organise and maintain coherence of written text
	<ul style="list-style-type: none"> • evaluate and redraft written texts to enhance meaning
	<ul style="list-style-type: none"> • proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	<ul style="list-style-type: none">• make connections with first language and practise speaking in Punjabi
	<ul style="list-style-type: none">• use oral clues to predict and help with interpreting meaning
	<ul style="list-style-type: none">• ask for clarification and repetition to assist understanding
	<ul style="list-style-type: none">• manipulate known elements in a new context to create meaning in spoken forms
	<ul style="list-style-type: none">• structure an argument and express ideas and opinions
	<ul style="list-style-type: none">• use cohesive devices, apply register and grammar, and use repair strategies to practise Punjabi

